

Profile and Plan Essentials

LEA Name		AUN
Kane Area SD		109422303
Address 1		
400 West Hemlock Avenue		
Address 2		
City	State	Zip
Kane	PA	16735
Director of Special Education Name		
Linda M Lorenzo		
Director of Special Education Email		
llorenzo@kasd.net		
Director of Special Education Phone Number		Director of Special Education Ext
814-837-9570		1217
Chief Administrator Name		
Mrs Jeannine L Kloss		
Chief Administrator Email		
jkloss@kasd.net		

Special Education Students

Total Number of Students Receiving Special Education 186

School District Total Student Enrollment 998

Percent of Students Receiving Special Education 18.6

Steering Committee

Name	Position/Role	Building	Email
Linda M Lorenzo	Director of Special Education	Kane Area SD	llorenzo@kasd.net
Jeannine Kloss	Superintendent	Kane Area SD	jkloss@kasd.net
Joanne Peterson	Building Principal	Kane Area MS	jpeterson1@kasd.net
Shannon Olson	Building Principal	Kane Area El Sch	solson@kasd.net
Todd Stanko	Building Principal	Kane Area HS	tstanko@kasd.net
Brittany Bizzak	General Education Teacher	Kane Area El Sch	bbizzak@kasd.net
Angie Hultman	Special Education Teacher	Kane Area El Sch	ahultman@kasd.net
Wendy Oakes	Board Member	Kane Area SD	wloakes@kasd.net
Nicole Reeger	Parent	Kane Area SD	n.reeger17@gmail.com
Keith Anderson	Parent	Kane Area El Sch	kanderson2@kasd.net
Todd Silfies	Building Principal	Kane Area HS	tsilfies@kasd.net
Brittany Murray	Other	Kane Area SD	bmurray@kasd.net

School District Areas of Improvement and Planning - Indicators

Suspension/Expulsion by Race/Ethnicity (Indicator 4B)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Non-Resident Students Oversight

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

No

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

Every effort is made to maintain a role in student monitoring and educational planning while a Kane Area School District student is in a 1306 facility. When a student is placed, contact is made by the Office of Student Services to open opportunities for ongoing communication. Educational records are transferred immediately and within 10 days of the request. Contact information is exchanged. A representative from the Kane Area School District participates in IEP team meetings via phone or virtually as well as any update meetings and including discharge planning. The Kane Area School District is not a host district for residential programs for students coming from other districts. As a host, our district would be responsible for ChildFind and would need to work closely with both the facility located in our district and with sending school districts to satisfy ChildFind responsibilities. As Director of Special Education I would lead the IEP team in a review of individual student records to ensure that our district clearly understands the current IEP from the sending district and provides FAPE accordingly in the Least Restrictive Environment. Evaluation/Re-Evaluation records along with other data including progress monitoring data would need to be reviewed. It would be the responsibility of the host district to provide appropriately certified teaching staff and related service providers to meet the identified needs of the students.

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

Ongoing communication with the 1306 facility is paramount to the success of the student's transition back to school in the district of residence. Participation in regular meetings while the student is enrolled in the 1306 facility provides the information needed about the types of supports the student will need to be successful upon return. A Kane Area School District representative participates in IEP and team meetings via phone or video conference to be part of the decision making and discharge planning. When needed the Kane Area School District social worker partners with a social worker from the facility along with the family to ensure that home and community supports are also available up return to the district. Appropriately certified staff must be available in both the host district and the home district to ensure an appropriate transition.

Incarcerated Students Oversight

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

No

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

When a special education student who resides in the Kane Area School District becomes incarcerated, the district is made aware of the incarceration through appropriate Child Find procedures and collaborative efforts including but not limited to monitoring of our current students in our Student Information System, PIMS monitoring, communication with our local Intermediate Unit (IU9) Special Education Director and communication with the Special Education Director from the local school district where the county jail is located. The McKean County Jail is located within the geographical boundaries of the Smethport Area School District which borders the Kane Area School District. If an incarcerated student is verified to be a resident of the Kane Area School District both districts work together to ensure that appropriate due process procedures are followed and implemented including a psychological evaluation, evaluation report, individualized education plan and NOREP. The Kane Area School District provides FAPE for the incarcerated student by paying tuition to the Smethport Area School District who is responsible for providing the education to the incarcerated student. The Smethport Area School District provides a PDE-4605 (Determination of District of Residence for Students in Facilities or Institutions in Accordance with Section 1306 of School Code) and the Kane Area School District acknowledges or disclaims the student appropriately. The McKean County Jail receives an Annual Public Notice of Special Education Services, in accordance with the law, to provide information and procedures for providing education to incarcerated students.

