

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 220
School District Total Student Enrollment 1341
Percent of Students Receiving Special Education 16.4

Steering Committee

Name	Position/Role	Building	Email
Eric Ritzert	Superintendent	Karns City Area SD	eritzert@kcasdk12.org
Jennifer Jamison	Director of Special Education	Karns City Area SD	jjamison@kcasdk12.org
Michael Stimac	Building Principal	Karns City HS	mstimac@kcasdk12.org
Shane Spack	Building Principal	Chicora El Sch	sspack@kcasdk12.org
Jeff Wagner	Building Principal	Sugarcreek El Sch	jwagner@kcasdk12.org
Brenda Knoll	Building Principal	Karns City HS	bknoll@kcasdk12.org
Grace Burkhardt	Special Education Teacher	Chicora El Sch	gburkhardt@kcasdk12
Kelly Sadowski	Special Education Teacher	Chicora El Sch	ksadowski@kcasdk12.org
Corinne Woodward	Special Education Teacher	Karns City HS	cwoodward@kcasdk12.org
Kaitlyn Davis	Special Education Teacher	Karns City HS	kdavis@kcasdk12.org
Megan Slaughenhoup	General Education Teacher	Karns City HS	mslaughenhoup@kcasdk12.org
LeeAnn Pfiefer	General Education Teacher	Chicora El Sch	lpfiefer@kcasdk12.org
Lindsay Loheyde	Other	Karns City HS	lloheyde@kcasdk12.org
April Christy	Other	Karns City HS	achristy@kcasdk12.org
Josh Price	Board Member	Karns City Area SD	jprice@kcasdk12.org
Brenda Ealey	Board Member	Karns City Area SD	bealey@kcasdk12.org
Tim Miller	Parent	Karns City HS	tmiller919@zoominternet.net

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

Corrective Action	Improvement and Planning Activities
FSA 11 - Least Restrictive Environment(SPP) - Students with disabilities are provided for in the least restrictive environment, for the District, outside settings.	The LEA will provide training for staff and families of students with disabilities. The District will utilize the LEA, IU 4 TAC, and PaTTAN for training.

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?

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.)

The Karns City Area School District is committed to providing FAPE to any eligible student residing in the District when the district is made aware of a student who is in need of special education or thought to be in need of special education. The District has not encountered any barriers that would limit its obligations under Section 1306 of the Public School Code. Some barriers to providing FAPE could be finding surrogates for students, finalizing the reimbursement by the home district, or obtaining records. These barriers would be solved by working closely with the student's school of residence and/or seeking assistance from the local Intermediate Unit. The students that are residing in a "children's institution" whose parents are not residents of the school district would be considered "1306" students, and the Karns City Area School District would work closely with the school district of residence. The IEP Team, with Karns City School District as the host, would consider the Public School first for educational programming. If the Public School educational programming is not an appropriate placement because of the terms of the institutionalization or because of the educational needs of the students, a more restrictive environment may be considered but the team. In either case, the student would be provided an education program within 5 school days.

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

The Karns City Area School District, when considered a host district, would ensure each student has a successful plan to transition back to their home school and/or the host Public School, following the IEP team's recommendations. The Karns City Area School District would schedule a meeting with the family and district of residence, as part of the IEP team to develop appropriate goals, including transition goals, specially designed instruction, and educational placement. The Karns City Area School District would maintain contact with student's resident school district for purpose of keeping the resident school district informed of its plan for educating the student and seeking advice of that district with respect to the student. The Karns City Area School District, as a host District, once notified from the facility that the student is to be released, would continue to work with the resident school district, at least two weeks prior of the students return to the resident school.

Incarcerated Students Oversight

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

No

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

Least Restrictive Environment

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

According to the most recent Penn Data SEDR, the District continues to meet or exceed the states percentage of students in the least restrictive environment. The District continues to work on inclusive practices in order to reach or exceed state targets for LRE. The 2021-2022 Special Education Data Report indicates the District has 78.6% of the special education students inside the regular education 80% of the time and the District's Special Education population Inside the Regular Class for less than 40% and Students in Other Settings is significantly lower than that of the state rate. The district continues to maintain in these areas.

