

Karns City Area SD

**District Level Plan**

07/01/2018 - 06/30/2021

# District Profile

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## Demographics

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

## Planning Process

The District Level Plan was developed as follows:

A committee was formed that include various stakeholders. The committee participated in meetings during the 2015-2016 and 2016-2017 school years to examine district data and affirm the district mission, belief statements, vision statement, and shared values. Meeting dates, persons present, agenda, and minutes are on file in the district office. Updates were provided to the Board of Directors during the planning process.

## Mission Statement

The mission of the Karns City Area School District, together with the community is to provide a quality education, in a safe, caring environment, which enables the student to become a life-long learner and a responsible member of family, community, and society.

## Vision Statement

It is desired for each student to become a productive and caring citizen and who is prepared to continue growing intellectually, socially, and emotionally so that they can contribute in a positive manner to their community.

## Shared Values

The core values that will permit the Karns City Area School District to achieve its mission are as follows: ***Believe in Providing a Quality Education, A Safe and Caring Environment, Responsibility, Collaboration, and Life-Long Learning.*** In addition, the following Operating Principles of the Karns City Area School District will support the core values:

- All students can learn.
- Provide a quality education to each student.

- Enhance each student's prospects of broader academic and cultural experiences.
- Develop a well-articulated and coordinated curriculum.
- Develop and implement a program of staff development which expands the teachers' awareness of a variety of effective instructional strategies and classroom management techniques.
- Develop a comprehensive and effective plan for the mutual exchange of information and ideas about the schools with the parents and other members of the community.
- Develop a diversified and balanced program of extra-curricular activities.
- Develop partnerships with parents, colleges, universities, trade schools, business and industry, and civic groups which will fully utilize the resources of the community and broaden the students' learning experiences.
- Develop a comprehensive plan to assess the needs and to provide facilities and equipment appropriate to the educational goals of the district.

## Educational Community

The Karns City Area School District Organization:

The Karns City Area School District operates Chicora Elementary School and Sugarcreek Elementary School, both as (K-6) buildings and the Karns City Junior/Senior High School as a (7-12) building.

The educational programs are organized as follows:

- **K - 3rd grade = Primary Grade Level**
- **4th - 6th grade = Intermediate Grade Level**
- **7th - 8th grade = Junior High School**
- **9th - 12th grade = High School**

The planned courses of instruction and the assessment programs are matched to the state requirements for primary level, intermediate level, middle level and high school level. The district develops benchmarks based on the state academic standards and monitors student progress using local assessments such as DIBELS Next and Study Island benchmark assessments. Progress monitoring and data analysis of the program are done at each level in grades K-12.

Regarding the Karns City Area School district's mission, goals, and academic standards, the district ensures the employment of highly qualified and properly certificated professional employees

(teachers and administrators) to deliver and administer the curriculum. Thus, personnel who teach and administer the district-planned instruction and assessment programs have the proper credentials. Presently, there are approximately 110 teachers on staff in the Karns City Area School District and 1550 students. The district also employs 7 administrators in the following positions:

- Superintendent
- Business Manager
- High School Principal
- Assistant High School Principal
- Elementary School Principal (two positions)
- Special Education Director

Each school building contains a library with reference resources of various media to supplement the district's curriculum, instruction, and assessment programs. These resources are provided to support the district's mission, goals, and academic standards. At the junior high and high school levels, the library provides instruction for students in all planned courses with reference to information skills, including access to traditional and electronic information sources, and computer use for research. Staff for the district's library-media program includes one librarian position for the elementary schools plus one library aide, and at the junior/senior high school one librarian employed.

Planned courses in library education are taught to all students in the elementary, junior high, and high school programs. These planned courses are taught separately in the elementary, and integrated in the junior high and high school programs.

The buildings are maintained continuously and promote achievement of the district's mission, goals, and academic standards. The technology plan requires a district investment in a school infrastructure for improved technology and communications systems. Classrooms (k-12) are equipped with Promethean Boards and several computers for students to utilize.

Each school contains facilities for implementation of the curriculum, instruction, and assessment programs as required in Chapter 4. Elementary buildings provide for active learning experiences in art, music, and exploration or "hands-on" experiences in science and environmental education. At the junior high school, facilities are provided for active learning experiences in the arts and related areas of study, science, environmental education, technology education, and consumer and family science. In the high school, laboratories are available for science courses and facilities are provided for the arts, music, theater and physical education. Several computer laboratories ensure uses and applications of computers and software including word processing, databases, spreadsheets, and telecommunications. Finally, the high school program offers facilities for vocational-technical education, business education, foreign language, family life education, and technology education.

In addition to the above, other resources are available to assist in student achievement of the district's mission, goals and academic standards. Presently, these resources include, but are not limited to the following:

- Professional libraries
- Comprehensive staff development programs
- Extracurricular programs
- Environmental educational site located on campus
- Organized peer leadership/character education program K-12
- Outdoor recreation facilities and community programs
- Intermediate unit programs and services
- School/business partnerships which provide mentoring and school-to-work opportunities for students
- Interagency collaborations (for example, MHMR, drug and alcohol single county authorities, etc.)
- Articulation agreements with local community colleges

## Planning Committee

Name	Role
Edwin Conto	Administrator : Professional Education Special Education
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
Bryan Fleeger	Board Member : Professional Education Special Education
Anita Orozco	Business Representative : Professional Education
Shirley Simpson	Business Representative : Professional Education
Larry Henry	Community Representative : Professional Education
Jeff Hogan	Community Representative : Professional Education
Kelly Terwilliger	Ed Specialist - Instructional Technology : Professional Education

Lindsay Loheyde	Ed Specialist - School Counselor : Professional Education Special Education
April Christie	Ed Specialist - School Psychologist : Special Education
Tracy Ball	Elementary School Teacher - Regular Education : Professional Education
Mark Jones	Elementary School Teacher - Regular Education : Professional 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
Brian Markle	High School Teacher - Regular Education : Professional Education
Megan Slaughenhoup	High School Teacher - Regular Education : Professional Education Special Education
Catherine Doerr	High School Teacher - Special Education : Special Education
Terry MacKrell	Middle School Teacher - Regular Education : Professional Education
Corrine Woodward	Middle School Teacher - Special Education : Professional Education Special Education
Richael Barger-Anderson	Parent : Professional 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

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## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Needs Improvement
Alternate Academic Content Standards for Reading	Developing	Needs Improvement
American School Counselor Association for Students	Developing	Developing
Early Childhood Education: Infant-Toddler→Second Grade	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Accomplished	Developing
School Climate	Accomplished	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Areas that are identified as "Needs Improvement" are currently being evaluated. The current focus has been on core subjects and the transition to the PA Core Standards.

#### Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing

Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

*This narrative is empty.*

### **Middle Level**

<b>Standards</b>	<b>Mapping</b>	<b>Alignment</b>
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing



School Climate	Developing	Developing
World Language	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

*This narrative is empty.*

### High School Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

*This narrative is empty.*

### Adaptations

#### Elementary Education-Primary Level

*Checked answers*

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics

- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

*Unchecked answers*

*None.*

### **Elementary Education-Intermediate Level**

*Checked answers*

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

*Unchecked answers*

*None.*

### **Middle Level**

*Checked answers*

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

*Unchecked answers*

*None.*

### **High School Level**

*Checked answers*

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

*Unchecked answers*

*None.*

Explanation for any standards checked:

*This narrative is empty.*

## **Curriculum**

### ***Planned Instruction***

#### **Elementary Education-Primary Level**

<b>Curriculum Characteristics</b>	<b>Status</b>
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Classroom teacher teams have been meeting with assistance of Intermediate Unit staff and consultants from the Keystone Educational Consulting Group to review the core standards and align curriculum.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

### Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Classroom teacher teams have been meeting with assistance of Intermediate Unit staff and consultants from the Keystone Educational Consulting Group to review the core standards and align curriculum.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

### Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Classroom teacher teams have been meeting by departments to review core standards and align curriculum. Additionally, lesson plans are reviewed for alignment to the core standards, as well as, data reviews and observations/walkthroughs are conducted.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

### High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Classroom teacher teams have been meeting by departments to review core standards and align curriculum. Additionally, lesson plans are reviewed for alignment with the core standards, as well as, data reviews and observations/walkthroughs are conducted.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

### *Modification and Accommodations*

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

Student Individualized Education Programs (IEPs) reflect Specially Designed Instruction (SDI) techniques that ensure modifications and accommodations to content for identified students. Additionally, special educators work in conjunction with regular education teachers to deliver a rigorous aligned curriculum. We provide inclusion and academic support based on a student's least restrictive environment. Special educators collaborate with teachers, administration, and parents to establish modifications and adaptations, on an individual basis, based on students' needs. Teachers differentiate instruction in all academic areas.