Least Restrictive Environment

1. Review the School District's most recent data for Least Restrictive Environment. Highlight areas of improvement.

The Kane Area School District has a very strong commitment and takes pride in maintaining students within the regular educational environment. The district ensures “to the maximum extent appropriate” that students with disabilities are educated with their non-disabled peers. Removal of students with disabilities from the regular education environment occurs only when education in that setting with the use of supplementary aids and services does not lead to meaningful progress for the student as indicated by data. When considering a more restrictive environment, the IEP team convenes, reviews data, interventions and strategies and determines the most appropriate educational placement for that student. If a more intensive program/placement is required, data from the school psychologist and IEP team in the form of a re-evaluation is conducted. The Kane Area School District provides a proactive approach to work with all students in the least restrictive educational environment. An extensive pre-referral process is embedded into the Kane Area School District system to assure that each student's needs are addressed prior to the start of the multi-disciplinary team evaluation to determine student eligibility. Through regular MTSS/Special Education building meetings, multi-disciplinary team members can discuss and determine appropriate placements for students. It is critical to note that a student's educational placement is based on the student's need. Only after a review of intervention supports and other data, supplementary aids and services are discussed then the need for specially designed instruction considered for the student. Additionally, students with disabilities are encouraged to participate in extra-curricular activities such as sports, school plays, intramural activities, clubs, band, chorus, and dances. The district has provided 1 on 1 support when needed and appropriate to ensure that students with disabilities can access extra-curricular activities. Outside placements are always the last consideration but utilized to ensure FAPE when the IEP team has determined that despite the use of a wide array of applicable supplementary aids and services, the student's needs cannot be achieved in the general education classroom or school district. When and where possible, transition plans are developed to allow students to successfully return to the district after a placement and the supervisor of special education attends all IEP meetings for students in outside placements to ensure that the placement continues to be appropriate and provide FAPE for the student. In reviewing LRE data from the past four school years, the Kane Area School District has demonstrated an increase in the placement of students inside the Regular Education classroom for 80% or more of the school day (2019=56.8%, 2020=63.6%, 2021=59.7% and 2022=63.5%). The December 1, 2022 Child Count data reflects that the Kane Area School District exceeded the statewide average of 61.6% of student inside the regular education classroom for 80% or more of the school day. This was accomplished by increasing opportunities for collaborative education settings taught by both regular education and special education teachers allowing special education students to have access to supports outlined in their IEP while in the least restrictive environment of a regular education classroom. Although the data above does reflect that in 2021 the Kane Area School District had a decrease in student who were inside the Regular Education classroom for 80% or more of the school day the root cause of that decrease was the result of the COVID-19 school closure of 2020. Students returning to in-person instruction

during the following school years presented a need for increased support in the special education environment. 2022 data suggests that strategies have been effective as percentages are again trending in a positive direction. Our identification and enrollment trends mirror what is happening statewide. While the total enrollment is decreasing, Special Education enrollment is on the rise. In 2022-23 the percentage of Special Education students in KASD was at 19.2%, an increase of 2% from the 2020-21 school year. During that same period overall enrollment dropped. Students who are being identified with Autism, Other Health Impairment and Specific Learning Disability in increased from past years while students identified with Intellectual Disability is trending down and is coming closer to state averages. Students identified with Speech/Language Impairments has remained fairly consistent in the past three years of data collection. Educating the increasing populations of students identified with Autism and Other Health Impairment in their Least Restrictive Environment presents challenges for a small, rural district with limited resources as individual needs often require a significant amount of support in order to be educated in their school and/or district of residence.