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 District continues to move towards greater implementation and fidelity of practice as it relates to Multi-Tiered Systems of Support. The District provides Tier I - Universal Supports which are designed to provide high-quality, standards-based instruction to all students that is differentiated to meet students' needs. Tier I academic supports include whole group instruction, flexible instructional groupings, Heggerty phonics instruction, Foundations Early Literacy for All, Positive Action Lessons, and evidence-based curricula. Tier 2 academic supports include Title I support in reading, small group instruction, check in/check out, speech/language, OT, Social/Emotional Learning, and numerous tutoring opportunities including after-school and summer remediation. When a student is not making growth even with Tier 1 and Tier 2 supports in place, Tier 3 interventions are utilized. These interventions include research-based instructional materials and resources that are greater in intensity, duration, and in a smaller instructional grouping. Interventions are targeted to match skills deficits identified and additional screening assessments may be utilized.

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 Karns City Area School District adheres to the guidelines and procedures as outlined in Chapter 14 for servicing students in the least restrictive environment to the maximum extent appropriate. Accommodations, modifications, Student Assistance Teams, and Multi-Tiered System of Support strategies are provided within the regular education setting prior to referral for multidisciplinary evaluation. The District is committed to providing the Least Restrictive Environment (LRE) for students and starts with ensuring that the Individualized Education Program (IEP) team begins with the General Education setting, utilizing supplementary aids and services before considering a more restrictive environment. Specific questions embedded in the IEPs help assist IEP teams when considering educational placement. The IEP team reviews all data and information and discusses LRE questions to help determine the educational placement for students that is least restrictive and reasonably assures meaningful educational benefit. A continuum of services is provided in which students are able to access supports and services in their local neighborhood school to the maximum extent possible. The IEP team utilizes data from the current Evaluation Report, previous IEPs, teacher, related service providers, parent information, and any other current data and information available when considering educational placement. All supplemental aids and services available to the IEP team are considered before removal from the general education environment. The Supplementary Aids and Services Toolkit (on PaTTAN website) is available to the IEP team to guide them through the steps that identify services and supports which could allow a student with a disability to make progress and succeed within the general education setting.

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

Instructional arrangements that support collaboration such as Co-teaching, para-educator support, and consultation with other providers. Scheduled time for co-planning and team meetings. Teacher-directed small group instruction. Professional development related to inclusionary practices, co-teaching, and

MTSS. Assistive technology training. Early Intervention transition meetings. Transition meetings with outside agencies for secondary students. Coordination with outside agencies (OVR, Juvenile Probation, Children and Youth Services, MH/MR, Community Service Providers). Mental Health Providers in the school. Differentiated Instruction. Testing modifications. Alternative materials and/or assistive technology. Pre-teaching, re-teaching, repetitive skills instruction, cueing, and prompting. Providing research-based supplementary materials (Utilizing flex grouping via skill groups, Study Island, Aimsweb and selected reading programs). Hearing/Vision Support Services. Occupational Therapy Services. Physical Therapy Services. Orientation and Mobility Training Services. Speech and Language Support Services. Extended School Year Services. Transition Services. SAP Training and Supports. School Wide Positive Behavior Supports. Alternative furniture arrangements. Adaptive equipment. Room dividers. Adjustments to the sensory environment. Classroom/Individual sound field systems. Adaptive writing surfaces. Modified writing assignments. Accessible facilities. Social-behavioral supports through SEL. Social skills instruction. Positive behavior support plans. Structured rules and expectations. School Positive Behavior Support incentives. Positive Action lessons through Communities that Care. Provide specific instructional strategies - modified curriculum, adapted materials, study guides, audio books, proximity, agenda, chunking, extra skill practice, study buddies, comprehension checks, study skills, differentiated instruction, and paraprofessional assistance.

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?

The Karns City Area School District is committed to providing programming in the least restrictive appropriate educational setting. The District has in place procedures which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily. The IEP teams are aware that students must be educated in the LRE which begins with the General Education Classroom. Prior to removing the student from the general education environment, there must be the demonstration that instruction in that setting could not be satisfactorily met even with supplementary aids and services. If the IEP team determines the General Education setting is not appropriate, they work through the continuum of services until the LRE is determined. The District supports students at the Itinerant, Supplemental and Full-time levels. To determine if a student requires a more restrictive setting, the IEP team reviews Section VII of the IEP, Educational Placement, which contains 6 questions the IEP team must discuss when determining LRE. The District employs paraprofessionals that support students in both the Special Education and General Education environments. All paraprofessionals receive the required 20 hours of professional development on a variety of topics to support students, special education, and general education teachers in the educational environment. They also assist with providing accommodations and modifications identified in students' IEPs. The Special Education teachers consult and work collaboratively with General Education teachers when students are placed in the General Education setting. In grades 7-12, students with and without IEPs have opportunities to participate in co-taught classrooms. These classrooms have a Special Education certified teacher and content certified teacher providing instruction in a variety of co-teaching models. The elementary Special Education certified teachers and paraprofessionals connect with General Education classrooms at each grade level in grades K-6 providing supports and services enabling students to participate in the General Education environment for Social Studies, Science, Specials, lunch, recess, homeroom, and all special activities and programs throughout the school year. In the District, students with IEPs typically spend more time in the General Education Environment as they grow older. Through the Career and Work Standards, the 339 Guidance Plan for the District provides experiences and learning opportunities to prepare students for the transition from High School. As required by Chapter 14 regulations, from the identified age of 14 (and even before), students with IEPs have specific goals to address "Life after School" in the 3 specific areas of Post-Secondary Education, Work, and Daily Living. Some of the supports offered at school may not be available to them in a post-secondary educational environment or in the workplace making it crucial to provide students with IEPs which provide the skills necessary for independence. General Education environments and opportunities such as Butler County Vocational-Technical

