

Karns City Area SD

Special Education Plan Report

07/01/2020 - 06/30/2023

District Profile

Demographics

1446 Kittanning Pike
 Karns City, PA 16041
 (724)756-2030
 Superintendent: Eric Ritzert
 Director of Special Education: Jennifer Jamison

Planning Committee

Name	Role
Brenda Knoll	Administrator : Professional Education Special Education
Eric Ritzert	Administrator : Professional Education Special Education Schoolwide Plan
Shane Spack	Administrator : Professional Education Special Education Schoolwide Plan
Mike Stimac	Administrator : Professional Education Special Education Schoolwide Plan
Deana Turner	Administrator : Professional Education Special Education
Jeff Wagner	Administrator : Professional Education Special Education
Matt Bishop	Board Member : Professional Education Special Education
Lindsay Loheyde	Ed Specialist - School Counselor : Professional Education Special Education
April Christy	Ed Specialist - School Psychologist : Special Education
LeeAnn Pfeifer	Elementary School Teacher - Regular Education : Special Education
Grace Burkhardt	Elementary School Teacher - Special Education : Special Education
Kelly Sadowski	Elementary School Teacher - Special Education : Special Education
Megan Slaughenhoup	High School Teacher - Regular Education : Professional Education Special Education
Kaitlyn Davis	High School Teacher - Special Education : Special Education
Corrine Woodward	Middle School Teacher - Special Education : Professional Education Special Education
Karen Callihan	Parent : Professional Education Special Education
Brian Callihan	Parent : Special Education
Jennifer Jamison	Special Education Director/Specialist : Professional Education Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 231

Identification Method

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

The Karns City Area School District continues to employ a “regressed discrepancy model” which measures the disparity between a student’s ability and achievement in order to determine the presence or absence of a learning disability. In completing the identification process the district strictly adheres to the BSE guidelines for identification process and the regulations and statutes associated with that process as it relates to the identification of students with learning disabilities. The District utilizes the BSE Evaluation Report Format and conducts a thorough examination of the following information/materials: a review of student records; a review of the information gathered through the MTSS process; the presenting problem; the parent information and available evaluations received from the parent; teacher collected assessment and performance data in addition to observations including related services and/or information provided by other providers as well as their recommendations; a classroom observation of the student’s performance related to the presenting problem; a review of the students applicable work products; a review of the student’s performance on a variety of normative data and classroom/district performance indicators such as PSSA/Keystone Data, DIBELS, STAR, etc. as well as teacher generated assessments; applicable adaptive, functional, behavioral, and transition assessments; English language proficiency; environmental and economic disadvantage; cultural factors; and a determination of other existing educational disabilities. How the student has responded to classroom and other interventions is incorporated, as appropriate.

The following assessments are addressed in the written evaluation report:

- Whether the child has a specific learning disability; does the student not achieve adequately for the student’s age or does not meet State-approved grade-level standards in one or more of the following areas when provided with learning experiences and scientifically based instruction appropriate for the student’s age or State-approved grade level standards and level of English language proficiency: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem-solving.
- The basis for making the determination (whether there is a severe discrepancy between achievement and ability that is not correctable without special education and related services) through a variety of normed test instruments including but not limited to cognitive testing and specific achievement testing instruments applicable to the reason for the referral; or whether the child does not respond to research-based interventions)

- If the student has not responded to research based interventions); the relevant behavior noted during the observation of the child as it relates to the presenting problem as applicable relationship of that behavior to the child's academic functioning;
- The educationally relevant medical findings, if any; and,
- The determination by the team concerning the effects of environmental, cultural, or economic disadvantage

The basis will be predominately based upon whether there is a severe discrepancy between achievement and ability that is not correctable without special education and related services, noting that no single method is always used in making this determination. The existence of an ability- achievement discrepancy is not sufficient to determine eligibility as SLD. Rather, to be identified with SLD, a student must not only display an ability-achievement discrepancy but must also be achieving significantly below age or grade level standards. A team, including a minimum of the student's teacher, a school psychologist, and the student's parent are involved with making this decision.

Discrepancy model criteria:

- * A pattern of strengths and weaknesses in performance, achievement or both relative to age, standards or intellectual development
- * The student does not achieve adequately for the student's age or does not meet State-approved grade-level standards in one or more of the following areas when provided with learning experiences and scientifically based instruction appropriate for the student's age or State-approved grade level standards and level of English language proficiency: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem-solving.
- * The relevant behavior noted during the observation of the child;
- * The relationship of that behavior to the child's academic functioning;
- * The educationally relevant medical findings, if any;
- * The determination of the team concerning the effects of environmental, cultural, or economic disadvantage

Prior to referral, the following occurs:

Screening Process: Review of school records (attendance, MTSS notes/intervention data, office discipline referrals, and report cards), Vision and hearing screening, Curriculum and performance based assessment i.e. PSSA/Keystone, progress monitoring, STAR, Title I assessments, Systematic observation of behavior, parent and teacher input. Interventions, as determined by screening, are put into place, increasing in intensity and duration as needed.

Pre-referral intervention: Tier I Interventions: Differentiation of instruction and use of research based interventions to meet the needs of individual learners, to offer the appropriate level of challenge for each learner. Differentiation strategies may vary how content is introduced to students, how information is processed by students, and how students demonstrate learned content. Interventions may include smaller groups, extra time, demonstrations, pictures, graphics, written key words to support text information, oral discussions, oral presentations, group collaboration, hands on activities, movement or rhythmic experiences, or alternating between active and passive activities. Universal screening is utilized to identify at-risk students.

Collaboration with parents on an intervention plan that addresses specified learning needs of the student is used. A log of intervention efforts and students' progress may be used.

Data Team meetings are held by the principal on a regular basis, this includes MTSS meetings.

Grade level teacher meetings are held on a regular basis in the elementary schools.

Content level meetings are held on a regular basis in the high school.