## Instruction

### *Instructional Strategies*

#### *Checked Answers*

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations

#### *Unchecked Answers*

- Peer evaluation/coaching
- Instructional Coaching

#### *Regular Lesson Plan Review*

##### *Checked Answers*

- Administrators

##### *Unchecked Answers*

- Building Supervisors
- Department Supervisors
- Instructional Coaches
- Not Reviewed

Provide brief explanation of LEA's process for incorporating selected strategies.

The School District will be using the PA-EFEP tool for professional staff evaluations. Building principals will conduct both formal and informal classroom evaluations throughout the school year in order to monitor instruction and to formulate end of year evaluations.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

Professional development will be sought in the area of instructional coaching.

### *Responsiveness to Student Needs*

#### **Elementary Education-Primary Level**

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms

Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

*This narrative is empty.*

### Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

*This narrative is empty.*

### Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of	Implemented in 50% or more of

gifted students.	district classrooms
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If necessary, provide further explanation. (Required explanation if column selected was

*This narrative is empty.*

### High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

*This narrative is empty.*

### Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

The Karns City Area School District is committed to hiring highly qualified, effective teachers to ensure that students are progressing and showing growth each year through an extensive review and screening for all hires. Once hired, building administration collaborates with their guidance counselors to identify students at risk and to plan for small group work, remediation time and extra support during the school day. At the elementary level, PSSA preparations include small group instruction and support. At the secondary level, Keystone exam preparation includes remediation based on student performance and PSSA preparation is designed based on areas of need based on student assessments. Students at risk of not graduating are managed individually by the counselors and principals and efforts are made to creatively design an individual program/schedule for the student.



## Assessments

### *Local Graduation Requirements*

<b>Course Completion</b>	<b>SY 18/19</b>	<b>SY 19/20</b>	<b>SY 20/21</b>
Total Courses	26.00	26.00	26.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	3.00	3.00	3.00
Physical Education	4.00	4.00	4.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	3.00	3.00	3.00
Electives	3.00	3.00	3.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

### *Graduation Requirement Specifics*

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following: *Checked answers*

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

#### *Unchecked answers*

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
  - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).

- II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
- III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
- IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
- V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
- VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
  - Not Applicable. Our LEA does not offer High School courses.

### *Local Assessments*

<b>Standards</b>	<b>WA</b>	<b>TD</b>	<b>NAT</b>	<b>DA</b>	<b>PSW</b>	<b>Other</b>
Arts and Humanities		X		X	X	X
Career Education and Work		X		X	X	X
Civics and Government		X		X	X	X
PA Core Standards: English Language Arts		X		X	X	X
PA Core Standards: Literacy in History/Social Studies, Science and		X		X	X	X

Technical Subjects						
PA Core Standards: Mathematics		X		X	X	X
Economics		X		X	X	X
Environment and Ecology		X		X	X	X
Family and Consumer Sciences		X		X	X	X
Geography		X		X	X	X
Health, Safety and Physical Education		X		X	X	X
History		X		X	X	X
Science and Technology and Engineering Education		X		X	X	X
World Language		X		X	X	X

### *Methods and Measures*

#### **Summative Assessments**

<b>Summative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
PSSA		X	X	X
Keystone Exams			X	X
Local Assessment	X			

#### **Benchmark Assessments**

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
DIBELS Next	X	X		
Study Island Benchmark Assessments		X	X	X

#### **Formative Assessments**

<b>Formative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Checks for Evidence of Learning within Lesson, Discussions, Observations	X	X	X	X

#### **Diagnostic Assessments**

<b>Diagnostic Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Classroom Diagnostic Tools (CDT)			X	X
DIBELS Deep	X	X		

### *Validation of Implemented Assessments*

<b>Validation Methods</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
External Review				
Intermediate Unit Review				
LEA Administration Review	X	X	X	X
Building Supervisor Review				
Department Supervisor Review				
Professional Learning Community Review				
Instructional Coach Review				
Teacher Peer Review				

Provide brief explanation of your process for reviewing assessments.

Teachers along with building administration and the Superintendent review and analyze assessments to determine if they are aligned to the PA Core Standards. The team members are also ensuring the value and validity of the assessments given.

### *Development and Validation of Local Assessments*

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

*This narrative is empty.*

### *Collection and Dissemination*

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

A collaborative effort between the district administrative team and the teachers begins the process for examining the data. The data is then disseminated to the various departments, individual classroom teachers and content specific staff members with a focus on strengths and weaknesses of our students in achieving the current standards. We collect our data by using PVAAS, emetric, paedirect (DRC), DIBELS, Study Island, CDT, Terra Nova, and aimsweb.

### *Data Informed Instruction*

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

Annually student assessment results are analyzed with the data compiled for instructional purposes. Students are placed in a MtSS group that targets areas of need as a result of the reviewed data. Remediation groups are adjusted and modified as needed based on documented student progress. Additional support is provided by Title I services at the elementary level. At the junior/senior high school level students are placed in a

remediation class prior to retaking the Keystone examination if they are not proficient or advanced as indicated on previous exam results.

### *Assessment Data Uses*

<b>Assessment Data Uses</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.		X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.		X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

The Karns City Area School District makes a commitment to reviewing data by incorporating time during the teacher inservice days. During these times, teachers have the opportunity to review student data on an individual and group basis. Teachers will use this time for data analysis to focus on the data individually and together to determine which students need additional support to master the learning objectives and the PA eligible content. The administration, assessment coordinators and Title I instructors will provide support for all teachers in analyzing the data to determine students' academic needs. At all levels, assessment data is gathered throughout the year by using various assessment tools to determine individual student deficiencies and growth.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

*This narrative is empty.*

### *Distribution of Summative Assessment Results*

<b>Distribution Methods</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides	X	X	X	X
Directing Public to the PDE & other Test-related Websites		X	X	X
Individual Meetings				
Letters to Parents/Guardians	X	X	X	X
Local Media Reports				

Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters				
Newsletters	X	X		
Press Releases				
School Calendar				
Student Handbook	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

*This narrative is empty.*

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

*This narrative is empty.*

## Safe and Supportive Schools

### *Assisting Struggling Schools*

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

The Karns City Area School District assesses the progress of individual schools based on review of student DIBELS, Study Island, PSSA, and Keystone data. If a school is in need of assistance, resources are directed toward the school and its programs. Support for struggling schools will be offered based on the identified areas of weakness. Principals are required to develop yearly improvement plans as needed to address weaknesses identified through review of data.

### *Programs, Strategies and Actions*

<b>Programs, Strategies and Actions</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X		
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X

Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers	X	X	X	X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

Explanation of strategies not selected and how the LEA plans to address their incorporation:

The Karns City Area School District currently does not require students to have student identification cards. All employees and visitors to the school buildings are required to wear their school district provided identification cards.

### *Screening, Evaluating and Programming for Gifted Students*

#### **Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)**

The Karns City Area School District informs the public of the gifted education services, programs, and screening processes through its District Website, District Calendar, and Student Handbook. Along with these publications, the District's Cable Channel has parent resources, announcements, and gifted education information. Beginning with the 2017-2018, the District Newsletter will include gifted information as well. Also, beginning with the 2017-2018 school year, the District Gifted Coordinator will utilize her teacher School Wires Webpage linked through our Student Information System, Tyler Parent Portal to publish gifted resources.

#### **Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).**

The Karns City Area School District utilizes its established child find process and multicriteria screening measures for locating students who are thought to be gifted and may be in need of specially designed instruction. Following the Pennsylvania Department of Education's approach in the identification of Gifted Students, a referral for identification is initiated when a parent requests an evaluation or the District's screening indicates the possibility of the student being gifted. The District Screening procedures can be initiated by a parent request, teacher, Building Principal, School Psychologist, and/or Guidance Counselor. Report Cards, Cumulative Records, Current Academic Grades, Anecdotal information from the teachers, State Assessment Data, Student Work Samples, Achievement Scores from Dibels, Star Reader, Study Island, Classroom Diagnostic Test Scores, and the Otis-Lennon School Ability Test (OLSAT) Ability Test Scores are gathered for review by the Building Principal, School Psychologist, Director of Special Education, and/or Guidance Counselor for predetermination of gifted potential and referral, if determined, for a

Gifted multidisciplinary Evaluation.

**Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).**

Once referred and parent permission has been granted, the Gifted Multidisciplinary gifted evaluation is initiated. The evaluation will be completed within 60 days and will include a copy of the Gifted Written Plan. The District ensures all time lines and procedures are adhered to as required by PDE in compliance with Chapter 16 related to Gifted Education. The Gifted Multidisciplinary Team, which includes the student, the parent, School Psychologist, Director of Special Education, Building Principal, student's teachers, and other staff familiar with the student's educational performance provide information/data for the evaluation. The evaluation is completed by the District School Psychologist and a report is completed which addresses the following areas:

- Physical history and development of the student
- Social History
- Educational history
- Cognitive Testing (history)
- Achievement Testing (history)
- Report Card (history)
- Summary of local and state assessment data
- Teacher Assessment
- Parent Assessment
- Classroom observation
- Individual IQ Testing
- Individual achievement Testing
- Other Factors related to giftedness:
  1. Higher Level Thinking Skills
  2. Academic Creativity
  3. Leadership Skills
  4. Intense Academic Interest
  5. Communication Skills
  6. Foreign Language Aptitude



7. Technology Expertise
  - Learning Strengths
  - Educational needs
  - Conclusions/recommendations

Upon completion of the evaluation, the Gifted Multidisciplinary Educational Team will meet to discuss the results and plan the student's educational program. The Karns City Area School District understands that no one test or type of test may be used as the sole criterion to determine gifted eligibility.

**Describe the gifted programs\* being offered that provide opportunities for acceleration, enrichment or both. \*The word "programs" refers to the continuum of services, not one particular option.**

The Karns City Area's Gifted Programming is differentiated based on the individual need of the gifted student, as outlined in their Gifted Individualized Education Plan. The District currently has one District Gifted Teacher Coordinator and two Gifted teachers who assist with programming for the upper grades. Gifted programming provides opportunities for acceleration, enrichment, or both. The Karns City Area School District offers the following Gifted Programming:

- Opportunities for gifted students to collaborate with their intellectual peers in the gifted room
- Educational experiences that extend beyond the school day, to include, job shadowing, college visitations, college class audits, field trips, etc...
- Independent Studies
- Subject Advancement
- Earlier access to Advanced Placement Courses
- Multiple Advanced Placement Courses within the same school year
- Online Courses provided through Karns City's Academy, a partnership with Educere
- Enrichment opportunities within the classroom for multiple subjects provided by the gifted coordinator and/or classroom teacher
- Competition in the local, state, and national academic games

### *Developmental Services*

<b>Developmental Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness		X	X	X
Career Development/Planning			X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning				X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X		
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

*This narrative is empty.*

### ***Diagnostic, Intervention and Referral Services***

<b>Diagnostic, Intervention and Referral Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning		X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

*This narrative is empty.*

### ***Consultation and Coordination Services***

<b>Consultation and Coordination Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Alternative Education			X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

*This narrative is empty.*

### ***Communication of Educational Opportunities***

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides		X	X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

### ***Communication of Student Health Needs***

<b>Communication of Student Health Needs</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors				
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

### *Frequency of Communication*

#### **Elementary Education - Primary Level**

- Quarterly

#### **Elementary Education - Intermediate Level**

- Quarterly

#### **Middle Level**

- Yearly

#### **High School Level**

- Yearly

### *Collaboration for Interventions*

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

Classroom teachers meet to discuss needs of their students with their educational specialist counterparts. At the elementary level, this is done through the RtII and/or SAP processes. At the high school level this is done through the IST and/or SAP processes.

### *Community Coordination*

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs

#### 4. Tutoring

The Karns City Area School District works with the Butler County Childrens Center, the provider of Pre-K Counts and Head Start in our area to provide space within our school buildings for their educational programming. The school district also works with parents to assist in transportation needs within our school district for child care purposes. Tutoring for students is provided based on academic need and available funding to operate a program.

### *Preschool Agency Coordination*

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

The Karns City Area School District does not operate preschool age programs directly. The Midwestern Intermediate Unit IV operates several Early Intervention programs for preschool age students in our extended area. The Karns City Area School District participates by assisting families with information on these programs as well as provides transportation of the children to educational programming sites based on need and parental requests.

## Materials and Resources

### *Description of Materials and Resources*

#### **Elementary Education-Primary Level**

<b>Material and Resources Characteristics</b>	<b>Status</b>
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

The Karns City Area School District is providing ongoing professional development in the areas of reading and math as it continues the process of realigning the curriculum to the PA Core Standards. The District has received support in this effort from staff at the MWIU IV. At the elementary level (k - 2), staff are working with the Keystone Consulting Group to map the math and language arts curriculums.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

### Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

The Karns City Area School District is providing ongoing professional development in the areas of reading and math as it continues the process of realigning the curriculum to the PA Core Standards. The District has received support in this effort from staff at the MWIU IV. At the elementary level (3 - 6), staff are working with the Keystone Consulting Group to map the math and language arts curriculums.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

### Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

Materials are available to students and teachers to meet their needs. Department heads are working within content area staff to align instructional materials and resources to meet the needs of the students.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

### High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

Materials are available to students and teachers to meet their needs. Department heads are working within content area staff to align instructional materials and resources to meet the needs of the students.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

### SAS Incorporation

#### Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms

PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms



Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

Alternate Academic Content Standards for Math and Reading have not been developed.

### Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district

	classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

Alternate Academic Content Standards for Math and Reading have not been developed.

### **Middle Level**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms

PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms

Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

Alternate Academic Content Standards for Math and Reading have not been developed.

### High School Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms

	classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

Alternate Academic Content Standards for Math and Reading have not been developed.

### *Early Warning System*

The free PA Educator Dashboard Early Warning System and Intervention Catalog (PA EWS/IC) utilizes the metrics of Attendance, Behavior and Course grades to identify students who may be on a path to dropping out of school. Please indicate your selection of the following options.

*Not answered*

## Professional Education

### Characteristics

District's Professional Education Characteristics	EEP	E EI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

District's Professional Education Characteristics	EEP	E EI	ML	HS
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.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

Provide brief explanation of your process for ensuring these selected characteristics.

The Karns City Area School District through its Act 48 Committee involves staff at all professional levels in the planning, selection and implementation of professional development opportunities. Student achievement and performance data are accessible to teachers via a web accessible program from OnHand Schools called EdInsight. This data tool enables and helps teachers and administrators make data informed instructional decisions. Administrators participate in professional development opportunities through the Midwestern Intermediate Unit IV, PATTAN, PDE webinars, and other professional development opportunities.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

*This narrative is empty.*

### **Educator Discipline Act 126, 71**

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

<b>Questions</b>
The LEA has conducted the required training on:
10/14/2013 Training provided by Pennsylvania Family Support Alliance
12/3/2013 Training provided by Pennsylvania Family Support Alliance
The LEA plans to conduct the required training on approximately:
10/8/2018 Anticipated training date
12/3/2018 Anticipated training date

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

<b>Questions</b>
The LEA has conducted the training on:
1/29/2016 Training provided by Midwestern Intermediate Unit IV
The LEA plans to conduct the training on approximately:
1/25/2021 Anticipated training date

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

<b>Questions</b>
The LEA has conducted the training on:
1/25/2016 Training provided by Midwestern Intermediate Unit IV
The LEA plans to conduct the training on approximately:
1/25/2021 Anticipated training date

## *Strategies Ensuring Fidelity*

### *Checked answers*

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

### *Unchecked answers*

*None.*

Provide brief explanation of your process for ensuring these selected characteristics.

The Professional Education Committee or Act 48 Committee will ensure that all professional development activities are customized to meet the range of needs of the educators in the Karns City Area School District, so that they may meet the specific needs of students. Through the professional development planning process, the committee will develop a list of student achievement goals that will be used to guide the professional development training. These goals and resultant needs will be derived from careful analysis of student data related to the academic achievement levels of students measured by the DIBELS, Study Island Benchmark Assessments, PVAAS, PSSA and Keystone Exams. The District has also invested in the data analysis program from OnHand Schools called EdInsight to help facilitate the review of student data in order to make informed professional development decisions.

There will be an annual description of the targeted needs for professional development which will be supported by the data. The specific content of the Professional Development activities will also be identified. Teachers complete a Professional Development Feedback Form after each in-service activity and this information is used to make revisions to future training. The Act 48 committee is active and constantly evaluates staff needs in regards to their professional development needs. The district is committed to providing quality professional development to its staff to improve the teaching and learning process.



Provide brief explanation for strategies not selected and how you plan to address their incorporation.

*This narrative is empty.*

### **Induction Program**

#### *Checked answers*

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

#### *Unchecked answers*

*None.*

Provide brief explanation of your process for ensuring these selected characteristics.

The Karns City Area School District has a Teacher Induction Committee that assists in supporting new teachers through an orientation period to the teaching profession and the Karns City Area School District. Every new hire to our school district is provided a mentor teacher who has been specifically selected to assist with the inductees acclimation to our school system. Both the Inductee and the Mentor are provided a "Teacher Induction Plan" packet that outlines their expectation throughout the process. Building principals also assist and monitor the progress of their staff's induction program. At the satisfactorily

completion of the Induction Program, the Inductee is issue a "New Teacher Induction Plan Certificate of Completion".

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

*This narrative is empty.*

### ***Needs of Inductees***

#### *Checked answers*

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.

#### *Unchecked answers*

- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Provide brief explanation of your process for ensuring these selected characteristics.