2. What universal practices does the School District utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?

The Kane Area School District is committed to supporting students with academic and social/emotional needs by making accommodations to their learning environments that are universally beneficial. All staff receive on-going training to address positive behavior supports, de-escalation techniques, trauma-informed best practices, and school-based behavioral health. The Kane Area School District currently contracts with the IU for Safety Care Trainers to ensure that staff members are equipped to manage crisis situations, we hope to have district employees trained as trainers for the upcoming school year. All personal care assistants, para-professional staff, principals, guidance counselors, school psychologist, social worker, and some teachers are trained and re-certified annually in Safety Care techniques. Kane Area Elementary School and Kane Area Middle School began implementing PBIS for the 2023-24 school year. Administration, professional staff and para-professional staff were trained by IU9 staff and developed a locally appropriate behavior intervention system. At the Elementary School, the school-wide behavior supports include positive reinforcement, star system, 5 common school wide expectations, daily classroom instruction in the “Getting Along Together” curriculum which is a research proven school-wide behavior support program based on character education lessons. It is delivered through weekly guidance lessons, and daily classroom teacher activities which focus on these lessons. In addition, there is guidance counselor support, and the Multi-Tiered System of Supports (MTSS) team which monitors and guides student behaviors. There is a very active Student Assistance Program (SAP) at the elementary school. In addition to availability of school-based counseling provided by an outside agency, the elementary school students also have access to mental health support personnel, and a social-worker to make connections to resources for needs identified in the home, or by a teacher to provide supports for success in the educational environment. At the Middle School, students and parents review the student handbook at the onset of each year which focuses on appropriate behaviors and school rules. Staff engages parents and students to access the Student Assistance Program (SAP). The

guidance counselor meets individually with each sixth-grade student to orient them to the culture of the middle school. The middle school MTSS and / or grade level team collaborates with Interagency Supports to assure students receive services to which parents have availed themselves. All the above are integral components of the middle school, school-wide behavior program. At the High School, students and parents review the student handbook at the onset of each year which focuses on appropriate behaviors and school rules. Staff engages parents and students to access the Multi-Tiered System of Supports (MTSS) and Student Assistance Program (SAP). In addition to availability of school-based counseling provided by an outside agency, the middle and high school students also have access to mental health support personnel, and a social-worker to make connections to resources for needs identified in the home, or by a teacher to provide supports for success in the educational environment. The Kane Area School District has a full-time school psychologist and a full-time Licensed Clinical Social Worker on staff to provide resources to staff and support to students. Two mental health support providers are contracted for work with students in the district. One for elementary students K-5 and one for middle school students 6-8 and high school students 9-12. Alcohol and Drug Abuse Services, Inc. provides a full-time counselor in the Kane Area School District for Drug and Alcohol lessons, counseling and SAP support. All these supports make it possible for students to access the social/emotional supports they need while still accessing the academic environment that is most appropriate for them.

3. Describe the academic programming and training efforts the School District utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.

The Kane Area School District continues to maintain a collaborative relationship with Seneca Highlands IU9. The curriculum, technology, and training/consultation staff frequently support the district staff through ongoing consultations and training opportunities. IU0 offers training throughout the school year and hosts a summer training series that teachers are invited to attend. Training topics are commonly identified by the needs of the school districts. IU9 continually shares current information that includes training and grant opportunities available through PaTTAN. The Trainers and Consultants, TaC, are frequently contacted to provide teacher and student support to ensure students with disabilities meaningfully participate in the general education curriculum.

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

The Kane Area School District provides supplementary aids and services in various forms to ensure the meaningful participation of students with disabilities in extracurricular activities. Professional and para-professional staff collaborate to include students with disabilities in our music programs, sports programs, clubs, and activities. Students participate in band, chorus, orchestra, community-based sports, school-sponsored sports, scouting programs and community sponsored activities. School musical productions, sports teams and clubs consistently have participants who are students with disabilities. They are included in all activities regardless of the level of support needed to make their participation meaningful and equitable. The Kane Area School District maintains relationships

with community-based activities and agencies to ensure that students with disabilities have the supports they need to have well-rounded and fully enriching experiences in all extra-curricular activities that they may wish to participate in.

5. **Describe the School District procedures that ensure, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district-led extracurricular activities.**

The Kane Area School District takes great care to ensure that all students with disabilities, even those who are placed in private institutions, have opportunities to be educated with non-disabled children and participate in district led extracurricular activities. Due to limited placements in our rural area, it is sometimes necessary for students to be placed outside the district to have the needed support in place to allow them to be successful. When this occurs, the district works with the provider to maintain oversight of the student and provide the same opportunities that an "in-district" student might have. From something as simple as allowing the student to be present for school picture day and inclusion in the school yearbook to providing the opportunity for the student to travel to the Career and Technical Center (CTC) every other day to take courses in that curriculum along with the out of district placement that is needed to meet the goals of the IEP. Collaboration between and among providers is the key to the success of the students. Knowing the strengths and needs of the individual student is critical so that an individualized program can be built. The district has provided support in the form of transportation back to the home district for sports practices, nursing supports for athletic events or para-professional supports for field trips just to name a few. All of this is done to ensure the least-restrictive environment for all aspects of the educational experience for our students.

