

Oxford Area SD

Special Education Plan Report

07/01/2018 - 06/30/2021

District Profile

Demographics

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

Planning Committee

Name	Role
Margaret Billings-Jones, Ed.D.	Administrator : Professional Education Special Education
David Woods	Administrator : Professional Education Special Education
Nicole Addis, Ed.D.	Building Principal : Professional Education Special Education
James Canady	Building Principal : Professional Education Special Education
Dave Hamburg, Ed.D.	Building Principal : Professional Education Special Education
Herbert Hayes	Building Principal : Professional Education Special Education
Mathew Hovanec	Building Principal : Professional Education Special Education
Tami Motes	Building Principal : Professional Education Special Education
Lisa Yingst-Pyle	Building Principal : Professional Education Special Education
Yami Fernandez	Community Representative : Special Education
Debra Kellerman	Community Representative : Special Education
Cortney Encarnacion	Ed Specialist - Home and School Visitor : Special Education
Andy Kirby	Ed Specialist - School Psychologist : Special Education
Michelle Haverly	Elementary School Teacher - Special Education : Special Education
Diane Shelderfer	Elementary School Teacher - Special Education : Special Education

Christina Boyer	High School Teacher - Regular Education : Special Education
Andy Wendle	High School Teacher - Regular Education : Special Education
Geri Hurley	High School Teacher - Special Education : Special Education
Tristen Bowen	Middle School Teacher - Special Education : Special Education
Sue Ellen Bledsoe	Parent : Special Education
Gayle Graziano	Parent : Special Education
Carole Clancy	Special Education Director/Specialist : Professional Education Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 709

Identification Method

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

The Oxford Area School District uses the discrepancy model and the student's pattern of cognitive strengths and weaknesses in alignment with the Cattell-Horn-Carroll Theory (CHC Theory) when determining if a student is eligible with a specific learning disability.

When referring a student for any special education evaluation, the Oxford Area School District is utilizing a multidisciplinary team to review available student specific data. The multidisciplinary team includes building administrators, teachers, school counselors, school psychologists, English as a Second Language Program Specialist, academic specialists (reading specialist, math specialist, writing specialist), related services providers, nurses, students, community representatives/advocates, and parents/guardians/caretakers/family members.

The Oxford Area School District introduced a Multi Tiered System of Support (MTSS) platform to provide targeted interventions and instruction time to students in the regular education program.

The MTSS platform and targeted instruction provides valuable data to the referral team, and provides valuable information in the referral process.

Oxford Area School District serves a large population of English Learning (EL) students and migrant students. The Oxford Area School District is providing EL and migrant students with EL services in all six schools. Data collected through the EL enrollment process, EL assessments, EL educational programming, historical information, social, emotional, and behavioral functioning, parent/guardian/caretaker input, and any other student specific data are evaluated, in conjunction with regular education supports and services (MTSS), when considering a student for a specific learning disability evaluation.

When evaluating a student for a specific learning disability, the Discrepancy Model is used to calculate whether there is a severe discrepancy between a student's expected and actual academic achievement. This evaluation is completed by calculating a student's predicted academic achievement based on the result of a standardized intelligence assessment. The expected level of achievement, based on overall intelligence, is then compared to the student's academic achievement performance in Reading, Writing, Mathematics, and Oral Language, measured by a standardized academic achievement measure. A statistical formula is used to determine if a statistically relevant discrepancy exists between the predicted achievement and actual achievement. If the overall intellectual quotient score is found to be invalid due to discrepancies among the various indexes or composite scores.

An alternative, and widely accepted evaluation can be conducted through the assessment and analysis of the student's pattern of cognitive strength(s) and weakness(es), and academic weakness(es). The CHC Theory is a widely used and accepted process in determining a student's eligibility for a specific learning disability. The CHC Theory evidences that the presence of a pattern of cognitive strengths and weaknesses, and congruent academic weaknesses related to the area of cognitive weakness(es) is indicative of a specific learning disability. A statistical analysis is used to determine the presence of statistical cognitive strength(s) and weakness(es). The cognitive abilities are measured using intellectual assessment measures and cognitive ability tests. An academic achievement assessment is administered to obtain a standardized score in the major academic areas of evaluation (reading, writing, mathematics, and oral language). Statistical analysis is conducted to determine that a statistically relevant discrepancy exists between the cognitive strength(s) and cognitive weakness(es), the cognitive weakness(es) is related to the area of academic weakness(es), and a statistically relevant discrepancy exists between the cognitive strength(s) and academic weakness(es). If this pattern of cognitive strengths and weaknesses, and academic weaknesses is present, it is the underlying factor in the student's inability to meet grade-level performance and academic standards, and the student is identified as having a specific learning disability. If as a result of the disability the student requires specially designed instruction, the student is identified as eligible for special education services.