Tier II Interventions: Students who are identified as at-risk by universal screening are provided small group instruction, targeted interventions to address learning issues, and use of research based intervention strategies and instructional materials. Title I and Classroom Teachers assist with Tier II interventions. The programs Haggerty, Foundations, Sunday, Wilson, Read Naturally, and K-PALS are examples of research based materials used. Parents and the school team meet to collaborate on needs, interventions and progress. Interventions are monitored using progress monitoring measures including probes and graphing.

Collaboration with parents continues, including regularly scheduled meetings. A log of intervention efforts and students' progress is used.

Screening assessments as needed to assess reading skills, math skills, writing skills, ability, visual-motor development, behavior, attention, social interaction and other issues as necessary.

Tier III Interventions: When a student continues to fall significantly behind peers, even with Tier II interventions, Tier III interventions are utilized. Tier III interventions use the same research based instructional materials and staff members, but is of more intensity and longer duration.

Interventions are targeted to match skill deficits identified in earlier tiers, universal screening, targeted screenings, and/or results of progress monitoring. Additional screening assessments may be utilized.

Collaboration with parents continues, including regularly scheduled meetings. A log of intervention efforts and students' progress is used.

If a student continues to fall significantly behind peers in Tier III, a Multi-disciplinary Evaluation is requested by the parent and/or school district.

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

The review of the District's State Performance Plan Indicators and Special Education Data Report indicate that District has met the SPP/APR target for representation by Race/Ethnicity and Disability Category. However, Special Education Data Information indicates that there is an over-identification/enrollment in the area of Speech/Language and Other Health Impairment. For Speech/Language, the District's profile indicates a 15.4% identification rate as compared to the statewide rate of 14.3%, and for Other Health Impairment, the District's profile indicates a 28.9% identification rate as compared to the statewide rate of 16.4%. Historically this number has been consistent for the District and similar when compared to most rural Western Pennsylvania School Districts in the state. A further examination of the District data indicates that many pre-school children are identified for Speech/Language or instructional support services prior to enrolling in the District through Early Intervention Programs operated by IU#4, Head Start, Life Steps, etc. In addition, children are identified through child find screenings, activities, and assessments conducted by the District during Kindergarten registration, throughout the kindergarten year, and in first grade. Other factors contributing to this current over identification are multi-dimensional including concentrations of lower socio-economic families/children, weakness in the child's language development and articulation deficits upon enrollment, weak pre-reading as well as language skill development, and an already identified medical diagnoses.

It is the District's practice to attempt to remediate these skill deficiencies by intervening with quick, effective identification and programming for these children at the onset of their educational experience. Many of these initially identified children are later able to exit special education in this category or a reevaluation is conducted to determine other exceptionalities.

The District will continue to monitor the identification of students in these eligibility areas. In addition, the District will continue to address these areas of need through an action plan including collaboration and professional development activities specifically designed for the speech/language therapists and elementary staff in this area, introduction of a MTSS pre-referral process, continuing a full day kindergarten programming with increased language emphasis, the implementation of the Foundations program, and continuing to work closely with early intervention providers to obtain as much information as possible during the transition from early intervention to school age.

Ethnicity Enrollment Differences

There are no significant ethnicity disproportionate enrollment differences within the district.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

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 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. At this time, there are no facilities located within the District that provide educational services as the host district. If such an institution would open in the Karns City Area School District, 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 by the team. In either case, the student would be provided an educational program within 5 school days.

Incarcerated Students Oversight

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

There are no prisons or other locations for incarcerated students located within the District. If a facility were to locate within the District, the District would utilize existing "Child Find" procedures and design a system to ensure a free appropriate public education (FAPE) is available and provided for any student identified and in need of special education services and participate in that student's IEP.

The LEA personnel are familiar with the requirements of transfer of records to the appropriate authorities. A copy of the Family Educational Rights and Privacy Act (FERPA) regulations as they relate to the transfer of student records is on file in each office and has been reviewed by the administrative team. In the event a crime has been reported, requested records are forwarded without obtaining permission in compliance with judicial orders, or orders of administrative agencies that have power of subpoena. Parents and/or students shall be notified of all such orders and of the school's compliance.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
 2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
 3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.
- The 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 District practices the policy that the Least Restrictive Environment for an individual student is dependent upon the IEP Team's determination of what is/are appropriate for the student. The discussion as to the educational placement for the student always begins with considerations by the IEP Team for the option of service delivery in the regular education classroom with supplementary services and aides. If after evaluation, the student qualifies for special education services the placement decision is made in a team fashion at the IEP meeting. The student's full range of needs will be reviewed and a continuum of placement options will be available and considered, including supplemental aids and services. Unless the IEP dictates otherwise, students participate in the general education curriculum with support as needed. Prior to removing the student from the regular education environment there must be demonstration that education in that setting could not be satisfactorily met even with supplementary aids and services. The District supports students at the Itinerant, Supplemental and Full-time levels. The District will attempt to service the student within the home district prior to looking for a placement outside of the student's home district. Regardless of the student's program, the District encourages participation with same age peers in the general education setting for nonacademic and extracurricular activities.
 - The Director of Special Education makes every attempt to attend each IEP meeting. When unavailable, the principal and school psychologist will act as the LEA.
 - The Karns City Area School District is aware of the need to decrease the number of students placed outside of the District to reach the SPP target of 4.6%. The District has been addressing this need through increasing professional and paraprofessional staff specifically designated toward the development of a greater capacity in the area of emotional support services across the District programs. The District operates emotional support classrooms at both the elementary and secondary level to serve students with needs in this area. In addition, the District will continue to

provide professional development opportunities in the areas of Autism, behavior support, and differentiated instruction throughout the district, designed to provide teachers with the tools and strategies to use within their classes to address student needs. The District will continue to utilize site-based training, consultation and technical assistance opportunities available through PDE/PATTAN and MIU#4 as well as other public or private agencies to increase capacity to serve its student population. Each principal has participated in the PULSE training which assists principals in understanding special education and then they, along with the Director of Special Education provide training to the general education teachers through faculty meeting and professional development opportunities. The Karns City Area School District partners with the IU4 to provide autistic support, inclusion support, as well as social/emotional learning support. This added support promotes students remaining in the District to receive this level of support.