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

The Kane Area School District recognizes a need for emotional support placements, especially for students at the Middle School and High School level. Previously the district operated an emotional support classroom within the middle school however over the course of time there was less of a need for supplemental or full-time supports, so the emotional support teacher was scheduled to provide push-in supports in the general education or learning support environments. After the return to in-person instruction following the COVID 19 school closure we saw an increase in students who were again in need of supplemental or full-time emotional support placements. Since we are in an isolated area and since other districts are also seeing an increased need, the availability of seats at placements outside the district are scarcer than ever before. We continue to monitor the priority of student needs and provide flexible environments within our building to respond to student needs. An influx of young students with needs for instruction in a life skills or autistic support setting prompted the addition of special education staff in the elementary building. While the population is young now (in the primary grades), we need to focus our efforts on providing appropriate resources for them as they move on to the intermediate elementary grades and middle school. It is extremely likely that an additional life skills/autistic support classroom will need to be added for this

"middle" age group of students as the population ages. A classroom that is accessible to both our upper-elementary and our middle-school age students on the campus of the Elementary/Middle school will need to be opened to meet the needs of these students in the future as we see rising numbers in the identification of students with Autism and Other Health Impairment.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Achievement Center - South	Other	Full Time Emotional Support Classroom	Seneca Highlands Intermediate Unit 9	Emotional Support	4
Devereux CIDDS Learning Center	Approved Private School (APS)		Devereux Advanced Behavioral Health	Autistic Support	1
New Story	Other	Full Time Autistic Support	New Story Schools, Inc.	Autistic Support	1

Positive Behavior Support

Date of Approval

2022-12-08

Uploaded Files

Policy1132.pdf

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

All K-12 staff members are trained to support the emotional and social needs of students with disabilities in the Kane Area School District. Training topics in recent years have included Emotional Intelligence, Social-Emotional Learning Strategies, Trauma Informed Teaching, Executive Function, Positive Behavior Intervention and Support, De-Escalation Strategies, and more. In many cases a behavior rating scale is included in the evaluation of a newly identified student with a disability which provides insight to the IEP team about how to best support the student. A wide range of services for everyone might include social skills training 1:1 or in a small group, behavior intervention plans, or support from the Emotional Support teachers in each of our buildings. When needed a Functional Behavioral Assessment is conducted by our school psychologist or reviewed by the district if provided by an outside agency. Formal behavior plans are written based on individual needs with progress toward goals monitored by Special Education staff. Students with emotional support needs are serviced by special education staff at the elementary, middle, and high school levels. We can offer push-in support as well as itinerant and supplemental support based on individual needs. An emotional support classroom is identified in each of our three buildings. The emotional support teachers serve as a resource to all other staff members as we work together to meet the needs of students in their least-restrictive environment. PBIS Teams and Schoolwide Plans were implemented at the elementary and middle schools for the 2023-24 school year. The LEA contracts with IU9 for BCBA services, and Behavior Team consultations when more ideas and supports are needed. The LEA contracts with Dickinson Mental Health for in-school counselors and for a partial-hospitalization day program for identified students. We work collaboratively with outside agencies who provide in-home, family-based, and community-based supports so that students needs are fully met. A School Resource Officer was added at the start of the 2023-24 school year. He has been trained in all behavior, de-escalation, PBIS and threat assessment programs that are used throughout the district.

2. **Describe training provided to staff in the use of positive behavior supports, de-escalation techniques, and responses to behavior that may require immediate intervention.**

The Kane Area School District works with "Safety Care" trainers from IU9 and hopes to have employees trained as trainers for the upcoming school year. Nearly 40 staff members including administrators, counselors, teachers, and para-professional staff are certified to respond to crisis behaviors through de-escalation and safe restraints. Each staff member who is trained renews their certification annually and new staff are added to this list of those trained year. Additionally, all staff has received training in de-escalation strategies, moving students to safety during crisis behaviors, and how-to-call-in resources and support during episodes of crisis behaviors. PBIS is used at the elementary and middle school. The school social worker and all guidance counselors use the "Why Try" curriculum to provide struggling students with research-based strategies to effectively manage social skills in the school setting. The emotional support teachers along with the social worker, school counselors and mental health staff serve as resources to the rest of the staff in dealing with behaviors that require immediate intervention. Administrators, counselors, the school psychologist, the SRO and the social worker have all been trained in Comprehensive School Safety and Threat Assessments.