The Karns City Area School District Induction Plan requires the Inductee and the Mentor to meet regularly and to document the date and items discussed each meeting. Building principals monitor, observe, and meet with new staff regularly as well. The inductee and the mentor submit evidence of their meetings which is reviewed prior to the inductee being awarded their "New Teacher Induction Plan Certificate of Completion".

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

In the past, only informal follow up was conducted with teachers that recently completed the induction program. The Karns City Area School District will initiate formal follow up with all staff that have completed the induction program at its completion. A survey will be developed to obtain the input of the inductees as to how they feel the Induction Program may be improved for future hires.

### *Mentor Characteristics*

#### *Checked answers*

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

#### *Unchecked answers*

*None.*

Provide brief explanation of your process for ensuring these selected characteristics.

Mentor teachers must be tenured, hold a Level II Certificate, and must have at least one year of experience in the Karns City Area School District. Each Inductee is selected a mentor that best matches their needs based on the "Inductee in Progress Needs Assessment" they complete and with the building principal's recommendation. Mentor teachers receive a nominal stipend for their time spent working with the Inductee through the course of the school year.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

*This narrative is empty.*

### *Induction Program Timeline*

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for	X					

Educators						
Assessments	X	X	X	X	X	
Best Instructional Practices	X	X	X	X	X	
Safe and Supportive Schools	X	X	X	X	X	
Standards	X	X	X	X	X	
Curriculum	X	X	X	X	X	
Instruction	X	X	X	X	X	
Accommodations and Adaptations for diverse learners	X	X	X	X	X	
Data informed decision making	X	X	X	X	X	
Materials and Resources for Instruction	X	X	X	X	X	

If necessary, provide further explanation.

All areas are addressed throughout the Induction Program.

### ***Monitoring and Evaluating the Induction Program***

Identify the procedures for monitoring and evaluating the Induction program.

At the end of each month, beginning in September and ending in April, every new teacher will be provided with a progress report. The building Principal and Mentor teacher will confer to complete the monthly progress report to indicate how the inductee is progressing as a new teacher. A monthly meeting will be held to discuss progress and to provide feedback to the Inductee. An "Inductee Progress Report Form" shall also be provided and discussed with the Inductee at the monthly progress meeting.

### ***Recording Process***

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

*Unchecked answers*

*None.*

## Special Education

### *Special Education Students*

Total students identified: **206**

### *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 and/or RTII processes; 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, CDT, 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. 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, office discipline referrals, and report cards), Vision and hearing screening, Curriculum and performance based assessment i.e. PSSA/Keystone, progress monitoring, CDT, 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.

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 Orton-Gillingham, K-PALS, and Wilson Reading Program 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 3 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 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 Penn Data Information indicates that there is a disproportionality of over-identification/enrollment in the area of Speech/Language Identification of special needs students. The District's profile indicates a 27.2% identification rate as compared to the statewide rate of 16.2% in this category.

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 services prior to enrolling in the District either 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, and weak pre-reading as well as language skill development.

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 are identified for further special educational services in other exceptionalities. Many initially identified children are no longer eligible and in need of special educational services after a few years, and by the transition to the Junior High setting, only a small number of children continue to receive services in the speech/language area.

The District will continue to monitor the identification of students in this eligibility area. In addition the District will continue to address this area 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/RTII pre-referral process, continuing a full day kindergarten programming with increased language emphasis, the continuation of the LETRS Program, and implementation of language rich kindergarten centers guided by the speech/language therapist.

### **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 4.3%. 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. Beginning the 2013-2014 school year, the District began operating an emotional support classroom 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.

- The Karns City Area School District is aware of the need to increase the number of students educated 80% or more of the day in the general education setting. Following the improvement plan accepted, the District plans to continue training in differentiated instruction and co-teaching models. The District plans to have all administrators attend trainings in their roles in supporting special education students in every building. The District recently hired a Special Education Director and a School Psychologist that will 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 2013-2014, the number of students within the District category of "inside regular education 80% or more" was 56.4%, 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 6.4%. The following table provides current information from the Penn Data Report: (3/16)

LRE Description 2015-2016:	Percentage
Inside regular education class 80% or more of the day	64.4
Inside regular education class no more than 79% of day and no less than 40% of the day	28.3
Inside regular class less than 40% of the day	1.5
Students in other settings	5.9

- 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/RTII, 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/ MH-MR, and community)
  - 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, MH/MR, 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 produce 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 - Student is provided cueing
- Provide additional instruction - Material is chunked
- Provide specific instructional strategies - Material is rephrased
- Provide additional instruction - Responses are modeled
- Provide specific instructional strategies - Student is pre-taught
- Providing additional instruction - Pupil has more examples
- Changing method of presentation - Use of recorded books
- Additional assistance - Use of paraprofessional
- Use of computer programs — SuccessMaker, Study Island, Reading Academy, etc.
- One-to-one Instruction - Enhance instruction and explanation
- Small group instruction - Enhance instruction and provide additional practice
- Use of Assistive Technology —for example-Class/individual FM Systems
- Extra practice opportunities - Enhance instruction
- Allow oral presentation Vs written - Change evaluation style
- Allow other means for understanding - Pictures, drawings, models
- Allow taped presentations to evaluate student performance
- Preferential Seating
- Desk and/or seating modifications
- Special transportation-lift bus, wheel-chair accessible, harness equipment
- Adaptive Equipment
- Special furniture-modified chairs, tables, desks for accessibility
- Building Structural Aids-grab bars, trays, ramps, Hoyer chairs, lifting devices
- Classroom/Individual sound field systems
- Individual computer systems
- Specialized bathroom devices
- Adaptations to writing surfaces
- Emergency Plans
- Opportunities for Movement
- Visual cueing for rules
- Mid-Western Intermediate #4
- Assistive Technology
- Autistic Support Services/Consultation
- Alternative Education Programs

- Hearing Support Services
- Visual Support Services
- Emotional Support Services
- Inclusion Support Services
- Occupational Therapy Services
- Physical therapy Services
- Professional Training Services
- Community Services-ISCMHC
- Mental Health Provider Services
- Speech/Language Support Services
- Extended School Year Services
- Educational placement Services through other local providers-St. Stephens
- Transition Services-OVR, CCR, MH/MR, COD, etc.
- Social Skills Instruction
- Counseling supports
- Peer Support system-Stand Tall, Peer Leadership Programs
- Individual and Classroom Behavior Plans
- Classroom Rules and Expectations Guide
- SAP Training and Supports
- CORE Teams
- DARE Program
- Bullying Programs
- Peer Tutoring Programs
- Lunch Buddies Program
- Mental Health Providers in School-TSS, BSC, MT, etc.
- Cooperative Learning
- Participation in extra-curricular activities
- Emotional Support Teacher
- Drug/Alcohol Support

### ***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 both the elementary and secondary buildings. 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 Student Assistance Program (ESAP) Teams that provide for emotional and behavioral supports services and components

to the elementary students. Trainings for these teams will continue. At the Karns City Junior/Senior High School, the SAP Team is well established and trained. The District is presently collaborating and working with KidsCount Services to provide individual, confidential mental health counseling to the student population. 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.

School-Wide Positive Behavior Support (PBS) 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). The goal of our PBS is to establish a predictable, consistent, and positive school culture for all students and staff. At the elementary buildings the focus on prevention, to intercede to correct individual student behavioral "miscues," and consistently and frequently reward students who do the right thing. Additionally, family and student engagement is essential to our PBS schools' success.

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.

Presently the District has a partnership with Family Psychological and KidsCount to provide an integrated approach to resolving behavioral health issues in a freindly, nutruring 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. At age 14, they can self refer. Students receiving therapy in school are much more likely to be consistently participating in treatment.

#### **Chicora and Sugarcreek Elementary Schools:**

The elementary schools 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.

### **Junior/Senior High School:**

The mission of the Karns City High School 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 postsecondary 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).

As guidance counselors, we envision the school counseling department 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. As counselors, we function in a number of different capacities including: counselor, consultant, teacher, manager and role model. As counselors, we will work to provide advocacy, leadership, collaboration and systemic change to the school community. As counselors, we will work in conjunction with teachers, administrators, parents and community members to assist students in achievement of their goals. As counselors, we 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:

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.

The behavior policy advocates the use of three (3) tier hierarchical models based upon the best practices cited in the current professional literature. The policy also presents an array of models from which to choose depending upon staff training and type of behaviors that require attention. The three (3) levels of intervention associated with the models are indicated below:

#### **Level I**

Good classroom management strategies. (Level I does not require a Behavior Support Program attached to the IEP because the intervention level is at the classroom level.)

#### **Level II**

Specific interventions designed for individual students. (Level II requires a Behavior Support Program attachment to the IEP.)

#### **Level III**

Very restrictive interventions which can only be considered after Level II interventions are determined ineffective. (Level III interventions require the IEP team to reconvene.) Aversive techniques, restraints, or discipline procedures may not be used as a substitute for a behavior support program.

The following aversive techniques of handling behavior are considered inappropriate and may not be used by agencies 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.
7. Treatment of a demeaning nature.
8. Electric shock.
9. Methods implemented by untrained personnel.
10. Methods which have not been outlined in an agency's plan.

### **INTERVENTION LEVELS**

#### Level I

Classroom support traditionally has been associated with discipline, control, or other terms that connote reducing unacceptable student behavior. Support is commonly viewed as a prerequisite to instruction, something that must be accomplished so that teaching can occur. Successful classroom support involves not merely responding effectively when problems occur, but also preventing problems from occurring by creating environments that encourage learning and appropriate behavior. Thus, comprehensive classroom support incorporates both proactive planning and the encouragement of productive behavior as well as reactive planning and responding to unproductive student behavior. Proactive classroom support activities involve the establishment and maintenance of a productive learning environment that fosters high levels of student engagement and prevention of student disruptions. The effectiveness of behavior control strategies is maximized when used in conjunction with preventive methods. Without proactive support methods, behavior-change interventions have limited long-term effectiveness. Pro-social behavior, social problem-solving, affective oral communication strategies are selected to proactive management methods and can serve as behavior support models.

#### Level II

The twin goals of behavioral intervention are:

1. Increase appropriate or adaptive behavior.
2. Decrease inappropriate or maladaptive behavior.

The underlying assumption of any behavioral intervention is that students' behavioral problems represent either deficits in adaptive behavior, or excesses in behavior that prove maladaptive in the student's environment. If a student is unable to carry out a required task or behavior because of deficits in prerequisite skills, the task of instruction may be to develop and assist the student in mastering the lacking skills. In contrast, a student may be capable of performing a target skill or behavior but may for some reason, lack the motivation to perform at a level commensurate with ability. In this case, the purpose of instruction should be to provide reasons for use of the appropriate skill. In addition to basic

acquisition or performance instruction deficit, consideration must be given to potential interfering behaviors in the design of the behavior support plan and subsequent instruction. This policy will not attempt to list the individual procedures that may be appropriate for specifying problems. However, guidelines/procedures are offered that may increase the likelihood of successful intervention.

1. Define the behavior in objective and measurable terms.
2. Analyze the problem carefully because behavioral interventions should be tailored to the student, setting, and problem behavior. Analyzing elements in the environment that are shaping or maintaining the inappropriate behavior makes any plan more likely to succeed.
3. Measure the student's behavior before, during, and after an intervention.

#### Baseline

Analysis before an intervention begins serves as the basis for evaluating the nature and extent of the problem.

#### Formative

Analysis of behavior during the intervention may serve as a basis for altering an inappropriate program.

#### Summative

Analysis after the intervention serves as a basis for judging effectiveness.

4. Be contingent, specific, and immediate with positive, negative, or neutral consequences.
5. Choose the least intrusive level of intervention that is likely to be effective.
6. Program a "Fair Pair". The addition of any negative component in an intervention should always be accompanied by the introduction of an additional opportunity to earn a positive reward.
7. Plan for generalization and maintenance of treatment effects from the outset.

#### Level III

Level III interventions are formal behavior programs which are restrictive in nature and may modify the student's rights during implementation. They specifically focus on restraining strategies and are considered more intrusive to personal freedom than either Level I or Level II interventions.

Procedures for developing and implementing Level III interventions are as follows:

##### 1. Use of Physical Restraint:

- May only be used when the student is acting in a manner as to be a clear and present danger to himself, to other students or to employees
- May only be used when less restrictive measures and techniques have proven to be or are less effective
- If physical restraint is used, an IEP Team meeting shall convene within 10 school days of the restraint, unless the parent agrees in writing to waive the meeting, to review the current IEP for appropriateness and effectiveness. Additionally, if a student with a behavior plan is referred by the district to a law enforcement agency, the IEP team must update the student's functional behavioral assessment and behavior plan.
- The use of restraints may not be:

- For the convenience of staff
- As a substitute for an educational program; or
- Employed as a punishment
- The use of prone restraints is prohibited in educational programs. Prone restraints are those in which a student or eligible young child is held face down on the floor.

#### 2. Use of Mechanical Restraints:

- May be employed only when specified by the child's IEP and as determined by a medical professional qualified to make the determination
- The use of mechanical restraints must be agreed to by the student's parents

### **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 this policy.

### ***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 possibly 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, Pathfinders, The Irene Stacy Community Mental Health Center, Center for Community Resources, The Mental Health Association, Armstrong Memorial Hospital, Butler Community Hospital, Clarion Psychiatric Center, Clarion Hospital, Family Behavioral Associates, Family Psychological Associates, Family Counseling Center, Glade Run (RTF), Kids Count (RTF), St. Stephens Academy, Adelphoi Village Model Education, Office of Vocational Rehabilitation, Early Intervention programs in all three counties, MH/MR 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, MH/MR, CASSP, etc.) in locations outside of the District for a variety of unique issues.

The District has recently 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 teacher at the Junior/Senior High School and at the Elementary Buildings. The District has recently hired a Director of Special Education as well as a District School Psychologist, prior this role was combined. 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.

### *Strengths and Highlights*

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

The Karns City Area School District serves students with disabilities in grades K-12 through a wide range of services in order to appropriately meet their needs. The Karns City Area School District has a Director of Special Education, District School Psychologist, Special Education Staff of 12 professionals, and 16 paraprofessionals. The District also has 11 additional paraprofessionals in the Title 1, Kindergarten, Library, and Academy/Tutoring settings. The District addresses each individual student's specific needs on a case by case basis through the IEP Process.

The Karns City Area School District is committed to providing all students with quality educational programs and services. Materials developed by the district regarding special education are given to parents for information purposes.

Materials/pamphlets/brochures/information from PATTAN and BSE are also distributed at the various District "open house" events in the fall for parents and are available in each of the building offices.

The school district has invested resources and is committed to providing a comprehensive Transition/post school outcomes program for all eligible special needs students. The District partners with the Office of Vocational Rehabilitation (OVR) in conferencing and meeting with students and parents during their senior high school experience to explore future educational, career, and/or independent living goals.

The district actively encourages staff attend trainings available at conferences/workshops/seminars.

The Director of Special Education makes every effort to ensure that teachers and paraprofessionals are kept up-to-date with changes and innovations in the field of special education.

The co-teaching classrooms at the Karns City Area School District High School provide for cooperation and mutual respect between special education and regular education teachers. Additionally, the work done by the special education teachers to modify instruction, homework, and testing in the co-teaching situation are well planned, developed, and implemented.

The Occupational/Career Education Class at the high school has had a tremendous success in obtaining grants for trips and, provides various other field trips and community outings. The administrative support given to the special education teachers and students in the learning support classes is exceptional. The regular education teachers are very supportive

of the special education classes and teachers.

The Karns City Area School District makes every effort to assist parents in attending IEP Meetings by agreeing to meet at locations and times convenient for parents.

Throughout the District, the parents of special needs children have consistently expressed at the IEP Conferences their satisfaction with the academic programs and services provided by the District, and the progress their child has made throughout their educational experiences. Historically, there has been a high level of parent participation in IEP and other team meetings. There are well established, positive relationships between the teachers and parents within the District as well as those interagency relationships that have developed between parents and other educational providers, agencies, and neighboring schools.

The District provides quality programs and services to all of its students. The District is very proud of the inclusion programs operated in each of its buildings and fully promotes inclusion practices and effective teaching strategies in order to accommodate students with disabilities. As a result, the District historically and continues to be able to educate a high percentage of special education students in the regular education classroom. The data provided in the Special Education Data Reports (PDE) and current data demonstrates the District's commitment and effort toward this goal having, on average, its special needs students in the regular education setting (80% of the time). Each student's strengths and weaknesses are evaluated on an individual basis by the IEP Team, and decisions are always based upon the needs of the child and not on cost or location of the service/program. Some children, however, cannot be appropriately served in their regular school and class because of their unique needs and are therefore served in other settings as determined by the IEP Team.

Currently, the District provides special educational programs in all three of its buildings. In the Chicora Elementary School there are two Learning Support Classrooms, a Speech/Language Support Classroom, as well as an Emotional Support classroom provided through the District personnel. In the Sugarcreek Elementary School there are also two Learning Support Classrooms, a Speech/Language Support Classroom, and Emotional Support services provided by the District. Currently, the Junior/Senior High School building has four Learning Support teachers for grades 7-12, an Emotional Support teacher, and a Speech/Language Teacher(Shared with the Sugarcreek Elementary).

In addition to the District's professional staff, there are sixteen (16) full-time and/or part-time paraprofessionals assigned throughout the various District programs to assist in providing support as well. Additional inclusionary and related services and supports (Physical Therapy, Occupational Therapy, Hearing and Inclusion supports, Assistive Technology, and Audiology as well as area specific consultants) are provided through the Intermediate Unit at the building locations as needed and determined by the individual IEP Teams. The District also contracts with the Intermediate Unit and other local educational providers as needed to provide appropriate, specific educational settings and programs for those students with low incidence disabilities and/or require significant intensive services which are not provided within the District.



Specific current strengths and highlights of the Special Education Program provided by the Karns City Area School District (in no particular order) include:

- The District Administration is well aware and very supportive of the Special Education Programs and services provided within their individual buildings. The building principals at the elementary level are very involved in the MTSS/RTII initiatives taking place in their buildings and active team members throughout the process. At the secondary level the principal and assistant principal are available to support and assist IEP Teams in planning and decision making on a case by case basis.

The Karns City Area School District has a full-time School Psychologist. In addition to being able to meet evaluation time-lines, having a full-time School Psychologist allows the district a constant resource and support for both regular and special education teams.

Collaborative teaming between staff, administrators, providers, and parents occur at all levels. These activities occur during both formal and monitoring parent Meetings, MTSS/RTII Meetings, general planning and program development meetings, and staffing as well as at the parent request.

The District continues to provide academic, behavioral, and emotional assistance to students in both of the Elementary School Buildings. At the Elementary Schools, in addition to Title 1, the District has implemented a Multi Tiered System of Supports/Response to Instructional Intervention for instruction, academic support, and positive behavior through on-going data collection and analysis, and progress monitoring of student performance. In the future, as this area of expertise is fully developed through staff training and practice, the data collected through MTSS/RTII and the success of the strategies employed in that process, will also be incorporated and utilized by the Multi-disciplinary Team Evaluation (MDE) as an important component in the determination of eligibility and need for special education for that particular student. At this time, MTSS/RTII is not the process used for identification of students with leaning disabilities but clearly is a process that the district is interested in providing as a tool for assisting students in their school experience- academic, social, and behavioral.

- The District continues to advance the process of incorporating the “Co-Teaching Model” in the classroom through which, Special Education Support and Regular Education Teachers work together to provide instruction in the content areas in the regular educational setting and thus integrate students with disabilities into the regular educational setting to the fullest extent appropriate. To this end, the District continues to partner with the Intermediate Unit (IU-#4), PATTAN, and other educational agencies/consultants to provide ongoing staff development and best practice in the areas of inclusion and co-teaching.

- The District continues to provide an Emotional Support Program serving all three buildings and offering emotional support services for students K-12 throughout the school day for those students in need of itinerant, supplemental, or full time Emotional Support services.

- The District provides all day kindergarten in both elementary school buildings.

- The District continues to operate a classroom at Sugarcreek Elementary School as a part of the regular education program that provides for a "language rich" and multi-dimensional

instructional approach designed to assist children towards a successful beginning as a first grader.

- The District has a variety of information pertaining to Special Education available to District parents through its website. In addition, information designed to afford access to student progress through “Tyler Parent Portal” (a software application providing scores on all class tests, homework assignments, class projects, class averages, general school information, and school contacts) is provided. Additional training and school information as well as events are also displayed through the cable network (Channel 50) as well as the individual building websites, newsletters, and notices distributed throughout the year. The District also provides child find information, procedural safeguards notice, the annual notice, parent information regarding the District’s special education program, how to request services, etc. on the District’s special education website, the District’s yearly newsletter, and in the school calendar.

- All of the Regular and Special Education teachers employed by the District are “Highly Qualified”. Individual Special Education teachers have also pursued additional certifications through completion of either the “Praxis” in a specific content area or areas, thereby, fulfilling the additional requirements for designation as highly qualified/certified. This affords the District greater flexibility in scheduling and in providing instruction for a variety of subject areas in both the middle and senior high settings within the District.

The District provides staff (professional and paraprofessional) development through a coordinated program of activities developed by the Act 48 committee each school year. Currently the emphasis has and continues to be in the areas Autism, Positive Behavior Supports, Reading and Math, De-escalation, and instructional delivery. Other areas of training will include transition, reporting of child abuse, and para-educator training. The MTSS/RTII Model of instructional intervention, the use of CDT Assessment (Grades 3-11), and DIBELS Training (Grades k-3) will also continue. In addition the District provides training in a number of software applications designed to improve student performance through assessment including: SuccessMaker, Accelerated Reader, Academy of Reading, Study Island, and CDT at the Junior/Senior High School and STAR-Reading, STAR Early Literacy-Reading, DIBELS, CDT, Aimsweb, and SuccessMaker at the elementary buildings.

The Para-educators are trained locally or through the IU-#4 training opportunities or through a web-based computer training program offered via The PATTAN website to ensure that all special education paras have the required yearly 20 hours of training. The Intermediate Unit #4 has and will continue to provide the District with ongoing training in a variety of topic issues as they become necessary.

The District’s current graduation and drop-out rates for special needs students are within the state range. The review of the Special Education Data Report over the past several years indicates that the District has met or exceeded the State Performance Plan targets for both graduation and drop-out rates. The District will continue to monitor graduation/drop-out rates as it continues to strive towards attaining consistently the 100% graduation 0% drop-out goal.

The District is committed to improving literacy, reading, math, and writing skills for all of the students in all grades. All of the teachers are working collaboratively to improve this

goal. Curriculum materials and software applications have been purchased to assist in this process. Funding through IDEA and ACCESS has assisted in purchasing materials such as promethean boards, personal and classroom sound field systems, a variety of assistive technology equipment, computers, etc. for the special education program. The District has initiated LETRS Program in the elementary school settings.

Staff is encouraged to attend personal professional development activities as well.

The District maintains positive relationships with other school districts. This has allowed for mutual information sharing regarding data and needs, staff development opportunities, maintenance and planning for programming needs, providing training, grant writing, and collaboration in serving the student population effectively.

The District remains firmly remain committed to fulfilling the requirements of the current educational laws in order to provide high quality, appropriate educational programming for students with disabilities designed to make all of our students successful.

# Assurances

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## Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

## 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
Union Area School District IU6 Classroom	Neighboring School Districts	Multiple Disabilities Support	2
St. Stephens Academy	Other	Emotional Support	3
Western Pennsylvania School for the Deaf	Approved Private Schools	Deaf/Hearing Support	1
Center Avenue Community School - Butler School District	Neighboring School Districts	Emotional Support	2
Instruction in the Home	Instruction in the Home	Multiple Disabilities/Medical Fragility	1
Transitions Next Step - Lifesteps	Other	Life Skills/Transition Support	1

## Special Education Program Profile

### Program Position #1 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* May 2, 2016

*Average square feet in regular classrooms:* sq. ft.

*Square footage of this classroom:* sq. ft. ( feet long x feet wide)

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Chicora	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 9	10	0.4
Justification: The students have waivers and the students are not being instructed outside of the three year range for elementary.							
Chicora	An Elementary School Building	A building in which General Education programs are	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 9	11	0.6

		operated					
Justification: The students have waivers and the students are not being instructed outside of the three year range for elementary.							

### Program Position #2 - Proposed Program

Operator: School District

#### PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: May 2, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. ( feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Chicora	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 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.							
Chicora	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 13	14	0.7
Justification: The students have waivers and the students are not being instructed outside of the three year range for elementary.							

### Program Position #3 - Proposed Program

Operator: School District

#### PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: May 2, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. ( feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Chicora	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 13	23	0.9

Justification: The students have waivers and the students are not being instructed outside of the three year range for elementary.							
Chicora	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Speech and Language Support	5 to 13	1	0.1
Justification: The students have waivers and the students are not being instructed outside of the three year range for elementary.							

#### Program Position #4 - Proposed Program

Operator: School District

##### PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 18, 2017

Average square feet in regular classrooms: 928 sq. ft.

Square footage of this classroom: 928 sq. ft. (32 feet long x 29 feet wide)

##### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Chicora	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 13	4	0.2
Justification: The students have waivers and the students are not being instructed outside of the three year range for elementary.							
Chicora	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 13	5	0.3
Justification: The students have waivers and the students are not being instructed outside of the three year range for elementary.							
Chicora	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 13	3	0.1
Justification: The students have waivers and the students are not being instructed outside of the three year range for elementary.							
Chicora	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 13	4	0.2
Justification: The students have waivers and the students are not being instructed outside the three year range for elementary.							
Chicora	An Elementary School Building	A building in which General Education programs	Full-Time Special Education Class	Emotional Support	5 to 13	2	0.2



		are operated				
Justification: The students have waivers and the students are not being instructed outside the three year range for elementary.						

### Program Position #5 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* May 2, 2016

*Average square feet in regular classrooms:* sq. ft.

*Square footage of this classroom:* sq. ft. ( feet long x feet wide)

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Sugarcreek	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 13	10	0.3
Justification: The students have waivers and the students are not being instructed outside of the three year range for elementary.							
Sugarcreek	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 13	8	0.5
Justification: The students have waivers and the students are not being instructed outside of the three year range for elementary.							
Sugarcreek	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 13	3	0.2
Justification: The students have waivers and the students are not being instructed together outside of the three year age range for elementary students.							

### Program Position #6 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* May 2, 2016

*Average square feet in regular classrooms:* sq. ft.

*Square footage of this classroom:* sq. ft. ( feet long x feet wide)

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Sugarcreek	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language 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.							
Sugarcreek	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Speech and Language Support	5 to 13	1	0.2
Justification: The students have waivers and the students are not being instructed outside of the three year range for elementary.							
Karns City HS	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 21	1	0.2
Justification: The students have waivers and the students are not being instructed outside of the three year range for elementary.							
Karns City HS	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Speech and Language Support	12 to 21	1	0.2
Justification: The students have waivers and the students are not being instructed outside of the three year range for elementary.							

### Program Position #7 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* May 2, 2016

*Average square feet in regular classrooms:* sq. ft.

*Square footage of this classroom:* sq. ft. ( feet long x feet wide)

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Karns City HS	A Junior/Senior High School Building	A building in which General Education programs	Itinerant	Learning Support	12 to 21	15	0.6

		are operated					
Justification: The students have waivers and the students are not being instructed outside of the three year range for elementary.							
Karns City HS	A Junior/Senior High School Building	A building in which General Education programs are operated	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.							

### Program Position #8 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* May 2, 2016

*Average square feet in regular classrooms:* sq. ft.

*Square footage of this classroom:* sq. ft. ( feet long x feet wide)

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Karns City HS	A Junior/Senior High School Building	A building in which General Education programs are operated	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.							
Karns City HS	A Junior/Senior High School Building	A building in which General Education programs are operated	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.							

### Program Position #9 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* May 2, 2016

*Average square feet in regular classrooms:* sq. ft.

*Square footage of this classroom:* sq. ft. ( feet long x feet wide)

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Karns City HS	A Junior/Senior High School Building	A building in which General Education programs are operated	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.							
Karns City HS	A Junior/Senior High School Building	A building in which General Education programs are operated	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.							

#### Program Position #10 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* May 2, 2016

*Average square feet in regular classrooms:* sq. ft.

*Square footage of this classroom:* sq. ft. ( feet long x feet wide)

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Karns City HS	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 21	12	0.7
Justification: The students have waivers and the students are not being instructed outside of the three year range for elementary.							
Karns City HS	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 21	5	0.3
Justification: The students have waivers and the students are not being instructed outside of the three year range for elementary.							

**Program Position #11 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: August 18, 2017**Average square feet in regular classrooms: 950 sq. ft.**Square footage of this classroom: 966 sq. ft. (46 feet long x 21 feet wide)***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Karns City HS	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 21	8	0.3
Justification: The students have waivers and the students are not being instructed outside of the high school age range.							
Karns City HS	A Junior/Senior High School Building	A building in which General Education programs are operated	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.							
Karns City HS	A Junior/Senior High School Building	A building in which General Education programs are operated	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.							
Karns City HS	A Junior/Senior High School Building	A building in which General Education programs are operated	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 the high school age range.							

**Program Position #12 - Proposed Program***Operator: Intermediate Unit***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: May 2, 2016**Average square feet in regular classrooms: 928 sq. ft.**Square footage of this classroom: 928 sq. ft. (32 feet long x 29 feet wide)*

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

*Explain any unchecked boxes for facilities questions:* These services are provided by the IU

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Chicora	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	5 to 13	1	0.08
Justification: These services are provided by the IU. Each student has a waiver and instruction is not outside of the elementary age range.							
Karns City High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	12 to 21	1	0.08
Justification: These services are provided by the IU. Students have waivers and are not instructed outside the age range for high school students.							

#### Program Position #13 - Proposed Program

*Operator:* Intermediate Unit

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* May 2, 2016

*Average square feet in regular classrooms:* 928 sq. ft.

*Square footage of this classroom:* 928 sq. ft. (32 feet long x 29 feet wide)

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

*Explain any unchecked boxes for facilities questions:* These services are provided by the IU

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Chicora	An Elementary School Building	A building in which General Education programs are operated	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.							
Karns City High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	12 to 21	1	0.08
Justification: This service is provided by the IU. Students have waivers and are not instructed outside the age range for high school.							

**Program Position #14 - Proposed Program***Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* May 2, 2016*Average square feet in regular classrooms:* 928 sq. ft.*Square footage of this classroom:* 928 sq. ft. (32 feet long x 29 feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.*Explain any unchecked boxes for facilities questions:* This service is provided by the IU**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Chicora	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	5 to 13	1	0.08
Justification: This is provided by the IU. Students have waivers and are not instructed outside the age range for elementary students.							

**Program Position #15 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 18, 2017*Average square feet in regular classrooms:* 720 sq. ft.*Square footage of this classroom:* 720 sq. ft. (30 feet long x 24 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Karns City HS	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 21	2	0.3
Justification: The students have waivers and will not be taught outside the high school age range.							
Karns City HS	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 21	2	0.3
Justification: The students have waivers and will not be taught outside the high school age range.							
Karns City HS	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 21	5	0.2

		operated					
Justification: The students have waivers and will not be taught outside the high school age range.							
Karns City HS	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 21	4	0.2
Justification: The students have waivers and will not be taught outside the high school age range							

### Special Education Support Services

Support Service	Location	Teacher FTE
School Psychologist	District wide	1
Special Education Secretary	Karns City Jr/Sr HS	1
Paraeducators (8 part time and 2 full time)	Karns City Jr/Sr HS	5
Paraeducators (6 part time)	Chicora & Sugarcreek Elementary Schools	5
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



# Needs Assessment

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## Record School Patterns

### Question:

After reviewing school level accomplishments and systemic challenges, what patterns can you identify among your schools?

What other information do you still need to assess?

### Answer:

The district continues to receive strong positive support from the community in general. The district has Schoolwide Positive Behavior Support in place at the elementary level and a strong Student Assistance Program at the high school level. The district has also partnered with the community to develop a Communities that Care program to meet the needs of our students and our families.

The data indicates a pattern of misalignment of certain areas of the curriculum. The school district continues to strive to meet achievement and/or growth targets as defined by PDE. For the most part, our district as a whole is scoring lower than the state averages. The high school has aligned math and ela curricula to the PA core standards. The high school is focusing on the alignment of science curriculum in preparation for the 8th grade pssa. The elementary schools are currently mapping both math and ela curricula.

The overall instructional patterns still need to be assessed. The district needs to focus on instructional techniques to assure alignment with best practices.

## District Accomplishments

### Accomplishment #1:

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Keystone exam data has been collected and reviewed. As a result, Keystone remediation courses were designed in the areas of Algebra, Biology and Literature. The courses were designed and developed during the 2014-15 school year with full implementation in 2015-16 school year.

### Accomplishment #2:

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The elementary schools have been recognized by the state for implementation with fidelity at the universal level for school wide positive behavior interventions and supports in 2015-2016.

### Accomplishment #3:

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The school district created its own program to offer its at-risk students an online cyber-education component within the school setting to meet the needs of students that were unable to do well in the traditional school setting.

#### **Accomplishment #4:**

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During the 2015-16 school year the Karns City Jr/Sr High School offered an AP Calculus AB and AP Calculus BC. During the 2016-17 school year the Karns City Jr/Sr High School added additional courses including AP World History, AP Chemistry, AP Language and Composition, AP Literature and Composition, and AP Computer Science Principles to its course offerings.

#### **Accomplishment #5:**

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The school district has reduced the number of out of school district special education placements by creating its own emotional support program at the elementary school level in 2012 and expanding it at the secondary school level with the start of the 2017-2018 school by adding an additional full time emotional support teacher.

#### **Accomplishment #6:**

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New math and language arts resources/textbooks have been selected and purchased that align to the PA core academics and support the school district's curriculum.

## **District Concerns**

#### **Concern #1:**

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The achievement scores of our students are mixed as compared to the state test score averages. Our goal is to be higher than the state averages in every category.

#### **Concern #2:**

---

The academic achievement of students scoring at the below basic and proficient levels on the PSSA's from 2013-2016 has been stagnant.

#### **Concern #3:**

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There has been a decline in the number of advanced level students at all grade levels in both reading and mathematics regarding academic achievement on the PSSA's.

#### **Concern #4:**

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Upon reviewing the PSSA testing results, it appears that the 7th and 8th grade students are continuing to struggle in the areas of nonfiction reading and text dependent analysis.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

### Aligned Concerns:

There has been a decline in the number of advanced level students at all grade levels in both reading and mathematics regarding academic achievement on the PSSA's.

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The academic achievement of students scoring at the below basic and proficient levels on the PSSA's from 2013-2016 has been stagnant.

---

Upon reviewing the PSSA testing results, it appears that the 7th and 8th grade students are continuing to struggle in the areas of nonfiction reading and text dependent analysis.

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The achievement scores of our students are mixed as compared to the state test score averages. Our goal is to be higher than the state averages in every category.

**Systemic Challenge #2** (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

### Aligned Concerns:

There has been a decline in the number of advanced level students at all grade levels in both reading and mathematics regarding academic achievement on the PSSA's.

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The academic achievement of students scoring at the below basic and proficient levels on the PSSA's from 2013-2016 has been stagnant.

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Upon reviewing the PSSA testing results, it appears that the 7th and 8th grade students are continuing to struggle in the areas of nonfiction reading and text dependent analysis.

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The achievement scores of our students are mixed as compared to the state test score averages. Our goal is to be higher than the state averages in every category.

**Systemic Challenge #3** (*Guiding Question #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

**Aligned Concerns:**

There has been a decline in the number of advanced level students at all grade levels in both reading and mathematics regarding academic achievement on the PSSA's.

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The academic achievement of students scoring at the below basic and proficient levels on the PSSA's from 2013-2016 has been stagnant.

---

Upon reviewing the PSSA testing results, it appears that the 7th and 8th grade students are continuing to struggle in the areas of nonfiction reading and text dependent analysis.

---

The achievement scores of our students are mixed as compared to the state test score averages. Our goal is to be higher than the state averages in every category.

# District Level Plan

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## Action Plans

**Goal #1:** Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

### Indicators of Effectiveness:

Type: Annual

Data Source: Curriculum development and monitoring of implementation will be monitored by the educational planning committee and the administrative team.

Specific Targets: Curriculum maps will be developed and aligned with PA Core Standards.

### Strategies:

#### *Curriculum Mapping*

**Description:** Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes:

<http://www.curriculummapping101.com/materials/curriculum-mapping-research> ; the following link provides an overview of curriculum mapping: <http://webserver3.ascd.org/handbook/demo/mapping2.html>

Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

**SAS Alignment:** Standards, Materials & Resources

### Implementation Steps:

#### *PA Core Standards Curriculum Development*

**Description:**

At Karns City High School, the areas of English, mathematics, and science will be the focal point in the initial curriculum development. The teachers will continue to work with a curriculum specialist from Midwestern Intermediate Unit 4 to assist with the transition. Additionally, collaboration between elementary and junior/senior high teachers will occur to eliminate any potential holes in the curriculums.

**Start Date:** 7/1/2017    **End Date:** 6/30/2020

**Program Area(s):** Professional Education

**Supported Strategies:**

- Curriculum Mapping

**Goal #2:** Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Professional development activities will be based on needs and provided by trained presenters.

Specific Targets: The educational planning committee will develop a multi-year professional development plan based on current identified needs.

**Strategies:**

*Substantial Professional Development*

**Description:** The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: [http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel\\_2007033.pdf](http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf))

Resource:

<http://effectivestrategies.wiki.caiu.org/Professional+Development>

**SAS Alignment:** Instruction

### ***Implementation Steps:***

#### *Co-Teaching Training*

**Description:**

The Karns City Area School District will provide all professional staff and paraprofessional staff with an overview training on co-teaching. The training will be provided by the Midwestern Intermediate Unit 4.

**Start Date:** 8/24/2017    **End Date:** 6/10/2020

**Program Area(s):** Professional Education, Special Education

**Supported Strategies:**

- Substantial Professional Development

**Goal #3:** Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

**Indicators of Effectiveness:**

Type: Annual

Data Source: The school district is reviewing the effectiveness of its current instructional practices across all classrooms in each school.

Specific Targets: The school district is developing curriculum maps in language arts and math to ensure that gaps are addressed and redundancies are eliminated.

### ***Strategies:***

#### *Instructional Practices for an Effective Classroom*

**Description:**

Research shows that the link between classroom behavior and instruction is a powerful one. Certain instructional practices are associated with increased task-appropriate behavior. Here's how you, the classroom teacher, can take advantage of this link to improve instruction and overall behavior. Pennsylvania Department of Education, Bureau of Special Education, Pennsylvania Training and Technical Assistance Network. Checklist adapted from Darch, C. B. and Kameenui, E. J. (2004). Instructional Classroom Management. Canada: Pearson Prentice Hall. (Source:

<http://effectivestrategies.wiki.caiu.org/file/view/InstrPrac.pdf/528265932/InstrPrac.pdf>) Resource:

<http://effectivestrategies.wiki.caiu.org/Instructional+Practices>

**SAS Alignment:** Instruction, Safe and Supportive Schools

### ***Implementation Steps:***

#### ***Implementation Step***

##### **Description:**

We will better align our curriculum with the PA Core. To accomplish this, we will continue with our curriculum mapping project. During the 2016-17 school year, our elementary school began working to map our math curriculum. During the 2017-18 school year, we will begin to map our ELA curriculum. Following that, we will begin mapping the other subjects including science.

**Start Date:** 9/1/2016      **End Date:** 10/30/2020

**Program Area(s):** Professional Education

##### **Supported Strategies:**

- Instructional Practices for an Effective Classroom



# Appendix: Professional Development Implementation Step Details

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**LEA Goals Addressed:** Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students. **Strategy #1: Curriculum Mapping**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2017	6/30/2020	PA Core Standards Curriculum Development	At Karns City High School, the areas of English, mathematics, and science will be the focal point in the initial curriculum development. The teachers will continue to work with a curriculum specialist from Midwestern Intermediate Unit 4 to assist with the transition. Additionally, collaboration between elementary and junior/senior high teachers will occur to eliminate any potential holes in the curriculums.	High School Administration	6.0	15	10	High School Administration	IU	No

**Knowledge** The knowledge gained will include most recent information on curriculum development. Designing instructional practices that align with the eligible content and the PA Core Standards.

**Supportive Research** Curriculum development is an essential piece of education in the 21st century. Best practice requires teachers to have up to date and current curriculum aligned to the PA Core Standards and emphasizing the eligible content students need to be prepared to graduate and be college and/or career ready. The process used will follow the PDE SAS curriculum framework.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:  
 Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

For school and district administrators, and other educators seeking leadership roles:  
 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.

**Training Format**  
 School Whole Group Presentation  
 Department Focused Presentation  
 Professional Learning Communities

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**Participant Roles**  
 Classroom teachers  
 Principals / Asst. Principals

**Grade Levels**  
 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

**Evaluation Methods**  
 Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.  
 Student PSSA data  
 Classroom student assessment data

**LEA Goals Addressed: Establish a district system that fully ensures Strategy #1: Substantial Professional**

**professional development is focused, comprehensive and implemented with fidelity. Development**

Start	End	Title			Description			
8/24/2017	6/10/2020	Co-Teaching Training			The Karns City Area School District will provided all professional staff and paraprofessional staff with an overview training on co-teaching. The training will be provided by the Midwestern Intermediate Unit 4.			
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
		Educational Planning Committee and Principals	6.0	4	30	Midwestern Intermediate Unit 4	IU	Yes

**Knowledge**

Regular Education and Special Education teachers will benefit from the training by learning how to better support special education students within the regular classroom setting.

**Supportive Research**

The collaboration and co-teaching between special education and regular education teachers improves student achievement. Special education teachers become more knowledgeable on the content that students are expected to learn and regular education teachers become more knowledgeable an appropriate instructional strategies that help students become more successful in learning the content.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and

educators seeking leadership roles:

interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

<b>Training Format</b>	Series of Workshops Department Focused Presentation		
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Paraprofessional	<b>Grade Levels</b>	Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of written reports summarizing instructional activity

**LEA Goals Addressed:** **Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.** **Strategy #1: Instructional Practices for an Effective Classroom**

Start	End	Title			Description			
9/1/2016	10/30/2020	Implementation Step			We will better align our curriculum with the PA Core. To accomplish this, we will continue with our curriculum mapping project. During the 2016-17 school year, our elementary school began working to map our math curriculum. During the 2017-18 school year, we will begin to map our ELA curriculum. Following that, we will begin mapping the other subjects including science.			
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
		Building principals	6.0	12	10	Midwestern Intermediate Unit 4	IU	No

**Knowledge** UBD model will be used to map curriculum.

**Supportive Research** We will be using the Understanding by Design model.

**Designed to Accomplish**

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- For classroom teachers, school counselors and education specialists:
- 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.
- For school and district administrators, and other educators seeking leadership roles:

Provides leaders with the ability to access and use appropriate data to inform decision-making.

<b>Training Format</b>	Series of Workshops		
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals	<b>Grade Levels</b>	Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data

# District Level Affirmations

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We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*

# Special Education Affirmations

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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*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*