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: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

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 following demographic finds:

The current 2016-2017 data indicates that the identification rate of Black or African American and multi-racial is about a .5% higher than the actual population of this subgroup. This is not determined significantly disproportionate.

The current 2016-2017 data indicates that the identification rate of Hispanic students is about 4% higher than the actual population and the identification rate of the white population is about 5% less than the overall population percentage.

Oxford has had an overall 5% increase of Hispanic students over the past three years and has diligently been watching the trends. As a result, the district created a task force lead by the curriculum office, EL teachers, and school psychologists to examine the pre-referral process of Hispanic students to proactively address this trend. The focus will be on providing quality instruction and interventions through the MTSS system to ensure students with EL needs are

receiving the necessary instruction to perform academically and make appropriate progress opposed to being referred for Special Education service when not appropriate.

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?

There are no 1306 facilities within the residential boundaries of Oxford Area School District. There are a few therapeutic foster care programs which may support students with disabilities. If this is the case, the IEP team meets to determine appropriate services and then provides the services following the same guidelines to honor the Least Restrictive Environment best option.

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. The district works collaborative with the probation and parole system to provide a smooth transition from incarceration back to public school particularly in the area of verify and honoring credits earned while incarcerated to support graduation.

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.

The Oxford Area School District continues to educate students with disabilities in the general education environment as appropriate for each student. Annual review of each student's educational program is conducted to determine the need and level of educational services to be provided. Each student is reviewed annually to determine what is his or her Least Restrictive Environment. The district administration continues to monitor and identify the needed level of services on the continuum for all students requiring special services.

In the Fall of 2016, the district opened a Diagnostic Kindergarten Class. This class is designed to work with students from early intervention who have significant learning needs prior to referred for Special Education services. This is a mixed categorical class with robust speech and language services, individualized instruction, a high staff to student ratio, and opportunities for inclusion in the general education classes.

In addition to these services, Oxford offers services throughout the six schools. There are two Elementary Emotional Support Classes and two Elementary Autistic Support classes in the district. To support students as they transition through the Oxford School District, there is a support class at the middle school. This class provides periods of instruction in emotional support, life skills, support and autistic support based on Individualized Education Plans. This provides the flexibility for students to be in the general education classes with maximum involvement in regular education while receiving the specialized instruction they require during the school day. Special Education is a service, not a placement in Oxford. In addition, the district offers direct instruction in reading, writing, math, social skills, occupational skills, and life skills based on students' Individualized Education Plans. The secondary level provides academic support periods to provide support and instruction in executive functioning to students exhibiting those skill deficits. The district has also developed a Transition to Life Program which is designed to prepare students to live independently and obtain employment at the high school. This program has allowed the district to transition back five students from out of district placements for a robust program. This allows the students to be involved in their community and seek employment in their home town.

The technology within Oxford supports students with disabilities to access the curriculum digitally. All grade 7-12 students have an IPAD. With the built in accessibility features, Oxford's core curriculum is supported with such apps as audio books, other supportive apps and web-based skills programs, therefore students with disabilities can be successful in the general education classes more readily with a universal design approach to instruction.

Another way the district looks to educate its students within the LRE is the use of personal care assistants. The use of a PCA enables some students to stay in their home school environment. The district also added a social worker and a job trainer. The social worker connects families with community services. The job trainer works in the life skills setting with students who require skills to get and maintain employment. The job trainer works to build community partnerships with the local businesses.

Oxford Area School District(OASD) staff and administration have been obtaining professional development focused on researched based programs that can be used to meet the needs of students with disabilities. OASD participated in the Multi-tiered Systems of Support training offered by Pattan in four of our buildings grades K-8 to develop a teired approach within the general education curriculum. All new teachers receive an introductory training on special education and differentiation during new teacher induction. There are Act 80 days and professional development days when training is available for both general education and special education teachers. For the majority of the professional development, teachers are trained together, regular and special education, for consistency in practice. Additionally, OASD uses the expertise available through the CCIU TAC team to replicate programs that have proven successful in other Chester County school districts. The TAC team assists in setting up intervention programs that have a research based approach that can be used in the regular setting. The district works with a BCBA from CCIU to help with behavioral consults and FBA's when necessary. In addition, the district works with a BCBA who specializes in Verbal Behavior to work with implementing the VB curriculum and program implementation. The district has a CPI trainer to provide training in verbal de-escalation and non-violent crisis intervention. In addition, the school psychologists and special education teachers present on best practices in special education at building faculty meetings. The district also offers opportunities for para-professionals to meet their training hours within the district as well as online options through PATTAN.