3. Describe the School District's positive school wide support programs.

The Kane Area School District is committed to supporting the emotional and social needs of students with disabilities. Each year nearly 40 staff members including administrators, teachers and para-professional staff are trained in the Safety Care methodology to be used in classrooms and non-academic settings across the district. The elementary school uses a schoolwide positive behavior support system that is based in the "Getting Along Together" curriculum and includes positive reinforcers, common expectations and daily instruction combined with weekly lessons provided by the school counselor. The elementary school and the middle school recently adopted schoolwide PBIS. The MTSS model is used to screen for emotional and social issues along with academic issues. Tier 2 and 3 interventions are provided by a wide variety of staff which include a social worker, school-based mental health providers and collaboration with outside agencies who service students in our district. Many of these supports continue into the middle and high school levels where students can access supports from the school counselors, the mental health providers staffed by outside agencies, Student Assistance Program (SAP) team members, the social worker and more. Many staff members are trained in suicide prevention strategies and the use of the "Why Try" curriculum with elementary school, middle school and high school students in 1:1 and small group sessions provides strategies and interventions for those students who demonstrate needs regardless of their special education status. Staff across the district have been provided in-service trainings in emotional poverty, trauma-informed classroom strategies and building positive relationships to meet emotional and social needs that students present with, school culture training, school safety and security and many more. The district employs a full-time school psychologist and a full-time licensed clinical social worker along with three full-time counselors. Additionally, we contract two full-time mental health specialists and collaborate extensively with agencies that serve families in our area with behavior supports, family-based counseling and Intensive Behavioral Health Supports. Students with emotional support needs are serviced by special education staff at the elementary, middle, and high school levels.

4. Describe the School District's school-based behavior health services.

The Kane Area School District collaborates with a wide variety of outside agencies to provide school-based behavior health services to our students. We partner with the McKean County Department of Human Services Children's Resources team when a multi-disciplinary approach is needed to provide a complex range of services. Each of our three buildings has a SAP (Student Assistance Program) Team led by the school counselors to provide direction and resources from school-based counseling or drug and alcohol services. Teachers and staff members in each building are SAP trained and serve as "case managers" to students in need. We partner with The Guidance Center for school-based counseling services and contract with Dickinson Mental Health for mental health caseworkers who meet with identified students in grades K-12. Wrap-around services (including Behavior Health Therapists, Mobile Therapists, Multi-Systems Teams and Family Based Supports) in our area are provided by The Guidance Center, Dickinson, and Beacon Light Behavioral Health Services. We partner with all agencies and families to allow needed services to be delivered within our schools whenever necessary. The elementary building operates a schoolwide positive behavior intervention and support program through their implementation of the "Getting Along Together" curriculum and both the elementary and middle school utilize a PBIS rewards program that focuses on three-schoolwide expectations to be responsible, be respectful and be ready. The school district social worker along with the mental health providers, the school psychologist and school counselors have been trained to respond to school crisis including behaviors and to conduct Threat Assessments. The MTSS tiered approach to interventions and supports is used for behavioral needs, as well as academic supports, in all three buildings and across all grade spans. Multiple data points including attendance and achievement are considered when designing and delivering behavioral interventions.

5. Describe the School District's restraint procedure.

Restraints to control acute or episodic aggressive behavior are only used if a student presents a clear danger to him/herself or others. De-escalation techniques are always used first, and physical restraints are only used when necessary or when de-escalation has not been successful. Following any physical restraint of a student a "Physical Restraint Report" must be completed by the staff who participated in the restraint. Only staff who have been trained and are currently certified in Safety Care may participate in the restraint of a student. An administrator must contact the parent of any student who has been restrained. If a student with a disability has been restrained an IEP meeting will be held (within 10 days) following the restraint to determine if changes are needed to better support the student in the future. The information provided on the Physical Restraint Form will guide the IEP team to determine if a re-evaluation, FBA, behavior support plan or change of placement is needed as the precipitating event, justification for the restraint and description of the restraint are provided. All restraints are reported by the Director of Special Education in the Restraint Information System Collection (RISC) provided by PDE Bureau of Special Education and Leader Services.

Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

The Kane Area School District recognizes that placing a student in Instruction in the Home is an IEP team decision. When needed, this change of placement (along with Homebound Instruction) is appropriately reported in the SES@Home system. At this time there are no concerns with students who are placed on "Instruction Conducted in the Home". We have not had to use this option for any student during current school year and it was only used for two students, each for a very brief period, during last school year while we waited for appropriate treatment/placements to become available for those students. We have sought and found alternative methods to educate and provide special education support to students who are at substantial risk of waiting more than 30 days for an appropriate educational placement. When we have had to provide Instruction in the Home in the past, the district advertises internally for appropriately certified staff to deliver the instruction in the home setting. All students with disabilities who use an online option are provided with special education support in that platform commensurate to those that would be provided in the in-person setting. The LEA collaborates with agencies to identify supports and services for "hard-to-place" students including but not limited to the IU9 and the McKean County Department of Human Services who oversees the CASSP/SRU team.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES Life Skills Learning Support	Elementary	Full-time (1.0)	03/13/2024 03:48 PM

Building Name		
Kane Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
Students are provided support in age-appropriate groups.		0.1

Building Name		
Kane Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
Students are provided support in age-appropriate groups.		0.4

Building Name		
Kane Area El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
Students are provided support in age-appropriate groups.		0.25

Building Name		
Kane Area El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
Students are provided support in age-appropriate groups.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS/HS Speech	Secondary	Part-time (0.5)	03/06/2024 11:58 AM

Building Name		
Kane Area SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 22
Age Range Justification		FTE %
Students are grouped for services based on age and grade level. Scheduling prevent an overlap of ages served at one time.		0.49

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Middle School	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name	
Kane Area MS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Supplemental (Less Than 80% but More Than 20%)	12

Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.6

Building Name		
Kane Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES Speech	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Kane Area El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case

		Load
Itinerant (20% or Less)		65
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
Students are grouped for service delivery according to grade level/developmental need to allow the age range of students to be appropriate.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Elementary	Elementary	Full-time (1.0)	03/06/2024 02:39 PM

Building Name		
Kane Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 12
Age Range Justification		FTE %
Students are served in reg. ed. classrooms or in groups comprised of like-age peers.		0.1

Building Name	
Kane Area El Sch	
Support Type	

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 12
Age Range Justification		FTE %
Students are served in reg. ed. classrooms or in groups comprised of like-age peers.		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS Life Skills/Learning Support	Secondary	Full-time (1.0)	03/06/2024 02:33 PM

Building Name		
Kane Area HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 22
Age Range Justification		FTE %
Students are grouped with peers based on developmental levels and provided with age-appropriate activities within small groups.		0.5

Building Name		
Kane Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.2

Building Name		
Kane Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elementary Life Skills	Elementary	Full-time (1.0)	03/06/2024 02:34 PM

Building Name		
Kane Area El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 13
Age Range Justification		FTE %
This is an elementary life skills room where the students are scheduled for small group instruction with peers that they are closer to in age.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS Emotional/Learning Support	Secondary	Full-time (1.0)	03/06/2024 02:35 PM

Building Name	
Kane Area MS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	5

Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.1

Building Name		
Kane Area MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.1

Building Name		
Kane Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.3

Building Name		
Kane Area MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS Emotional/Learning Support	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Kane Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		27
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.54

Building Name		
Kane Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Hearing Support	Multiple	Part-time (0.5)	07/27/2023 02:17 PM

Building Name		
Kane Area SD		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range

School District	Multiple	5 to 21
Age Range Justification		FTE %
The service provider will see students in a 1:1 or small group setting based on age and grade level. Scheduling will prevent an overlap of the age span.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS Learning Support	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Kane Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.7

Building Name		
Kane Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS Learning Support	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Kane Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.24

Building Name		
Kane Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES Emotional/Other	Elementary	Full-time (1.0)	03/13/2024 03:47 PM

Building Name		
Kane Area El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
Students are provided with support in age-appropriate groups.		0.5

Building Name		
Kane Area El Sch		
Support Type		
Emotional Support		
Support Sub-Type		

Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 12
Age Range Justification		FTE %
Students are provided with support in age-appropriate groups.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elementary Learning Support	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Kane Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 12
Age Range Justification		FTE %
A schedule is created to minimize the age spans of students in each class setting to ensure they are with their same age peers.		1

Special Education Facilities

Building Name		Room #
Kane Area El Sch		104
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 34 feet, 0 inches	952sqft	34
Implementation Date		
2024-03-07		
Uploaded Files		

1Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Kane Area El Sch		201
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 33 feet, 0 inches	924sqft	33
Implementation Date		

