Oxford Area SD

DRAFT Special Education Plan Report

07/01/2014 - 06/30/2017

District Profile

Demographics

125 Bell Tower Lane
Oxford, PA 19363
(610)932-6600
Superintendent: David Woods
Director of Special Education: Jeremy Curtis

Planning Committee

Name	Role
Helen Arot	Secondary School Teacher - Special Education
Katie Bish	Middle School Teacher - Special Education
Amy Carbonara	Parent
Beth Cavalier	Administrator
Jeremy Curtis	Student Services Director/Specialist
Yami Fernandez	Community Representative
Debra Kellerman	Community Representative
Jacqui Marr	Parent
Abbie Sager	Ed Specialist - School Psychologist
Diane Shelderfer	Elementary School Teacher - Special Education

Core Foundations

Special Education

Special Education Students
Total students identified: 512

Identification Method

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

The Oxford Area School District uses the discrepancy model to determine if a student qualifies as a student with a specific learning disability. However, all of our elementary buildings are implementing Response to Instruction and Intervention (RtII) models with identified Intervention Support Teachers (IST) at each school. The data collected through our targeted interventions are used in judging if a student should be evaluated.

Oxford has a high percentage of migrant students from Mexico so we also look at ESL concerns and time in the US along with reviewing historical data on academics, behavior and social functioning. This data is used in conjunction with intervention data to assess both pre-referral interventions and, if a student is found to be exceptional, Chapter 14 supports.

When an evaluation is completed there is a process to rule in or rule out a Specific Learning Disability. The Severe Discrepancy Model has traditionally been used to assess the possibility of a Specific Learning Disability. This model is used to calculate whether there is a severe discrepancy between a student's expected and actual academic achievement. This assessment is completed by calculating a student's predicted academic achievement based on the results of a standardized intelligence test. That expected academic achievement level is then compared to the actual results a student achieves in standardized academic testing that focuses on the student's performance in Reading, Writing and Mathematics. A statistical formula based on the "normal curve" is used to determine if the discrepancy between predicted achievement and actual achievement in each major subject area is a significant one. If this is found to be the case, and if the significant discrepancy has caused an inability to meet grade-level performance and academic standards, the student is identified as having a Specific Learning Disability in that subject area. If, as a result of that disability, the student requires specially-designed instruction, the student is identified as eligible for special education.

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: http://penndata.hbg.psu.edu/BSEReports

The enrollment data is very important to the LEA as it highlights any over-representation of a particular race/ethnicity identified for special education services however, the data does not appear to be significantly disproportionate for students with disabilities from a variety of race/ethnicities compared to the general student population.

The data shows the black (non-Hispanic) population is identified for special education services at a higher percentage (8.8%) than the black population is represented overall in the Oxford Area School District (4.8%). Furthermore, the data shows the multiracial population is identified for special education services at a higher percentage (2.9%) than the multiracial population is represented overall in the Oxford Area School District (1.5%). The overall sampling of these two population groups are such a small number of the population. Students in these sub groups are not disproportionate to the general population the % may be higher. The Hispanic population is represented in special education (20.6%) and overall (21.1%) very similarly.

The Oxford Area School District works closely with community organizations to provide enrichment activities for students who would benefit from some extra after school tutoring or special activities to enhance their background knowledge (e.g., The Lighthouse – provide tutoring and meals to town youth). Also, cultural sensitivity issues are reviewed in staff meetings with the special education teachers, regular education teachers, speech/language pathologists, school psychologists, and other related services.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

The Oxford Area School District does not have any 1306 facilities located within it's boundaries, however if we did we would work to support the students in the least restrictive environment. We would work hand in hand with the 1306 provider, with the CCIU and with our district school buildings to provide the students with what they need.

Incarcerated Students Oversight

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).

There are no facilities that house incarcerated students located within the boundaries of the Oxford Area School District.