- The Karns City Area School District has increased the number of students educated 80% or more of the day in the general education setting. The District plans to continue training in differentiated instruction and co-teaching models. The District now has co-teaching opportunities in the high school for ELA and Math, as well as inclusion support utilizing paraprofessionals in all other subjects. Inclusion support has increased in the elementary setting to include several grades and classes utilizing assistance from a paraprofessional, title 1 teachers, speech/language teachers, and the occupational therapist. The District has had all administrators attend trainings in their roles in supporting special education students in every building. The District School Psychologist and Director of Special Education work closely with the building principals and guidance counselors to recreate master schedules to secure efficient co-teaching time. The District will continue to train all staff in the implementation of supplementary aides within the general setting.
- The District experiences shifts in its population of special needs students in terms of educational requirements due to families moving into the District with children already identified for specific programming services that require placement outside of the District boundaries and/or requiring more service delivery outside of the regular educational setting. The District will continue to work vigorously toward keeping these children in regular education for as much time as appropriate to meet these child's unique needs as well as having the educational delivery of these services as close to the District through agreements with neighboring schools, the Intermediate Unit (both IU#4 and IU#6), and other private settings. The District will continue to explore creative ways to increase capacity to provide educational programming in the least restrictive school setting going forward.
- Based on the current Special Education Data Report, School Year 2018-2019, the number of students within the District category of "inside regular education 80% or more" was 74.1%, the number of students within the District category of "less than 40%" was too low of a group size, and the number of students within the District category of "in Other Settings" was 6.1%.
- Presently the District has a comprehensive array of programs and services available either within the District, at locations operated by neighboring districts by the Intermediate Units, or through participation in Intermediate Unit operated multiple-district programs located within three county areas. Programming is also provided through private institutions locally operated.
- All decisions regarding the appropriateness of the Special Education programs and/or services for any student along the placement continuum beginning with programs and services at the student's home school building, flows through the following process:

- The placement decision is made at the IEP Meeting with parent participation.
- The student's full range of needs are discussed and determined.
- The full range of placement options are discussed and considered beginning with services provided in the regular education setting.
- Movement to a more restrictive setting outside of regular education would be determined appropriate only when services could not be beneficial for the student and appropriately delivered in the regular education setting.
- Decisions for placement will be made based solely upon the educational needs of the individual student.
- Whenever a student is placed into a program outside of the regular educational setting within or outside of the home school building or district, the IEP Team will consider opportunities for the student to participate in appropriate programs, activities (curricular and extra-curricular), and inclusionary settings as appropriate.
- The following is a list of supplementary aids and services that allow students to be successful in the general education environment:
 - Instructional arrangements that support collaboration such as Co-teaching, para-educator support, consultation with other providers and services (Located in both the elementary and secondary settings throughout the District elementary and secondary settings)
 - Selected opportunities for parental collaboration (Occur during MTSS, IEP, and MDE meetings as well as other meetings as requested by either parent or the district)
 - Scheduling time for co-planning and team meetings (Occur after-school, during professional development days, when planning IEPs, during MTSS designated days, and as often as necessary to facilitate student programming)
 - Early Intervention Meetings (Opportunities to meet parents and discuss their child's educational needs and the district's programs to meet them)
 - Transition Meetings (Opportunities to meet with outside agencies and parents for secondary transition planning OVR, BDHP and CCR)
 - Progress monitoring and grading systems (Tyler Parent Portal)
 - Continued professional development (Teachers learning and working together with research materials/practices that work to improve student performance)
 - Coordination with outside community agencies (Opportunities to meet with OVR, juvenile probation, children and Youth, BDHP, the student's community service provider,)
 - Provide modified curriculum goals (Student has an individualized curriculum or modified curriculum that matches their ability to perform and/or skill base)
 - Provide alternative ways/methods to assess/determine learning (Student is assessed using a modified test, rubric, project, or modified assignment, or skill set)

- Provide test modifications (Student has test modified, for instance, less choices for response, required to product shorter written answers, or has more time to take the test or has the test in another setting)
- Provide alternative/adapted materials (Student uses comparable materials to demonstrate skill mastery or uses comparable materials (shorten text or text at a different instructional level))
- Provide specific instructional strategies – study guides, audio books, proximity, agenda, cueing, chunking, increased reinforcement, special seating, oral reading of tests and materials, extra skill practice, flash cards, extra time for tests and assignments, visual organizers, modeling, study buddies, goal setting, self-monitoring, comprehension checks, find/apply patterns, grouping/classifying, notetaking, summarizing, brainstorming, simplifying directions, study skills, use key points, visual aids, frequent feedback, positive reinforcement, non-verbal cues, breaks, behavior managements plans, differentiated instruction, pre-taught material, paraprofessional assistance, oral presentations vs written, accept drawings or models, 1:1 presentations, and/or the use of technology(chromebooks, ipads)
- Use of computer programs - MobyMax, Study Island, SpellingCity, Reading Eggs, etc...
- Use of Assistive Technology —for example- FM Systems, chromebooks, chromebook/ipad apps to enhance writing, reading, and math assistance
- Desk and/or seating modifications to promote flexible seating arrangements, could include focus desks, desks with swing bars, stools, standing desks, etc...
- Special transportation-lift bus, wheel-chair accessible, harness equipment
- Adaptive Equipment,
- Emergency Plans
- Mid-Western Intermediate #4 MTSS OT and social language groups, social and emotional learning support, behavior support, dysphagia support
- Speech/Language, Hearing, Visual, Emotional, Inclusion, Occupational Therapy, Physical Therapy Support Services
- Professional Training Services
- Community and Mental Health Services and Mental Health Providers in the school
- SAP/CORE/CRISIS teams
- School Wide behavior support and individual behavior plans
- Extended School Year
- Transition Services-OVR, CCR, BDHP, WIBELS, Job coaching, career training, OVR early reach coordinator, etc.
- Social Skills, Positive Action, Life Skills, Strengthening Families Instruction
- Partnership with Connecting 2 Tomorrow and Communities that Care

Behavior Support Services

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

The District has initiated a school-wide positive behavior supports program in the elementary buildings and positive behavior interventions are in place at the secondary building. At the elementary schools, (Chicora and Sugarcreek) the staffs have received training through the IU4, PATTAN as well as the Center for Community Resources. Presently there are active Elementary and High School Student Assistance Program (SAP) Teams that provide for emotional and behavioral supports services and components to the elementary and secondary students. Trainings for these teams will continue. The SAP Teams are well established and trained. The District is presently collaborating and working with Family Psychological Associates to provide individual, confidential mental health counseling to the student population by housing space for appointments to be conducted during the school day within the school buildings. In conjunction with the District's commitment to provide services to families and children in need, the District continues to collaborate with the various mental health service providers, programs, and institutions located in the neighboring communities. The District staff receives periodic 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. 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.

