

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 322
School District Total Student Enrollment 1854
Percent of Students Receiving Special Education 17.4

Steering Committee

Name	Position/Role	Building	Email
Matt Siembida	Building Principal	Hasson Heights Sch	msiembida@mail.ocasd.org
Anne Curran	Building Principal	Seventh Street Sch	Acurran@mail.ocasd.org
Joy Zuck	Building Principal	Oil City Area MS	jzuck@mail.ocasd.org
Lynda Weller	Superintendent	Oil City Area SD	Lweller@mail.ocasd.org
Tracy Delmonaco	Director of Special Education	Oil City Area SD	tdelmonaco@mail.ocasd.org
Meghan Fulmer	Special Education Teacher	Oil City SHS	mfulmer@mail.ocasd.org
Charles Rosen	Parent	Oil City Area SD	charles.t.rosen@gmail.org
Andrew Bickel	Special Education Teacher	Oil City SHS	abickel@mail.ocasd.org
Joanna McElhattan	Other	Oil City Area SD	jmcelhattan@mail.ocasd.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)

Improvement and Planning Activity
The LEAs from each building will attend the webinar titled: State Assessment Participation for Students with Disabilities - Why it Matters!
The power point titled : " State Assessment Participation for Students with Disabilities - Why it Matters! " will be distributed and reviewed with all teachers in the special education department.
The members of the administration team will review participation data from the PSSA and determine if there are any trends or subgroups that have been identified and will develop a plan for corrective actions to address these areas.

Education Environments (Indicator 5)

Improvement and Planning Activity
1) The LEA will conduct department meeting with special education staff to review LRE, The Supplementary Aids and Service Toolkit, and types of programming and services.

2) LEA will provide special education department with training regarding proper calculation of type and amount of special education support

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

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

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

Yes

24 P.S. §1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Pathways Adolescent Center	Residential Setting		Licensed Private Academic	118

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.)

The Oil City Area School District is the host district for Pathways Adolescent Center. Pathways Education Center is approved as a Licensed Private Academic School offering education to students in grades 3-12. In the role of the host district, the Oil City Area School District is responsible for ensuring that the students that reside in this facility are receiving an appropriate education. The district has developed several procedures to ensure that it is meeting all obligations under Section 1306 of the Public School Code. 1306 Enrollment Process: Upon entrance of a student at Pathways, a Notification of Admission to Facility or Institution and School Enrollment for each new student is completed by a designee at Pathways. Within one business day, this form is sent to the OCASD administrative office. All relevant educational records are reviewed or requested from the previous school district by the Oil City Area School District Special Education Department. If the student is an identified special education student, all documents are reviewed by the Special Education Director for the Oil City Area School District and the 1306 Enrollment Process is followed. Immediately, within that one business day, we also request records from the student’s previous educational institution. The most current IEP is followed until the Individualized Education planning team is gathered to discuss the current IEP from the previous school. All stakeholders are invited to IEP meetings, including representatives from the student’s home district. Appropriate goals and programming are determined for each student. The team reviews all relevant documents, determines the most appropriate services to meet the student's needs, makes any necessary revisions to the current IEP, and issues a NOREP to initiate district services. Once enrolled, the district then submits the PDE 4605 to the school district of residence. A request for educational records follows the enrollment. At the IEP team meeting it is determined if the educational placement is appropriate by considering the student’s education placement in the least restrictive environment within the public school first, unless the student's needs dictate a more restrictive placement. Obviously, the IEP team will examine the student’s needs and then make the educational decisions necessary to allow the student to be successful. The Oil City Area School District follows the guiding questions for all IEP meetings to ensure that students are educated in the least restrictive environment regardless of whether they are residents of the district or 1306 students. Frequent communication occurs between the 1306 facility and the Special Education Director. This established communication ensures a timely and effective process. The terms of the institutionalization are established by the court system for many of the students at Pathways. For some students at Pathways Adolescent Center it is educationally appropriate for the students to attend the Oil City High School, Venango Technical School, or participate in extracurricular activities. To the maximum extent appropriate, the students are educated in the LRE after consideration is given to any potentially harmful effects on the student, or on the quality of services that he/she needs. Program reviews are completed for all students on a regular basis to determine positive completion of goals and appropriate times to transition students back to home school districts. FAPE and LRE To ensure students receive a free and