The district uses a co-teaching model in some of the schools to support students success in the general education classes. This is done in conjunction with the necessary supports paired with direct instruction in content areas during intervention time.

An analysis of Oxford's three year trend on percentage of students receiving services outside the district indicates a steady rate hovering around the 4.8% with our projected 2017-2018 rate being 4.1%. This number indicates that we are referring less students outside of their home district for services. The goal for our coming years is to increase the in-district educational options to reduce the number of out of district students to be more in line with the SPP target.

SE in other settings

School Year (%) Change (%)

2015-2016 7.9%

2016-2017 4.8% - 3.1%

2017-2018 4.1% -7% (projected)

Our data for “SE inside regular class 80% or more” is higher than the state average by 3.2% and “SE inside regular class less than 40%” is lower than the state average by 4.2%. The decreasing percentage actually represents about 40 less students outside of the district for services than in 2015-2016. This continues to be indicative of the OASD's trend over the last year to place students in inclusive environments. Placement, including out of district placement, is based on educational placement that best meets students’ needs. Moving a student to an out of district placement is determined after examining all other supplementary aids and services to support in the general education class and home school. A continuum of services is considered and options are being developed to best support our students for both in district and out of district. As the years progress, OASD will continue to work on developing more options within the district to meet the needs of all students and looking at each student individually anticipating closer alignment to state-wide trends.

School Year	SE inside Reg class 80% or more (OASD/ State%)	SE inside Reg class less than 40% (OASD/State %)
2015-2016	70.3%/ 61.8	3.8%/9.5%(12/1/15 Penn Data)
2016-2017	65.6% / 62.4%	4.8%/ 9.0%(12/1/16 Penn Data)
2017-2018	68.8%/ pending verification	4.1% pending verification(12/1/17 Penn Data Submission)

Behavior Support Services

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
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.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

The school board policy number 5375 went into effect 5/20/2015 readopted in 2016. The board directs that the district behavioral support programs should be rooted in research- based positive techniques. The plan represents a three tiered hierarchy model based on current best practices.

Interventions focus upon positive rather than negative measures and must be clearly outlined to all personnel who interact with students with disabilities via on-going regularly scheduled inservice and guided practice. The plan is regularly evaluated, monitored, and redesigned to ensure their continued effectiveness by the IEP team. Recognizing the powerful impact of the parent's impact on behavior, the IEP team will recommend parent training through the districts' parent universities. Oxford Area School District instituted School Wide Positive Behavioral Supports in each building with the same overarching mission of positively supporting student prosocial behavior while tailoring the program based on the individual developmental needs at each school.

Jordan Bank, Grade K/Elk Ridge Elementary, Grade 1/2

Students in these schools have the opportunity to earn “Bee” tickets for displaying one of four

character traits: Honesty, Respect, Responsibility, and Effort. Kindness will be added next year. Students receive social skills instruction in general education by following Kelso's choice through guidance, Lunch Bunch and Superflex direct instruction. Go Noodle is used frequently within the general education classes to provide brain breaks and self-regulation strategies. At Jordan Bank teachers received professional development in Personal Learning Communities including topics of Differentiation and Mindful Education. The goal is to examine more Mindfulness practices to be preventative in our approach.

Nottingham Elementary, Grades 3/4

Building upon the same character traits in the earlier grades, Nottingham will add Acceptance for the 2018-2019 School year. Students at Nottingham earn Green Tickets to be recognized on the top 200 board. They can also earn High Five Tickets for exhibiting positive character traits. There is a Golden Spork Award given to the class that exhibits best behavior in the cafeteria which over time can conclude with additional incentives.

Social Skills is available through guidance sessions, Lunch Bunch, and direct instruction within special education with Zones of Regulation or Superflex. Go Noodle is used frequently within the general education classes to provide brain breaks and self regulation strategies.

Hopewell Elementary, Grades 5/6

Students at Hopewell earn Stinger Tickets for exhibiting the same positive character traits as the lower grades, with the addition of Leadership and Acceptance. Classrooms have the opportunity to earn rewards based on student ticket drawings. Social Skills is available through guidance sessions, Lunch Bunch, and direct instruction with in special education with Zones of Regulation or Superflex.