At the elementary level, school-wide positive behavior support is a research-based, highly effective, approach to creating, teaching, and reinforcing students' social, emotional, 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 No-Bullying program. There is a uniform and positive approach in all school settings (classroom, hallways, cafeterias, etc, and even on the bus). At the secondary level, conflict resolution, principal/student mediation, and bullying policies are an essential part of the school wide behavior supports. 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.

Presently the District has a partnership with Family Psychological Associates to provide an integrated approach to resolving behavioral health issues in a friendly, nurturing environment. This partnership provides in-school therapy and counseling appointments at the school during the school day. This service is provided in school because mental health is directly related to a child's learning and development. This partnership provides traditional outpatient therapy within the school walls. The school based therapist is at the school weekly and works directly with students to provide mental health therapy. School based therapists will observe and treat students within their natural environment. This service targets students with emotional and/or behavioral needs. Students can be referred by either school personnel through the SAP process and/or parents. Students receiving therapy in school are much more likely to be consistently participating in treatment.

Both of the elementary schools and the high school participate in the Commonwealth of Pennsylvania's Secondary and Elementary Student Assistance Program, which is administered by the PA Department of Education's Division of School Options and Safety in partnership with the PA Department of Health's Bureau of Drug and Alcohol Programs, and the PA Department of Public Welfare's Office of Mental Health and Substance Abuse Services, is designed to assist school personnel in identifying issues including alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student's success. 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.

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.

This guidance department strives to be in alignment with the goals established by the American School Counseling Association (ASCA) National Standards (i.e. believe the implementation of a planned systematic program ensures each student can develop his/her individual potential in three specific areas: academic, career, and personal/social development).

School counselors envision the school counseling department as being an integral part of the education program that is aimed to assist students in their preparation for becoming successful and productive members of a changing society. School counselors function in a number of different capacities including: counselor, consultant, teacher, manager and role model. School counselors work to provide advocacy, leadership, collaboration and systemic change to the school community. School counselors work in conjunction with teachers, administrators, parents and community members to assist students in achievement of their goals. School counselors do not make decisions for students, but help them acquire facts and ideas to make decisions.

Services Available:

- Drug/Alcohol assessment
- Mental health assessment
- Individual student advocacy
- Conflict resolution / management
- Grief / loss support
- Peer leadership activities
- Goal setting
- Peer mentoring / tutoring
- Team / trust building activities

- Anger management
- New building / new school
- Peer resistance
- Safety networking
- Eating disorder education

Summarized School District Policy:

The Karns City Board of School Directors has a desire to establish a policy in compliance with Code of Federal Regulations and the Pennsylvania State Board of Education Regulations. A summary of the policy is as follows:

Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with a disability shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal laws and regulations.

The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment

Physical Restraints

Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective.

The Director of Special Education or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior.

The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if:

1. The restraint is used with specific component elements of a positive Behavior Support Plan.
2. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors.
3. Staff are authorized to use the restraint and have received appropriate training.
4. Behavior Support Plan includes efforts to eliminate the use of restraints.

Mechanical Restraints

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians.

Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning.

Seclusion

The district permits involuntary seclusion of a student in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative.

The district prohibits the seclusion of students in locked rooms, locked boxes and other structures or spaces from which the student cannot readily exit.

Aversive Techniques

The following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs:

1. Corporal punishment.
2. Punishment for a manifestation of a student's disability.
3. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit.
4. Noxious substances.
5. Deprivation of basic human rights, such as withholding meals, water or fresh air.
6. Suspensions constituting a pattern as defined in state regulations.
7. Treatment of a demeaning nature.
8. Electric shock.
9. Methods implemented by untrained personnel.
10. Prone restraints, which are restraints by which a student is held face down on the floor.

All students have unique and individual ways of behaving. These behaviors are considered problems when they interfere with productive interpersonal relationships. The behavior becomes a problem when it interferes with productive learning processes of the child or with the learning process of others. The extent to which any behavior is considered a problem depends to a large extent on the

context in which it occurs.

All interventions are predicated upon clear, direct, specific, concrete communications. The communication pattern is based upon an interaction between school, student, and family. Any student with a disability who exhibits behavior problems which interfere with the student's ability to learn must have a program including behavior support.

Emergency Procedure

Emergency procedures for behaviors that present a clear and present danger to the student or others may be delineated on the IEP. These emergency procedures may include such activities as the following:

1. Parent/Guardian contact to immediately remove student from school.
2. Notifying police.
3. Notifying mental health.
4. Calling emergency services and ambulance.

The Director of Special Education and building Principal, under the direction of the Superintendent shall serve as the responsible person for monitoring the implementation of these policies.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

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 informing the interagency coordinator, and as warranted seek to schedule a CASSP meeting as soon as possible.

The District collaborates with other agencies to build service capacity both in and outside the district through teaming with any of the variety of agencies and service providers that may be involved with a particular student. The District is located in a geographic area that incorporates three counties including: Armstrong, Butler, and Clarion Counties; and as such each has their own pool of providers and organizations that provide services for children. The District works well with all of them on a case by case basis, as necessary. In addition, the District works closely with the Intermediate Unit #4 in providing services and training as well as consultation. The District would initiate, work to resolve, and locate the appropriate setting for any particularly hard to place students with disabilities through a collaborative effort with the appropriate provider as needed, and as determined by the students IEP. The District would approach the appropriate regional office personnel as needed should that occasion arise as well.