appropriate public education, the IEP team discusses student need(s) at the annual IEP meeting (or at any time a member of the IEP team requests a meeting) and how to best meet the student's needs. The home district is contacted and invited to participate in the IEP meetings and provide input as the IEP is developed. The discussion always begins with what supplementary aids can be provided to enable the student to remain in the least restrictive environment before moving to a more restrictive setting. The Oil City Area School District has a procedure in place to ensure that it is meeting its Child Find responsibilities. If a regular education student is thought to be eligible for services, permission for evaluation is sought from the student's parent/guardian. All special education procedures and time lines are followed consistent with special education regulations throughout the process. The district works closely with county officials and families to ensure that all concerns are being addressed. Any training that may need to be provided to personnel due to the unique needs of the students from the 1306 facility would be provided through partnerships with the Riverview Intermediate Unit #6, PaTTAN, or other agencies available to meet the training needs of the appropriate personnel. The Oil City Area School District assumes the responsibility for FAPE, Child Find, reporting progress, appointing a surrogate and communicating with the student's school district of residence. The Oil Area School District has contracted with RIU6 to staff and provide all special education programming. The OCASD has contracted with the RIU6 to provide a special education supervisor to serve as the designated contact/liaison to ensure that special education services are provided in a timely manner. The Oil City Area School District is able to meet non-resident student's needs through collaboration, partnerships and networking with parents of residents and facility staff.

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

The OCASD has contracted with the RIU6 to provide a special education supervisor to serve as the designated contact/liaison to ensure that special education services are provided in a timely manner. This designated contact works collaboratively with the 1306 facility, home district of residence, county officials, parents, and students to ensure that all stakeholders are involved with the planning and programming for students that are placed at the 1306 facility.

Incarcerated Students Oversight

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

No

1. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

Least Restrictive Environment

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

Based on the Special Education Data Report for 2019-2020, the Oil City Area School District had 313 students identified as receiving special education programming, or 16.5% total special education enrollment which falls below the state average of 17.8%. The district falls below the state average in the identification of the following disability categories: Autism (7.3% versus state 11.6%), Other Health Impairments (15.0% versus state 17%); Specific Learning Disability (25.2% versus 39.8%). The district tries to implement targeted interventions before identifying a student for special education programming. The district falls above the state average in the identification of the following disability categories: Emotional Disturbance (11.2% versus 8.5%), Intellectual Disabilities (10.9% versus 6.3%), Speech and Language Impairment (25.6% versus 14.1%). The district realizes that there is a significant disproportionality between the district percentage and the state average in these areas. The district has adopted Schoolwide Behavior Support Programs and have contracted mental health programming in hopes to implement successful interventions prior to the identification of the emotional disturbance category. In addition, the district has hired an additional speech therapist, making our total FTE 4. This will permit time in the daily schedule for the therapists to work with teachers and faculty in implementing strategies and interventions prior to the referral of a evaluation for speech and language support. The district has purchased the LIPS program and will implement this program in all kindergarten classrooms. The Lindamood Phoneme Sequencing® (LiPS®) Program develops phonemic awareness, reading, spelling, and speech. Students discover the physical characteristics of each phoneme and use this kinesthetic feedback to verify sounds within words. The speech therapist, assign to the elementary schools, will push into the kindergarten classrooms each week to monitor the implementation of this program and instructional strategies that have been provided in these sessions. The LEAs meet regularly with the school psychologists, speech and language staff and the special education staff to review new district protocols developed for evaluation, eligibility/need for services and target tiers of intervention. Although the district realizes that there is a disproportionality in the identification of students with an intellectual disability, the district has taken a proactive approach in the response to these numbers versus a preventative approach. This classification indicates the most need in our student population. The district has taken back programming from IU6 and now operates its own life skills programming at the middle and high school levels. At the elementary level, the district uses a full-time learning support program that embeds instruction that addresses adaptive skills and social skills. In addition, the district works collaboratively with OVR and county agencies to set up programming for students that meet definitional criteria has having an intellectual disability. The Oil City Area School District recognizes that the percentage of students that have been identified as gifted and in need of programming falls below the state average. The district plans to implement a screener that will be administered to all students in grade 2. This has been implemented since the 2020-2021 school year. In addition, the district has contracted training and consultation from IU6 and PDE in the area of gifted programming to ensure that the district is providing programming correctly.

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 Oil City Area School District continues to ensure that students referred for special education services receive a multi-disciplinary evaluation. As previously mentioned, all referrals are the end result of the individual student receiving tiered interventions through the established ESAP/SAP programs. This team approach ensures that student needs are identified and strategy is put into place that is data driven and individualized. The overall team's goal is to provide for the student's educational and emotional needs in the least restrictive educational setting with their non-disabled peers to the maximum extent possible. All supplementary aids and services are considered prior to and during the process. All students are universally screened using AIMSweb or other designated benchmarking. Teachers and administrators attend data meetings after each benchmark to review student data and make decisions concerning instructional practices. The students below benchmark are assigned to intervention tiers of support based on the data and progress monitored