Under Sections 1306, 1306.1, and 1306.2 of the Pennsylvania Public School Code of 1949, the school districts in which juvenile and adult detention facilities are located ("host districts") are responsible for finding, identifying, and providing special education services to children with disabilities who are committed thereto. The Oxford Area School District facilitates this process by ensuring that all education records and other information necessary to enable the various host districts to conduct evaluations or reevaluations and develop and implement special education programs for adjudicated residents of the District who are or are thought to be disabled are transferred in a timely manner. The host district contracts with the CCIU to provide educational services to our adjudicated students. On-going communication with the CCIU staff continues while the students are incarcerated to ensure the Oxford Area School District is knowledgeable of the current status of each adjudicated youth and maintains parent contact while their child is incarcerated. When students who are identified as disabled are scheduled to be released from detention, the District makes every effort to schedule meetings at or near the time of discharge to ensure that these students re-enter public school programs with minimal disruption to their special education services.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

Regulatory Compliance: The Individuals with Disabilities Education Act, 2004 (also known as the Individuals with Disabilities Education Improvement Act), requires ...(1) *That to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are non-disabled; and (2) That special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.* [20 USC 1412 Section 612 (a)(5), and its implementing regulation found at 34 C.F.R. §300.114(a)].

1. The Oxford Area School District has worked hard to educate students in an inclusive environment. This trend has really taken hold over the past 4 or 5 years. Current procedure is really aimed at looking at each student on an individual basis to determine if the student should be educated in an inclusive environment or to see if the student should be educated in the LRE, which might not be in a regular education classroom or might not even be in the home district. With new administration at Oxford, we are developing a better continuum of services within the District to allow us to do an even better job at educating our most needy students in the LRE. More restrictive educational placements are only looked at when all data shows that a more restrictive placement is warranted.

2. District staff and administration have been obtaining professional development focused in researched based programs that can be use when meeting LRE for our students. Additionally, we have been using the expertise available through the CCIU TAC team to replicate programs that have proven success in other Chester County school districts. We are also having the TAC team assist us in setting up intervention programs that have a research based approach and which can be used in the regular education setting.

3. An analysis of Oxford's three year trend in percentage of students receiving services outside the District indicates a steady rate hovering around the 5.5% rate. This number indicates that as we move students into out of district placements, we are also moving students back to in-district placements. The goal for our coming years is to increase in-district educational options to reduce the number of out of district students to be more in line with the SPP target.

School Year	SE in Other Settings (%)	Change (%)
2009-10	6.0%	
2010-11	4.9%	-1.1%
2011-12	5.5%	+.6%

Our data for "SE inside regular class 80% or more" and "SE inside regular class less than 40%" is higher than the state average and is indicative of the District's trend over the last 4 years to place students in inclusive environments. Since the fall of 2012, the District's philosophy has shifted to placing students in the least restrictive environment, which could include the regular education classroom, but could also include more restrictive options. Placement, including out of district placement, is based on which educational placement best meets students' needs. Moving a student to an out of district placement is a big deal and is not a decision that is taken lightly by school staff or parents, therefore Oxford's practice to to exhaust all in district options first before considering an out of district placement. This would only be changed if the issues at hand involve drugs or a weapon. A continuum of services is considered and options are being developed to best support our students for both in district and out of district.

School Year	SE Inside Reg. Class 80% or more (OASD/ state %)	SE Inside Reg Class less than 40% (OASD/ state %)
2009-10	70.8% / 57.8%	3.1% / 10.5%
2010-11	80.5% / 61%	4.4% / 9.6%
2011-12	83.2% / 62.2%	3.1% / 9.2%

Behavior Support Services

Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS). Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. If the district also has School-Based Behavioral Health Services, please discuss it.

Regulatory Compliance:
Pennsylvania Chaper 14, §14.133 Positive Behavior Support

Oxford Area School District's current policy is under review with a new recommended policy having been submitted to the School Board of Director's Policy Committee for adoption as our policy. The recommended PBS policy deals directly with the need to have positive rather than punitive measures in place in order to motivate students to exhibit pro-social and acceptable behaviors. Although we do not have a school board policy that reflects PBS, each school utilizes school-wide positive behavior plans/ techniques that use positive means rather than punitive means to motivate students to have productive, pro-social behaviors.

In addition to the use of a school wide positive behavior support system, OASD includes PBSP's in IEP's for students who have behaviors that interfere with their education or that of others. All students with disabilities who have behaviors that impede his/her learning or that of others have carefully designed goals addressing those behaviors. A team of professionals and the parent conducts a Functional Behavior Assessment (FBA) to determine the target behaviors of concern. Once the behaviors are identified, the team analyzes the antecedent behaviors that occurred prior to the behavior being exhibited. Consequences to the students' behaviors are also documented. The team then analyzes all the shared information. Upon completion of the FBA, the team creates a positive Behavior Support Plan (BSP). This plan systematically addresses the behaviors of concern and reinforces newly learned, appropriate replacement skills using positive reinforcers. The BSP is shared with all staff working with the student to ensure consistent implementation of the plan across all environments. The District contracts with a behavior specialist to support our students who present with more intense behavior needs. Our consultant models behavioral techniques for our staff and observes the implementation of behavioral strategies to ensure proper delivery and in-

class coaching.

Staff members who have been identified by administration as being in need of safe crisis management techniques are given training in de-escalation and restraint techniques. Restraints are only used as a last resort in situations where the student is presenting an imminent danger to their self or others. The incidents of dangerous behavior are minimized by the direct instruction of coping strategies and the direct teaching of socially appropriate behaviors. Those identified staff members (including admin staff) are trained yearly in crisis management and de-escalation techniques by approved trainers. The de-escalation and restraint trainings are run by certified staff members in conjunction with the CCIU.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

1. When looking at educational placements for our students we look at all available data and involve all relevant participants to the IEP meetings including outside agencies, CYF, foster families, and psychologists. District teams have the opportunity to collaborate with all child-serving agencies, through the interagency process, to help students succeed in school and to help developing an educational program that ensures FAPE. For those challenging students who receive support from multiple providers, staff from educational, clinical, protective, and corrections services work to enhance and coordinate services for those students. Frequently, the outside agencies have knowledge of additional educational options to add to the discussion so informed team decisions can be made. This interagency process also tends to help the group be more creative in developing supports and offers outside perspectives that might not have otherwise been explored.

2. Oxford utilizes a variety of outside services and program to meet the unique needs of our learners. The District does not operate its own partial hospitalization programs and therefore, some Oxford students with severe mental health needs attend CCIU programs such as: CARE or REACH.

The CARE program is a school-based, partial hospitalization program that provides a clinical and alternative education environment for children, ages six through ten years old, who have been diagnosed with a significant mental health disorder, such as a oppositional defiant disorder, a conduct disorder, a mood disorder, an anxiety disorder and/or an attention deficit/hyperactivity disorder.

The REACH program is an adolescent, school-based, partial hospitalization program that provides a clinical and alternative education environment for students who have been diagnosed with significant mental health disorders such as oppositional defiant disorders, conduct disorders, mood

disorders and anxiety disorders.

The District also used other CCIU programs when IEP teams have found the individual needs of students are better met in a different learning environment. Some Oxford students attend the following programs:

The TEACH program is a school-based, therapeutic program that provides a clinical and alternative education environment for children,ages 6 through 13 years old, who have been diagnosed with a significant mental health disorder, such as a oppositional defiant disorder, a conduct disorder, a mood disorder, an anxiety disorder and/or an attention deficit/hyperactivity disorder.

The Changes program is an alternative high school program that addresses the academic, social, emotional, and behavioral needs of students who are not succeeding in a traditional high school setting due to substance abuse. The Changes program provides an opportunity for students to receive an integrated program of treatment for substance abuse with individualized, rigorous academics in a small, caring, personalized setting. The primary goal of the program is to provide students with the skills to maintain sobriety, achieve academic success, transition into the community, and return to the regular school setting.

The Chester County Steps program provides assistance to students who experience mental health issues, but are reluctant to participate in mental health services. The program provides services to middle and high school students (grades 6-12) who are unable to cope in a regular school environment. Students are provided with the tools to work cooperatively with their peers as they learn the skills to deal with everyday issues at their ability level. The program provides academic and behavior components to meet the needs of the students.

Oxford also collaborates with the CCIU, the Child Guidance Resource Center and CYF as part of the Interagency process. We additionally partner with the CCIU Training and Consultation (TAC) team for on-going professional development and support.

3. Oxford recognizes the need to educate students within our district boundaries and is investigating the addition of mental health professionals or a social worker to our staff or in newly developing programs. We are additionally looking into the opportunity to host a cross district program to help districts in our area pool our resources.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

Strengths and Highlights-

- A high percentage of our professional staff members, including special education staff, live within the district boundaries. This promotes a higher sense of responsibility to the students, families and district, creating a highly supportive environment for our students. It also promotes better, more personable relationships between our parents and professional staff.

- A high percentage of our regular education teaching staff, also have special education certification, which allows for them to interact with their student's IEP with a better knowledge base of the supports and process.

- We have a high number of co-taught classes which helps to lower our staff/ student ratio through the district.

- We have a bi-lingual (English-Español) Special Education Administrative Assistant who helps the Spanish speaking families understand the documents and their rights in their native language. She also attends meetings and conferences when a translator is needed. This is important as our district make up includes about 21% Hispanic students, second largest in Chester County.

- Oxford has a highly inclusive model for supporting our special education students. This allows for student to get modified instruction/ supports while using the same curriculum as their non-disabled peers, inside the same classroom as their non-disabled peers.   This happens across the district at all levels.

- We have newly established Foundations courses which expands the continuum of services we have to offer our students who need more supports. The Foundations classes are offered specifically in the areas of ELA, social studies and math.

- Oxford has created a partnership with the Ware Presbyterian Village, in collaboration with the CCIU Discover program, to expand transition work opportunities for student in our life skills program. Ware provides free transportation for our students to free up financial resources to put back into district special education programs.

- Oxford has a highly involved Education Foundation which supports our district financially in extra programming for our students. This includes, but is not limited to; purchasing ipads for our special education teachers to use with their students, providing college support to both regular ed and special ed students, brining in authors to speak with our students, and in providing after school supports for our students.

- Work in close collaboration with the CCIU Training and Consultation (TAC) Team in developing our Autistic Support teacher's repertoire of skills. This includes developing communication skills in the class, developing positive behavior support programs, utilizing assistive technology, expanding our use of VB Mapping, and in social skill training. We also utilize the TAC Team for behavioral consultation services in supporting our most challenging students. This team helps the IEP casemanager develop a thorough FBA and comprehensive BSP.

- Our consultant form the IU has also helped to develop a Professional Learning Community based on using best practices in literacy instruction. They also have helped us develop a Literacy Lab in our secondary schools to intervene in their needs.

- With the support of the IU AS TAC Team, we started a "Peers Supporting Each Other" (PSEO) club. This club is geared toward training non-disabled peers in how to support their peers who are on the Autism spectrum in the regular classroom environment in simple tasks and social environments.

- Specific and Relevant Ongoing Professional Development- VB Mapping, Non-Crisis Intervention training, CPR training, building blocks of literacy training, IRI training, legal trainings, IEP+ trainings, Autism, etc.

- Inclusion training for general education faculty and staff- multi-year PD on differentiated instruction by various professionals at different levels.

- Increased Collaboration with Curriculum Department including Professional Development for professionals and paraprofessionals

- Non-violent Crisis Intervention Training for essential staff

- Active involvement by Special Education Supervisor and Director with out of district students.

- Collaboration and facilitation of Early Intervention transitions for all families.