The District collaborates with all of the local Mental Health and Children and Youth, Juvenile Probation, and ID agencies in all of the three counties served by the Karns City Area School District (Armstrong, Butler, and Clarion). The District attends meetings for any student with a disability as requested through these agencies and invites any agency involved with a special needs student to that child's IEP Conference as appropriate with parental consent. The District has worked cooperatively and successfully with a number of agencies including, but not limited to: The Bair Foundation, Pathways, PACE, Center for Community Resources, Armstrong County Memorial Hospital, Butler Community Hospital, Clarion Psychiatric Center, Clarion Hospital, Clarion Community Health Center/primary Health Network, Family Behavioral Resources, Family Psychological Associates, Family Counseling Center, Glade Run Partial Hospitalization, Kids Count (RTF), St. Stephens Academy, Adelphoi Village, Office of Vocational Rehabilitation, Early Intervention programs in all three counties, BDHP in all three counties, IU#4, IU#6, and CASSP in all three counties.

There is a comprehensive range of services and programs available either within our district, neighboring school districts, and/or through the array of programming opportunities operated by the Intermediate Units that serve neighboring school districts. Other intensive programs are available for students through educational providers. All decisions concerning the continuum of services and programs for students with disabilities are determined by that student's IEP Team at that student's IEP meeting.

Currently, The Karns City Area School District has been successful in securing appropriate placements and services for students with disabilities as determined through the student's needs and delineated within the IEP process. There are currently no active interagency class members or students with disabilities on instruction in the home. Should the District experience difficulty in securing an appropriate placement for an identified student, the District would initiate contact with the county interagency coordinator and the Intermediate Unit. Together with the IU, the coordinator would partner with the District to assist in bringing together the appropriate agencies necessary to support the student and the family in order to conference and collaborate in addressing the needs of the student who is difficult to place. The interagency coordinator would assist in bringing to the table the various educational agencies and providers necessary to address the specific needs of this 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 particular student. The District ensures that the appropriate educational placement for any student always begins with the considerations of the IEP team for placement in the regular education setting with supplementary aides and services.

The District is aware of the provisions as 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 reside within the district. The District has, and will continue to work in collaboration with the variety of Mental Health and Human Service providers/agencies to ensure a coordinated, seamless delivery system for all students with disabilities. Meetings are attended by those responsible individuals/agencies, including the school, to assist in determining/providing funding (fiscal responsibility).

The District will continue to adhere to the provisions as delineated in the various Basic Educational Circulars (BECS), and to apply available special educational funds and district special educational resources in providing appropriate educational programs and services for all special education students.

Presently, the District is providing for the educational portion of the costs of those students with

disabilities that have been placed by community agencies (Juvenile Probation, Children and Youth, BDHP, CASSP, etc.) in locations outside of the District for a variety of unique issues.

The District has expanded its emotional support program of services thereby addressing the growing need for services throughout the District in this area. As a result of this decision, there will be the increased capability to offer emotional support through the emotional support teachers at the Junior/Senior High School and at the Elementary Buildings. The District has a Director of Special Education as well as a District School Psychologist. The District recently partnered with the Midwestern Intermediate Unit #4 to provide social/emotional learning support. The District is currently exploring options for expanding the mental health counseling available in the schools to include additional in house mental health supports. This will increase the capacity in allowing the District to service/educate children within the District and ultimately reduce the need to seek placements outside the District as well as providing a future option of bringing previously placed students back to the District.

If the District would encounter any concerns that could not be resolved surrounding the provision 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.

Assurances

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of 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.
- Implementation of 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 District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of 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.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following 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.
- Assurance of 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.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Clarion Area School District IU6 Classroom	Neighboring School Districts	Multiple Disabilities Support	1
St. Stephens Academy	Other	Emotional Support	3
Western Pennsylvania School for the Blind	Approved Private Schools	Blind/Visual Support	1
Glade Run Transitions Program	Other	Life Skills/Transition Support	3
Adelphoi Butler/Kittanning	Other	Emotional Support	2
Midwestern Intermediate Unit 4 - Wilmington Middle School	Neighboring School Districts	Multiple Disabilities/Autistic Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: May 2, 2016