Penns Grove Middle School

Students in the middle school have recognition of the same positive character traits as the lower grades, with Empathy being added in the 2018-2019 school year. Students can earn Fun Friday activities or be nominated as one of the top 200 students in the building for exhibiting the targeted character traits.

Oxford Area High School

The high school sets the same expectation for positive character traits as the other schools in the district and all schools participate in the district-wide students of the month celebration. Students and Teachers have participated in Mental Health Awareness Training

As a district, the goal is to continue the trend toward positive approach to behavioral concerns. The goal is to maintain a positive learning environment across all buildings. The approach to positive behavioral supports are aligning with the PA MTSS approach to behavior and the goal is over the next three years to align more deliberately with the goal of that approach. Following the school wide positive behavioral approach, teachers are expected to plan engaging lessons and employ effective classroom management procedures. When a student requires individual approaches to support his/her behavior, an individualized behavioral support plan will be developed as part of an intervention or specially designed instruction portion of an individualized education plan.

The district contracts with a behavioral specialist to be a consultant to teachers and building

principals to support the mission of a positive approach to behavior.

Teachers were trained in Mental Health First Aide. Additionally the district trained at least two people from each school, as well as paraprofessionals in Crisis Prevention Intervention. Principals are trained in de-escalation and physical restraint.

Oxford Area School District works collaboratively with Holcomb and Child Guidance to connect parents to mental health services as appropriate. The District Social Worker and guidance counselors are key to support parents in referral for mental health services. If a student is in crisis, the district works with Valley Creek Crisis Center and the families to support the student to get the necessary immediate support.

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.

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 students who receive support from multiple providers, staff from educational, clinical, protective, and corrections services work to enhance and coordinate services. 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.

Oxford utilizes a variety of outside services and programs to meet the unique needs of our learners.

The District does not operate its own partial hospitalization programs and therefore, Oxford

students with significant mental health needs attend CCIU programs such as: TEACH or REACH.

The TEACH program is an elementary 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.

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.

The District also uses 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 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 district also uses the Child Development Center(CDC) and the Chester County Learning Center(CCLC) for students with significant emotional or behavioral needs. There has been a 50% reduction of students serviced in the CDC and CCLC over the past two years. Oxford has been expanding the services available within the district.

The district uses the Intermediate Unit to provide services for students that have significant autism or are medically fragile. Some of these services are at the CDC building while others are in cross district classes.

The district currently supports two students at the Elwyn Institute and three students at Devereux Day School programs.

The district works with the county mental health system to support students with significant behavioral needs into the Woods School.

These out of district placements have occurred after all in district supports have been found to not be sufficient to meet the needs of the students.

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

Oxford has expanded its resources over the past few years, adding a speech therapist, a social worker and a learning support teacher at the high school. Oxford provides life skills services K-1 and 7-12, Emotional Support Services K-12, Autistic Support Services K-12, and Learning Support Services K-12 within district. It is examining expanding Life Skills services grades 2 to 6 once students begin to age up from the Diagnostic Kindergarten Class. The next development is the balance between itinerant and supplemental services so students have access to core instruction and the direct instruction in the skill area as determined by the IEP team. As the district continues to deliver services within home schools, professional staff may be added to serve student needs.

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.

One of the unique attributes of Oxford is the grade configuration of schools. All students from the same grade attend the same schools and transition every two years to the next grade level

school. All schools, except the high school, are located in very close proximity on the same campus. Oxford is a quaint small town with a strong loyal family support system. There are many strengths and highlights listed below:

- **Parent Universities:** Each school and the Special Education Department hosts Parent Universities. These are parent trainings in the evening targeted at specific topics of interests for parents on new initiatives.
- **Early College Academy-Oxford Area High School** students have the opportunity to earn high school credit and college credit through a partnership with Cecil Community College. Students graduate high school, they have earned not only their high school diploma, but also the potential of an associate's degree within the four years of high school.
- **Diagnostic Kindergarten:** In an effort to serve all Oxford students with disabilities in their home school, the district changed the focus of the Kindergarten Autistic Support class to be a mixed categorical service class titled Diagnostic Kindergarten.
- **Multi-tiered Systems of Support:** There are four buildings phasing in the MTSS model which is providing the opportunity to intervene academically with students in a proactive manner in the regular education setting. The district is providing professional development on best practices at each school level.
- **Social Worker:** OASD added a social worker during the 2017-2018 school year to support and to bridge families to services within the community.
- **Transition to Life Program:** In the 2016-2017 school year, the district enhanced the high school life skills program to develop an occupational training classroom. There are two rooms, one is for academic instruction and one is for occupational and daily living skills. The class is resourced with two cooking stations and a PAES lab. The program has a full time job trainer to support daily community based experiences. The job trainer exposes students to volunteer and paid work crews and works with the middle school life skills/autistic support program in introductory work skills. This has increased the business partnerships over the past few years. The Oxford Art Alliance, Oxford Main Street, and other local businesses support the students and programs weekly by providing work experience in their community.
- **OVR/Herrs Partnership:** With the support of OVR and the Herr's Chip Factory, Oxford has developed an on the job training opportunity where students are hired for a 90 day probationary period and provided with job training services. Following the 90 day period, students can be hired based on their performance. OASD has had three students hired so far within the first year of the program.
- **Behavioral Specialist:** OASD contracts with CCIU to provide a full-time behavioral support specialist who supports the Functional Behavioral Assessments, development of positive behavioral support plans, consultation to teachers and buildings, and professional development.
- **District 339 Plan:** The district guidance department developed a comprehensive 339 plan grades K-12 that provides many transition related services through the general education