2024-03-07
Uploaded Files

2Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Kane Area MS		212
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 6 inches x 29 feet, 6 inches	693sqft	24
Implementation Date		
2024-03-07		
Uploaded Files		

3Assurance Check

Assurance Check	Yes	No
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The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Kane Area HS		215
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 23 feet, 6 inches	446sqft	15
Implementation Date		
2024-03-07		
Uploaded Files		

4Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Kane Area MS		216
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 6 inches x 29 feet, 6 inches	693sqft	24
Implementation Date		
2024-03-07		
Uploaded Files		

5Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Kane Area HS		210
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 36 feet, 0 inches	1008sqft	36
Implementation Date		
2024-03-07		
Uploaded Files		

6Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Kane Area El Sch		108
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 30 feet, 0 inches	900sqft	32
Implementation Date		
2024-03-07		
Uploaded Files		

7Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Kane Area HS		207
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 29 feet, 6 inches	826sqft	29
Implementation Date		
2024-03-07		
Uploaded Files		

8Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Kane Area El Sch		116
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 0 inches x 23 feet, 0 inches	276sqft	9
Implementation Date		
2024-03-11		
Uploaded Files		

9Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Kane Area El Sch		21
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 6 inches x 28 feet, 0 inches	742sqft	26
Implementation Date		
2024-03-14		
Uploaded Files		

10Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Kane Area MS		205
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 6 inches x 29 feet, 6 inches	693sqft	24
Implementation Date		
2024-03-07		
Uploaded Files		

11Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Kane Area El Sch		125
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 6 inches x 28 feet, 0 inches	742sqft	26
Implementation Date		
2024-03-12		
Uploaded Files		

12Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Special Education Support Services

13Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Paraprofessionals	7	Secondary	District
Paraprofessionals	5	Elementary	District
School Psychologist	1	District Wide	District
Social Worker	1	District Wide	District
Guidance Counselor	1	Elementary	District
Guidance Counselor	2	Secondary	District
Other	1	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Autism Support Training for Life Skills Classrooms			
Lead Person/Position		Year of Training	
Seneca Highlands IU9 TaC		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	6	Intermediate Unit Other	Special Education Teachers

Description of Training			
Basic Intensive Skill Training in Applied Behavior Analysis for Teams Serving Students with Autism			
Lead Person/Position		Year of Training	
Seneca Highlands IU9 TaC		2024	
Hours Per Training	Number of Sessions	Provider	Audience
6	2	Intermediate Unit PaTTAN	Building Administrators Paraprofessionals Special Education Teachers

Description of Training	
Behaviors, Communication and Autism for School Support Staff	
Lead Person/Position	Year of Training

TaC - Seneca Highlands IU9		2024	
Hours Per Training	Number of Sessions	Provider	Audience
2.5	1	Intermediate Unit	Paraprofessionals

Positive Behavior Support

Description of Training			
Schoolwide Positive Behavior Interventions and Support			
Lead Person/Position		Year of Training	
TaC - Seneca Highlands IU9		2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
6	5	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training	
Safety Care Training	
Lead Person/Position	Year of Training
TaC - Seneca Highlands IU9	2024 2025 2026 2027

Hours Per Training	Number of Sessions	Provider	Audience
6	3	District Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
The Escalated Student: Using Trauma Informed Practices and De-Escalation			
Lead Person/Position		Year of Training	
TaC - Seneca Highlands IU9		2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Understanding and Supporting Behavior Interventions and Strategies			
Lead Person/Position		Year of Training	
TaC - Seneca Highlands IU9		2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit	Paraprofessionals

Paraprofessional

Description of Training			
First Aid/CPR Training			
Lead Person/Position		Year of Training	
Erin Lundeen, American Heart Association Certified Trainer/RN		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	Other	Paraprofessionals Other

Description of Training			
Knowledge and Skill Development for Special Education Paraprofessionals in PA Training Series			
Lead Person/Position		Year of Training	
PaTTAN		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	as needed by paraprofessionals	PaTTAN	Paraprofessionals

Description of Training	
Summer Book Study on Inclusive Practices	
Lead Person/Position	Year of Training
TaC - Seneca Highlands IU9	2024

		2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
6	4	Intermediate Unit	Paraprofessionals

Description of Training			
3-Day Highly Qualified Training			
Lead Person/Position		Year of Training	
TaC - Seneca Highlands IU9		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	Intermediate Unit	Paraprofessionals

Description of Training			
Mandated Trainings (Mandated Reporter, Bloodborne Pathogens, Confidentiality, Internet Acceptable Use, Sexual Harassment, etc.)			
Lead Person/Position		Year of Training	
Superintendent - Global Compliance Network		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
varies	varies	District	Building Administrators

			Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other
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Description of Training			
Credential of Competency Training Series			
Lead Person/Position		Year of Training	
KASD Director of Special Education and Superintendent		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
varies	varies	PaTTAN	Paraprofessionals

Transition

Description of Training			
Indicator 13 Compliance Module Series			
Lead Person/Position		Year of Training	
PaTTAN		2024	
Hours Per Training	Number of Sessions	Provider	Audience
varies	6	PaTTAN	Special Education Teachers

Description of Training			
Indicator 13: Writing IEPs for Secondary Transition			
Lead Person/Position		Year of Training	
TaC - Seneca Highlands IU9		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Intermediate Unit	Special Education Teachers

Science of Literacy

Description of Training			
Structured Literacy Training Series			
Lead Person/Position		Year of Training	
KASD Superintendent		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
varies	TBD	District Intermediate Unit	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
Evidence Based Reading Strategies/SFA			
Lead Person/Position		Year of Training	
KAES Principal		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	6	Other	Building Administrators General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Local Task Force - Various Topics			
Lead Person/Position		Year of Training	
TaC - Seneca Highlands IU9		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	8	Intermediate Unit	Central Office Administrators Parents

Description of Training

Title I Parent Meetings - Assessment Data Review, Curriculum Overview, Available Resources			
Lead Person/Position		Year of Training	
Linda Lorenzo/Federal Programs Coordinator		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Kindergarten Readiness Presentation			
Lead Person/Position		Year of Training	
KAES Principal		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Parents

IEP Development

Description of Training			
PASA Eligibility and Assessor Training			
Lead Person/Position		Year of Training	
KASD Director of Special Education and Seneca Highlands IU9		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	District Intermediate Unit Other	Special Education Teachers

Description of Training			
IEP Writing Training			
Lead Person/Position		Year of Training	
TaC - Seneca Highlands IU9		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	6 sessions/2 sessions per year	Intermediate Unit	Special Education Teachers

MTSS

Description of Training
Universal Design for Learning/Differentiated Instruction

Lead Person/Position		Year of Training	
TaC - Seneca Highlands IU9		2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit PaTTAN	General Education Teachers Special Education Teachers

SEL Training

Description of Training			
Understanding the Impact of Trauma in the Classroom			
Lead Person/Position		Year of Training	
TaC - Seneca Highlands IU9		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	1 offered annually	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training	
SAP (Student Assistance Program) Training	
Lead Person/Position	Year of Training
Mary Chapman, Social Worker	2024 2025

		2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
6	1 offered annually	Other	General Education Teachers Special Education Teachers Other

Description of Training			
Situational and Behavioral Health Awareness			
Lead Person/Position		Year of Training	
KASD Superintendent		2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Special Education Leadership Trainings

Description of Training			
Creating an Inclusive System of Education for All			
Lead Person/Position		Year of Training	
Linda Lorenzo/Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience

1	6	PaTTAN	Central Office Administrators
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Threat Assessment Training

Description of Training			
PREPaRE Workshops 1 and 2			
Lead Person/Position		Year of Training	
TaC - Seneca Highlands IU9		2024	
		2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	Intermediate Unit	Building Administrators Central Office Administrators Other

Description of Training			
CSTAG: Threat Assessment Training			
Lead Person/Position		Year of Training	
TaC - Seneca Highlands IU9		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
6	Offered 1 time annually	Intermediate Unit	Building Administrators Central Office Administrators Other

Description of Training			
Emergency Safety Training			
Lead Person/Position		Year of Training	
KASD Superintendent		2024 2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Best Practices/Use of Effective Strategies

Description of Training			
Bureau of Special Education Bulletin for Educators			
Lead Person/Position		Year of Training	
KASD Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
varies	8	District Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
Inclusive Learning Environments - Understanding Learner Variability			
Lead Person/Position		Year of Training	
KASD Director of Special Ed./TaC - Seneca Highlands IU9			
Hours Per Training	Number of Sessions	Provider	Audience
1.5	2	Intermediate Unit	Building Administrators General Education Teachers Special Education Teachers

Signatures & Affirmations

Approval Date

2024-04-11

Uploaded Files

KASD2024SpEdPlanSignedAffirmation.pdf

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

Superintendent/Chief Executive Officer

Jeannine L. Kloss

Date

