

Profile and Plan Essentials

LEA Name		AUN
Oswayo Valley SD		109537504
Address 1		
277 S. Oswayo Street		
Address 2		
City	State	Zip
Shinglehouse	PA	16748
Director of Special Education Name		
Julia Anderson		
Director of Special Education Email		
janderson@iu9.org		
Director of Special Education Phone Number		Director of Special Education Ext
(814) 887-5512		300
Chief Administrator Name		
Mr Jed Hamberger		
Chief Administrator Email		
jhamberger@oswayo.com		

Special Education Students

Total Number of Students Receiving Special Education 92

School District Total Student Enrollment 376

Percent of Students Receiving Special Education 24.5

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
Erich Zaun	Building Principal	Oswayo Valley HS	ezaun@oswayo.com
Monica Williams	Other	Oswayo Valley HS	mwilliams@oswayo.com
Hillary Long	Special Education Teacher	Oswayo Valley El Sch	hlong@iu9.org
Kristen Thompson	Parent	Oswayo Valley MS	kristenblair81@hotmail.com
Abigail Drake	Parent	Oswayo Valley El Sch	Abdrake91@yahoo.com
Jed Hamberger	Superintendent	Oswayo Valley SD	jhamberger@oswayo.com
Stephanie Good	Board Member	Oswayo Valley SD	sgood@oswayo.com
Jennifer Hoffman	General Education Teacher	Oswayo Valley El Sch	jhoffman@oswayo.com
Doug Resig	Board Member	Oswayo Valley SD	dresig@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)

Indicator not flagged at this time.

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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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.)

There are no residential facilities located within the district parameters. When students are placed outside of the district in a 1306 facility, the Oswayo Valley School District ensures that the administration communicates with the 1306 facility or attends any meetings that are scheduled for the student. If students need to receive educational programming, communication is made with the Local Education Agency and the Seneca Highlands Intermediate Unit 9 on how best to deliver that instruction. When the programming and instruction need is determined, a certified special education teacher will provide the appropriate services based on the student's IEP. On a monthly basis, either Oswayo Valley School District administration or Seneca Highlands Intermediate Unit Nine personnel will communicate with the 1306 facility to obtain progress on the student. If there were a facility within the district's boundaries, the Oswayo Valley School District would work cooperatively with the sending districts to ensure FAPE. As the host district, we would enroll students in our public-school programs that are appropriate to meet the students' needs. We would include residential school personnel in necessary meetings regarding the student, and we would ensure the provision of all services and programs necessary to ensure FAPE. If revisions or new information is needed regarding special education programming, new evaluations or revisions would be made by the appropriate certified personnel. If additional support or consultative services are needed, the OVSD would reach out to our local IU.

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

When a student in a 1306 facility is preparing to return to the home school district, the LEA team begins coordination of services for a successful transition back to school. District staff will meet with the 1306 facility and local support agencies, as well as other members of the IEP team, to discuss the needed educational supports for a successful transition back to school.

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.**

After reviewing the district's data for Least Restrictive Environment, there are no recognized areas for improvement. Oswayo Valley School District aims to ensure that, to the maximum extent appropriate, students with disabilities are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aides and services, cannot be achieved satisfactorily. 84.2% of the special education students in Oswayo Valley School District are inside the regular education environment 80% or more during their school day. This is 20.6% higher than the state average.

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?**

Oswayo Valley School District utilizes the following universal practices to address the academic and social/emotional needs of all students in need of accommodations to their learning environment. The Least Restrictive Environment (LRE) for a student depends upon the IEP team's determination of what is appropriate for the student. Guiding questions for IEP team consideration focus first on what will be provided for a student before questions of where it will be provided. The following guiding questions lead IEP teams toward appropriate decision making: - Can appropriate education (determined by the IEP team) be achieved in the regular class with supports already in place? - Can the regular classroom and teaching be modified by providing supplementary aids and services in order to achieve appropriate education? - Can appropriate education be achieved in the next, more restrictive setting with services currently in place? - Can the next more restrictive setting be modified by providing supplementary aids and services in order to achieve appropriate education? - Are there additional opportunities for integration, either through extracurricular activities, or while achieving some IEP goals?