through the next intervention cycle through the designated ESAP or SAP process. The ESAP and SAP process is working to identify students who need more supports than the regular classroom can provide. This happens after tiers of interventions and progress monitoring have been completed and data has indicated the need for an evaluation. The data is then reviewed to determine if the intervention is meeting the student's need and if they are making progress. Students who are not making progress in the regular curriculum are monitored in the tiers of intervention and the program changes are based on data. The district moves students through the tiers of interventions from the least restrictive program options to the most restrictive based on data and the IEP team decisions. The use and analysis of data drives this process. We consider all supplementary aids and services, i.e. Collaborative, Social-Behavioral, Instructional, and Physical Adaptations and Modifications for all special education students within the regular education environment prior to more restrictive options. Even during the time more restrictive environments are being used, a continual process of attempting other less restrictive options with additional supplementary aids and services are considered. Oil City Area's special education program provides a push-in (inclusive/Co-Teaching Model), minimal pull-out (skills based, not grade level based resource) approach in meeting the needs of its students. With this approach special education students access the same curriculum, with accommodations as listed in their IEPs, as their non-disabled peers, except for a few students whose needs require an alternative approach with the same curriculum. Collaboration with the Special Education Department and the traditional school faculty and staff is used to provide and direct supplementary aids and services as student supports. Within the regular class setting, these supports not only benefit the special education students, but all students overall. Additional collaboration with the Title I reading and math specialists, speech and language therapists, and paraprofessionals provide research-based interventions to the students. Weekly progress monitoring is conducted to help assess each student's progress and to help teachers make instructional decisions that are best for that student. The same progress monitoring tools are used by the special education teachers.

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 Oil City Area School District acknowledges the importance of students with disabilities to be provided educational opportunities in regular education settings with their nondisabled peers. The Oil City Area School District evaluates programs annually based on the needs of current students and those expected for the coming year. The Oil City Area School District currently supports the following programs: Learning Support (K-12), Emotional Support (K-12), Life Skills Support (5-12), Autism (K-4) and Speech and Language Support (K-12). The district works collaboratively with the local Intermediate Unit to host classroom space for the following programs: Multiple Disabilities (K-6) and Autism (K-12). In addition, vision and hearing impaired services, orientation and mobility, occupational and physical therapies are provided to our students as needed. In the district's efforts to maximize the Least Restrictive Environment (LRE) for its students, the district engages in several initiatives based on its most recent Special Education practices. These practices are being implemented to further increase appropriate LRE services for our students. The following initiatives are currently being implemented and adjusted as well as ongoing adjustments as the needs arise. A) Trauma-Informed Practices: All staff in the Oil City Area School District have received and will continue to receive training in this area. In addition, programs have been made available to our students to address an increase of mental health concerns. The OCASD continues to operate a schoolwide mental health program (K-8) as well as a therapeutic emotional support program (9-12). Students that have been enrolled in these programs receive daily counseling provided by licensed bachelor and master level therapists. Additionally, the district contracts with the Regional Counseling Center to offer outpatient counseling and drug and alcohol counseling to students at the middle and high schools. The OCASD works collaboratively with the Venango County Acute Partial Program to ensure that all severe mental health needs of the identified students are being met. The district employs five certified school counselors. The counselors work at addressing the unique needs of the students and offer a variety of in-house programs to meet these needs. B) Social Emotional Learning- this district initiative works on providing training to all K-12 staff using the Choose Love

Program. The program is implemented into the daily instruction for all students. C) The entire special education staff received training on effective IEP writing and planning. This training provided the staff with valuable tools and strategies that can be utilized to assist in building an appropriate and meaningful academic program for each student. This training was delivered by the local IU and PaTTAN. D) All Elementary Special Education Learning Support programming is done at the collaborative push-in model district wide. This has reduced the number of supplemental special education program students significantly and will be displayed in the 2018-2019 Indicator 5 data for the Oil City Area School District. The district will be working with IU6 to implement a series of trainings on the co-teaching model for the upcoming school years. E) The SAP and ESAP teams meet to review data and ensure student progress. This data focuses on reviewing student data and to discussing appropriate interventions needed for all students. This is mirrored based on the Response to Intervention and Instruction process and has provided opportunities to do data analysis, use data to drive instruction, and to adjust supplementary aids and services to ensure that all students receive instruction in the Least Restrictive Environment. A variety of training has been conducted on the SAP/ESAP process and designing interventions. F) All special education teachers in the Oil City Area School District have received training from the Riverview Intermediate Unit #6 on writing effective transition plans and to ensure that the students remain in the least restrictive environment. All teachers of students of transition age have been approved by the IU during the Indicator 13 evaluation. This program enables staff and students to work together towards building meaningful transition goals and plans, as well as working towards creating a positive connection between the school and the community. In addition to this professional development, one faculty member of the OCASD Special Education Department has been identified as the Transition Coordinator for the school district. This faculty member interacts with all students of transition age, supports the integration of agency supports, and assists the students and their families prepare for the transition from school to the adult life. The OCASD is participating in the monitoring cycle for both Indicator 13 and Exit Surveys during the 2019-2020 school year. We are not scheduled for this year. G) An overview of Gifted Programming occurred on one of the professional development training days for of all staff in 2019. This was conducted by Amy Davis, Western Pa Gifted Liaison and Shirley Moyer. In addition, we have arranged for the RIU6 to work collaboratively with the gifted coordinators to ensure that the model of programing meets state standards. H) Grades K-8 is utilizing math resources that include intervention options to assist struggling learners. The focus on the use of an MTSS approach at the elementary and middle school levels has allowed struggling students to receive assistance instead of immediate identification for special education. This approach delays the onset of identification and increases overall student inclusion in the traditional school environment. The district currently employs 2 math specialists at the elementary level that deliver tier 2 supports and aid in the creation of interventions delivered in the general education setting. I) Grades K-8 is utilizing reading resources that include intervention options to assist struggling learners. The focus on the use of an MTSS approach at the elementary and middle school levels has allowed struggling students to receive assistance instead of immediate identification for special education. This approach delays the onset of identification and increases overall student inclusion in the traditional school environment. The district currently employs 5 reading specialists at the elementary level that deliver tier 2 supports and aid in the creation of interventions delivered in the general education setting J) All teachers in grades K-12 will participate in special education training during set professional development days. This training will focus on working with students who have special needs, differentiating instruction, and following IDEA guidelines. K) All administrative team members have taken part in special education training during each administration monthly meeting for the past four school years. This approach will continue in the future. These trainings focus on IDEA requirements, special education programming requirements and procedures, functional behavior assessments, and positive behavior plans. The main focus of this professional development is to ensure that the administration in the school district understand our obligations to the special education students and to ensure that the Least Restrictive Environment is considered for all students. L) All special education teachers in grades 5-12 attended transition and IEP writing trainings during the upcoming school years. This will continue to be a re-occurring topic during future Special Education Department meetings and professional development days. M) All Special Education teachers were provided training on

