

Profile and Plan Essentials Special Education Students

Total Number of Special Education Students 327

Total Student Enrollment 1624

Percent of Special Education Students 20.1

Steering Committee

Name	Position/Role	Building	Email
Angela Michaels	Other	Philipsburg-Osceola Area SD	amichaels@pomounties.org
Lori Rodriguez	Parent	Philipsburg-Osceola Area SD	lori_ann4psu@msn.com
Sandy Angelovic	General Education Teacher	Philipsburg-Osceola Area MS	sangelovic@pomounties.org
Aaron Long	Other	Philipsburg-Osceola Area SD	aaronlong@longbus.com
Alicia Swanson	Parent	Philipsburg El Sch	aliciamswanson@gmail.com
Hunter Martin	Other	Philipsburg-Osceola Area SD	h.p.martin@eagle.clarion.edu
Linda Hockey	Building Principal	Philipsburg-Osceola Area HS	lhockey@pomounties.org
Estelle Bowman	Board Member	Philipsburg-Osceola Area SD	ebowman@pomounties.org
Elaine Selfridge	Director of Special Education	Philipsburg-Osceola Area SD	eselfridge@pomounties.org

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Significant Disproportionality - Placement

Significant Disproportionality - District Not Flagged for Significant Disproportionality in this area.

Significant Disproportionality - Discipline

Significant Disproportionality - District Not Flagged for Significant Disproportionality in this area.

Significant Disproportionality - Identification

Significant Disproportionality - District Not Flagged for Significant Disproportionality in this area.

Non-Resident Students Oversight

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

No

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

There are currently no facilities in our district that serve non-resident students. If a facility would locate with the District, the LEA will fully comply with the requirements of IDEA 2004 and PA Chapter 14 to meet our obligations under section 1306 of the Public School Code as outlined in the BEC: Education Programs for Students in Non-Educational Placements 22 Pa. Code Section 14.102.

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

Any barriers would be addressed through continued collaboration between the District and 1306 facilities to ensure child find and provision of FAPE for students with disabilities. Additionally, the district would continue to work closely to communicate and network with outside agencies and programs to ensure interagency collaboration and supports in place to facilitate successful transition back to school.

Incarcerated Students Oversight

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

No

Least Restrictive Environment

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

The Philipsburg-Osceola Area School District approaches every evaluation for special education and every IEP team meeting with the perspective that students will receive their education within the general education environment. If a student must be removed from the regular education setting or curriculum in order to meet their needs then the district looks at how to keep the student in the regular education setting as much as appropriate with the use of supplementary aids and services such as: changes to the physical environment, assistive technology including optical character recognition (OCR), text-to-speech, and speech-to-text software, sensory integration tools and techniques, accommodations to testing and assignments, modified curriculum, social skills instruction, and positive behavior support plans. Only when the full range of supplementary aids and services have been exhausted, will the district look to place a child in a setting without contact with regular education students in order for the student to receive educational benefit. In examining our district data, the percentage of students educated in other settings is above the state target. During the 2018-2019 school year 8.7% of students were educated in other settings. For the 2019-2020 school year, that percentage reduced to 7.9%. Additionally, the percentage of students included in the regular education setting for 80% or more increased from 64.1% in 2017-2018 to 71.7% in 2019-2020. This met and now exceeds the state target.

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

The Philipsburg-Osceola Area School District incorporates universal practices to address academic and social-emotional needs of all students as shaped through the Universal Design for Learning framework. Teachers incorporate multiple means of engagement, representation, and action and expression in their lesson planning and practice. Some examples of multiple means of engagement include: varying demands to optimize challenge based on student strengths and needs, fostering collaboration and community through the use of flexible grouping, promoting expectations and beliefs through PBIS, increasing student social-emotional skills and coping strategies through access to school social workers for all students, and optimizing student choice to the extent possible. Some examples of multiple means of representation include offering options for students to display what they have

learned, using multiple media, activating student background knowledge, and highlighting key concepts and big ideas. Some examples of providing multiple means of action and expression include optimizing access to assistive technology such as Natural Reader, Kami, or Google Classroom Tools, using multiple means of communication, and using graphic organizers, concept maps, or outlining tools.