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

In an effort to ensure the participation of students with disabilities in the general education curriculum, the Oswayo Valley School District utilizes the Seneca Highlands IU9 Training and Consultation, TaC, department to provide ongoing professional development, staff coaching, and student-specific consultations related to curriculum and LRE. Staff receive notification and are encouraged to participate in IU9 and PaTTAN training opportunities.

4. **Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.**

Supplementary aids and services are given first priority before consideration of more restrictive placement options. It is critical to note that a student's educational placement is based on each student's individualized needs. Only after a review of supplementary aids and services are discussed is the need for specially designed instruction considered for the student. Supplementary aids and services are

made available to all students who need them. They are designed to provide meaningful benefit to the student in the education setting. The IEP team, with the support of the IU9, makes sure to review, discuss and consider the four categories of supplementary aids and services: Collaborative, Instructional, Physical, and Social-Behavioral. Some of the Supplementary Aids and Services utilized throughout the Oswayo Valley School District include the following: scheduled time for meetings, coteaching/inclusion support, supports and training opportunities delivered by IU9 TaC or Pattan Consultants, adaptations and/or modifications to the curriculum, direct instruction, differentiated instruction, delivery of instruction (visual, auditory), environmental changes within the physical space (calming areas, breaks, flexible seating), flexible scheduling, peer supports, social skills instruction, remediation, positive behavior support plans, aides/adult supervision during non-academic or extra-curricular events (during plays, concerts, et.), and several others. All supplementary aids and services are discussed amongst the IEP team to determine what is most appropriate in order for the student to participate with his/her peers and make meaningful progress in the educational environment.

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?

Students with disabilities who are placed in private institutions and are educated with non-disabled children have the same opportunities to participate in district lead extra-curricular activities as students attending in their own/home district. The only exception might be a student who is placed at a facility a certain distance away from the district due to time constraints. Travel would hinder their ability to access extracurricular activities during scheduled times. In an effort to ensure that this happens, the district works with 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. 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)

The Oswayo Valley School District maintains a strong commitment to serving students with disabilities in the regular education environment. The district ensures, to the maximum extent appropriate, that children with disabilities are educated with their non-disabled peers and that removal from the regular education environment only occurs when education in that setting with supplementary aides and services does not lead to progress for the student. When considering a more restrictive environment, the IEP team convenes, reviews data, interventions and strategies, and determines the most appropriate educational placement for that student. The Oswayo Valley School District provides a proactive approach to work with all students in the least restrictive educational environment. OVSD has explored many ways to build capacity and expand programs and services in an effort to provide a continuum of services. Current practices of the Oswayo Valley School District include: 1. The district supports and emphasizes the importance of the inclusion classes enabling students with moderate disabilities to be included in core academic subjects. They have paraprofessionals to help support the students and teachers in the classrooms. 2. Teachers discuss student's progress and current academic and behavioral needs through their team meetings. The IU9 has collaborated with the district during these meetings to offer supports. 3. Employees have been trained on de-escalation strategies and the importance of safe crisis management (Safety Care). They are recertified annually. 4. The Oswayo Valley School District utilizes the Student Assistance Program (SAP) to offer mental health services to students, as well as housing a county provided mental health counselor. 5. The Oswayo Valley School District provides Learning Support, Emotional Support, Life Skills Support, Emotional Support, and Speech or Language Support throughout the district and has students participate in fair-share classrooms in other districts when needed through the IU9.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
	Other			Autistic Support	
	Other			Emotional Support	
	Other			Learning Support	