curriculum. It also enhances the transition services to students with disabilities. There is an extensive interest inventory and planning system as part of the Naviance program.

- Hybrid Learning: The district has many opportunities to reinforce learning with technology, Exact Path, Fast Forward, ST Math are all some of the supportive programs.
- A group of parents with special needs children was established as a parent/school partnership and provides information and support to these parents. The district administration and the parent leadership team plan collaboratively for trainings and meetings for parents and will continue to do so. The district will review the Student of the Month criteria to ensure all students regardless of special needs have the opportunity to be recognized as a Student of the Month.
- A high percentage of the regular education teaching staff are dually certified in special education. This increases their awareness and understanding of student needs in the regular educational setting.
- We have a high number of co-taught classes which increases professional staff to student ratio.
- We have some bi-lingual (English-Spanish) staff who help the Spanish speaking families understand documents and their rights in their native language, translation services are provided.
- Oxford has a highly inclusive model for supporting special education students. This allows students to receive modified instruction / supports while following grade level curriculum as non-disabled students, in the same regular education setting.
- Oxford has a community based Educational Foundation. This organization provides grants for innovative 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, bringing in authors to speak with our students, and in providing after school supports for our students.
- Close collaboration with the CCIU Training and Consultation (TAC) Team in developing 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. 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.
- Collaboration with Curriculum / District office in preparing Professional Development for professionals and paraprofessionals
- Non-violent Crisis Intervention Trainer on staff to be available to provide on-going training and on site support at any time.
- Collaboration and facilitation of Early Intervention transitions for all families with the district kindergarten center.

- Collaboration between all specialized teachers, ie. ESL, Reading Specialists, etc. with the general education teachers.
- A focused professional development program that addresses, technology, differentiation, specific curriculum content, special services, etc.

Assurances

Special Education Assurances

No policies or procedures have been identified.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
CCIU CHAMMP	Special Education Centers	AS	1
CCIU Child and Career Development Center (CDC)	Special Education Centers	ES, LS, LSS, MDS	21
Devereux School	Special Education Centers	ES, AS, MDS	4
Elwyn/ Davidson School	Special Education Centers	AS, MDS	2
CCIU Learning Center	Special Education Centers	ES, LS	5
CCIU Cross District Programs (Octorara, Avon Grove)	Neighboring School Districts	AS, MDS, LSS	1
CCIU-REACH	Special Education Centers	Emotional Support	2

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2018

Reason for the proposed change: This class is an entry level class for students returning from Early Intervention. This enables the district to service all students in district in an attempt to maintain the child in the home district. This Diagnostic Kindergarten Class is located in the kindergarten center.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 6	1	0.3
Locations:				
Jordan Bank Elem	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 6	1	0.3
Locations:				
Jordan Bank	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	5 to 6	3	0.4
Locations:				
Jordan Bank	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 6	9	1
Locations:				
Jordan Bank Elem	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	17	1
Locations:				
Elk Ridge Elem	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4*Operator:* School District**PROGRAM DETAILS**

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	17	1
Locations:				
Elk Ridge Elem	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 10	8	1
Locations:				
Nottingham Elem	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	17	1
Locations:				
Nottingham Elem	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 9	22	1
Locations:				
Nottingham Elem	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	17	1
Locations:				
Nottingham Elem	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	16	1
Locations:				
Nottingham Elem	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	19	1
Locations:				
Nottingham Elem	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017