Reason for the proposed change: updated caseload and FTE for new special education plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 10	11	0.6
Justification: The students have waivers and the students are not being instructed outside of the three year range for elementary.				
Locations:				
Chicora	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 10	8	0.4
Justification: The students have waivers and the students are not being instructed outside of the three year range for elementary.				
Locations:				
Chicora	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: May 2, 2016**Reason for the proposed change: updated caseload and FTE for new special education plan***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 13	12	0.5
Justification: The students have waivers and the students are not being instructed outside of the three year range for elementary.				
Locations:				
Chicora	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 13	10	0.5
Justification: The students have waivers and the students are not being instructed outside of the three year range for elementary.				
Locations:				
Chicora	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: May 2, 2016**Reason for the proposed change: No longer a supplemental position***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	30	1
Justification: The students have waivers and the students are not being instructed outside of the three year range for elementary.				
Locations:				
Chicora	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 18, 2017*Reason for the proposed change:* added program segments, updated service type, age range, caseload, and FTE**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 13	6	0.3
Justification: The students have waivers and the students are not being instructed outside of the three year range for elementary.				
Locations:				
Chicora	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 13	6	0.3
Justification: The students have waivers and the students are not being instructed outside of the three year range for elementary.				
Locations:				
Chicora	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 13	2	0.1
Justification: The students have waivers and the students are not being instructed outside of the three year range for elementary.				
Locations:				
Chicora	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 13	2	0.1
Justification: The students have waivers and the students are not being instructed outside the three year range for elementary.				
Locations:				
Chicora	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	5 to 13	2	0.2
Justification: The students have waivers and the students are not being instructed outside the three year range for elementary.				
Locations:				
Chicora	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* May 2, 2016*Reason for the proposed change:* updated caseload, FTE, added emotional support service type for new special education plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 13	15	0.5
Justification: The students have waivers and the students are not being instructed outside of the three year range for elementary.				
Locations:				
Sugarcreek	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 13	7	0.4
Justification: The students have waivers and the students are not being instructed outside of the three year range for elementary.				
Locations:				
Sugarcreek	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 13	3	0.1
Justification: The students have waivers and the students are not being instructed together outside of the three year age range for elementary students.				
Locations:				
Sugarcreek	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* May 2, 2016*Reason for the proposed change:* no longer a supplemental position**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	18	0.6
Justification: The students have waivers and the students are not being instructed outside of the three year range for elementary.				
Locations:				
Sugarcreek	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* May 2, 2016*Reason for the proposed change:* updated caseload and FTE for new special education plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 21	15	0.6
Justification: The students have waivers and the students are not being instructed outside of the three year range for elementary.				
Locations:				
Karns City HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 21	6	0.4
Justification: The students have waivers and the students are not being instructed outside of the three year range for elementary.				
Locations:				
Karns City HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* May 2, 2016*Reason for the proposed change:* updated caseload and FTE for new special education plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 21	13	0.6
Justification: The students have waivers and the students are not being instructed outside of the three year range for elementary.				
Locations:				
Karns City HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 21	4	0.4
Justification: The students have waivers and the students are not being instructed outside of the three year range for elementary.				
Locations:				
Karns City HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #9*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: May 2, 2016**Reason for the proposed change: updated caseload and FTE for new special education plan***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 21	17	0.7
Justification: The students have waivers and the students are not being instructed outside of the three year range for elementary.				
Locations:				
Karns City HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 21	1	0.3
Justification: The students have waivers and the students are not being instructed outside of the three year range for elementary.				
Locations:				
Karns City HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #10*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: May 2, 2016**Reason for the proposed change: updated caseload and FTE for new special education plan***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 21	15	0.8
Justification: The students have waivers and the students are not being instructed outside of the three year range for elementary.				
Locations:				
Karns City HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 21	4	0.2
Justification: The students have waivers and the students are not being instructed outside of the three year range for elementary.				
Locations:				
Karns City HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 18, 2017*Reason for the proposed change:* added learning support program segments**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 21	10	0.4
Justification: The students have waivers and the students are not being instructed outside of the high school age range.				
Locations:				
Karns City HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 21	6	0.4
Justification: The students have waivers and the students are not being instructed outside of the high school age range.				
Locations:				
Karns City HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 21	5	0.1
Justification: The students have waivers and the students are not being instructed outside of the high school age range.				
Locations:				
Karns City HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 21	2	0.1
Justification: The students have waivers and the students are not being instructed outside the high school age range.				
Locations:				
Karns City HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #12*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* May 2, 2016*Reason for the proposed change:* Change the FTE for ratio**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 13	1	0.09
Justification: These services are provided by the IU. Each student has a waiver and instruction is not outside of the elementary age range.				
Locations:				
Chicora	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 21	2	0.17
Justification: These services are provided by the IU. Students have waivers and are not instructed outside the age range for high school students.				
Locations:				
Karns City High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #13*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* May 2, 2016*Explain any unchecked boxes for facilities questions:* These services are provided by the IU**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 13	2	0.08
Justification: This service is provided by the IU. Students have waivers and are not instructed outside the age range for elementary students.				
Locations:				
Chicora	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	12 to 21	3	0.1
Justification: This service is provided by the IU. Students have waivers and are not instructed outside the age range for high school.				
Locations:				
Karns City High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #14*Operator: Intermediate Unit***PROGRAM DETAILS***Type: Class**Implementation Date: May 2, 2016**Explain any unchecked boxes for facilities questions: This service is provided by the IU***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 21	2	0.08
Justification: This is provided by the IU. Students have waivers and are not instructed outside the age range for elementary students.				
Locations:				
Chicora	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: August 18, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 21	6	0.4
Justification: The students have waivers and will not be taught outside the high school age range.				
Locations:				
Karns City HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 21	8	0.4
Justification: The students have waivers and will not be taught outside the high school age range.				
Locations:				
Karns City HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 21	2	0.1
Justification: The students have waivers and will not be taught outside the high school age range.				
Locations:				
Karns City HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 21	2	0.1
Justification: The students have waivers and will not be taught outside the high school age range				
Locations:				
Karns City HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #16*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 2, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 13	12	0.3
Justification: Waivers on file for each student				
Locations:				
Sugarcreek Elementary	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
School Psychologist	District wide	1
Special Education Secretary	Karns City Jr/Sr HS	1
Paraeducators (11 part time)	Karns City Jr/Sr HS	6
Paraeducators (8 part time)	Chicora & Sugarcreek Elementary Schools	4
Director of Special Education	District wide	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapist	Intermediate Unit	30 Minutes
Occupational Therapist	Intermediate Unit	200 Minutes
Inclusion Consultant	Intermediate Unit	90 Minutes

District Level Plan

Special Education Personnel Development

Autism

Description	<p><i>The District is aware of the importance of professional development, training, and capacity building in the education of students with spectrum disorders. The District has provided training in this area. The District has used a variety of agencies as well as the Intermediate Unit in providing training opportunities to District personnel. Previous presentations District wide were provided through the Midwestern Intermediate Unit 4 professional learning communities, Autism Education Research Institute (AERI)/Family Behavioral Resources, and by the Midwestern Intermediate Unit 4's TAC team. Other trainings including video presentations and professional development opportunities regarding the current research on this subject have been offered in all buildings during faculty meetings, staffing, etc. As a result, staff have gained a greater appreciation and understanding of this condition and the student has in turn, enjoyed a more enriched, successful school experience.</i></p> <p>During scheduled Act 80 Days during the 2020-2021, 2021-2022, 2022-2023 and 2023-2024 school years, the District will continue to provide training and professional development activities designed to increase an understanding and further enhance competencies of the District staff in the area of Autistic Spectrum Disorder. Documentation of attendance will be collected and maintained as evidence that all professional and support staff have been provided training in this area by the administrator/Act 48 Chairperson for review upon request.</p>
Person Responsible	Director of Special Education and Act 48 Chairperson
Start Date	8/26/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	2.0
# of Sessions	3
# of Participants Per Session	100