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

The district uses a variety of research-based curriculums and interventions for special education students. Special education teachers have been trained in Leveled Literacy Instruction (LLI), Number Worlds, and the Wilson Reading System, and Wilson's Foundations curriculum to ensure student academic success. Additionally, teachers at the elementary level are in process of being trained to implement Enhanced Core Reading Instruction (ECRI). Secondary special education teachers have been trained in Read180 and are in process of implementing the program with fidelity, with access to coaching for support. The district continually takes advantage of trainings and webinars provided by the IU and PaTTAN in order to provide cutting-edge programming for students in the district. IU consultants have also observed students and provided recommendations to improve the educational outcomes for students. Students are completely immersed in the regular education curriculum and are provided support through a co-teaching and inclusionary model. When students need direct instruction in English/Language Arts or math, pull-out instruction is available for them. Available at the secondary level is a period of academic support where students are able to receive intensive tutoring and support from special education teachers and staff. Some students at the secondary level receive support through counseling sessions with our district-funded social worker. This has proven very helpful in supporting students with disabilities in the general education environment. Life skills programs at the elementary, middle, and high school level are provided for students in the district. These students are included for such non-core subjects as art, music, family and consumer science, and physical education at the high school level, and in subjects such as art, music, library, physical education, science and social studies with supplementary aids and services at the elementary and middle school level. A full-time emotional support program is available at the elementary level for students in grades K-4. This program uses a social worker to provide the therapeutic support that students need in order to gain educational benefit. Last school year the school district expanded the elementary autistic support program due to the rising number of students with autism residing in the school district.

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

The district uses a range of supplementary aids and services individualized to the needs of the student to ensure meaningful participation of students with disabilities in extracurricular activities. The district discusses needs for supplementary aids and services with the parents, student when appropriate, coaches or advisors in the annual IEP meeting, or at IEP team meetings as needed throughout the school year. The IEP team determines supplementary aids and services that are needed for the student to meaningfully participate and the person(s) and manner in which they will be implemented.

5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?

In the event that a student is placed in a private institution, the district works in advance with the family and placement if possible and provides educational records upon placement. Additionally, the district continues to work closely to communicate with the placement and the family to ensure collaboration and determination of the student's needs including education with non-disabled peers and participation in extracurricular activities whenever possible.

6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)

Based on the district placement chart, the district has a need to build capacity and expand programs and services in the areas of emotional support and autistic support. The district is in process of planning with the appropriate state oversight to open an Autistic Support program at the secondary level. The district previously implemented an Autistic Support program at the elementary and middle school levels. This reduced the number of students in placement outside of the school; however, as students are approaching the high school level, an Autistic Support program is needed for grades 9 to 12 to support their needs. Additionally, there has been an observed increased need in the area of emotional support at the middle school level. In order to meet this need, the district is planning to implement additional specially designed instruction targeted at meeting those needs utilizing the Positive Action curriculum, Zones of Regulation curriculum, and Circles curriculum.

In developing this plan, areas of need that were identified by current parents, teachers, and community members included: increased communication with parents, especially parents of students in private placement, about student rights to participate and receive necessary supplementary aids and services to ensure meaningful benefit from extracurricular activities, inservice for teachers and van drivers regarding responding to crisis behavior,

improved monitoring of private placements to ensure meaningful benefit which may include visitations and increased communication. Some steps that have been taken this year to address these concerns include a district wide focus on increased and enhanced communication through the Student Performance Measure and changes made within the student information system to allow improved monitoring for students in private institutions.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Soaring Heights	Approved Private School (APS)		Pyramid Healthcare, Inc.	Autistic Support	4
Soaring Heights	Approved Private School (APS)		Pyramid Healthcare, Inc.	Emotional Support	8
Merakey	Licensed Private Academic		Merakey	Autistic Support	2
New Story	Other	Special Education School	New Story Schools	Emotional Support	2
Merakey	Licensed Private Academic		Merakey	Emotional Support	2
New Story			New Story Schools	Autistic Support	1