reevaluations, functional behavior assessments, and positive behavior support plans. This will continue to be a re-occurring topic during future Special Education Department meetings and professional development days. N) Additional supplementary aides and services are also provided to ensure that students with disabilities are educated with nondisabled children to the maximum extent appropriate. O) Targeted paraprofessional professional development continues to be done for all support staff in the district. This professional development exceeds the 20 hours per year to include quarterly and annual professional development. The topics included in this professional development mirror the Credential of Competency for Special Education Para educators in Pennsylvania outlined by PaTTAN. P) Professional development district-wide is provided. Targeted in-service training and scheduled time to collaborate on best practices is provided for the teachers and staff. Additional before and after school meetings, quarterly support staff meetings and trainings, and scheduled training and consultations by the Riverview Intermediate Unit #6 are scheduled. When issues surface the district provides faculty and staff with the ability to attend professional development workshops and seminars outside the district or intermediate unit. All of these approaches are scheduled and based upon identified student, faculty, staff, and administrative needs. Q) The district conducts four professional development days per a school year. Parents and community members are invited to participate. R) In accordance of safe school regulations, the district meets monthly to develop evacuation plans, safety trainings, and specialized reunification plans. Time is spent evaluating the complex needs of our special education population and creating specialized plans to address these needs.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. The OCASD is committed to ensure that all students, regardless of their disability, have the opportunities to participate in extracurricular activities. Through the use of the IEP team, members discuss supplementary aids and services that are required to be put into place to ensure this participation. These supplementary aids and services could be in the form of a one/one paraprofessional; one/one nurse; specialized transportation; adapted equipment.; assistive technology.

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?
- A comprehensive range of programs and services is available for identified students in the Oil City Area School District that are tailored to individual need. For students who may have needs that cannot be met within the traditional OCASD programs, collaboration will occur within multiple district programs operated by Intermediate Unit #6 or in neighboring districts. All decisions concerning appropriate special education services and programs for the student include the discussion of:
- Student's full range of needs
 - Appropriate supplementary aids and services to be used in the general education setting
 - Full range of placement options available
 - Prior to student removal from the general education setting, a review of data indicating the student's inability to achieve satisfactorily despite the use of supplementary aids and services
- All placement decisions are made at the IEP meeting by the IEP team with the least restrictive environment approach considered prior to any more restrictive practice is implemented. To ensure that less restrictive approaches are being utilized, the Oil City Area School District implements evidence-based models, replicating successful programs and other PDE initiatives to enhance and/or expand the continuum of supports and services for the students with disabilities to successfully access the general education curriculum in the least restrictive environment. Only a small number of students, 5.8%, are being placed out of district at the Oil City Area School District. Prior to any student being placed outside of the district the same targeted interventions and team approach occurs. We examine all aspects of the student and attempt a wide variety of supplementary aids and services prior to the transition to out of district programming. Consultative practices with out of district agencies assist our faculty, staff, and administration in providing the necessary supports to allow all students to be serviced within the district. After all efforts are made to provide supports and programming for challenging students are exhausted, those students do receive out of district programming. The Special Education Director is then responsible for ensuring that this placement out of district is provided for the right amount of time. A focus on transition back to

district programming is constantly implemented. When a student is ready to transition, the Special Education Director ensures that any barrier to returning to district programming is removed and all supports are put in place to increase the least restrictive environment is provided to these students. All students that are placed in a private institution are still accounted for in their home school building. All correspondence for extracurricular activities are communicated through the school messenger system.