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. The Oswayo Valley School District utilizes a school-wide behavior program of Character Counts across all levels. Additionally, at the JRSR High School level staff uses various evidence based social emotional curriculums such as Positive Action or Skill Streaming. At the elementary level staff members include character counts development and bullying prevention activities into their daily and weekly teaching routines. District wide counseling services and BCBA services are provided on a contractual basis with Seneca Highlands Intermediate Unit 9. A school psychologist, social worker, or state certified BCBA consults with the team to address behavioral needs across the tiers. The school psychologist or BCBA is the lead staff person responsible for the facilitation of the Functional Behavior Assessment (FBA) process. Following the development of the FBA the school psychologist or BCBA consults with the team on the development of the Positive Behavior Support Plan. Counseling services are then provided as recommended by 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 and will be 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 or BCBA 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 and students are rewarded by all staff within the building for displaying the characteristics through the building wide incentive program called "Books, Behavior, and Beyond: Green Wave Incentive Program" in which students earn tokens for displaying characteristics of the character counts program as well as reaching academic milestones and then turning those tokens in for books from a book vending machine located in the main foyer of the building.

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 a 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. The district also has an active and trained Student Assistance Program (SAP) through Potter County. Finally, the school psychologist and/or a mental health counselor is able to provide individual counseling to students as determined by the IEP team.

5. Describe the district restraint procedure.

Oswayo Valley School District uses Safety Care, a de-escalation and physical restraint program, for staff working with students who may exhibit challenging or dangerous behaviors with a focus on prevention, safety, and humane, supportive, evidence-based interventions. Physical restraints are only used when there is no other safe alternative. Three conditions must be met: There must be imminent risk of serious harm to the agitated person or someone else, there must be no other practical way to prevent that harm without physical management and the risk of not intervening must be greater than the risk of intervening. Parents are notified immediately when a restraint occurs and unless the parent declines an IEP meeting, the IEP team meets to discuss the situation and how to prevent further

situations resulting in the need for possible physical restraint from occurring. The LEA reports all restraints to the PA Dept of Education via the Restraint Information System of Collection (RISC) within 30 days of the restraint.

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, Oswayo Valley School District has no areas of concern with students who are placed on Instruction Conducted in the Home or at a substantial risk of waiting more than 30 days for an appropriate educational placement. The LEA utilizes the interagency process to collaborate with other child-serving agencies to identify appropriate supports and services. The district contracts with the Seneca Highlands Intermediate Unit (IU9) interagency coordinator and other appropriate agencies for assistance when exploring the full continuum of services for students and to ensure Free Appropriate Public Education (FAPE). PaTTAN's regional interagency coordinator is also available to assist with "hard-to-place students". When appropriate, the team recommends the involvement of outside agencies. Through the local county Human Services Department, a Child and Adolescent Social Service Program (CASSP) referral can also be initiated.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Jr./Sr. High Life Skills	Secondary	Full-time (1.0)	02/26/2024 09:58 AM

Building Name		
Oswayo Valley HS		
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	Secondary	11 to 13
Age Range Justification		FTE %
Instruction is individualized and not impacted by the varying age ranges within the classroom		0.15

Building Name		
Oswayo Valley HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	17 to 18
Age Range Justification		FTE %
Instruction is individualized and not impacted by the varying age ranges within the classroom		0.07

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Jr. High Emotional Support	Secondary	Full-time (1.0)	02/26/2024 09:41 AM

Building Name		
Oswayo Valley MS		
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	Secondary	13 to 14
Age Range Justification		FTE %
		0.02

Building Name		
Oswayo Valley MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	12 to 14
Age Range Justification		FTE %

	0.3
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
High School Learning Support	Secondary	Full-time (1.0)	01/26/2024 01:33 PM

Building Name		
Oswayo Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	14 to 18
Age Range Justification		FTE %
		0.34

Building Name		
Oswayo Valley HS		
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	Secondary	14 to 15

Age Range Justification	FTE %
	0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Multiple Supports	Elementary	Full-time (1.0)	01/26/2024 02:36 PM

Building Name		
Oswayo Valley El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic 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 %
		0.33

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%)		1
Identify Classroom	Classroom Location	Age Range

Intermediate Unit	Elementary	10 to 11
Age Range Justification		FTE %
		0.12

Building Name		
Oswayo Valley El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	6 to 10
Age Range Justification		FTE %
Instruction is individualized and not impacted by the varying age ranges within the classroom		0.04