School and Community/Vocational Based Instruction and Education provide students with job-related and self-advocacy skills necessary for success in the workplace and community. The District will attempt to service students within the home district prior to looking for a placement outside of the student's home district. The District has an array of programs and services either within the District, at locations operated by neighboring districts, through participation in Intermediate Unit operated multiple-district programs, or programming provided through private institutions operating within the region. Regardless of the student's placement, the District encourages participation with same-age peers in the general education setting for nonacademic and extracurricular activities. The Director of Special Education and/or building Principal attends each IEP meeting as scheduled, and assists with parent participation when needed. The Director of Special Education and/or building Principal communicates via email, phone/google conference, and/or in person regularly with program directors of sites the District has students in order to keep current on attendance, grades, and progress.

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 Karns City Area School District is aware of the need to continuously evaluate the number of students placed outside of the district to reach the SPP target of 4.4%. The 2021-2022 and 2020-2021 Special Education Data Report indicates the District did meet this SPP target; however in the previous year 2019-2020, it did not meet the target rate and was slightly above. The District has been addressing this issue through increasing paraprofessional staff specifically toward the development of greater capacity in the areas of emotional and autistic support at the elementary level, as well as specific training for all staff in the areas of behavior/emotional/and autistic support. The District operates an emotional support classroom in the Elementary school and a supplemental/itinerant level emotional support classroom in the High School. The District experiences shifts in population of special needs students in terms of educational requirements due to families moving into the district with children already identified and receiving services that require placement outside of the District boundaries and/or requiring more service delivery outside of the regular education setting. Each year, the District experiences a variety of pre-school and Early Intervention students in programs for significant deficits, disabilities, needs, and services already in place. The District will continue to work vigorously toward keeping these students in general education for as much time as appropriate to meet these students' unique needs as well as having the educational delivery of these services as close to the District as possible. In addition, the District continues to provide professional development opportunities which is designed to provide staff with the tools and strategies to use within their classrooms to address and support student needs. The District utilizes site-based training, consultative and technical assistance opportunities available through MIU4, PDE/PaTTAN as well as other public or private agencies to increase capacity to service its' student population. The District will continue to explore creative ways to increase capacity to provide educational programming and services in the least restrictive educational setting.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
St. Stephens Academy	Licensed Private Academic	Approved public, non residential	Glade Run Lutheran	Emotional Support	1
Longmore Academy	Licensed Private Academic		Mars Home for Youth Family Services	Autistic Support	1
Adelphoi	Licensed Private Academic		Adelphoi Villiage	Emotional Support	1

Positive Behavior Support

Date of Approval

2020-11-09

Uploaded Files

113.1 Discipline of Students with Disabilities.pdf

113.2 Behavior Support.pdf

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

The District employs Positive Behavior Supports (PBS) and Reach Your Full Potential (RYFP) as the primary method of addressing problematic behaviors. The buildings all implement Anti-Bullying Programs. Presently there are trained and active Student Assistance Programs (SAP) in each building that provide for emotional and behavioral supports services and components to students in grades K-12. Trainings and Updated Professional Development for these teams will continue going forward. The District currently collaborates with a local mental health/behavioral agency to provide individual, confidential mental health counseling to the student population by housing space for appointments to be conducted during the school day. In conjunction with the District's commitment to provide services to families and students in need, the District continues to collaborate with various mental health services providers, programs and institutions located in the local and neighboring communities.

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 staff receives training in positive behavior support, de-escalation techniques, and responses to behavior that may require crisis/immediate intervention. Each building has established crisis teams that are trained in de-escalation, safety care, and restraints, annually. The District will continue to provide professional development training opportunities for all staff in regard to positive behavior support, de-escalation training/strategies, and interventions when dealing with students in crisis. The District partners with the Midwestern Intermediate Unit #4 to provide social/emotional learning to students in each building. This team member collaborates with school staff offering ideas for classroom behavior interventions, de-escalation techniques, can assist when immediate interventions are needed.

3. Describe the district positive school wide support programs.

At the elementary level, school-wide positive behavior support is research-based, highly effective, approach to creating, teaching, and reinforcing students' social, emotional, behavioral, and academic learning skills that improves and sustains academic achievement and mental and emotional wellbeing of all students. The Elementary school staffs utilize a comprehensive positive behavior support program approach. It includes the 4 B's (PBS) School Wide Expectations, Elementary Student Assistance Program, and the Anti-bullying program. There is a uniform and positive approach in all school settings(classroom, hallways, cafeteria, bus etc...). At the secondary level, a school wide Reach Your Full Potential (RYFP) campaign is in effect. This approach has similar aspects to the elementary PBS, including conflict resolution, principal mediation, and school climate teams. The goal of our behavior support programs are to establish a predictable, consistent, and positive school culture for all students and staff. Additionally, family and student engagement is essential to our positive behavior schools' success. As behavior concerns increase, the level of behavior intervention increases in intensity.

At all levels of support, three elements are always included: positive measures rather than negative supports are used; supports include researched-based and best practices strategies; and the least restrictive and/or intrusive supports are considered and implemented first. If needed, a Functional Behavioral Assessment (FBA) is conducted to determine antecedents and consequences related to behaviors of concern. A PBSP is developed from the FBA that is specific to the needs of individual students, and is implemented with the child's IEP. Aversive techniques are not to be used as discipline and restraints are not used as a substitute for a behavior management program. The use of restraints is considered a measure of last resort, only to be used after less restrictive measure, including de-escalation techniques have failed. Positive Behavior Support consists of universal classroom management strategies. Individual classroom management strategies are linked to the overall building and district positive behavior management policies. The goal of classroom management is to create and sustain a positive classroom environment that encourages behavior conducive to learning. Classroom management is directly linked to instruction. When students are actively engaged in authentic learning experiences, research indicates that undesirable behavior diminishes. Teachers encourage positive behaviors through teaching expectations and routines, actively supervising the classroom, modeling, redirecting and prompting desirable behavior and providing positive reinforcement. All PBS measures and techniques are performed in accordance with Chapter 14 regulations.

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

The District has numerous school-based behavioral health services. The District employs 4 school counselors (2 at the elementary level and 2 at the high school level). The mission of the Karns City Guidance Department is to provide a developmental program that will facilitate and support the educational achievement of all students. The program focuses on personal development, academic success, and career planning. Our goal is to promote students' sense of responsibility personally, socially, and academically, so that students can work towards their full potential. The guidance program works in conjunction with other school personnel, programs and community resources. Our guidance department strives to be in alignment with the goals established by the American School Counseling Association (ASCA) National Standards. The school counselors work closely with our SAP liaison to provide a comprehensive student assistance program that facilitates the evaluation and recommendation of services. The primary goal of the Student Assistance Program (SAP) is to help students overcome these barriers in order that they may achieve, remain in school, and advance. While Student Assistance Programs exist in other areas of the country, the structure and operation of the program in Pennsylvania is a unique expression of an integrated model serving the needs of Pennsylvania families and their students. SAP is a systemic process using techniques to mobilize school resources to remove barriers to learning. The core of the program is a professionally trained team, including school staff and liaisons from community alcohol and drug and mental health agencies. SAP team members are trained to identify problems, determine whether or not the presenting problem lies within the responsibility of the school and to make recommendations to assist the student and the parent. When the problem lies beyond the scope of the school, the SAP team will assist the parent and student so they may access services within the community. The student assistance team members do not diagnose, treat or refer to treatment; but they may refer for a screening or an assessment for treatment, and/or provide links to outside resources. The District also partners with Family Psychological Services to provide a school-based counselor for students in grades K -- 12. The District can provide school-based psychological counseling for identified students.

5. Describe the district restraint procedure.

The District maintains and reports data on the use of restraints and reviews the data regularly to ensure required waivers and IEP meetings are within 10 days of restraints. Parents are immediately notified if a restraint occurs and they receive a follow-up letter that a restraint was used on their child. An IEP meeting is offered and the parent can accept or decline the meeting. If the parent accepts an IEP meeting following a restraint, the District makes every effort to hold the IEP meeting within 10 days of the restraint. Students can be evaluated to determine the need for a Positive Behavior Support Plan (PBSP) that includes techniques and interventions based on research. Students who have behaviors that interfere with learning and require specific interventions

have PBSPs as a part of their IEP that include techniques and interventions that are based on research. With parent permission, a Functional Behavioral Assessment (FBA) is conducted to determine what is causing the behavior. Results of the FBA are used to develop goals and interventions to be used in the PBSP for the student. Some students have the use of restraints as part of the IEP. The restraint will be utilized as a last resort if there is a clear and present danger to the student or others and less restrictive techniques have not or will not work. The PBSP contains measures to support the student and teach him or her skills to control/replace the problem behavior. The District has a plan for eliminating the use of restraints through Positive Behavior Techniques and Supports. The Positive Behavior Supports in the District are based on positive measures designed to help students and contain goals and specially designed instruction that reinforce positive behavior. If the District must use a restraint in the event of self-injurious or aggressive behavior, the restraint will be performed by appropriately trained personnel. The use of prone restraints is prohibited in the District.

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.

The District does not have a significant problem in providing FAPE for any of our students. The District strives to provide a seamless delivery system for programming to ensure Least Restrictive Environment (LRE). Presently, all students with identified disabilities are placed in appropriate settings as delineated by the individual educational team as developed in the IEP and based upon the educational needs of the student. If an instance would arise in which the District would be unable to provide or secure an appropriate setting for an identified student, the District would immediately contact the Intermediate Unit for resources, as well as, possibly, informing the interagency coordinator, and as warranted, seek to schedule a CASSP meeting as soon as possible. The Karns City Area School District collaborates with other agencies to build service capacity both in and outside the district by teaming with a variety of agencies and service providers that may be involved with a student. The District is located in a geographic area that allows access to Butler, Clarion, and Armstrong counties in order to be able to utilize organizations and service providers for students. The District works jointly with all of them on a case by case basis as necessary. Additionally, the district works closely with Midwestern Intermediate Unit #4 in providing services, training and consultation. The District initiatives, locates and works to secure the appropriate setting for any particularly hard to place students with disabilities. This is done through a collaborative effort with the appropriate provider as needed and as determined by the student's IEP and team. The District would approach the appropriate regional agencies and providers should the need arise. The District works with all of the local Mental Health, Juvenile Probation, Child and Youth, and Disabilities Agencies in the surrounding area. The District attends meetings for any student with a disability as requested through these agencies and invites any agencies involved with a special needs student to that child's IEP meeting as appropriate with parental consent. The District has worked cooperatively with a number of agencies including but not limited to: Center for Community Resources, Glade Run Partial Program, Pathways, PACE, Armstrong County Memorial Hospital, Butler Hospital, Clarion Hospital, Clarion Psychiatric Center, Sharon Regional Hospital, Family Psychological Associates, Adelphoi, Kids Count (RFT), St. Stephen's Academy, Office of Vocational Rehabilitation, Family Behavioral Health, Southwood Psychiatric Hospital, Keystone, Early Intervention programs in the area, MH/MR, Midwestern Intermediate Unit #4, Intermediate Unit #6, and CASSP. There is a comprehensive range of services and programs available either within our district, in neighboring school districts, and through a variety of programming opportunities operated by Midwestern Intermediate Unit #4 or Intermediate Unit #6. Other intensive options are available for students through outside educational service providers. All decisions concerning a continuum of services and programs for students with disabilities are determined by the student's IEP team at the IEP meeting. The Karns City Area School District has been successful in securing appropriate placements and services for students with disabilities as determined by the student's needs and outlined within the IEP process. There are currently no students with disabilities receiving Instruction in the Home related to medical diagnosis and need. These determinations would be made following the special education process and procedures and included outside agency involvement as part of the IEP team and decision-making process. Should the District experience difficulty in securing appropriate placement for an identified student, the District would initiate contact with the county interagency coordinator and the Intermediate Unit. This partnership would work together to assist in bringing together the appropriate agencies necessary to support the student and family in order to conference and collaborate in addressing the needs of the student that is difficult to place. The interagency coordinator would assist in gathering the various educational agencies and providers that are needed to address the specific needs of a particular student. The least restrictive environment for a student with a disability depends upon the student's IEP team determination of what is educationally necessary and appropriate for that student. The District ensures that the appropriate educational placement for any student always begins with consideration for placement in the general education setting with supplementary aides and services. The District is aware of the provisions set forth in the Memorandum of Understanding as well as the District's fiscal responsibilities to provide FAPE for all students living in the district and/or for those students whose parents are residents within the district. The District has and will continue to work

collaboratively with the various Mental Health and Human Service providers and agencies to ensure a coordinated and seamless delivery system for all students with disabilities. Meetings are attending by those agencies/organizations which includes the school to assist in determining/providing funding. The District will continue to adhere to the provisions outlined in the various Basic Educational Circulars (BECS) and apply available special education funds and district special education resources in providing appropriate educational programming and services for all special education students. Presently the District provides for the educational portion of the costs of those students with disabilities that have been placed by community agencies (Juvenile Probation, Children and Youth, CASSP, etc.) in locations outside of the district for a variety of unique reasons. Beginning the 2023-2024 school year, the District plans to expand it's Autistic Support programming in the Elementary which will provide the opportunity for students to remain in their home building. If the District would encounter any concerns that could not be resolved surrounding the provisions of providing FAPE and programming of hard-to-place students, the District would contact the Intermediate Unit and/or the Interagency Coordinator for assistance and resolution.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elementary Autistic Support and Learning Support	Elementary	Full-time (1.0)	03/03/2023 03:39 PM

Building Name		
Chicora El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 13
Age Range Justification		FTE %
The students have waivers and the students are not being instructed outside the three year range for elementary		0.33

Building Name		
Chicora El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 13
Age Range Justification		FTE %
The students have waivers and the students are not being instructed outside the three year range for elementary		0.5

Building Name		
Chicora El Sch		

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	Elementary	5 to 13
Age Range Justification		FTE %
The students have waivers and the students are not being instructed outside the three year range for elementary		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
High School Learning Support - Math 10-12	Secondary	Full-time (1.0)	03/03/2023 03:33 PM

Building Name		
Karns City HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 21
Age Range Justification		FTE %
The students have waivers and the students are not being instructed outside the four year range for high school		0.4

Building Name		
Karns City HS		
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	12 to 21
Age Range Justification		FTE %
The students have waivers and the students are not being instructed outside the four year range for high school		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
High School Learning Support - English -10-12	Secondary	Full-time (1.0)	03/03/2023 03:32 PM

Building Name		
Karns City HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 21
Age Range Justification		FTE %
The students have waivers and the students are not being instructed outside the four year range for high school		0.4

Building Name		
Karns City HS		
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	12 to 21
Age Range Justification		FTE %
The students have waivers and the students are not being instructed outside the four year range for high school		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
High School Emotional Support - 10-12	Secondary	Full-time (1.0)	03/03/2023 03:29 PM

Building Name		
Karns City HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 21
Age Range Justification		FTE %
The students have waivers and the students are not being instructed outside the four year range for high school		0.36

Building Name		
Karns City HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8

Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 21
Age Range Justification		FTE %
The students have waivers and the students are not being instructed outside the four year range for high school		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
High School Emotional Support - 7-9	Secondary	Full-time (1.0)	03/03/2023 03:23 PM

Building Name		
Karns City HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 21
Age Range Justification		FTE %
The students have waivers and the students are not being instructed outside the four year range for high school		0.36

Building Name		
Karns City HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 21

Age Range Justification	FTE %
The students have waivers and the students are not being instructed outside the four year range for high school	0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
High School Learning Support - English 7-9	Secondary	Full-time (1.0)	03/06/2023 05:52 PM

Building Name		
Karns City HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 21
Age Range Justification		FTE %
The students have waivers and the students are not being instructed outside the four year range for high school		0.4

Building Name		
Karns City HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 21
Age Range Justification		FTE %
The students have waivers and the students are not being instructed outside the four year range for high school		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
High School Learning Support - Math 7-9	Secondary	Full-time (1.0)	03/06/2023 05:53 PM

Building Name		
Karns City HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 21
Age Range Justification		FTE %
The students have waivers and the students are not being instructed outside the four year range for high school		0.36

Building Name		
Karns City HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 21
Age Range Justification		FTE %
The students have waivers and the students are not being instructed outside the four year range for high school		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech/Language	Multiple	Full-time (1.0)	03/03/2023 03:16 PM

Building Name		
Karns City 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
School District	Secondary	12 to 21
Age Range Justification		FTE %
The students have waivers and the students are not being instructed outside the four year range for high school		0.15

Building Name		
Sugarcreek El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 13
Age Range Justification		FTE %
The students have waivers and the students are not being instructed outside the three year range for elementary		0.31

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Special Education - SC	Elementary	Full-time (1.0)	03/03/2023 03:39 PM

Building Name		
Sugarcreek El 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	5 to 13
Age Range Justification		FTE %
The students have waivers and the students are not being instructed outside the three year range for elementary		0.24

Building Name		
Sugarcreek El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 13
Age Range Justification		FTE %
The students have waivers and the students are not being instructed outside the three year range for elementary		0.4

Building Name		
Sugarcreek El Sch		
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	Elementary	5 to 13
Age Range Justification		FTE %
The students have waivers and the students are not being instructed outside the three year range for elementary		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elementary Emotional Support	Elementary	Full-time (1.0)	03/03/2023 02:55 PM

Building Name		
Chicora El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 13
Age Range Justification		FTE %
The students have waivers and the students are not being instructed outside the three year range for elementary		0.12

Building Name		
Chicora El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 13
Age Range Justification		FTE %
The students have waivers and the students are not being instructed outside the three year range for elementary		0.6

Building Name		
Chicora El 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 13
Age Range Justification		FTE %
The students have waivers and the students are not being instructed outside the three year range for elementary		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Chicora Elementary Speech/Language	Elementary	Full-time (1.0)	03/03/2023 02:45 PM

Building Name		
Chicora El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		45
Identify Classroom	Classroom Location	Age Range

School District	Elementary	5 to 13
Age Range Justification		FTE %
The students have waivers and the students are not being instructed outside the three year range for elementary		0.69

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elementary Learning Support	Elementary	Full-time (1.0)	03/03/2023 02:44 PM

Building Name		
Chicora El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 13
Age Range Justification		FTE %
The students have waivers and the students are not being instructed outside the three year range for elementary		0.32

Building Name		
Chicora El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 13
Age Range Justification		FTE %

The students have waivers and the students are not being instructed outside the three year range for elementary	0.5
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Primary Elementary Learning Support	Elementary	Full-time (1.0)	03/03/2023 03:38 PM

Building Name		
Chicora El Sch		
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	Elementary	5 to 10
Age Range Justification		FTE %
The students have waivers and the students are not being instructed outside the three year range for elementary		0.2

Building Name		
Chicora El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
The students have waivers and the students are not being instructed outside the three year range for elementary		0.75

Special Education Facilities

Building Name		Room #
Sugarcreek El Sch		52
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 27 feet, 0 inches	918sqft	32
Implementation Date		
2023-03-06		
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 #
Chicora El Sch		122
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, 0 inches x 38 feet, 0 inches	874sqft	31
Implementation Date		
2023-03-08		
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		No
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Chicora El Sch		209
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 32 feet, 0 inches	960sqft	34
Implementation Date		
2023-03-08		
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 #
Chicora El Sch		203
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 32 feet, 0 inches	960sqft	34
Implementation Date		
2023-03-08		
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 #
Chicora El Sch		119
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 0 inches x 24 feet, 0 inches	336sqft	12
Implementation Date		
2023-03-08		
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 #
Sugarcreek El Sch		38
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, 0 inches x 12 feet, 0 inches	216sqft	7
Implementation Date		
2023-03-08		
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 #
Sugarcreek El Sch		49
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 15 feet, 0 inches	420sqft	15
Implementation Date		
2023-03-08		
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 #
Karns City HS		209
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 36 feet, 0 inches	900sqft	32
Implementation Date		
2023-03-08		
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 #
Karns City HS		210
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 29 feet, 0 inches	725sqft	25
Implementation Date		
2023-03-08		
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 #
Karns City HS		333
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 30 feet, 0 inches	690sqft	24
Implementation Date		
2023-03-08		
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 #
Karns City HS		332
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 30 feet, 0 inches	690sqft	24
Implementation Date		
2023-03-08		
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 #
Karns City HS		318
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 20 feet, 0 inches	320sqft	11
Implementation Date		
2023-03-08		
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 #
Karns City HS		319
School Building		Building Description
JR/SR 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 20 feet, 0 inches	440sqft	15
Implementation Date		
2023-03-08		
Uploaded Files		

13 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 #
Karns City HS		312
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2023-03-08		
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	

Special Education Support Services

15Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
School Psychologist	1	District Wide	District
Other	1	District Wide	District
Paraprofessionals	10	Secondary	District
Paraprofessionals	8	Elementary	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Guidance Counselor	2	Elementary	District
Behavior Specialist	1	District Wide	Contractor
Guidance Counselor	2	Secondary	District