Provider	IU4, IU6, PaTTan, or contracted providers with expertise in this field
Provider Type	School Entity, Non-profit Organization, IU, PaTTan
PDE Approved	No
Knowledge Gain	Increase knowledge and awareness of the autism spectrum disorder and be better equipped with skills necessary to educate students on the autism spectrum.
Research & Best Practices Base	Social Stories, ongoing communication with agencies, parent trainings, ADHD presentations, FBA trainings, Trauma informed care training, crisis safety care team trainings
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p>

	<p>Other educational specialists Related Service Personnel Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p> <p>Participant survey</p>

Behavior Support

Description	<p>Providing a clear, District wide behavior support program is essential. Each year all District professionals, support staff, and bus drivers as well as contracted personnel review the behavior policy and procedures during the first in-service day. Ongoing training and staff development in all the District buildings occur. The elementary and secondary buildings have developed programs designed to provide all students with a positive, safe school environment. We partner with communities that care, united way, and connecting 2 tomorrow to provide enhancements to the District's behavior support policies.</p> <p>During scheduled Act 80 Days during the 2020-2021, 2021-2022, 2022-2023 and 2023-2024 school years, the District will continue to provide training and professional development activities designed to increase an understanding and further enhance competencies of the District staff in the areas of: district behavior support policy, positive behavior support techniques and programming, de-escalation skills, and restraint training. Documentation of</p>
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	attendance will be collected and maintained as evidence that all professional and support staff have been provided training in this area.
Person Responsible	Director of Special Education and Act 48 Chairperson
Start Date	8/26/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services

Professional Development Details

Hours Per Session	1.0
# of Sessions	3
# of Participants Per Session	50
Provider	IU4, IU6, PaTTan, or contracted providers with expertise in this field
Provider Type	School Entity, Non-profit Organization, IU, PaTTan
PDE Approved	No
Knowledge Gain	Conflict resolution strategies, de-escalation techniques, positive behavior support plan implementation
Research & Best Practices Base	Safety Mechanics, School Wide Positive Behavior Support
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Department Focused Presentation</p>

	Professional Learning Communities
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data FBA Data, Behavioral Intervention Data

Paraprofessional

Description	<p><i>The District ensures that all special education para-professionals have received 20 hours of training each year. Records are maintained by the District Office and Special Education Office regarding the individual para-professionals and their training activities.</i></p> <p><i>The administrative team for the District has recognized the importance of having well trained para-professional staff available for assisting students with special needs. The District has utilized an on-line</i></p>
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	<p><i>training series through PaTTan that provides training sessions specifically for the para-professional on competency building for their professional development. The District has partnered with the IU4 to provide training at the District and at the IU4 using their paraprofessional training series. This affords the para-professional greater flexibility for training options and training times. A certificate of completion is provided to the para-professional upon successful completion of each session.</i></p> <p><i>During scheduled Act 80 Days during 2020-2021, 2021-2022, 2022-2023 and 2023-2024 school years, the District will continue to provide a minimum of 20 hours of training and professional development activities to the para-professionals designed to increase an understanding and further enhance competencies in the areas of: instruction, support, and de-escalation skills, as well as first-aid, CPR, and restraint training. Documentation of attendance will be collected and maintained as evidence that all para-professional staff have been provided training in this area.</i></p>
Person Responsible	Director of Special Education and Act 48 Chairperson
Start Date	8/26/2020
End Date	6/30/2023
Program Area(s)	Special Education, Student Services

Professional Development Details

Hours Per Session	2.0
# of Sessions	30
# of Participants Per Session	25
Provider	IU4, IU6, PaTTan, or contracted providers with expertise in this field
Provider Type	School Entity, Non-profit Organization, IU, PaTTan
PDE Approved	No
Knowledge Gain	The paraprofessional staff will have access to use on line and live training to research current best practices as it pertains to working with students with special needs and meeting Paraprofessional Competency Goals.
Research & Best Practices Base	PaTTan Paraprofessional Training Series, Midwestern Intermediate Unit 4 Paraprofessional Training Series
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling</p>

	<p>students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Live Webinar</p> <p>Offsite Conferences</p>
Participant Roles	<p>Paraprofessional</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Participant survey</p> <p>Certificate of training completion</p>

Reading

Description	<p>The District continues to work towards the goal that all students in the District will demonstrate increased educational growth as well as measureable performance results in reading, writing, math and other academic areas as outlined in the Pennsylvania Common Core. The District continues to enhance curriculum and instruction as well as building competencies and professional development activities in both the professional and paraprofessional staff through partnerships with Midwestern Intermediate Unit 4 reading, math, and curriculum consultants, as well as curriculum mapping professional development opportunities. The District monitors students progress on IEP goals, benchmark assessments, and state assessments.</p> <p>During scheduled Act 80 Days during the 2020-2021, 2021-2022, 2022-2023 and 2023-2024 school years, the District will provide training and professional development activities designed to increase an understanding and further enhance competencies of the District staff in the area of reading instruction. Documentation of attendance will be collected and maintained as evidence that all professional and support staff have been provided training in this area.</p>
Person Responsible	Director of Special Education and Act 48 Chairperson
Start Date	8/26/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	1.0
# of Sessions	6
# of Participants Per Session	100
Provider	IU4, IU6, PaTTan, or contracted providers with expertise in this field
Provider Type	School Entity, Non-profit Organization, IU, PaTTan
PDE Approved	No
Knowledge Gain	Best practices using research based strategies related to English Language Arts/Reading instruction.
Research & Best Practices Base	Guided Reading Groups, Journey Reading Series Training, Read Naturally
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling</p>

	<p>students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p>

	<p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p>

Transition

Description	<ul style="list-style-type: none"> • All students grades 7 through 12 participate in transition activities. When appropriate, based on age, students in grade 6 are also included. • Every year, each student completes a transition assessment that is appropriate for the student based on their grade level and academic needs. Some of the assessments being used by the Karns City Area School District include the OASIS Interest Inventory, OASIS Aptitude Survey, Career Cruising, COPS, CAPS, COPEs, Reading – Free Vocational Interest Inventory, and the Brigance Transition Skills Inventory. In addition, each student completes a student transition interview each school year. Assessments are completed in a large group setting or individually based entirely on student need. • When a student is in the process of an initial evaluation or reevaluation, the Transition Coordinator meets individually with that student to complete a student transition survey. • Students in grades 9 through 12 have the opportunity to attend a transition field trip to explore post high school opportunities. Students in grade 9 are given the opportunity to visit the Butler County Vocational Technical School to explore the programs offered there. If interested, students in grades 10, 11 and 12 are given an opportunity to attend Butler Vo- Tech. • In grades 11 and 12, students are encouraged to visit with
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representatives from a variety of post – secondary programs through the Guidance Office. In addition, information on local scholarships is made available to all seniors. Students are also encouraged to participate in Financial Aid Night and FASFA completion night sponsored by our Guidance Office.