Reason for the proposed change: In order to offer emotional support services within the district, we need to have that type and level of services as an option in our service delivery model.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 10	11	1
Locations:				
Nottingham Elem	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	16	1
Locations:				
Hopewell Elem	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	18	1
Locations:				
Hopewell Elem	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	17	1
Locations:				
Hopewell Elem	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15*Operator:* School District**PROGRAM DETAILS**

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	16	1
Locations:				
Hopewell Elem	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	18	1
Locations:				
Hopewell Elem	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	20	1
Locations:				
Penn's Grove Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #18

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	18	1
Locations:				
Penn's Grove Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #19

Operator: School District

PROGRAM DETAILS*Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	20	1
Locations:				
Penn's Grove Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #20*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	20	1
Locations:				
Penn's Grove Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #21*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	20	1
Justification: Students are not educated in the same room simultaneously.				
Locations:				
Penn's Grove Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #22*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017

Reason for the proposed change: There is a need for daily social skills instruction for student with emotional needs and daily life skills instruction for a few students. The flexibility in this position permits OASD to offer all types and levels of services within the building to meet the needs of the learners. There are not a lot of students with the needs to warrant an entire class, but there is a need to offer the service daily. This position allows us to do so within their home school.

PROGRAM SEGMENTS

Type of Support	Level of	Age Range	Caseload	FTE
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	Support			
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	13 to 15	4	0.5
Locations:				
Penn's Grove Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 15	2	0.2
Locations:				
Penn's Grove Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	12 to 15	4	0.3
Locations:				
Penns Grove Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #23*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	15	0.5
Justification: Special Education students can go until age 21				
Locations:				
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	10	0.5
Justification: Spec. Ed. students are able to attend until 21.				
Locations:				
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #24*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	25	1
Locations:				

Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated		
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Program Position #25*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	25	1
Locations:				
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #26*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	10	0.5
Justification: Spec. Ed. students can attend until 21.				
Locations:				
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	15	0.5
Justification: Spec. Ed. students can attend until 21.				
Locations:				
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #27*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 20	25	1
Justification: Students are not educated in the same room simultaneously.				
Locations:				
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #28*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	25	1
Locations:				
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #29*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017

Reason for the proposed change: In order to service students with greater need within the district, the district needs to offer some full time services. The flexibility within this position will open up the opportunity to provide more services within the district.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 20	10	0.8
Justification: Age waiver completed at IEP meeting Annually				
Locations:				
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	15 to 21	2	0.2
Justification: Age waiver completed at annual IEP meeting				
Locations:				
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #30*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 28, 2017

Reason for the proposed change: There is a need to shift staff to offer emotional support services at each elementary school to reduce the need to send students out of district for services

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 12	15	1

Locations:				
Hopewell Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #31*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 29, 2016*Reason for the proposed change:* Numbers require shift in staff.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	17	1
Locations:				
Hopewell Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #32*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	15	0.5
Locations:				
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	10	0.5
Locations:				
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #33*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	15	0.5
Locations:				
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	10	0.5
Locations:				
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #34*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	15	0.5
Locations:				
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	10	0.5
Locations:				
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #35*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 13	5	0.6
Locations:				
Hopewell Elem	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	10 to 13	3	0.4
Locations:				
Hopewell Elem	An Elementary School Building	A building in which General Education programs are operated		

Program Position #36*Operator:* School District**PROGRAM DETAILS**

Type: Position

Implementation Date: August 28, 2017

Reason for the proposed change: Hiring of a new speech therapist adjusted case loads

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 7	20	0.6
Locations:				
Jordan Bank	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	15 to 21	14	0.2
Justification: Students can attend school until 21 and are not services simultaneously				
Locations:				
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 14	14	0.2
Justification: Speech and Language Services, students are not seen simultaneously.				
Locations:				
Penns Grove Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #37

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 8	60	1
Locations:				
Elk Ridge	An Elementary School Building	A building in which General Education programs are operated		

Program Position #38

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Speech and Language Support	7 to 10	51	1
Locations:				
Nottingham School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #39*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 28, 2017*Reason for the proposed change:* Addition of a speech therapist caused adjustment in case load management.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 12	42	0.8
Locations:				
Hopewell	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	8 to 10	10	0.2
Locations:				
Nottingham Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #40*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	9	1
Locations:				
Elk Ridge Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #41*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 5, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	22	1

Justification: This is an increase in the FTE. Due to case load size, district added a teacher to their staff. There is no change in room. This is a high school case load. Teachers support students they see.				
Locations:				
Oxford Area High school	A Senior High School Building	A building in which General Education programs are operated		

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	3
Paraprofessionals	District Buildings	22
Speech and Language Pathologists	District Buildings	4