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

The Oil City Area School District currently supports the following programs: Learning Support (K-12), Emotional Support (K-12), Life Skills Support (5-12), Autism Support (k-4), and Speech and Language Support (K-12). The district works collaboratively with the local Intermediate Unit to host classroom space for the following programs: Multiple Disabilities (K-6), Autism (K-5), Autism (6-12). In addition, vision and hearing impaired services, orientation and mobility, occupational and physical therapies are provided to our students as needed. The district has entered a partnership with local school districts to share spaces in any of the programs that the OCASD does not provide internally. At the time of the report, the OCASD sends students to receive supplemental hearing support and secondary multiple disabilities in other public school districts. The OCASD is currently part of the PaTTAN Autism Initiative. It is our hopes that we can expand our in-house program to encompass programming for 6-12 in the future.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Glade Run St. Stephen's Academy - Utica	Approved Private School (APS)		Glade Run	Emotional Support	4
Barber National Institute - Elizabeth Lee Black School	Approved Private School (APS)		Barber National Institute	Autistic Support	1
Bethesda Lutheran Services	Approved Private School (APS)		Bethesda Lutheran Services	Emotional Support	1
Western Pennsylvania School for the Deaf	Approved Private School (APS)		Western Pennsylvania School for the Deaf	Deaf and Hard of Hearing Support	1

Positive Behavior Support

Date of Approval
2022-11-21

Uploaded Files

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

Programs have been made available to our students to address an increase of mental health concerns. The district started an initiative involving the incorporation of a social emotional learning program call "Choose Love Movement". Students are provided on-going lessons and staff receive on-going training in this program. The OCASD continues to operate a schoolwide mental health program (K-8) as well as a therapeutic emotional support program (9-12). Students that have been enrolled in these programs receive daily counseling provided by licensed bachelor and master level therapists. Additionally, the district contracts with the Regional Counseling Center to offer outpatient counseling and drug and alcohol counseling to students at the middle and high schools. The OCASD works collaboratively with the Venango County Acute Partial Program to ensure that all severe mental health needs of the identified students are being met. The district employs five certified school counselors. The counselors work at addressing the unique needs of the students and offer a variety of in-house programs to meet these needs. The district has also contracted with Family Services and Children's Aid Society to develop a spectrum of mental health support services. The HEIGHTS program is a school based behavioral health intervention school-wide model for grades K-8 and the PREP program is a school based integrated classroom model for grades 9-12. Regional Counseling Center also provides outpatient counseling within the schools. All schools in the OCASD support a SWPBS program to target increased positive behaviors for students in grades K-12. At the high school, administration and staff work with representatives from Venango County to establish the Stand Together Initiative. This initiative combats negative views on mental health and creates a common group for students to receive assistance from peers that may be experience similar needs. The Regional Venango County Partial Program was established in October 2015 and housed within the school district boundaries. This has enabled students to stay in their community while attending an acute partial hospitalization program. The Director of Special Education monitors students that are placed at the Venango County Acute Partial Program. After a student has been attending this facility for twenty days, a Child and Adolescent Inter-Agency Meeting is set up in order to coordinate services for the student. At this time, the school district initiates a comprehensive school evaluation.

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.

Trauma-Informed Practices: All staff in the Oil City Area School District have received and will continue to receive training in this area. In addition, all staff have received training in a social emotional learning programming called "Choose Love". The Oil City Area School District promotes effective teaching practices in the areas of both classroom management and behavioral management. Training is provided to new staff through the induction program and to all special education and regular education teachers through Act 48 workshops/and services. The district recognizes that effective learning outcomes take place in an appropriately managed classroom where an effective and consistent approach is implemented for all students. The Oil City Area School District has enrolled in the Pennsylvania Positive Behavior Support Network. The PAPBS Network Facilitator works with established district leadership team

assigned in each registered building to ensure fidelity to programming, provide consultation to staff and to ensure longevity of positive behavior support practices. The OCASD has entered a contract with the RIU6 to employ a behavioral specialist to work with the elementary faculty and staff to incorporate intervention strategies and planning. The OCASD is part of the PaTTAN autism initiative and through this initiative training is provided to staff to deal with behavior. The OCASD also contracts a Autism Coach to be available one afternoon a week to provide guidance dealing with behaviors. The OCASD utilizes Safe Crisis Management and on-going training is provided to designated staff members in each of the district's buildings on a regular basis. The OCASD will be sending a team of administrators to become trainers in the Ukeru System. Ukeru Systems® is a national crisis intervention program to offer alternatives to the use of restraints/seclusion by using trauma-informed care/restraint techniques. In addition, the OCASD understands that when dealing with behavioral supports, one must examine the whole child. The OCASD has partnered with the United Way and The RIU6 to offer social workers to assist in securing community resources and programming to assist our students and families.

3. Describe the district positive school wide support programs.

The Oil City Area School District has enrolled in the Pennsylvania Positive Behavior Support Network. The PAPBS Network Facilitator works with established district leadership team assigned in each registered building to ensure fidelity to programming, provide consultation to staff and to ensure longevity of positive behavior support practices. All buildings in the OCASD have implemented a school-wide behavior support program. All buildings have invested in sensory spaces.

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

The OCASD continues to operate a schoolwide mental health program (K-8) as well as a therapeutic emotional support program (9-12). Students that have been enrolled in these programs receive daily counseling provided by licensed bachelor and master level therapists. Additionally, the district contracts with the Regional Counseling Center to offer outpatient counseling and drug and alcohol counseling to students at the middle and high schools. The OCASD works collaboratively with the Venango County Acute Partial Program to ensure that all severe mental health needs of the identified students are being met. OCASD contracts with RIU6 for behavioral specialist and social worker services.

5. Describe the district restraint procedure.

Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and the only when less restrictive measures and techniques have proven to be or are less effective. The Director of Special Education or designee will notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten school days of the use of restraint, unless the parent/guardian agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs functional behavioral assessment, re-evaluation, a new or revised Positive Behavior Support Plan, or a change of placement to address the inappropriate behavior. Further, the OCASD will identify faculty and staff in each building that are permitted, as indicated through proper training and certification, to perform techniques under the Safe Crisis Management Program. Only these identified faculty and staff are permitted to use hands on de-escalation techniques. Due to the increase of incidents of aggressive behaviors being demonstrated by our primary aged population, the OCASD will be sending a team of administrators to become trainers of the Ukeru Systems. Th Ukeru Systems® is a national crisis intervention program to offer alternatives to the use of restraints/seclusion by using trauma-informed care/restraint techniques. At the start of the 2023-2024 school year, the elementary schools will have a team of people that are permitted and properly trained to use the Ukeru Systems to address aggressive behaviors being seen by elementary aged students.

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.

Due to the increased needs of mental health programming in our county there are a limited amount of beds for students available. We are seeing significant symptoms of mental health that students are displaying in the schools. These symptomatic behaviors create a unsafe environment for the student and others. These behaviors have been documented as extreme aggression, self-harm, extreme disruptive behaviors, and elopement. Due to the limited availability of hospitalization programs and specialty schools, the district is limited in placement options for students that display this level of need.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
District Wide Speech	Multiple	Full-time (1.0)	03/29/2023 09:22 AM

Building Name		
Oil City Area SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Multiple	5 to 21
Age Range Justification		FTE %
Groupings would be made based on age range permitted- age waiver would be secured if needed		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS LSS (AF)	Secondary	Full-time (1.0)	03/28/2023 10:02 AM

Building Name		
Oil City Area MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Itinerant (20% or Less)		1

Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
Age waiver will secured		0.05

Building Name		
Oil City Area MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
age waiver will be secured		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LSS (LC)	Secondary	Full-time (1.0)	03/28/2023 10:02 AM

Building Name		
Oil City SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21

Age Range Justification	FTE %
Waiver will be secured	0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS LS (SH)	Secondary	Full-time (1.0)	03/27/2023 01:33 PM

Building Name		
Oil City Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
age waiver would be secured		0.14

Building Name		
Oil City Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
Age waiver would be secured		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS /HS LS (PR)	Secondary	Full-time (1.0)	03/28/2023 08:54 AM

Building Name		
Oil City SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
Age waiver would be secured		0.14

Building Name		
Oil City SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Age waiver		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS LS/ES (JO)	Secondary	Full-time (1.0)	03/28/2023 08:59 AM

Building Name		
Oil City Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
age waiver		0.18

Building Name		
Oil City Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
age waiver		0.25

Building Name		
Oil City Area MS		
Support Type		

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
age waiver		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS LS (CS)	Secondary	Full-time (1.0)	03/28/2023 09:01 AM

Building Name		
Oil City Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
age waiver		0.44

Building Name		
Oil City Area MS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
age waiver		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS LS (SS)	Secondary	Full-time (1.0)	03/28/2023 09:19 AM

Building Name		
Oil City Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
age waiver		0.08

Building Name		
Oil City Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
age waiver		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS ES/LS (AB)	Secondary	Full-time (1.0)	03/28/2023 09:22 AM

Building Name		
Oil City SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
age waiver		0.14

Building Name		
Oil City SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range

School District	Secondary	14 to 19
Age Range Justification		FTE %
age waiver		0.05

Building Name		
Oil City SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
age waiver		0.08

Building Name		
Oil City SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
age waiver		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS ES/LS (KC)	Secondary	Full-time (1.0)	03/28/2023 09:24 AM

Building Name		
Oil City SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
age waiver		0.16

Building Name		
Oil City SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
age waiver		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LS (JA)	Secondary	Full-time (1.0)	03/28/2023 09:27 AM

Building Name		
Oil City Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
age waiver		0.04

Building Name		
Oil City Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
age waiver		0.1

Building Name		
Oil City SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range

School District	Secondary	14 to 19
Age Range Justification		FTE %
age waiver		0.1

Building Name		
Oil City SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
age waiver		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LS (MH)	Secondary	Full-time (1.0)	03/28/2023 09:29 AM

Building Name		
Oil City SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %

age waiver	0.22
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Building Name		
Oil City SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
age waiver		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LS 1 (MF)	Secondary	Full-time (1.0)	03/28/2023 09:30 AM

Building Name		
Oil City SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
age waiver		0.2

Building Name		
Oil City SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 20
Age Range Justification		FTE %
age waiver		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS ES prep	Secondary	Full-time (1.0)	03/28/2023 09:33 AM

Building Name		
Oil City SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 20
Age Range Justification		FTE %
age waiver		0.02

Building Name		
Oil City SHS		

Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 20
Age Range Justification		FTE %
age waiver		0.3

Building Name		
Oil City SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 20
Age Range Justification		FTE %
age waiver		0.33

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS ES 1	Secondary	Full-time (1.0)	03/28/2023 09:35 AM

Building Name		
Oil City Area MS		
Support Type		
Emotional Support		

Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
age waiver		0.04

Building Name		
Oil City SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
age waiver		0.3

Building Name		
Oil City SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
age waiver		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS SL (LS)	Secondary	Full-time (1.0)	03/28/2023 09:37 AM

Building Name		
Oil City Area MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		57
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
age waiver		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HH SL (JM)	Elementary	Full-time (1.0)	03/28/2023 10:05 AM

Building Name		
Hasson Heights Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load

Itinerant (20% or Less)		65
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Age waiver if overlap in session; most sessions are based on grade/age level		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
South Side Speech	Elementary	Full-time (1.0)	03/28/2023 09:40 AM

Building Name		
Smedley Street Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
n/a		0.23

Building Name		
Seventh Street Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		29
Identify Classroom	Classroom Location	Age Range

School District	Elementary	7 to 10
Age Range Justification		FTE %
age waiver if needed		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS SL (next step)	Secondary	Part-time (0.5)	03/28/2023 09:42 AM

Building Name		
Oil City SHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
age waiver secured		0.23

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7th LS (EF)	Elementary	Full-time (1.0)	03/28/2023 09:43 AM

Building Name		
Seventh Street Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
age waiver		0.24

Building Name		
Seventh Street Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
age waiver		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SS A (MM)	Elementary	Full-time (1.0)	03/28/2023 09:51 AM

Building Name		
Smedley Street Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
age waiver		0.12

Building Name		
Smedley Street Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Age waiver		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Smedley LS/ES (SO)	Elementary	Full-time (1.0)	03/28/2023 09:56 AM

Building Name		
Smedley Street Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
age waiver		0.04

Building Name		
Smedley Street Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
n/a		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HH ES (RB)	Elementary	Full-time (1.0)	03/28/2023 10:00 AM

Building Name		
Hasson Heights Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10

Age Range Justification	FTE %
waiver secured	0.06

Building Name		
Hasson Heights Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
age waiver secured		0.15

Building Name		
Hasson Heights Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
age waiver		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HH LSS 1 (ES)	Elementary	Full-time (1.0)	03/27/2023 01:30 PM

Building Name		
Hasson Heights Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Age waivers have been secured for all students		0.04

Building Name		
Hasson Heights Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Age waiver would be secured		0.25

Building Name		
Hasson Heights Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		1

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Age waiver would be secured		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HH LS (KD)	Elementary	Full-time (1.0)	03/28/2023 10:01 AM

Building Name	
Hasson Heights Sch	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	6
Identify Classroom	Classroom Location
School District	Elementary
Age Range Justification	FTE %
Age waiver will be secured	0.12

Building Name	
Hasson Heights Sch	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Supplemental (Less Than 80% but More Than 20%)	2
Identify Classroom	Classroom Location
School District	Elementary
Age Range Justification	FTE %
Age waiver will be secured	0.12

Age Range Justification	FTE %
Age waiver would be secured	0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HH LS (AF)	Elementary	Full-time (1.0)	03/28/2023 10:01 AM

Building Name		
Hasson Heights Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Age waiver would be secured		0.18

Building Name		
Hasson Heights Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
age waiver would be secured		0.05

Special Education Facilities

Building Name		Room #
Hasson Heights Sch		129
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, 4 inches x 26 feet, 5 inches	827sqft	29
Implementation Date		
2023-03-28		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Hasson Heights Sch		130
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 4 inches x 26 feet, 5 inches	854sqft	30
Implementation Date		
2023-03-28		
Uploaded Files		

2 Assurance Check

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

Building Name		Room #
Hasson Heights Sch		135
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 24 feet, 0 inches	768sqft	27
Implementation Date		
2023-03-28		
Uploaded Files		