Building Name		
Oswayo Valley El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	6 to 7
Age Range Justification		FTE %
		0.12

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	8 to 11
Age Range Justification		FTE %
Instruction is individualized and not impacted by the varying age ranges within the classroom		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
High School Emotional Support	Secondary	Full-time (1.0)	02/26/2024 09:37 AM

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%)		7
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	14 to 17
Age Range Justification		FTE %
Instruction is individualized and not impacted by the varying age ranges within the classroom		0.35

Building Name		
Oswayo Valley HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	14 to 15
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support	Secondary	Full-time (1.0)	01/26/2024 02:09 PM

Building Name		
Oswayo Valley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	11 to 14
Age Range Justification		FTE %
Instruction is individualized and not impacted by the varying age ranges within the classroom		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech/Language Support	Multiple	Part-time (0.5)	07/27/2023 02:17 PM

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

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
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning/Emotional Support	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

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

Special Education Facilities

Building Name		Room #
Oswayo Valley El Sch		107
School Building		Building Description
		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		
2015-08-20		
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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Oswayo Valley HS		143
School Building		Building Description
		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		

2015-08-20
Uploaded Files

2Assurance 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Oswayo Valley El Sch		112
School Building		Building Description
		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		
2018-08-20		
Uploaded Files		

3Assurance 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Oswayo Valley MS		153
School Building		Building Description
		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		
2015-08-20		
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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Oswayo Valley El Sch		157
School Building		Building Description
		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		
2015-08-20		
Uploaded Files		

5Assurance 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Oswayo Valley HS		118
School Building		Building Description
		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		
2005-08-20		
Uploaded Files		

6Assurance 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Oswayo Valley MS		150
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 30 feet, 0 inches	720sqft	25
Implementation Date		
2024-02-26		
Uploaded Files		

7 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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Oswayo Valley MS		147
School Building		Building Description
		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		
2015-08-20		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Oswayo Valley HS		115
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 34 feet, 0 inches	952sqft	34
Implementation Date		
2024-02-26		
Uploaded Files		

9Assurance 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	
The location of the class has been maintained for at least 3 school years.		No

Special Education Support Services

10Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Paraprofessionals	5	Elementary	Contractor
Paraprofessionals	3	Secondary	Contractor
Paraprofessionals	1	Secondary	District
Other	.4	District Wide	Contractor
School Psychologist	.6	District Wide	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		2024	
Hours Per Training	Number of Sessions	Provider	Audience
7	2	PaTTAN	Special Education Teachers

Positive Behavior Support

Description of Training			
Developing Positive Behavior Support Plans			
Lead Person/Position		Year of Training	
IU9		2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	Intermediate Unit PaTTAN	Special Education Teachers

Paraprofessional

Description of Training	
Knowledge and Skill Development for Special Education Paraprofessionals in PA Training Series	
Lead Person/Position	Year of Training

PaTTAN		2024	
Hours Per Training	Number of Sessions	Provider	Audience
Self-paced	10	PaTTAN	Paraprofessionals

Transition

Description of Training			
Indicator 13 requirements and components			
Lead Person/Position		Year of Training	
TAC Personnel		2024	
Hours Per Training	Number of Sessions	Provider	Audience
7	1	Intermediate Unit	Special Education Teachers

Science of Literacy

Description of Training			
Structured Literacy Training Course			
Lead Person/Position		Year of Training	
IU9 TaC		2026	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	Special Education Teachers

Parent Training

Description of Training			
Local Task Force Training (Various topics)			
Lead Person/Position		Year of Training	
IU9 TaC		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	5	Intermediate Unit	Parents

IEP Development

Description of Training			
Inservice training regarding goal writing and IEP Development			
Lead Person/Position		Year of Training	
TAC Personnel		2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	Intermediate Unit	Special Education Teachers

Signatures & Affirmations

Approval Date

2022-07-19

Uploaded Files

OVSD_SpEdAffirmation.pdfOVSD_SpEdAffirmation_adcc4d95.pdfOVSD_SpEdAffirmation_3d35a4db.pdf

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

Jed Hamberger

Date