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Austills Educational Services	Outside Contractor	16 Days
CCRN	Outside Contractor	50 Days
Criticare	Outside Contractor	5 Days
Chester County Intermediate Unit	Intermediate Unit	180 Days
GHR	Outside Contractor	25 Days

District Level Plan

Special Education Personnel Development

Autism

Description	<p>OASD will be providing professional development in the area of Autism to educators, paraprofessionals, and parents over the implementation years of this plan.</p> <p>Educator Training will consist of one session of Autism 101 for Regular Education Teachers. It will provide basic understanding of students with high functioning autism and instruction strategies to meet their needs in the general education classes.</p> <p>Educator training will consist of the development of a protocol to ensure IEP teams and teachers are prepared to provide supports and services in the general education classes. All teachers and principals will be trained on the protocol from IEP development to implementation. The goal is to ensure receiving teachers are aware of the Specially Designed Instruction required for the students in their classes and how each child learns best.</p> <p>Paraprofessional Training will include Sessions and Consultation on Verbal Behavior, Intensive Teaching, Manding, and Behavioral Reinforcement. They will be trained on creating purposeful Social Stories and How to Create a Toolbox of Resources such as visual schedule and reinforcement systems.</p> <p>Parent Training will consist of How to Read the IEP, and Access Community Supports, Oxford Service Delivery Model.</p> <p>The evidence that these sessions have been effective will be through supervision by site principals regarding the implementation of the protocols and strategies.</p> <p>There will be two teacher, paraprofessional, and parent trainings a year equating</p>
Person Responsible	Director of Special Education, in conjunction with the Assistant Superintendent
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	18
# of Participants Per Session	20
Provider	CCIU, PaTTAN, or District
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	How to support students with Autism most effectively in school and in the community.
Research & Best Practices Base	Research shows these methods to be highly effective in supporting students who are on the Autism spectrum.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>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.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Paraprofessional</p> <p>Other educational specialists</p> <p>Parents</p>

Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>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</p>
Evaluation Methods	<p>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</p>

Behavior Support

Description	<p>OASD will implement the MTSS approach to behavior as it phases in the MTSS approach to academics. The following are the intended foundational trainings. Following the trainings, the district will develop a tiered approach to addressing student social and emotional needs which impact behavior.</p> <p>OASD believes strong classroom management begins with engaging instruction. As a result, the professional development listed below is to be married to the instructional professional development embedded in this plan.</p> <p>Behavior: Basic knowledge and understanding of behavior. Knowledge Antecedents, Behavior and Consequences and the role they play in the function of behavior. The ability to analyze whole class and individual behavior, implement a plan, monitor and collect data based on this plan, evaluate and change the plan as needed. Proactive teaching to expected behavior, including modeling, at the beginning of the school year, and as needed throughout the school year (this should be proactive and not reactive). Developmentally appropriate language when talking about behavior, and avoid assumptions about what a student should be equipped with when entering the building. It is important to know how our behavior influences the</p>
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behavior of our students.

Following the training, there will be a scaffolded approach to implementing a **K-12 Community Practices** for consistency across the buildings.

OASD feels that teachers need to gain a better understanding on how Mental Health and Trauma can impact student learning. As a result the following trainings will be offered.

Mental Health Awareness First Aid and Trauma Informed Practices: Basic knowledge of the mental health of children, and the mental health of the environment in which they live. It is important to learn about the student and his/her family life to avoid making misjudgments about our children. Trauma, poverty, homelessness, domestic violence, substance abuse, chronic mental illness, etc. may be part of our student's lives. Education to teachers on how to learn about student mental health, and the impact on learning is critical. Teachers should learn how to build a relationship with a student in order to validate their experiences while guiding them towards their goals. The use of validation and goal oriented planning can be very effective and appropriate in the school setting. This fosters a healthy relationship between student and school, and may facilitate more engaged academic students.

Teacher – Student Relationship: While teachers are doing diligence to provide a high level of instruction to students. The importance of building a mentor relationship, and attending to it throughout the school year, is something that can fuel a student K-12. Teacher education on how to foster a professional relationship with clear boundaries is fundamental to a culture of learning. Instruction on how to set boundaries, build rapport, instruct, and discipline consistently is important.

Instructional Practices and Flexibility: While content areas have been fortified, teacher education on instructional strategies and flexibility (within parameters of the programming fidelity) are needed. Often teachers are observed in conversations where teachers report “that is the way I teach” or “this is how I have taught for years”. While this experience is invaluable, being flexible and willing to try new strategies is important to differentiation. This opportunity to provide teacher education is also a useful classroom tool. Students who know their teacher is active in learning may value or perceive the learning atmosphere in a new way.