3 Assurance Check

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

Building Name		Room #
Hasson Heights Sch		121
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 8 inches x 16 feet, 0 inches	298sqft	10
Implementation Date		
2023-03-28		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Hasson Heights Sch		153
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 24 feet, 9 inches	792sqft	28
Implementation Date		
2023-03-28		
Uploaded Files		

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5 Assurance Check

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

Building Name		Room #
Smedley Street Sch		116
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 12 feet, 0 inches	324sqft	11
Implementation Date		
2023-03-28		
Uploaded Files		

6 Assurance Check

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

Building Name		Room #
Smedley Street Sch		131
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, 8 inches x 33 feet, 0 inches	946sqft	33
Implementation Date		
2023-03-28		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
Seventh Street Sch		5
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 6 inches x 11 feet, 3 inches	264sqft	9
Implementation Date		
2023-03-28		
Uploaded Files		

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8 Assurance Check

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

Building Name		Room #
Oil City Area MS		315
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 24 feet, 4 inches	803sqft	28
Implementation Date		
2023-03-28		
Uploaded Files		

9 Assurance Check

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

Building Name		Room #
Oil City Area MS		318
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 7 inches x 21 feet, 7 inches	357sqft	12
Implementation Date		
2023-03-28		
Uploaded Files		

10Assurance Check

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

Building Name		Room #
Oil City Area MS		301
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 5 inches x 18 feet, 7 inches	397sqft	14
Implementation Date		
2023-03-28		
Uploaded Files		

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11 Assurance Check

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

Building Name		Room #
Oil City Area MS		320
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
44 feet, 9 inches x 12 feet, 8 inches	566sqft	20
Implementation Date		
2023-03-28		
Uploaded Files		

12 Assurance Check

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

Building Name		Room #
Oil City Area MS		323
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 21 feet, 9 inches	717sqft	25
Implementation Date		
2023-03-28		
Uploaded Files		

13Assurance Check

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

Building Name		Room #
Oil City Area MS		324
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 1 inches x 14 feet, 3 inches	214sqft	7
Implementation Date		
2023-03-28		
Uploaded Files		

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14 Assurance Check

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

Building Name		Room #
Oil City Area MS		334
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
37 feet, 3 inches x 24 feet, 7 inches	915sqft	32
Implementation Date		
2023-03-28		
Uploaded Files		

15 Assurance Check

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

Building Name		Room #
Oil City Area MS		239
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 23 feet, 5 inches	772sqft	27
Implementation Date		
2023-03-28		
Uploaded Files		

16Assurance Check

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

Building Name		Room #
Oil City SHS		23
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
22 feet, 0 inches x 19 feet, 6 inches	429sqft	15
Implementation Date		
2023-03-29		
Uploaded Files		

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17 Assurance Check

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

Building Name		Room #
Oil City SHS		20
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 8 inches x 27 feet, 0 inches	882sqft	31
Implementation Date		
2023-03-29		
Uploaded Files		

18 Assurance Check

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

Building Name		Room #
Oil City SHS		206
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
33 feet, 7 inches x 27 feet, 0 inches	906sqft	32
Implementation Date		
2023-03-29		
Uploaded Files		

19Assurance Check

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

Building Name		Room #
Oil City SHS		208
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 9 inches x 27 feet, 0 inches	884sqft	31
Implementation Date		
2023-03-29		
Uploaded Files		

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20 Assurance Check

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

Building Name		Room #
Oil City SHS		209
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
33 feet, 0 inches x 27 feet, 0 inches	891sqft	31
Implementation Date		
2023-03-29		
Uploaded Files		

21 Assurance Check

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

Building Name		Room #
Oil City SHS		Student Service 51
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 0 inches x 12 feet, 0 inches	168sqft	6
Implementation Date		
2023-03-29		
Uploaded Files		

22Assurance Check

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

Special Education Support Services

23Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Transition Coordinator	.10	District Wide	District
School Psychologist	2	District Wide	District
School Psychologist	.25	District Wide	Contractor
Behavior Specialist	.80	Elementary	Contractor
Guidance Counselor	4	Secondary	District
Guidance Counselor	2	Secondary	District
Social Worker	.25	Elementary	Contractor
Social Worker	.20	Secondary	Contractor
Paraprofessionals	3	Elementary	Contractor
Paraprofessionals	7	Elementary	District
Occupational Therapist	.20	Elementary	Contractor
Paraprofessionals	10	Secondary	District
Other	.55	Secondary	Contractor
Other	.20	Secondary	Contractor

Special Education Personnel Development

Autism

Description of Training			
PDE Autism Initiative			
Lead Person/Position		Year of Training	
District Assigned Autism Coach			
Hours Per Training	Number of Sessions	Provider	Audience
2	10	PaTTAN	Special Education Teachers Other

Positive Behavior Support

Paraprofessional

Transition

Science of Literacy

Parent Training

Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