Parent Trainings-

- With new administration OASD has set up quarterly parent meetings to engage the community and to highlight changes in special education programming at Oxford. The first meeting focused on the new direction of the student services department and an introduction to the new Director.

- Parent trainings are offered in district and throughout the county. Postings of these trainings are displayed throughout OASD and discussed at school board meetings. We have a decent amount of Oxford parents who have attended trainings in the county.

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Assurances

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of 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.

- Implementation of 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 District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.

- Assurances of 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.

- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.

- Following 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.

- Assurance of 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.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

There are no facilities.

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Jordan Bank Elem	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 6	7	1

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Jordan Bank Elem	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 6	9	1

Program Position #3

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Elk Ridge Elem	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	17	1

Program Position #4

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Elk Ridge Elem	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	17	1

Program Position #5

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Nottingham Elem	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 10	5	1

Program Position #6
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Nottingham Elem	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 10	13	1

Program Position #7
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Nottingham Elem	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 9	22	1

Program Position #8
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Nottingham Elem	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	21	1

Program Position #9
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Nottingham Elem	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	16	1

Program Position #10

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Nottingham Elem	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	19	1

Program Position #11

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Nottingham Elem	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	11	1

Program Position #12

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hopewell Elem	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	16	1

Program Position #13

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hopewell Elem	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	13	1

Program Position #14

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hopewell Elem	An Elementary School	A building in which General Education	Itinerant	Learning Support	10 to 12	11	1

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
	Building	programs are operated					

Program Position #15

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hopewell Elem	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	16	1

Program Position #16

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hopewell Elem	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	11	1

Program Position #17

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn's Grove Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	14	1

Program Position #18

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn's Grove Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	18	1

Program Position #19

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn's Grove Middle School	A Middle School	A building in which General Education	Itinerant	Learning Support	13 to 15	17	1

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
	Building	programs are operated					

Program Position #20

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn's Grove Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	18	1

Program Position #21

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn's Grove Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	13	1

Program Position #22

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn's Grove Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	2	0.2
Penn's Grove Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	17	0.8

Program Position #23

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 19	11	0.8
Justification: Special Education students can go until age 21							
Oxford Area High School	A Senior High School Building	A building in which General Education programs are	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	1	0.2

		operated					
Justification: Spec. Ed. students are able to attend until 21.							

Program Position #24

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	17	1

Program Position #25

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	17	1

Program Position #26

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	4	0.2
Justification: Spec. Ed. students can attend until 21.							
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 19	11	0.8
Justification: Spec. Ed. students can attend until 21.							

Program Position #27

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 20	18	1
Justification: Spec. Ed. students can attend until 21.							

Program Position #28

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	17	1

Program Position #29

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 20	8	1

Program Position #30

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	19	1

Program Position #31

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	17	1

Program Position #32

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	9	0.7
Oxford Area High	A Senior	A building in	Supplemental	Learning	15 to	6	0.3

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
School	High School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Support	19		

Program Position #33

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	9	0.7
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	6	0.3

Program Position #34

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	15	0.8
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	2	0.2

Program Position #35

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hopewell Elem	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 13	5	0.8
Hopewell Elem	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	10 to 13	1	0.2

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	Central Office	1
Supervisor of Special Education	Central Office	1
School Psychologists	District Buildings	4
Paraprofessionals	District Buildings	25
Speech and Language Pathologists	District Buildings	2.6

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Pediatric Therapuetic Sevises-Occupaional Therapy and Physical Therapy	Outside Contractor	17 Days
Private SLP Contractor	Outside Contractor	3 Days

District Level Plan

Special Education Personnel Development

Autism

Description	The District will facilitate professional development opportunities for the 2014-15, 2015-16, 2016-17 school years for the following groups:
	• teachers: 1 hour bi-weekly coaching for teachers in the autistic support programs, outside workshops & conferences, IU TAC Support
	• paraprofessionals: at least 1 training annually
	• parents: 1 workshop annually
	The focus of the staff development is that of Applied Behavior Analysis (ABA), Verbal Behavior (VB), and the use of the Verbal Behavior Milesones Assessment and Placement Program (VB-MAPP), as well as social skills education training.
	Verbal Behavior Therapy teaches communication using the principles of Applied Behavior Analysis. Verbal Behavior Therapy motivates a child, adolescent or adult to learn language by connecting words with their purposes. The student learns that words can help obtain desired objects or other results.This intervention focuses on understanding *why* we use words. Verbal behavior involves social interaction between a speaker and a listener, and includes both vocal and non-vocal behavior. It analyzes the variables that control different types of verbal responses.
	The Verbal Behavior Milestones Assessment and Placement Program: The VB-MAPP is a criterion-referenced assessment tool, curriculum guide, and skill tracking system that is designed for children with autism, and other individuals who demonstrate language delays. There are five components of the VB-MAPP, and collectively they provide a baseline level of performance, a direction for intervention, a system for tracking skill acquisition, a tool for outcome measures and other language research projects, and a framework for curriculum planning. Each of the skills in the VB-MAPP is not only measurable and developmentally balanced, but they are balanced across the verbal operants and other related skills.

	The five components of the VB-MAPP include:
	• Milestones Assessment with over 170 measurable milestones that cover 16 skill areas and three developmental levels, 0-18 months, 18-30 months and 30-48 months.
	• Barriers Assessment that assess 24 potential learning and language barriers.
	• Transition Assessment that assess the child's readiness to move to the next educational setting.
	• Task Analysis and Skills Tracking that provides a more thorough verbal behavior curriculum guide.
	• Placement and IEP Goals. Note: these goals are based on the VB-MAPP, but are not included in the MAPP you must have a copy of the VB-MAPP guide.
	The District has sent all AS teachers to a three day VB training at the Kong of Prussia Pattan office and is now wworking with the CCIU TAC team to implement the VB in the classrooms. The training will continue over the next three years to expand our use of ABA and VB techniques.
	Evidence: Teachers will complete the VB-MAPP and use the information to write IEP goals and document on-going progress monitoring. This tool will afford teachers concrete evidence of student growth.
Person Responsible	Director of Special Education
Start Date	7/1/2014
End Date	6/30/2016
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	
# of Sessions	
# of Participants Per Session	
Provider	
Provider Type	
PDE Approved	No
Knowledge Gain	
Research & Best Practices Base	
For classroom teachers,	Enhances the educator's content knowledge in the area of the

school counselors and education specialists	educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	Series of Workshops Offsite Conferences
Participant Roles	Classroom teachers Paraprofessional Other educational specialists Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Lesson modeling with mentoring
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data

Behavior Support

Description	The Oxford Area School District strongly believes in a proactive approach to discipline that promotes appropriate student behavior and increased learning. This is put into practice by the use of School-wide Positive Behavior Support Programs in each of our district buildings.
	On a more individual basis, special education students who are in need of behavior supports go through the formal process of obtaining a Functional Behavior Assessment (FBA) and an Positive Behavior Support Plan (PBSP).
	An FBA is the process of gathering and analyzing information about the student's behavior and accompanying circumstances in order to determine the purpose or intent (function) of the actions.

	An FBA is designed to help staff:
	   -determine the appropriateness of placement and services
	   -identify positive interventions to reduce the undesirable behavior
	   -develop appropriate behaviors to be substituted in replacement of the inappropriate ones.

	An FBA is based upon the following assumptions:
	   -challenging behaviors do not occur in a vacuum
	   -behaviors occur in response to an identifiable stimuli
	   -behaviors are governed by the consequences that follow them
	   -behavior is a form of communication
	   -behaviors serve a function & have a purpose, usually:
	       -to get something (e.g., attention, money, good grades)
	       -to avoid/escape something (e.g., punishment, embarrassment)

	Using the FBA, Positive Behavior Support Plans are individual plans written by a team of people to address the challenging behaviors.
	Positive behavior support plans must contain the following components: • Behavior Hypothesis Statements – statements that include a description of the behavior, triggers or antecedents for the behavior, maintaining consequences, and the purpose of the problem behavior. • Prevention Strategies – Strategies that may be used to reduce the likelihood that the child will have problem behavior. • Replacement Skills – Skills to teach that will replace the problem

	behavior.
	Consequence Strategies – Guidelines for how the adults will respond to problem behaviors in ways that will not maintain the behavior. In addition, this part of the plan may include positive reinforcement strategies for promoting the child's use of new skills or appropriate behavior (this may also be included in prevention strategies) Because this is a very intense process and one that requires refined skills, the District will ensure all new staff are trained in the process and on-going support is provided throughout the life of the plan. Use of physical restraint methods are permitted only when necessary to control acute or episodic behaviors that present a danger to the child or others and only when less restrictive measures have proven to be or are ineffective. Such restraints are never used for the convenience of staff, as a substitute for an educational program, or as punishment. Specific staff members, as identified by school administration, are trained in Non-Violent Crisis Intervention (NCI) by a certified trainer. This allows for the staff member to use this last resort method in a way that keeps the student and staff member safe. 1. School-wide Positive Behavior Supports- Oxford will continue to refine our school-wide positive behavior support programs, based on data, to impact our schools in a positive way b helping students manage their own behavior. We will continue to work on continuity between our schools and will train new staff on the school-wide system. 2. FBA and PBSP training- Oxford will offer continued training to our current staff on the FBA and PBSP process to ensure that the targeted behaviors are replaced with a pro-social behavior that meets the same function as the education disrupting behavior. We will also bring specialist in from the IU to help train and coach our teachers and school psychologists. 3. Identified staff members will be trained on a yearly basis in Non-Violent Crisis Intervention (NCI) by a certified trainer. New staff members will also be trained as needed and depending on their current teaching assignment.
Person Responsible	Director of Special Education, School Principals
Start Date	7/1/2014
End Date	6/30/2017

Program Area(s)	Special Education

Professional Development Details

Hours Per Session	1
# of Sessions	15
# of Participants Per Session	15
Provider	District
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	LEA Whole Group Presentation Series of Workshops Offsite Conferences
Participant Roles	Classroom teachers Paraprofessional New Staff Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)

	High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Participant survey

Paraprofessional

Description	All paraprofessionals will be highly qualified as demonstrated by the completion of 20 hours of professional development annually. Training opportunities will be provided by district and CCIU staff with a variety of topics related to their individual positions. The District uses multiple sources of trainers when conducting the paraprofessional trainings.
Person Responsible	Director of Special Education
Start Date	7/1/2014
End Date	6/30/2017
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3
# of Sessions	30
# of Participants Per Session	15
Provider	CCIU
Provider Type	IU
PDE Approved	No
Knowledge Gain	Paraprofessionals will gain knowledge in all ten areas of the PDE Paraprofessional Competencies including: • Foundations of Special Education • Development of Characteristics of Learners

	• Individual learning differences • Instructional strategies • Learning environments • Language • Instructional Planning • Assessment • Professional and Ethical Practice • Collaboration
Research & Best Practices Base	A variety of topics will be covered to ensure all paraprofessionals have the knowledge base to complete their position responsibilities with success. Examples of the professional development menu options available include: • Nonviolent Crisis Intervention (NCI) • Data Collection • Stress Management • Occupational Therapy Strategies to be implemented in the classroom • Prompt Hierarchy • Positive Reinforcement • On-line medical Access (MA) Billing System • Effective strategies for supporting students on the spectrum in the regular education classroom • Working with challenging student behaviors • Social Skills Strategies • Role of the Paraprofessional • Working with student on the Autism Spectrum

For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Series of Workshops School Whole Group Presentation
Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Reading NCLB #1

Description	Oxford Area School District recognizes that high level reading skills are a critical need for our students. To that end we will implement the following items over the next three years to support our teachers and students in maximizing their reading instruction and learning. 1. Literacy Rally Meetings- These meetings are lead by a member of the IU TAC team and help our English/ Language Arts teachers develop best practice

instructional strategies to support our students in their reading development. The topics include;

READING

- Visualization

- Inferencing

- Summarizing

- Questioning

- Connecting to Text

- Retelling/Paraphrasing

- Predicting

- Metacognition

WORD STUDY

WRITING

- Pre-writing (brainstorming or graphic organizers

- Putting thought to paper

- Revising

- Editing

- Publishing

OTHER

- Progress Monitoring

- Assessment strategies

2. Wilson Reading System- We will train additional teachers in the Wilson

	Reading System to allow for more specialized and specific support for our struggling decoders and encoders. Based on Orton-Gillingham principles, WRS is a highly-structured remedial program that directly teaches the structure of the language to students and adults who have been unable to learn with other teaching strategies, or who may require multisensory language instruction. 3. Lindamood-Bell Reading programs- We will send specialist for training in the Lindamood-Bell programs of Seeing Stars and Visualizing and Verbalizing. These systems help to support our learners who are in need of a multi-sensory approach to decoding and comprehension. This research based programing has been shown to have a positive effect size in supporting emergent readers. 4. Teired reading program-
Person Responsible	Director of Special Education
Start Date	7/1/2014
End Date	6/30/2017
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	1
# of Sessions	20
# of Participants Per Session	10
Provider	District
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA	Provides the knowledge and skills to think and plan strategically,

administrators, and other educators seeking leadership roles	ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	Series of Workshops Offsite Conferences
Participant Roles	Classroom teachers Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
	     Analysis of student work, with administrator and/or peers
	     Lesson modeling with mentoring

Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
	     Student PSSA data
	     Standardized student assessment data other than the PSSA
	     Classroom student assessment data

Transition

Description	Oxford currently utilizes a four year cohort of classes called "Transitions" which focuses on a sequenced set of topics and skills that high school students need to be prepared for their post-secondary goals. Oxford is also a part of the Transition Council through the CCIU which meets quarterly to discuss relevant transition issues. Oxford has a career and college readiness system that is used

	for all students that is new starting next year called Naviance. The Naviance system uses interest inventories along with skill set assessment to individually develop a program that is geared toward increasing college and career readiness. Oxford also uses and continues to investigate programs across the county that are offered at helping some of our students in developing the critical skills needed to successfully transition into their post-secondary options. These programs include: the Transitional Living Program, the Aspire Program, and the Discover Program. 1. Transitions classes- New staff will be trained in the scope and sequence of the Transitions courses. We will work with the middle school teachers/ guidance staff to strengthen their knowledge of the high school offerings to be better aligned and promote increased student readiness. 2. Transition meetings- We will continue to have staff attend the CCIU Transition Counsel and bring back the information obtained at the meeting to share with the rest of the secondary school staff. 3. Oxford will have the guidance department staff fully trained in the Naviance Program to be prepared to use it for all of our students. The Special Education staff will work with the Guidance department staff to utilize the Naviance Program in developing transition goals and to target specific needed skills. 4. Oxford will continue to become familiar with county options for supporting our students in training for transition. Oxford staff and administration will also makes sure that the county options are familiar to teaching staff as another choice in helping our secondary students gain the needed skills to be successful in the post-secondary world. Oxford will additional look to Pattan for additional transition training that could help our staff manage transition plans with a high level of skill.
Person Responsible	Director of Special Education, Secondary Principals
Start Date	7/1/2014
End Date	6/30/2017
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	1
# of Sessions	15
# of Participants Per Session	10
Provider	District

Provider Type	IU
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops Offsite Conferences
Participant Roles	Classroom teachers School counselors Other educational specialists
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

	Participant survey

Special Education Affirmations

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

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 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 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.

No signature has been provided

Board President

No signature has been provided

Chief School Administrator