Education to teachers should include instructional skills in all subject areas, general teaching strategies, consultation with specialists and coworkers, and

	<p>administrative feedback. Tangible tool kits and resources are essential in effective implementation of these learned skills.</p> <p>Parent Training on this topic will consist of What is Behavioral Specialist(BSC) and how does the role of the district BCBA and home BCBA differ? How to collaborate the efforts between school and home? What is the role of the Therapeutic Support Staff/Personal Care Assistant(TSS/PCA) regarding behavior and How to Work through the Continual Staffing Challenges of TSS Services?</p> <p>There will be two educator sessions, one paraprofessional session, and one parent session a year.</p>
Person Responsible	Assistant Superintendent, Director of Special Education, School Principals
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	12
# of Participants Per Session	20
Provider	CCIU, PaTTan, or District BCBA
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	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>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.</p> <p>Empowers leaders to create a culture of teaching and learning,</p>

	with an emphasis on learning.
Training Format	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation 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 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. Standardized student assessment data other than the PSSA Participant survey Discipline Records, Referrals to external mental health providers

Paraprofessional

Description	<p>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.</p> <p>The other topic lists paraprofessional trainings based on those topics.</p>
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	<p>Additional trainings will consist of Crisis Prevention Intervention, Special Education 101, and Professional Ethics. The combination of all the offerings with the support of the PATTAN Paraeducator Competencies will support paraprofessionals to secure their 20 hours of required training.</p> <p>OASD has also implemented a process to support unqualified paraprofessionals to become highly qualified and maintain employment by completing the competency training on line within six months of employment.</p> <p>There will be an educator training regarding How to Effectively Maximize and Manage the Adult Supports in my Classroom.</p> <p>A parent training related to Paraprofessionals will include What Should be the Process for Communicating between School and Home and What is the Role of a Paraprofessional with My Child.</p> <p>There will be one educator, six paraeducator trainings a year, and one parent training a year on this topic.</p>
Person Responsible	Director of Special Education
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	24
# of Participants Per Session	20
Provider	CCIU, District, Pattan
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	<p>Paraprofessionals will gain knowledge in all ten areas of the PDE Paraprofessional Competencies including:</p> <ul style="list-style-type: none"> • Foundations of Special Education • Development of Characteristics of Learners • Individual learning differences • Instructional strategies • Learning environments

	<ul style="list-style-type: none"> • Language • Instructional Planning • Assessment • Professional and Ethical Practice • Collaboration
Research & Best Practices Base	PDE requires 20 hours of professional development annually for paraprofessionals to maintain their skill set.
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.
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Reading NCLB #1

Description	<p>Oxford Area School District is phasing in the Multi-Tiered Systems of Support initiative throughout all levels. It is anticipated that the majority of the reading professional development would aligned with the requirements associated with the MTSS initiative for Reading and Writing.</p> <p>Anticipated training will consist of Literacy Across the Curriculum, Data Driven Instruction, Vocabulary Acquisition, Aligning Interventions to Learning Needs.</p> <p>In addition to the reading training align to MTSS, additional reading professional development will occur for special education teachers for unique intervention programs such as Wilson and Corrective Reading to ensure all teachers implementing those programs are implementing with fidelity.</p> <p>There will be Parent Universities held at each school throughout the years educating parents on the reading resources and programs and how to support reading development in the homes.</p> <p>There will be three educator trainings, one paraprofessional training, and one parent training per year.</p>
Person Responsible	Director of Curriculum and Director of Special Education
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	15
# of Participants Per Session	20
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	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>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.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p>
Training Format	<p>Series of Workshops</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Paraprofessional</p> <p>Other educational specialists</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Lesson modeling with mentoring</p>
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

	<p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p>
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Transition

Description	<p>OASD just went through Indicator 13 Audit and as a result an annual review of Transition Planning with all secondary special education teachers would be valuable.</p> <p>Educator Professional Development would consist of Annual Transition Planning, Agency Connections and Preparing Students for Transition to Post Secondary and how to Access Supports.</p> <p>Paraprofessionals would be trained on Supporting Students in the Community and How to Facilitate Independence while Providing Support</p> <p>Parent Training would consist of How to Support a Successful Transition from High School to Next Supports, An Agency Fair, and Financial Supports Beyond District Umbrella</p>
Person Responsible	Assistant Superintendent, Director of Special Education, Secondary Principals
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	15
# of Participants Per Session	20
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	Enhances the educator's content knowledge in the area of the educator's certification or assignment.

education specialists	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.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer