

Profile and Plan Essentials

LEA Name		AUN
School District		104103603
Address 1		
1446 Kittanning Pike		
Address 2		
City	State	Zip
Karns City	PA	16041
Director of Special Education Name		
Jennifer Jamison		
Director of Special Education Email		
jjamison@kcasdk12.org		
Director of Special Education Phone Number		Director of Special Education Ext
724-756-2030		1012
Chief Administrator Name		
Dr Eric D Ritzert		
Chief Administrator Email		
eritzert@kcasdk12.org		

Special Education Students

Total Number of Students Receiving Special Education 247

School District Total Student Enrollment 1297

Percent of Students Receiving Special Education 19

Steering Committee

Name	Position/Role	Building	Email
Dr. Eric Ritzert	Superintendent	Karns City Area SD	eritzert@kcasdk12.org
Mrs. Jennifer Jamison	Director of Special Education	Karns City Area SD	jjamison@kcasdk12.org
Dr. Michael Stimac	Building Principal	Karns City Jr/Sr HS	mstimac@kcasdk12.org
Mr. Shane Spack	Building Principal	Karns City Area El Sch	sspack@kcasdk12.org
Mr. Jeff Wagner	Building Principal	Karns City Area El Sch	jwagner@kcasdk12.org
Mr. John Bowser	Other	Karns City Jr/Sr HS	jbowser@kcasdk12.org
Mrs. Melissa Hogan	Other	Karns City Area El Sch	mhogan@kcasdk12.org
Mrs. Kaitlyn Davis	Special Education Teacher	Karns City Jr/Sr HS	kdavis@kcasdk12.org
Mrs. Kelly Sadowski	Special Education Teacher	Karns City Area El Sch	ksadowski@kcasdk12.org
Mrs. Christine Spencer	General Education Teacher	Karns City Area El Sch	cspencer@kcasdk12.org
Mr. David McCollough	General Education Teacher	Karns City Jr/Sr HS	dmccollough@kcasdk12.org
Ms. April Christy	Other	Karns City Area SD	achristy@kcasdk12.org
Mrs. Chelsea Stimac	Parent	Karns City Area SD	cstimac@kcasdk12.org
Mrs. Miranda Callihan	Parent	Karns City Area SD	mcallihan@kcasdk12.org
Mr. Josh Price	Board Member	Karns City Area SD	jprice@kcasdk12.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
During the COVID-19 closures, students did not participate in state assessments.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

Identify the School 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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Non-Resident Students Oversight

1. **Is your School 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 School 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 School District have an adult correctional facility that houses juveniles within its geographical boundaries?**

No

1. **Describe the system of oversight the School 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 School District's most recent 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. In 2024-2025, the Special Education Data Report indicates the District has 76.1% of the special education students inside the regular education environment 80% of the time and the District's Special Education population Inside the Regular Class for less than 40% is significantly lower than that of the state rate. Students in Other Settings is the same as the state rate at 4.5%. The District has and will continue to maintain in these areas.

2. What universal practices does the School 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 supports include Title I support in reading, small group instruction, check in/check out, MTSS speech/language, MTSS OT, Social/Emotional Learning sessions, and numerous tutoring opportunities including after-school, during 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. Tier 3 interventions could include small group MTSS speech/language, small group MTSS OT, 1:1 social/emotional sessions, referral to 1:1 CORE counseling, and/or 1:1 in school therapy.

3. Describe the academic programming and training efforts the School District 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) as well as the FAB - Framework for Access and Belonging 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. The District partners with the Midwestern Intermediate Unit 4 and Key Solutions to provide hands on training on topics designed to maintain a least restrictive environment for our students. Training topics include classroom management

strategies, Co-Teaching, Overview of Special Education, implementing inclusive practices, and behavior coaching. These trainings occur throughout the school year and/or as needed in individual classrooms.

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

The District ensures meaningful participation of students with disabilities in extracurricular activities by providing supplementary aids and services based on individual student needs as determined by the IEP team. The District provides Aids and Services and instructional arrangements that support collaboration such as Co-teaching, para-educator support, and consultation with extracurricular leaders. The District schedules time for co-planning and team meetings with extracurricular leaders/coaches, as well as, assistive technology training, coordination with outside agencies, and adaptive equipment training. Other supplementary aids and services the LEA utilizes could also include behavioral supports/PBSP implementation, environmental accommodations, implementation of individualized health plans, and accessible transportation. The Karns City Area School District recognizes the obligation to provide supplementary aids and services to students with disabilities who require support in extracurricular activities and will continue to ensure all students are able to participate to the fullest extent possible as their same age peers.

5. **Describe the School District procedures that ensure, 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-led 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. 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, progress, and to offer the opportunity to participate in any and all extracurricular activities. The District provides special transportation, if necessary, so students placed in private institutions have the opportunity to participate in district-led extracurricular activities.

6. **Discuss the School 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 and state rate of 4.4%. The 2023-2024 and 2022-2023 Special Education Data Report indicates the District did meet this SPP target; however it did see a slight increase in the 2024-2025, but matched the state rate and met target. The District has increased 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, Autistic Support, and Life Skills classroom in the Elementary school and a supplemental/itinerant level emotional/Autistic support in the High School. The District in recent years partnered with Slippery Rock University and

MIU4 to provide additional mental health and social/emotional counselors/teachers. 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
The Watson Institute	Licensed Private Academic		Watson Education Center	Autistic Support	1
Adelphoi	Licensed Private Academic		Adelphoi Villiage	Emotional Support	3
St. Stephens Academy	Licensed Private Academic	Approved public, non residential	Glade Run Lutheran	Emotional Support	2
Merakey	Licensed Private Academic		Merakey Pennsylvania	Autistic Support	1

Positive Behavior Support

Date of Approval

2024-10-14

Uploaded Files

113.2Behavior Support.pdf

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

The District implements 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 and utilize positive action lessons supported by the organization, Communities that Care. 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. 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. The District partners with the IU4 to provide a social/emotional teacher in each building for consultation services for students, teachers, and families. The District utilized CORE counselors (partnership with SRU) to provide tier 3 social and emotional sessions as an extension of the guidance department. 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. Students move through these layers of support based on individualized data and IEP team meetings when a need is presented to the team.

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. Functional Behavior Assessments are conducted when necessary to develop positive behavior support plans for individual students. In a few instances, the LEA has requested the support of the behavior TAC team operated by the MIU4. The District works closely with local agencies that support individual students and their families. The District has established positive relationships and works closely with various mental health agencies, Children and Youth Services, Center for Community Resources, Office of Vocational Rehabilitation, and any other agency involved with a student who requires additional behavioral support.

3. Describe the School District's 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, Positive Action Lessons, 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, Reach Your Full Potential (RYFP) 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 School District's 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. The 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. 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. The District also partners with SRU to provide CORE counselors, which serve as an extension of the guidance department providing Tier 2 and Tier 3 social/emotional and behavioral interventions.

5. **Describe the School District's 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. School district personnel are trained in de-escalation procedures every school year using Safety Care. Midwestern Intermediate Unit IV staff provide the training to certify paraprofessionals, special education teachers, guidance counselors, administrators, and some general education teachers. Safety Care is designed to guide safe and therapeutic interactions between students and teachers working in an educational setting.

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 IV 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, Family Psychological Associates, Adelphoi, St. Stephen's Academy, Office of Vocational Rehabilitation, Family Behavioral Health, Southwood Psychiatric Hospital, Keystone, Early Intervention programs in the area, Midwestern Intermediate Unit IV, Intermediate Unit #6, and CASSP. There are services and programs available close to our district, in neighboring school districts, and/or through separate public facilities. 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. In recent years, the District opened an Autistic Support Classroom as well as a Life Skills Classroom 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 Life Skills and Learning Support	Elementary	Full-time (1.0)	02/28/2026 10:49 PM

Building Name		
Karns City Area El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Itinerant (20% or Less)		2
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

Building Name		
Karns City Area El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
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		0.2

Building Name		
Karns City Area El Sch		

Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		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		
Karns City Area El Sch		
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	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

Building Name		
Karns City Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning 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	0.2
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elementary Learning Support	Elementary	Full-time (1.0)	02/28/2026 10:28 PM

Building Name		
Karns City Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
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		0.28

Building Name		
Karns City Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
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		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elementary Autistic Support	Elementary	Full-time (1.0)	02/28/2026 10:09 PM

Building Name		
Karns City Area El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		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

Building Name		
Karns City Area El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
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

Building Name		
Karns City Area El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
High School Learning Support - Math 10-12	Secondary	Full-time (1.0)	02/28/2026 10:13 PM

Building Name		
Karns City Jr/Sr HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
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		0.48

Building Name		
Karns City Jr/Sr 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)	02/28/2026 10:13 PM

Building Name		
Karns City Jr/Sr HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
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		0.48

Building Name		
Karns City Jr/Sr 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)	02/28/2026 10:15 PM

Building Name		
Karns City Jr/Sr 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 Jr/Sr HS		
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	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 - 7-9	Secondary	Full-time (1.0)	02/28/2026 10:16 PM

Building Name		
Karns City Jr/Sr 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

Building Name		
Karns City Jr/Sr 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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
High School Learning Support - English 7-9	Secondary	Full-time (1.0)	02/28/2026 10:17 PM

Building Name		
Karns City Jr/Sr 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 Jr/Sr 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)	02/28/2026 10:17 PM

Building Name		
Karns City Jr/Sr 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 Jr/Sr 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)	02/28/2026 10:19 PM

Building Name		
Karns City Jr/Sr 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		
Karns City Area El Sch		
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	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		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elementary Emotional Support	Elementary	Full-time (1.0)	02/28/2026 10:21 PM

Building Name		
Karns City Area 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		
Karns City Area El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
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		
Karns City Area El Sch		
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	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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elementary Speech/Language	Elementary	Full-time (1.0)	02/28/2026 10:22 PM

Building Name		
Karns City Area El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		42
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		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elementary Learning Support	Elementary	Full-time (1.0)	02/28/2026 10:24 PM

Building Name		
Karns City Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
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		0.28

Building Name		
Karns City Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
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		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elementary Learning Support	Elementary	Full-time (1.0)	02/28/2026 10:30 PM

Building Name		
Karns City Area 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	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		0.32

Building Name		
Karns City Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning 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 10
Age Range Justification		FTE %
The students have waivers and the students are not being instructed outside the three year range for elementary		0.6

Special Education Facilities

Building Name		Room #
Karns City Area El Sch		210
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Karns City Area El Sch		208
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Karns City Area El Sch		216
School Building		Building Description
		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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Karns City Area El Sch		200
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Karns City Jr/Sr HS		209
School Building		Building Description
		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

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Karns City Jr/Sr HS		320
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Karns City Jr/Sr HS		333
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Karns City Jr/Sr HS		332
School Building		Building Description
		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

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Karns City Jr/Sr HS		318
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Karns City Jr/Sr HS		319
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Karns City Jr/Sr HS		312
School Building		Building Description
		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		

11Assurance 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Karns City Area El Sch		308
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		
2026-03-01		
Uploaded Files		

12Assurance Check

Assurance Check	Yes	No
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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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Karns City Area El Sch		321
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		
2026-03-01		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name	Room #
Karns City Area El Sch	118

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		
2026-03-01		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.		No

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	6	Secondary	District
Paraprofessionals	14	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			
Sensory/Behavioral Supports for students with Autism			
Lead Person/Position		Year of Training	
Director of Special Education/Principals		2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1-2	3	District Intermediate Unit PaTTAN Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
Applied Behavioral Analysis strategies in the school setting			
Lead Person/Position		Year of Training	
Director of Special Education/Principals		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
4	3	District Intermediate Unit PaTTAN Other	Building Administrators Paraprofessionals Special Education Teachers

Description of Training			
Autism Overview: Understanding the Neurodivergent Learner			
Lead Person/Position		Year of Training	
Director of Special Education/Principals		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1-2	2	Intermediate Unit PaTTAN	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Behavior: Back to the Basics			
Lead Person/Position		Year of Training	
Director of Special Education/Principals		2027 2029	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District Intermediate Unit	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training	
MTSS and School Wide Positive Behavior Support Classroom Interventions, 4B's, and implementation	
Lead Person/Position	Year of Training
Director of Special Education/Principals	2026 2027 2028

		2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	6	District Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
Increase Staff awareness of CORE Counseling, referrals for services, and service delivery			
Lead Person/Position		Year of Training	
Director of Special Education/Principals		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
.5	4	District	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training	
Increase staff awareness of the RYFP, student of the month, staff of the month, incentive committee, and school climate committee and the impact on school wide positive behavior	
Lead Person/Position	Year of Training
Principals/Director of Special Education	2026 2027 2028

		2029	
Hours Per Training	Number of Sessions	Provider	Audience
.5-1	4	District	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
De-escalation and Safety Care Best Practices			
Lead Person/Position		Year of Training	
Director of Special Education/Principals		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
6	4	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

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	2026 2027 2028

		2029	
Hours Per Training	Number of Sessions	Provider	Audience
2-6	15	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
Core Competency for Paraprofessionals			
Lead Person/Position		Year of Training	
Director of Special Education/Principals		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1-2	6	PaTTAN	Paraprofessionals

Description of Training			
CPR/First Aid			
Lead Person/Position		Year of Training	
Director of Special Education/Principals		2027 2029	
Hours Per Training	Number of Sessions	Provider	Audience
4	2	District	Paraprofessionals

Transition

Description of Training			
Tri County Transition Council Representation			
Lead Person/Position		Year of Training	
Director of Special Education/Transition Coordinator/Principals		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
2	12	District Intermediate Unit	Parents Paraprofessionals

Description of Training			
Individualized IEP Writing Support With a Focus on Secondary Transition			
Lead Person/Position		Year of Training	
Director of Special Education/Transition Coordinator/Principals		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
.5-2	3	District Intermediate Unit	Paraprofessionals Special Education Teachers

Description of Training			
Increase awareness to all District stakeholders the services OVR and Early Outreach OVR services can provide			
Lead Person/Position		Year of Training	
Director of Special Education/Transition Coordinator/Principals		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience

.5-2	8	District Other	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers
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Science of Literacy

Description of Training			
The District will train elementary, special education, reading specialists, and ELA teachers in the Structured Literacy Requirements of Act 47 - evidence-based reading curriculum materials, universal screening, and reading intervention for students in grades K-3.			
Lead Person/Position		Year of Training	
Director of Special Education/Principals/Reading Specialists		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
.5-2	4	District Intermediate Unit PaTTAN Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training	
Incorporate Heggerty into primary classroom and UFLI into special education classrooms	
Lead Person/Position	Year of Training
Director of Special Education/Principals/Reading Specialists	2026 2027 2028 2029

Hours Per Training	Number of Sessions	Provider	Audience
1-2	4	District Intermediate Unit PaTTAN	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Universal Reading Screening and implementation of PDE approved screener			
Lead Person/Position		Year of Training	
Director of Special Education/Principals/Reading Specialists		2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
.5-1	3	District Intermediate Unit PaTTAN	Building Administrators General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Transition - Connecting Parents to OVR and outside agency resources			
Lead Person/Position		Year of Training	
Director of Special Education/Transition Coordinator		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
.5-1	4	District Other	General Education Teachers Parents Paraprofessionals

			Special Education Teachers
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Description of Training			
Autism - Overview of the best practices and strategies for students with Autism in the home setting			
Lead Person/Position		Year of Training	
Director of Special Education/Principals		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1-2	1	District Other	Building Administrators Parents Special Education Teachers

Description of Training			
Behavioral Disorders and Strategies for in the home or school setting			
Lead Person/Position		Year of Training	
Director of Special Education/Principals		2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
.5-2	2	District Other	Building Administrators Parents Special Education Teachers

Description of Training			
Overview of Students with Disabilities and best practice interventions/SDI			
Lead Person/Position		Year of Training	
Director of Special Education/Principals		2028 2029	

Hours Per Training	Number of Sessions	Provider	Audience
.5-2	2	District Other	Building Administrators Parents Special Education Teachers

IEP Development

Description of Training			
Writing IEPs - EBR - Educational Benefit Review and if the student's IEP is reasonably calculated for the student to receive educational benefit.			
Lead Person/Position		Year of Training	
Director of Special Education		2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
.5-4	2	District Intermediate Unit	Paraprofessionals Special Education Teachers

Description of Training			
Goal Writing - using baselines and progress monitoring			
Lead Person/Position		Year of Training	
Director of Special Education		2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
.5-4	2	District Intermediate Unit	Paraprofessionals Special Education Teachers

Description of Training
SDI - Specially Designed Instruction - How to write and implement this section of the IEP

Lead Person/Position		Year of Training	
Director of Special Education		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
.5-1	4	District Intermediate Unit PaTTAN	Building Administrators General Education Teachers Parents 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