Positive Behavior Support

Date of Approval

2019-04-23

Uploaded Files

113.2 Behavior Support.pdf

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

The district provides a range of social and emotional support services through special education teachers, paraprofessionals, school counselors, and school social workers. The district is in process of implementing a Tier I Social Emotional Intervention using the Positive Action Curriculum at all levels for the 2022-2023 school year. Additionally, school social workers and school counselors meet with students individually and in groups to meet social-emotional needs. At the elementary level, students in need of supplemental or full-time emotional support may be considered for participation in the Connections program at Osceola Mills Elementary based on assessment data and upon determination of the IEP team. At all levels, special education teachers provide specialized instruction addressing social and emotional needs.

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.

The district employs two staff persons trained as Safe Crisis Management trainers. They have trained a team of individuals, including special education teachers, school social workers, school counselors, general education teachers, and paraprofessionals, in each building in de-escalation techniques, positive behavior supports, and safe restraint. Additionally, all School Resource Officers, special education teachers and at least one paraprofessional within each program were trained in Crisis Prevention intervention including de-escalation techniques, positive behavior supports, and safe restraint in the summer of 2022. Staff receive appropriate refresher trainings annually.

3. Describe the district positive school wide support programs.

All four of our school buildings have teams who have been trained in School Wide Positive Behavioral Support (SWPBS) by CIU10. Three of the four district buildings have fully implemented SWPBS with fidelity and success. SWPBS is refreshed with staff and students as needed.

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

The district School Psychologist and Director of Student Services and Special Education are trained and provide support in behavior observation, development of Functional Behavior Analysis, Positive Behavior Support Plans, and referral to appropriate community-based mental health services providers as appropriate. Additionally, School Counselors and School Social Workers work closely with community mental-health and behavioral-health service

providers to refer families as appropriate. The school team consults and collaborates with community service providers to develop complimentary plans. Philipsburg-Elementary has a School Based Behavioral Health Team in place within the school. Additionally, the district contracts with a community service provider for two of the three school social worker positions. Additionally, the district consults with professionals from the CIU#10 for additional training and supports for students.

5. Describe the district restraint procedure.

The Philipsburg-Osceola Area School District policy is aligned with all provisions of IDEA 2004 and PA 22 School Code 14.133 in which positive, rather than negative, measures form the basis of behavior support to ensure that all students shall be free from demeaning treatment, the use of aversive techniques, and the unreasonable use of restraint. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques. Each building has a team trained to safely implement restraints. Use of Restraints are implemented and documented in compliance with Basic Education Circular Use of Restraints for Students with Disabilities 22 Pa. Code § 14.133, 22 Pa. Code § 711.46, 22 Pa. Code § 10.25.

Intensive Interagency

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

We follow our district policies and procedures regarding home-bound services. Additionally, the district follows the special education policies and procedures regarding a determination and provision of services for Instruction Conducted in the Home. There are no areas of concern at this time.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?
22 Hearing	Multiple	Part-time (0.5)
Building Name		
Philipsburg El Sch, Philipsburg-Osceola Area MS, Philipsburg-Osceola Area HS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		<10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 18
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?
21 SP Mixed	Secondary	Part-time (0.5)
Building Name		
Philipsburg-Osceola Area MS, Philipsburg-Osceola Area HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		<10
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	12 to 16
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?
20 SP IU MS	Multiple	Part-time (0.5)
Building Name		
Philipsburg-Osceola Area MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		<10
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	12 to 12
Age Range Justification		FTE %
		0.03

FTE ID	Classroom Location	Full-time or Part-time Position?
19 HS	Secondary	Full-time (1.0)
Building Name		
Philipsburg-Osceola Area HS		
Support Type		
Learning Support, Autistic Support, Emotional Support		
Support Sub-Type		
Learning Support, Autistic Support, Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.61

FTE ID	Classroom Location	Full-time or Part-time Position?
18 HS	Secondary	Full-time (1.0)
Building Name		
Philipsburg-Osceola Area HS		
Support Type		
Learning Support, Autistic Support, Emotional Support		
Support Sub-Type		
Learning Support, Autistic Support, Emotional Support		
Level of Support		Case Load
Itinerant (Less Than 20%), Supplemental (Less Than 80% but More Than 20%)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.53

FTE ID	Classroom Location	Full-time or Part-time Position?
17 HS	Secondary	Full-time (1.0)
Building Name		
Philipsburg-Osceola Area HS		
Support Type		
Learning Support, Emotional Support, Autistic Support		
Support Sub-Type		
Learning Support, Emotional Support, Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?
16 HS	Secondary	Full-time (1.0)
Building Name		
Philipsburg-Osceola Area HS		
Support Type		
Learning Support, Emotional Support		
Support Sub-Type		
Learning Support, Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.30

FTE ID	Classroom Location	Full-time or Part-time Position?
15 HS	Secondary	Full-time (1.0)
Building Name		
Philipsburg-Osceola Area HS		
Support Type		
Life Skills Support, Learning Support, Autistic Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Itinerant (20% or Less), Supplemental (Less Than 80% but More Than 20%), Full-Time (80% or More)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14-21
Age Range Justification		FTE %
Grouping of students complies with age range requirements and age range exception determined appropriate by the IEP team and justified in the IEP.		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?
14 MS	Secondary	Full-time (1.0)
Building Name		
Philipsburg-Osceola Area MS		
Support Type		
Learning Support, Emotional Support, Autistic Support		
Support Sub-Type		
Learning Support, Emotional Support, Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less), Supplemental (Less Than 80% but More Than 20%)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?
13 MS	Secondary	Full-time (1.0)
Building Name		
Philipsburg-Osceola Area MS		
Support Type		
Learning Support, Emotional Support		
Support Sub-Type		
Learning Support, Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less), Supplemental (Less Than 80% but More Than 20%)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.43

FTE ID	Classroom Location	Full-time or Part-time Position?
12 MS	Secondary	Full-time (1.0)
Building Name		
Philipsburg-Osceola Area MS		
Support Type		
Learning Support, Emotional Support		
Support Sub-Type		
Learning Support, Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?
11 MS	Secondary	Full-time (1.0)
Building Name		
Philipsburg-Osceola Area MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less), Supplemental (Less Than 80% but More Than 20%), Full-Time (80% or More)		<10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.70

FTE ID	Classroom Location	Full-time or Part-time Position?
10 MS	Secondary	Full-time (1.0)
Building Name		
Philipsburg-Osceola Area MS		
Support Type		
Autistic Support, Life Skills Support, Learning Support, Multiple Disabilities Support		
Support Sub-Type		
Autistic Support, Life Skills Support, Learning Support, Multiple Disabilities Support		
Level of Support		Case Load
Itinerant (20% or Less), Supplemental (Less Than 80% but More Than 20%)		<10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?
9 SP PE	Elementary	Full-time (1.0)
Building Name		
Philipsburg El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		31
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Grouping of students complies with age range requirements.		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?
8 PE	Elementary	Full-time (1.0)
Building Name		
Philipsburg El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less), Supplemental (Less Than 80% but More Than 20%)		17
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?
7 PE	Elementary	Full-time (1.0)
Building Name		
Philipsburg El Sch		
Support Type		
Learning Support, Emotional Support		
Support Sub-Type		
Learning Support, Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less), Supplemental (Less Than 80% but More Than 20%)		24
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 12
Age Range Justification		FTE %
Grouping of students complies with age range requirements.		0.57

FTE ID	Classroom Location	Full-time or Part-time Position?	
6 PE	Elementary	Full-time (1.0)	
Building Name			
Philipsburg El Sch			
Support Type			
Autistic Support			
Support Sub-Type			
Autistic Support			
Level of Support		Case Load	
Supplemental (Less Than 80% but More Than 20%), Full-Time (80% or More)		<10	
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	8 to 10	
Age Range Justification		FTE %	
		0.75	

FTE ID	Classroom Location	Full-time or Part-time Position?	
5 PE	Elementary	Full-time (1.0)	
Building Name			
Philipsburg El Sch			
Support Type			
Autistic Support, Learning Support, Emotional Support			
Support Sub-Type			
Autistic Support, Learning Support, Emotional Support			
Level of Support		Case Load	
Supplemental (Less Than 80% but More Than 20%), Full-Time (80% or More),		<10	
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	5 to 9	
Age Range Justification		FTE %	

Grouping of students complies with age range requirements and age range exception determined appropriate by the IEP team and justified in the IEP.	0.79
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FTE ID	Classroom Location	Full-time or Part-time Position?
4 SP Mixed	Multiple	Full-time (1.0)
Building Name		
Osceola Mills El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		38
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Grouping of students complies with age range requirements.		0.58
Building Name		
Philipsburg-Osceola Area HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Grouping of students complies with age range requirements.		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?
3 OME	Elementary	Full-time (1.0)
Building Name		
Osceola Mills El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%), Full-Time (80% or More), Itinerant (20% or Less)		<10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
Grouping of students complies with age range requirements.		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?
2 OME	Elementary	Full-time (1.0)
Building Name		
Osceola Mills El Sch		
Support Type		
Learning Support, Autistic Support		
Support Sub-Type		
Learning Support, Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
Grouping of students complies with age range requirements.		0.36

FTE ID	Classroom Location	Full-time or Part-time Position?
1 OME	Elementary	Full-time (1.0)
Building Name		
Osceola Mills El Sch		
Support Type		
Learning Support, Life Skills, Multiple Disabilities Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Itinerant (20% or Less), Supplemental (Less Than 80% but More Than 20%), Full-Time (80% or More)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
Grouping of students complies with age range requirements and age range exception determined appropriate by the IEP team and justified in the IEP.		0.64

Special Education Facilities

Building Name		Room #
Philipsburg-Osceola Area HS		210
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 29 feet, 0 inches	580sqft	20
Implementation Date		
2021-08-25		
Uploaded Files		

Building Name		Room #
Philipsburg-Osceola Area HS		210
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 29 feet, 0 inches	580sqft	20
Implementation Date		
2021-08-25		
Uploaded Files		

Building Name		Room #
Philipsburg-Osceola Area HS		201
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 20 feet, 0 inches	800sqft	28
Implementation Date		
2021-08-25		
Uploaded Files		

Building Name		Room #
Philipsburg-Osceola Area HS		216
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 14 feet, 0 inches	252sqft	9
Implementation Date		
2021-08-25		
Uploaded Files		

Building Name		Room #
Philipsburg-Osceola Area HS		122
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
39 feet, 0 inches x 18 feet, 6 inches	721sqft	25
Implementation Date		
2021-08-25		
Uploaded Files		

Building Name		Room #
Philipsburg-Osceola Area HS		221
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 24 feet, 0 inches	720sqft	25
Implementation Date		
2021-08-25		
Uploaded Files		

Building Name		Room #
Philipsburg-Osceola Area MS		108
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 27 feet, 0 inches	837sqft	29
Implementation Date		
2021-08-25		
Uploaded Files		

Building Name		Room #
Philipsburg-Osceola Area MS		115
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 32 feet, 0 inches	768sqft	27
Implementation Date		
2022-04-20		
Uploaded Files		

Building Name		Room #
Philipsburg-Osceola Area MS		116
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 26 feet, 0 inches	858sqft	30
Implementation Date		
2021-08-25		
Uploaded Files		

Building Name		Room #
Philipsburg-Osceola Area MS		122
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 27 feet, 0 inches	837sqft	29
Implementation Date		
2021-08-25		
Uploaded Files		

Building Name		Room #
Philipsburg-Osceola Area MS		MS Speech
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 13 feet, 0 inches	442sqft	15
Implementation Date		
2021-08-25		
Uploaded Files		

Building Name		Room #
Philipsburg El Sch		404
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 27 feet, 0 inches	756sqft	27
Implementation Date		
2021-08-25		
Uploaded Files		

Building Name		Room #
Philipsburg El Sch		013
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 17 feet, 0 inches	459sqft	16
Implementation Date		
2021-08-25		
Uploaded Files		

Building Name		Room #
Philipsburg El Sch		006
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 13 feet, 0 inches	325sqft	11
Implementation Date		
2022-04-20		
Uploaded Files		

Building Name		Room #
Philipsburg El Sch		014
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 20 feet, 0 inches	620sqft	22
Implementation Date		
2021-08-25		
Uploaded Files		

Building Name		Room #
Philipsburg El Sch		029
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 17 feet, 0 inches	459sqft	16
Implementation Date		
2022-04-20		
Uploaded Files		

Building Name		Room #
Osceola Mills El Sch		108
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 16 feet, 0 inches	432sqft	15
Implementation Date		
2021-08-25		
Uploaded Files		

Building Name		Room #
Osceola Mills El Sch		113
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 25 feet, 0 inches	775sqft	27
Implementation Date		
2021-08-25		
Uploaded Files		

Building Name		Room #
Osceola Mills El Sch		115
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 15 feet, 0 inches	405sqft	14
Implementation Date		
2021-08-25		
Uploaded Files		

Building Name		Room #
Osceola Mills El Sch		120
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 25 feet, 0 inches	775sqft	27
Implementation Date		
2021-08-25		
Uploaded Files		

1 Assurance Check – All Locations

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

2 Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Paraprofessionals	39	District Wide	District
School Psychologist	1	District Wide	District
Social Worker	1	Secondary	District
Social Worker	1	Elementary	Contractor
Social Worker	1	District Wide	Contractor
Guidance Counselor	2	Elementary	District
Guidance Counselor	3	Secondary	District
Occupational Therapist	1	District Wide	District
Other	1	District Wide	District

Special Education Personnel Development Autism

Description of Training			
Autism Acceptance			
Lead Person/Position			Year of Training
Meg Beardsley/Autistic Support teacher; Elaine Selfridge/Student Services & Special Education Director			2023
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit	Building Administrators General Education Teachers

Positive Behavior Support

Description of Training			
Safe Crisis Management			
Lead Person/Position			Year of Training
Krystina Sipes/Autistic Support Teacher; Sarah Koot/School Psychologist			2022
Hours Per Training	Number of Sessions	Provider	Audience
18	3	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
CIU Paraprofessional Conference			
Lead Person/Position			Year of Training
Lauren Smith/CIU #10			2022
Hours Per Training	Number of Sessions	Provider	Audience
12	2	Intermediate Unit	Paraprofessionals

Transition

Description of Training			
Indicator 13 Refresher			
Lead Person/Position		Year of Training	
Elaine Selfridge/Student Services & Special Education Director		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Special Education Teachers

Science of Literacy

Description of Training			
ECRI			
Lead Person/Position		Year of Training	
Justin Fye/Principal; Brian Pelka/Principal		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Intermediate Unit	General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Social Emotional Learning			
Lead Person/Position		Year of Training	
Angela Michaels, Elaine Selfridge		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Classroom Technology - Gradebook, Google Classroom, Kami			
Lead Person/Position		Year of Training	
Elaine Selfridge, Linda Hockey, Angie Michaels		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

IEP Development

Description of Training			
Legally Compliant IEP's Refresher			
Lead Person/Position		Year of Training	
Elaine Selfridge/Student Services & Special Ed Director		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Special Education Teachers

Signatures & Affirmations

- There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
- The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.