Special Education Personnel Development

Autism

Description of Training			
Increase District staff awareness of Autism Spectrum Disorders			
Lead Person/Position		Year of Training	
Director of Special Education/Principals			
Hours Per Training	Number of Sessions	Provider	Audience
1-2	4	District Intermediate Unit PaTTAN Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
Increase District staff awareness of Applied Behavioral Analysis strategies in the school setting			
Lead Person/Position		Year of Training	
Director of Special Education/Principals			
Hours Per Training	Number of Sessions	Provider	Audience
4	8	District Intermediate Unit PaTTAN Other	Building Administrators Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training	
Safety Care Team Certification and annual recertification to include de-escalation strategies and effective and safe use of behavior restraints	
Lead Person/Position	Year of Training
Director of Special Education	

Hours Per Training	Number of Sessions	Provider	Audience
7	4	District Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
School Wide Positive Behavior Support interventions, classroom strategies, and connections to MTSS			
Lead Person/Position		Year of Training	
Director of Special Education/Principals			
Hours Per Training	Number of Sessions	Provider	Audience
1-2	4	District Intermediate Unit	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Increase Staff awareness of Social/Emotional Learning, referrals for services, service delivery			
Lead Person/Position		Year of Training	
Director of Special Education/Principals			
Hours Per Training	Number of Sessions	Provider	Audience
1-2	4	District Intermediate Unit	General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
Increase staff awareness of the incentive committee, school climate committee, and RYFP (reach your full potential)effectiveness			
Lead Person/Position		Year of Training	
Principals/Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
.5-1	4	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training			
District documentation of minimum of twenty hours completed yearly, topics covered include: PaTTAN paraprofessional training series, MIUIV paraprofessional training series, and District goals			
Lead Person/Position		Year of Training	
Director of Special Education/Principals			
Hours Per Training	Number of Sessions	Provider	Audience
2-6	15	District Intermediate Unit PaTTAN Other	Paraprofessionals

Transition

Description of Training	
The Karns City Area School District will continue to increase the awareness and expand the CBVT (Community Based Vocational Training) opportunities for students in grades 10-12.	
Lead Person/Position	Year of Training
Director of Special Education/Transition Coodinator/Principals	

Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Intermediate Unit Other	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Continue to increase awareness of agencies designed for students with disabilities that can assist with daily living, post secondary, and/or employment			
Lead Person/Position		Year of Training	
Director of Special Education/Transition Coordinator/Principals			
Hours Per Training	Number of Sessions	Provider	Audience
.5-2	4	District Intermediate Unit PaTTAN Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Science of Literacy

Description of Training			
The District will train elementary, special education, reading specialists, and ELA teachers in the Science of Reading competencies that increases their knowledge of explicit instruction that provides a strong core of foundational literacy skills			
Lead Person/Position		Year of Training	
Director of Special Education/Principals/Reading Specialists			
Hours Per Training	Number of Sessions	Provider	Audience
.5-4	6	District Intermediate Unit	Building Administrators General Education Teachers

		PaTTAN	Parents Paraprofessionals Special Education Teachers
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Description of Training			
Enhance teaching skills and gain new ideas for increasing literacy skills for all students, incorporate Foundations, Journey's reading series, and Heggerty into all primary classrooms			
Lead Person/Position		Year of Training	
Principals/Director of Special Education/Reading Specialist			
Hours Per Training	Number of Sessions	Provider	Audience
1-2	4	District Other	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Parent Training

Description of Training			
Transition - Linking Parents to Post Secondary resources and outside agencies			
Lead Person/Position		Year of Training	
Director of Special Education/Transition Coordinator			
Hours Per Training	Number of Sessions	Provider	Audience
.5-1	4	District Intermediate Unit Other	Parents Special Education Teachers

Description of Training
Reading Readiness - Providing parents with tools and tips for increasing reading readiness skills

Lead Person/Position		Year of Training	
Principals/Reading Specialists			
Hours Per Training	Number of Sessions	Provider	Audience
1-2	4	District	Parents

Description of Training			
Increasing awareness of behavioral interventions that can be used in the homes setting and/or school setting			
Lead Person/Position		Year of Training	
Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
.5-1	4	District Intermediate Unit PaTTAN Other	Parents

IEP Development

Description of Training			
IEP Development - Writing Defendable IEP's, Compliant Transition plans, and utilizing the SAS portal for ensuring least restrictive environment			
Lead Person/Position		Year of Training	
Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
.5-2	4	District Intermediate Unit PaTTAN Other	Building Administrators Paraprofessionals Special Education Teachers

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