- Students are provided with the opportunity to participate in activities such as writing a resume, working with the Career Cruising computer program to do career exploration, writing a research paper on a career of interest, speakers from post secondary programs, and independent living skills such as First Aid/CPR, driver's education class, cooking class, Health class, and courses in Adult Roles and child development. Participation in these classes or activities is dependent on the grade level and interests of each individual student.
- Students are also encouraged to participate in extracurricular activities such as sports teams, band, choir and/or various clubs.
- Students are encouraged to become active members of their community in a variety of ways. Students are provided with information on voter registration and/or selective service. Assistance is provided with completing the necessary forms/registration if needed.
- Within the special education department, students have the opportunity to enroll in several courses to assist with the transition planning process. Two of those courses are described below.
 1. Occupational Education- The students spend the entire school year exploring their strengths, needs, aptitudes and career interests in a variety of ways. Students learn how to complete a job application, participate in a job interview, write a resume, plan a budget, and participate in on the job training opportunities in the cafeteria or high school offices.
 2. Math 12 – Students learn budgeting, money management, balancing a check book and how to use functional math skills for independent living.
- During the fall semester, every senior and their parents are invited to participate in a transition staffing to review all transition related issues. The meeting starts with a review of the transition grid from the most recent IEP. From there, students and parents were provided with

information about college entrance exams, college tours, financial aid, OVR services, trade unions, and anything else appropriate for that particular student. When appropriate agency representatives are invited to participate (Office of Vocational Rehabilitation, Center for Community Resources, Butler County Vo – Tech School representative). Students, parents, staff and agency representatives all have reported that this is a very beneficial and helpful experience.

- During the spring semester, every senior meets individually with the Transition Coordinator. During this meeting, information from the senior staffing is reviewed to make sure that all necessary steps have been completed for the student's post-graduation plan. In addition, it is during this meeting that information is gathered and discussed for inclusion in the Summary of Performance.
- Above all, the most important skill that is taught and reinforced with our students is that they need to be an advocate for themselves and their needs. As a district, we always seek input from our students when planning and writing an IEP. Starting in grade 7, and younger when appropriate, students are invited to their IEP meeting. The student is encouraged to be an active participant in the discussion and review of the IEP.
- The high school has partnered with OVR's early outreach coordinator to provide small group lessons designed for the age of the students and focused around self advocacy, disability awareness, hard and soft skills, personal hygiene, personal boundaries, time management, stress management, self esteem, sarcasm 101, cyber safety, career exploration, interest inventories, becoming work ready, workplace etiquette, morals, ethics, and values, disability disclosure, resume basics, job interviews, understanding paychecks, and understanding OVR

Parents

- Parents receive a parent transition interview for their son/daughter each year. When the child is due for a reevaluation, the parent is asked to contribute information via a parent transition survey.
- Parents are encouraged to participate in all IEP meetings. During the student's senior year, parents are also encouraged to participate in the transition staffing.

	<ul style="list-style-type: none"> • Transition information including upcoming training and links for any relevant information is available to all parents through the district web page. • Parents are also encouraged to participate in Financial Aid Night and FASFA completion night sponsored by our Guidance Office. • Parents, along with their children, are encouraged to attend our yearly Community Agency Night where representatives from agencies, who would assist students in seeking services in the areas of post secondary education, employment or independent living, are there to discuss their services. The Karns City Area School District has worked in conjunction with all of the districts in Butler County and the Midwestern Intermediate Unit IV to present this opportunity for our families. • Parents and students are invited to attend Transition theme nights conducted by Connecting 2 Tomorrow. <p>Staff/Training</p> <ul style="list-style-type: none"> • The PA Secondary Transition Guide is shared with both parents and staff. • The Transition Coordinator participates in the Butler County Transition Council and the Butler County Parent Transition Group. In addition, he will participate in trainings such as: PA Community on Transition and Writing Defendable IEPs. When appropriate, information gathered at these activities is shared with parents. The Transition Coordinator meets regularly with the special education staff in the Karns City District to inform them of current information. • The Transition Coordinator continues to assist and encourage the special education staff to promote student self – advocacy. <p>During scheduled Act 80 Days during the 2020-2021, 2021-2022, 2022-2023 and 2023-2024 school years, the District will continue to provide training and professional development activities to the junior/senior high school staff designed to increase an understanding and further enhance competencies of the District personnel in the area of transition and post school outcomes. Documentation of attendance will be collected and maintained as evidence that all professional and support staff have been provided training in this area.</p>
Person Responsible	Director of Special Education and Act 48 Chairperson

Start Date	8/26/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	1.0
# of Sessions	3
# of Participants Per Session	100
Provider	IU, PaTTan, Transition Coordinator
Provider Type	IU, PaTTan, Transition Coordinator
PDE Approved	No
Knowledge Gain	Improving post school outcomes for students through appropriate transitional activities
Research & Best Practices Base	Career Cruising, COPS, PA PODS, PA Transition Checklist
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>

	Offsite Conferences
Participant Roles	<p>Classroom teachers Principals / Asst. Principals Supt / CEO / Ex Dir School counselors Paraprofessional New Staff Related Service Personnel Parents</p>
Grade Levels	<p>Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Participant survey</p>

Special Education Affirmations

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer