Kane Area SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

400 West Hemlock Avenue
Kane, PA 16735-1696
814-837-9570
Superintendent: Jeffrey Kepler
Director of Special Education: Linda Lorenzo

Planning Process

The Kane Area School District solicited committee membership for the planning team through announcements at public meetings, newspaper articles and postings on the KASD website. All respondents were included on the planning team which numbers thirty-two and includes all required members.   The first planning meeting will bring all stakeholders together to review current mission, vision and belief statements, introduce members to the planning process, and review a school climate survey for administration to all stakeholders. A timeline for completion of the CP will be developed and committee members will be assigned groups in order to complete the CP.

School based teams will analyze data and prioritize systemic challenges. Concurrently, teams will begin completion of the special education and professional development plan. Periodically, the entire planning committee will reconvene and review progress of the plan until all steps are completed and submitted for public review and KASD Board approval.

Mission Statement

The mission of the KASD is to provide students with an engaging, safe, and challenging learning environment that is shared and valued by all.

Vision Statement

The Kane Area School District will inspire our students to thrive and be productive members of their community.

Shared Values

1. **We believe all students deserve a quality education.**

2. **We believe all students have the ability to learn.**

3. **We believe in lifelong learning.**

4. **We believe in effective communication and problem solving.**

5. **We believe schools must promote healthy lifestyle choices and a safe environment.**

6. **We believe education must prepare students to demonstrate 21st century skills in an ever changing global and technological society.**

7. **We believe education must develop the whole person.**

8. **We believe learning communities encompass the entire family, community, and school.**

9. **We believe the KASD Board of Directors, administration, faculty and staff should be positive role models.**

10. **We believe education must engage, empower and inspire students to become good citizens with a strong work ethic.**

11. **We believe everyone should put forth their best effort and everyone should be held accountable.**

12. **We believe education should foster the development of self-respect and respect for others.**

Educational Community

The Kane Area School District (KASD) is a rural district that encompasses nearly 250 square miles in McKean County (159 square miles) and Elk County (89 square miles). McKean County includes Kane and Mt. Jewett Boroughs, Ludlow and Wetmore and Hamilton Township.   Elk County communities include James City, Russell City and portions of Jones and Highland Townships.   The District is located in the heart of the 513,000 acre Allegheny National Forest and contains over 106,000 acres of the ANF within the District boundaries. Timber, oil, gas, light industry and outdoor recreation activities predominate in these primarily blue collar communities. The KASD currently has approximately 1,170 students attending Kindergarten through grade 12. Student demographic data indicates that 96 percent of the student population is white, 17 percent receive special education services and 54 percent are considered to be economically disadvantaged.

The Kane Area Elementary-Middle School which was opened in 2010 and is located at 400 West Hemlock Avenue in Kane houses students in Kindergarten through grade 8. The Kane Area High School which was constructed in 1970 is located at 6965 Route 321 in Kane and houses students in grades 9 through 12. Currently an energy savings project is underway at the high to make much needed improvements in the learning environment. A three year building improvement plan is underway as well.

The KASD is led by an elected Board that is comprised of nine members that have each been in office four or less years. The current administrative staff for the Kane Area School District consists of the Superintendent, High School Principal, K-12 Assistant Principal, Middle School Principal, and Elementary Principal. In addition, the administrative team includes the Business Manager, Facilities Manager, Technology Director, and Supervisor of Special Education. The KASD is a member of the Seneca Highlands Intermediate Unit 9 and utilizes them for a variety of services including Pennsylvania Department of Education updates related to curriculum, legislation, training and professional development for administration and staff, and special education related services such as physical therapy, occupational therapy, speech therapy, and orientation and mobility services.

The district is aware of the need to provide a safe and supportive environment for students and the strong relationship between a student's academic success and their emotional and physical well-being. As one mean to address this relationship, the KASD employs   full time school counselors at the high school, elementary, and middle school in addition to a school psychologist. The District has hired a fulltime school social worker which is being funded with Title I and Title IV funds. At all three building levels a program named MTSS (Multi-Tiered Support System, formally known as the "Kane Intervention Success System) was developed and implemented starting with the 2010/2011 school year. The MTSS program is a student intake system that addresses student needs in the areas of academics, behavior and emotional health. Regular team meetings are held to identify, strategize and monitor student progress.

Student Assistance Programs, with assistance from outside liaisons, are fully operational at the elementary, middle and high school levels. The district also employs two full time nurses who share duties amongst the schools. In addition to the responsive and developmental services being offered within the school, parents are utilizing the school as a liaison to obtain counseling referrals and services with outside agencies. While many districts are eliminating "non-essential" classes such as music and art, the Kane Area School District employs three full time music instructors and two certified art teachers; one of who shares time between the middle and elementary schools. The KASD continues to offer and support a variety of extracurricular and co-curricular activities to students at all grade levels.

Knowing that a student's grade 3 reading level is crucial to future academic success, the KASD has utilized Ready to Learn grant monies to maintain full day kindergarten. The elementary school continues to implement the *Success For All* research based reading program and *Singapore Math.* Prior to the 2014-2015 school year, Title IIA monies were utilized to reduce class size in first grade. Due to declining enrollment, Title IIA monies are now utilized for the Title I program. Title I monies are utilized to support three reading specialists, one of which serves as a math

interventionist, AmeriCorps volunteers and summer school for elementary students that have demonstrated an academic need in math and/or reading.   To help ensure attendance in this program, the KASD provides invitations and transportation to all eligible students. This program is dedicated to the individual success of students through a low student to teacher ratio and by utilizing a standards based curriculum to help meet the individual needs of all students involved.

The Kane Area School District embraces the need for students to be equipped with skills which will enable them to be successful in the 21st Century and has made this a priority in the budget. The district has placed a high priority on the use of technology by providing a sizable technology budget in comparison to local schools and employs three full time persons to maintain and update the district's infra-structure, hardware, and software. Currently, the district has 773 computers including 346 desktop, 437 laptops. The laptops are in 17 mobile labs (5 units at the Elementary School, 4 units at the Middle School, and 8 units at the High School), 98 projectors, 56 smart boards, 22 student response systems, and 4 document cameras. There are also iPad labs at the elementary school, ES/MS library, and the high school Vo-Ag program. There are desktop computer labs in both the Elementary School and the Middle School and two computer classrooms at the High School as well as computers available for student use in the libraries. Wireless networking is provided throughout the school buildings and a guest internet access for faculty, staff, students, and visitors has been implemented under the management of the KASD Tech Department. The district utilizes the following software packages and subscriptions: Microsoft Office Professional School License Agreement for all computers with work at home licensing for staff, Microsoft Exchange/Outlook email for all employees, Follett Destiny Circulation and Catalog library software, Accelerated Reader web based quizzing (all published tests available and vocabulary quizzes included), Adobe Premiere and Adobe Photoshop at the High School (30-user), Study Island (PSSA web based preparation program). The Elementary Success for All reading program is highly dependent on classroom technology, including projectors, interactive white boards, and laptop computers, to deliver a variety of software based instruction. The district uses eSchoolData Student Information System for managing student accounts, gradebooks, as well as parent and student portals. The Student Information System is remotely hosted by the Central Susquehanna Intermediate Unit (CSIU). An education/government TV channel is in use on Comcast Cable for communicating what is going on at the schools. The District recently updated the website and now use rSchools Today for the website, athletic scheduling, and use of facility scheduling. Emergency and informational alerts are being sent out using OneCallNow notification system. The goal of the technology director is to provide the district with dependable and current technology. The district achieves this goal by following an affordable, action plan of cyclic replacements, and by planning and implementing technology solutions that are both manageable and effective.

As a compliment to the emphasis placed on technology, the district encourages staff to access student data to guide student instruction. The staff has been exposed to one or more of the following; eMetric data, PVAAS data, 4-Sight Member Center Data, Study Island data and benchmarking assessments, DIBELS data, CDTs, and math probes. The KASD utilizes OnHand Schools as a data warehouse where teachers can easily access a student's relevant grades and testing history. The data warehouse is being utilized to aid staff in meeting the individual needs of all

students via differentiated instruction. The district supports professional development outside of the district as well as from within by offering a yearly "Summer Camp" for faculty and staff within the district.

Traditionally, the community and school district have been mutually supportive of one another. As in many rural districts, the schools are a source of community pride and become the centerpiece for many community activities. In conclusion, the Kane Area School District will continue to efficiently utilize existing and new resources in a holistic approach to assist students in becoming successful and responsible individuals.

Planning Committee

Name	Role
James Fryzlewicz	Administrator : Professional Education Special Education
Jessica Gabriel	Administrator : Professional Education Special Education
Jay Israel	Administrator : Professional Education Special Education
Jeff Kepler	Administrator : Professional Education Special Education
Linda Lorenzo	Administrator : Professional Education Special Education
Todd Stanko	Administrator : Professional Education Special Education
Claire Ann Buckley	Board Member : Professional Education Special Education
Susan Grolemund	Board Member : Special Education
James Greville	Business Representative : Professional Education Special Education
Mike Merry	Business Representative : Professional Education Special Education
Kent Jenkins	Community Representative : Professional Education Special Education
Kathy Long	Community Representative : Professional Education Special Education
Dan Nortrum	Community Representative : Professional Education Special Education
Lisa Bizzak	Ed Specialist - Nutrition Service Specialist : Special

	Education
Anthony Santiso	Ed Specialist - School Counselor : Professional Education Special Education Schoolwide Plan
Nicole Boylan	Elementary School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
Jennifer Lindquist	Elementary School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
Janine Smith	Elementary School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
Samantha Hayduk	Elementary School Teacher - Special Education : Professional Education Special Education Schoolwide Plan
Ashley Komidar	Elementary School Teacher - Special Education : Professional Education Special Education
Shannon Olson	High School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
Jason Barner	High School Teacher - Special Education : Professional Education Special Education Schoolwide Plan
Mark Candalor	Instructional Technology Director/Specialist : Special Education
Jeannine Kloss	Middle School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
Rae El Whitman	Middle School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
Matthew Gasbarre	Middle School Teacher - Special Education : Professional Education Special Education Schoolwide Plan
Stephanie Eckstrom	Parent : Professional Education Special Education
Kathleen Gibson	Parent : Professional Education Special Education
Mike Hancharick	Parent : Professional Education Special Education
Natalie Miller-Martini	Special Education Director/Specialist : Professional Education Special Education
Alyssa Biel	Student : Special Education

Adam Sicher	Student : Special Education
Caitlyn Zampogna	Student : Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

The KASD holds students to achievement based on academic standards consistent with those in Chapter 4 of the Pennsylvania Code. It is the intent of the District to review all curricula on a six year cycle; however, this does not always happen in the planned cycle due to changes in regulations and testing requirements such Keystone Exams and the PA Core

Standards. During the curriculum revision process, planned courses are reviewed relative to instructional objectives, course content, acceptable levels of proficiency, and methods of evaluation. Each discipline engages in an analysis of all Pennsylvania approved Standards and Anchors (if any) for the purpose of establishing applicability to each planned course. As noted above, the majority of the KASD primary curriculum is aligned with the PA Standards and is posted online at the KASD website. Mapping procedures are then initiated to determine the extent the Standards are taught and tested. The process of aligning existing Standards and Anchors to all K - 12 curriculums is ongoing and must include a look into alignment of assessments and lesson delivery with technology being utilized as a vehicle for implementation of aligned curriculum and assessments. Changes in Pennsylvania State Standards, Anchors, or School Code as they relate to curriculum will be addressed within the curriculum in a timely fashion and not required to wait until their cyclic revision year. In addition, curriculum may be addressed outside of its regular cycle if data-analysis of student achievement suggests a need to do so. Due to data garnered from state and local assessments, a priority has been placed on mapping the attainment of English/Language Arts and mathematics standards as evidenced above. The District recognizes that in addition to these two content areas, there is a need to refocus on the mapping of content standards in the content areas of socials studies and science.

Elementary Education-Intermediate Level

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

Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

As with the curriculum at the primary level, the KASD holds students to achievement based on academic standards consistent with those in Chapter 4 of the Pennsylvania Code. It is the intent of the District to review all curricula on a six year cycle; however, this does not always happen in the planned cycle due to changes in regulations and testing requirements such Keystone Exams and the PA Core Standards. During the curriculum revision process, planned courses are reviewed relative to instructional objectives, course content, acceptable levels of proficiency, and methods of evaluation. Each discipline engages in an analysis of all Pennsylvania approved Standards and Anchors (if any) for the purpose of establishing applicability to each planned course. As noted above, the majority of the KASD primary curriculum is aligned with the PA Standards and is posted online at the KASD website. Mapping procedures will be initiated to determine the extent the Standards are taught and tested. The process of aligning existing Standards and Anchors to all K - 12 curriculums is ongoing and must include a look into alignment of assessments and lesson delivery with technology being utilized as a vehicle for implementation of aligned curriculum and assessments. Changes in Pennsylvania State Standards, Anchors, or School Code as they relate to curriculum will be addressed within the curriculum in a timely fashion and not required to wait until their cyclic revision year. In addition, curriculum may be addressed outside of its regular cycle if data-analysis of student achievement suggests a need to do so. Due to data garnered from state and local assessments, a priority has been placed on mapping the attainment of English/Language Arts and mathematics standards as evidenced above. The District recognizes that in addition to these two content areas, there is a need to refocus on the mapping of content standards in the content areas of socials studies and science.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Needs Improvement	Accomplished
PA Core Standards: English Language Arts	Developing	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Needs Improvement	Accomplished
PA Core Standards: Mathematics	Developing	Accomplished
Economics	Needs Improvement	Developing
Environment and Ecology	Needs Improvement	Accomplished
Family and Consumer Sciences	Needs Improvement	Accomplished
Geography	Needs Improvement	Accomplished
Health, Safety and Physical Education	Developing	Accomplished

History	Needs Improvement	Accomplished
Science and Technology and Engineering Education	Needs Improvement	Accomplished
Alternate Academic Content Standards for Math	Developing	Accomplished
Alternate Academic Content Standards for Reading	Developing	Accomplished
American School Counselor Association for Students	Developing	Accomplished
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Accomplished

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

The KASD holds students to achievement based on academic standards consistent with those in Chapter 4 of the Pennsylvania Code. It is the intent of the District to review all curricula on a six year cycle; however, this does not always happen in the planned cycle due to changes in regulations and testing requirements such Keystone Exams and the PA Core Standards. During the curriculum revision process, planned courses are reviewed relative to instructional objectives, course content, acceptable levels of proficiency, and methods of evaluation. Each discipline engages in an analysis of all Pennsylvania approved Standards and Anchors (if any) for the purpose of establishing applicability to each planned course. As noted above, the majority of the KASD primary curriculum is aligned with the PA Standards and is posted online at the KASD website. Mapping procedures will be initiated to determine the extent the Standards are taught and tested. The process of aligning existing Standards and Anchors to all K - 12 curriculums is ongoing and must include a look into alignment of assessments and lesson delivery with technology being utilized as a vehicle for implementation of aligned curriculum and assessments. Changes in Pennsylvania State Standards, Anchors, or School Code as they relate to curriculum will be addressed within the curriculum in a timely fashion and not required to wait until their cyclic revision year. In addition, curriculum may be addressed outside of its regular cycle if data-analysis of student achievement suggests a need to do so. Beginning at the middle school, courses become more content specific and teachers are more specialized in the content matter that is taught. As a result mapping of standards across all content areas is accomplished with a higher degree of fidelity. As the District moves forward, it will be imperative that science and social studies teachers become more adept at incorporating common core literacy standards within their respective curricula.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Needs Improvement	Developing
PA Core Standards: English Language Arts	Developing	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Needs Improvement	Developing
PA Core Standards: Mathematics	Needs	Accomplished

	Improvement	
Economics	Needs Improvement	Developing
Environment and Ecology	Needs Improvement	Accomplished
Family and Consumer Sciences	Needs Improvement	Accomplished
Geography	Needs Improvement	Accomplished
Health, Safety and Physical Education	Developing	Accomplished
History	Needs Improvement	Accomplished
Science and Technology and Engineering Education	Needs Improvement	Developing
Alternate Academic Content Standards for Math	Developing	Accomplished
Alternate Academic Content Standards for Reading	Developing	Accomplished
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Accomplished

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

The KASD holds students to achievement based on academic standards consistent with those in Chapter 4 of the Pennsylvania Code. It is the intent of the District to review all curricula on a six year cycle; however, this does not always happen in the planned cycle due to changes in regulations and testing requirements such Keystone Exams and the PA Core Standards. During the curriculum revision process, planned courses are reviewed relative to instructional objectives, course content, acceptable levels of proficiency, and methods of evaluation. Each discipline engages in an analysis of all Pennsylvania approved Standards and Anchors (if any) for the purpose of establishing applicability to each planned course. As noted above, the majority of the KASD primary curriculum is aligned with the PA Standards and is posted online at the KASD website. Mapping procedures will be initiated to determine the extent the Standards are taught and tested. The process of aligning existing Standards and Anchors to all K - 12 curriculums is ongoing and must include a look into alignment of assessments and lesson delivery with technology being utilized as a vehicle for implementation of aligned curriculum and assessments. Changes in Pennsylvania State Standards, Anchors, or School Code as they relate to curriculum will be addressed within the curriculum in a timely fashion and not required to wait until their cyclic revision year. In addition, curriculum may be addressed outside of its regular cycle if data-analysis of student achievement suggests a need to do so.   At the high school, courses are very content specific and teachers are specialized in the content matter that is taught. As a result mapping of standards across all content areas is accomplished with a higher degree of fidelity. As the District moves forward, it will be imperative that science and social studies teachers become more adept at incorporating common core literacy standards within their respective curricula.

Adaptations

Elementary Education-Primary Level

Checked answers
>   None.

Unchecked answers
>   None.

Elementary Education-Intermediate Level

Checked answers
>   None.

Unchecked answers
>   None.

Middle Level

Checked answers
>   None.

Unchecked answers
>   None.

High School Level

Checked answers
>   None.

Unchecked answers
>   None.

Explanation for any standards checked:

N/A

Curriculum

Planned Instruction

Elementary Education-Primary 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.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing

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:

- Planned courses of instruction that aligned with Pennsylvania standards are written and available to all teachers. It is expected that all teachers prepare weekly lesson plans with objectives that align to the planned course of study in all subjects.

- All planned courses of study include instructional time allocations and content to be covered to ensure attainment of academic standards. Needed materials are included in weekly lesson plans prepared by teachers.

- Planned courses of study align course objectives with academic standards. The relationship between objectives and standards is to be indicated in weekly lesson plans.

- Each planned course of study identifies multiple assessment measures to ensure mastery of objectives for each planned course of study. Teachers use formal and informal assessments to measure student attainment of objectives. Grades reflecting mastery of content are updated weekly in teacher gradebooks and formally reported to parents on a quarterly basis.

Building principals are responsible for checking lesson plans which are electronically submitted. Building principals also oversee the assessment and reporting of student grades.

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

N/A

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.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
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:

- Planned courses of instruction that aligned with Pennsylvania standards are written and available to all teachers. It is expected that all teachers prepare weekly lesson plans with objectives that align to the planned course of study in all subjects.

- All planned courses of study include instructional time allocations and content to be covered to ensure attainment of academic standards. Needed materials are included in weekly lesson plans prepared by teachers.

- Planned courses of study align course objectives with academic standards. The relationship between objectives and standards is to be indicated in weekly lesson plans.

- Each planned course of study identifies multiple assessment measures to ensure mastery of objectives for each planned course of study. Teachers use formal and informal assessments to measure student attainment of objectives. Grades reflecting mastery of content are updated weekly in teacher gradebooks and formally reported to parents on a quarterly basis.

Building principals are responsible for checking lesson plans which are electronically submitted. Building principals also oversee the assessment and reporting of student grades.

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

N/A

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.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
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:

- Planned courses of instruction that aligned with Pennsylvania standards are written and available to all teachers. It is expected that all teachers prepare weekly lesson plans with objectives that align to the planned course of study in all subjects.

- All planned courses of study include instructional time allocations and content to be covered to ensure attainment of academic standards. Needed materials are included in weekly lesson plans prepared by teachers.

- Planned courses of study align course objectives with academic standards. The relationship between objectives and standards is to be indicated in weekly lesson plans.

- Each planned course of study identifies multiple assessment measures to ensure mastery of objectives for each planned course of study. Teachers use formal and informal assessments to measure student attainment of objectives. Grades reflecting mastery of content are updated weekly in teacher gradebooks and formally reported to parents on a quarterly basis.

Building principals are responsible for checking lesson plans which are electronically submitted. Building principals also oversee the assessment and reporting of student grades.

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

N/A

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.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
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:

- Planned courses of instruction that aligned with Pennsylvania standards are written and available to all teachers. It is expected that all teachers prepare weekly lesson plans with objectives that align to the planned course of study in all subjects.

- All planned courses of study include instructional time allocations and content to be covered to ensure attainment of academic standards. Needed materials are included in weekly lesson plans prepared by teachers.

- Planned courses of study align course objectives with academic standards. The relationship between objectives and standards is to be indicated in weekly lesson plans.

- Each planned course of study identifies multiple assessment measures to ensure mastery of objectives for each planned course of study. Teachers use formal and informal assessments to measure student attainment of objectives. Grades reflecting mastery of

content are updated weekly in teacher gradebooks and formally reported to parents on a quarterly basis.

Building principals are responsible for checking lesson plans which are electronically submitted. Building principals also oversee the assessment and reporting of student grades.

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

N/A

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.

The Kane Area School District is committed to educating students to the "maximum extent appropriate" in the least restrictive environment. The district utilizes a variety of collaborative instruction opportunities, modifications and adaptations made to the rigorous standards aligned curriculum in order to educate all students in the educational environment. Collaborative Instruction is used throughout the district in the areas of English, Math, Science and Social Studies. Collaborative instruction is provided by a certified special education teacher and allows for students to participate in the regular education environment while receiving additional supports.   Teachers work together on lesson planning, delivery of instruction and assessment to meet the needs of all learners. Aide support is also utilized in the classroom to deliver additional supports to students. Aides are in the classroom to assist students with assignment completion, test taking and staying on task. In addition to collaborative instruction and aide support, adaptations are made to activities and/or assignments in the regular education classrooms. Adaptations refer to "a change that helps a student overcome or work around their disability." Adaptations that are currently used in the district include but are not limited to: giving oral responses to a writing assignment or test, chunking material throughout the test, allowing for extended time, test taking in an alternative setting, directions and questions read aloud, and extra white space on the assignment/test page. These accommodations are made to assist students in completing tests, worksheets and group or individual projects at their independent level. Adaptations allow for students to participate with non-disabled peers without changing the curriculum. At times, students are in need of a more intensive program and a change needs to be made to the curriculum in order for them to participate with their non-disabled peers. Modifications refer to " a change in what is being taught to or expected from the student" in order to complete the work in the educational environment. Modifications include reduction in key vocabulary terms, an alternative reading assignment if the information is above the student's instructional level, shortened assignments, no

essay or long written responses, exemption from particular class assignments or projects, etc. These strategies occur in the classroom environment to allow the opportunity for students to participate with their non-disabled peers and to be successful. Progress monitoring and collaboration between the regular education teacher and special education teacher is vital so that the needs of students are being met and that they continue to receive a "free and appropriate public education" in the school environment.

Instruction

Instructional Strategies

Checked Answers
- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching

Unchecked Answers
- 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 KASD has developed and Board approved a supervision plan based on Act 82 requirements. Principals conduct formal announced and unannounced observations aligned with the four domains of; 1. planning and preparation, 2. classroom environment, 3. instruction, and 4. professional responsibilities. Walkthrough evaluations of components from domains two and three are also conducted by building principals. Annual evaluations are completed by building principals, reviewed with all professional staff and submitted to the superintendent for review. Building principals review lesson plans on a weekly basis to ensure instruction is aligned with planned courses and academic standards.

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

The KASD does not currently employ instructional coaches, building supervisors or department supervisors. Department chairpersons have been re-implemented in an effort

to develop professional learning communities and assist with curriculum development.   At the Kane Area Elementary School, Title I interventionists in mathematics and reading assist in providing guidance on working with struggling students.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
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.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
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.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
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.

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 KASD recruits highly qualified teachers in the following manner. When a position opens, it is advertised on the KASD website and local newspaper(s). Applications are received electronically via the AppliTrack system. When the posting due date passes, the respective building principal/supervisor and superintendent are notified and the candidate pool is screened. Candidates are selected and an interview team is established. The date, time and location of the interview is confirmed with the selected applicants. Interview questions are developed based on the job description corresponding with the vacancy. During the interview, each candidate is asked the same series of questions and each member of the interview team scores each response. The interview chairperson completes a score summary sheet and the team comes to consensus on the best candidate(s) for each position. If needed, a second round performance interview is conducted. At the conclusion of the second round interview, references for the successful candidate are called. Upon consultation with the superintendent, the interview chair contacts the successful candidate to offer them the position contingent upon KASD Board approval. Upon hiring, the administration of KASD assigns teachers to classrooms that best meet the needs of their students. Students below proficiency or at risk of not graduating are assigned highly qualified and experienced teachers to best meet their needs.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	28.00	28.00	28.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	4.00	4.00	4.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.00	1.00	1.00
Electives	9.00	9.00	9.00
Minimum % Grade Required for Credit (Numerical Answer)	70.00	70.00	70.00

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

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA		X	X	X
PASA		X	X	X
Keystone Exams			X	X
AP Exams				X
Final Exams/Projects			X	X
Chapter/Unit Exams	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Study Island	X	X	X	X
4Sight	X	X		

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Teacher Developed	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Classroom Diagnostic Tests		X	X	X
Universal Screenings (i.e. DIBELS, KBIT, ASVAB, etc.)	X	X	X	X

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review	X	X	X	X
Building Supervisor Review	X	X	X	X
Department Supervisor Review				
Professional Learning Community Review				
Instructional Coach Review				
Teacher Peer Review	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

In an effort to standardize assessment practices, especially in the tested areas of mathematics, English Language Arts and science, teachers have begun to peer review their assessments to ensure that they align with academic standards contained in planned courses of study. As part of the evaluation process, building principals also review assessments for alignment with academic standards. Common assessments are in the process of being developed for core content areas of mathematics, ELA, and science.

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.

N/A

Collection and Dissemination

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

The Kane Area School District utilizes several systems to collect, analyze and disseminate assessment data for use by LEA leaders and instructional teams. The District utilizes "OnHand Schools" as a data warehouse management tool for PSSA, Keystone, DIBELS and PVAAS data. All teachers and administrators have access to this data. At the elementary and middle school, grade level teams analyze assessment data and use the analysis to adjust instruction. At the high school, data analysis occurs by content teams rather than by grade level teams. The MTSS team, at all levels, analyzes data and disseminates that data to teacher teams.

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.

There are three general steps to the intervention process for students not achieving academic standards at the proficient or advanced level:
1. Identification of the student's needs.
2. Determination of the strategies needed to assist the child by using a team approach.
3. Implementation of the intervention strategies through a continuum of services.
The elementary utilizes a variety of interventions including Title I services, morning study groups, guidance/MTSSservices, "boost" time and Study Island as a remediation/extra practice tool. The middle school provides after school teacher assistance, peer tutoring, individualized student action plans, guidance/MTSSservices, Study Island and remediation courses taught by highly qualified instructors. The high school also offers after school teacher assistance, peer tutoring, guidance/MTSSservices, Study Island, and remediation courses in Algebra I, Biology and English/Language Arts. For students not achieving proficiency, PVAAS growth of one or more years is the expected measure of progress.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
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

	EEP	EEI	ML	HS
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	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Grade or content level teams analyze data holistically and by assessment anchor. Supplemental instruction is provided to students not meeting those standards. Successful practices are discussed and shared between faculty members. Instructional practices are regularly modified to increase student understanding and mastery of learning objectives. OnHand Schools is used as the data warehouse program at all levels. There is a need to improve data analysis skills and to improve the use of data to refine instructional processes.

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

This narrative is empty.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

The KASD attempts to notify parents and the public of the academic progress of students. A variety of methods are utilized in attempt to reach out to all stakeholders. Things such as the student handbook are distributed in print form and also posted on the District website.

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 Kane Area Elementary School continues to implement the researched based *Success For All* reading program to meet the needs of the elementary student's reading needs. The District has provided ongoing professional development prior to and during the implementation of this program. During the 2014-2015 school year, the elementary school adopted the SFA Writing from the Heart and Writing Wings program to address deficiencies in elementary writing and to better align the curriculum with the PA Core Standards. The elementary school continues to implement *Singapore Math* which is a common core aligned series.

The Kane Area Middle School has consistently shown high levels of achievement and growth in relation to PSSA scores. The English/Language Arts and mathematics curriculum has been rewritten to align with the Pennsylvania Core Standards and will be reviewed during the 2018-2020 school years.

The Kane Area High School continues to generally show positive PVAAS growth but Keystone Exam proficiency rates are not increasing. The District uses comprehensive algebra course to increase student achievement of academic standards. Professional development in standards aligned systems and instructional practices will occur in order to provide teachers will need tools and resources to assist student not meeting academic standards at a proficient level or higher.

The proficiency rates in all tested areas has leveled off and PVAAS scores fluctuate. This is an area of need as the District moves forward.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	
Conflict Resolution or Dispute Management	X	X	X	X

Peer Helper Programs			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				
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:

Below is a brief description of each strategy.
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement

The KASD superintendent updates the MOU with the Kane Borough Police Department and PA State Police. It is distributed to all building administration and executed as written.
School-wide Positive Behavioral Programs

The "Star Program" is implemented at the primary and intermediate level. Faculty and staff give students different colored stars which are coordinated with school with school wide rules. Star drawings are held bimonthly, at the semester and at the end of the year. At the ES and MS the Student Assistance Program (SAP) and the Multi-Tiered Systems of Support (MTSS) teams regularly meet to monitor and refer students for counseling services. The teams also develop plans to address the academic, behavioral, social and/or emotional issues impeding student progress. Classroom guidance lessons regarding behavior are delivered by the middle school counselor.
Conflict Resolution or Dispute Management

The "Star Program" is implemented at the primary and intermediate level and teaches Schoolwide expected behaviors. Additional programs at this level include "I messages", conflict stoppers, peace path and SFA "Getting Along Together" curriculum. At the KAMS, conflicts are identified at grade level team meetings, parent communication and meetings occur, and individual and group counseling/mediation is conducted. At the KAHS, the peer mediation program is no longer in place. Currently, conflict resolution and dispute management is conducted by teachers, school counselor, social worker, and the administration.
Peer Helper Programs

The KAES does not have a peer helper program. The KAMS has a peer tutoring program that provides academic assistance by pairing students together during homeroom. There is currently no program at the KAHS but training materials are available from when the program previously existed.
Safety and Violence Prevention Curricula

The KAES delivers the *i-SAFE* curriculum to all students in either their homeroom or during computer lab. The KAMS presents *i-SAFE* via grade level assemblies at beginning of each school year by principal and school counselor.   Issues regarding cyber bullying, appropriate online behavior and social media are the focus of these presentations. The KAHS also delivers the *i-SAFE curriculum* and the student led SADD group provides various activities and speakers.

Student Codes of Conduct

All schools publish the student code of conduct in the student handbook which is distributed to all students and is posted online. The code of conduct is reviewed with all students and parents are expected to review the handbook with their child and sign off that they have read and reviewed the student handbook.

Comprehensive School Safety and Violence Prevention Plans

As part of curriculum development, the school counselors have aligned curriculum to the PA interpersonal standards and searching for curriculum to align with those standards. All students participate in the *i-SAFE* program. Schoolwide rules and expectations are developed, discussed with students and enforced. The District has established a school/student safety committee and is reviewing and revising emergency policies and procedures.

Purchase of Security-related Technology

All buildings have secure entrances utilizing a camera and "buzz in" system. Cameras have been purchased and installed at all entrances in the KAES/KAMS building and at specified internal locations. A FOB system is utilized for entry into the building by employees. A security entrance vestibule has been constructed at the Kane Area High School. The purchase of additional security-related technology is seen as a need at the KAHS.

Student, Staff and Visitor Identification Systems

All students and staff have been issued photo ID badges. All District employees are expected to visibly wear ID badges during all school functions. All offices utilize a consistent visitor sign in process and visitors receive temporary identification badges.   A delivery log system has recently been implemented.

Placement of School Resource Officers

The KASD does not employee a school resource officer there are no plans to do so at this time.

Student Assistance Program Teams and Training

The KAES has monthly meetings and all members have completed a three day training. The school counselor serves as the chair of the SAP team. The KAMS SAP team is comprised of principal, counselor, psychologist, KISS Coordinator, a teacher from each grade level, a focus-subject teacher, mental health liaison and drug and alcohol liaison. The school counselor serves as team leader and completes all collection of information and clerical duties. The team meets biweekly to review cases and make referrals, when necessary. Every SAP team member must be SAP trained prior to being added to the team. The KAHS SAP team holds weekly meetings. Students are referred through a variety of methods; data is collected, parents are contacted and appropriate referral is made which may a SAP assessment or referral to outside services.   The team is comprised of teachers,

administration, nurse and counselors. Also Mental Health and Drug alcohol liaison as well as the juvenile probation officer attend meetings.   Yearly trainings are offered to interested staff members who attend the state approved training. The District is committed to training all teachers in the SAP process and team maintenance occurs on a yearly basis

Counseling Services Available for all Students

The KAES provides social and independent skill development and school functioning counseling via the school counselor. Mental health counseling is available through a school based counseling coordinated with outside agencies (Guidance Center) or via referrals to other community based counseling programs. The KAMS school counselor provides Individual and small group sessions, Student and parent sessions, crisis counseling, referrals to outside agencies and is available to offer responsive services throughout the school day.   The KAHS offers SAP and MTSS services which are available to all students. The Guidance Center provides ART (aggression replacement Therapy) to identified students and Project ELECT services are available.   The school works with outside agencies such as Guidance Center, Beacon Light and Dickenson Mental Health in regards to multitude of programs. The HS counselors assist is the scheduling crisis appointments, assist in psychiatric in-patient services, and work with local Partial Hospitalization programs.   The High School employs two school counselors that are available to students to assist with students issues.   They provide plans to assist academically struggling students, communication with parents and students, refer students for Special Education Testing/evaluation, and coordinate ASVAB, PSAT and SAT testing . A social worker has been hired to serve K-12 students and families in need of additional services.

Internet Web-based System for the Management of Student Discipline

The KASD utilizes CSIU as the web based management system of student discipline. These records are also housed and available in the OnHands data warehouse. Additionally, each KISS coordinator maintains a database of student incidents/interventions for students experiencing significant behavioral issues.

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.)

1. Describe your entity's process for identifying gifted children.

The KASD utilizes universal screening tools through the *MTSS* (Multi-Tiered System of Support) program to identify students that may qualify for gifted services in addition to reviewing parent or teacher requests for evaluation. Specific screening tools for gifted identification are administered by the school counselor and/or members of the MTSS team. If the result of the screening is below 125, no further action is taken and a meeting is convened with the teachers to review results. A letter explaining the results of the screening is mailed to parents. If the screening results are above a score of 125, a request for further testing is sent to the Office of Student Services and a letter containing the results of the screening is sent to parents. A Permission to Evaluate Consent form and Prior Written Notice is mailed to parents for a signature. An evaluation is conducted by the school psychologist and a Gifted Multidisciplinary Evaluation meeting is then scheduled to review test results and determine eligibility. If a student is not eligible, a NORA is issued to that effect. If eligible, a Gifted Individualized Educational Plan meeting is scheduled within 30 days and a NORA is issued for placement in the gifted education program.

2. Describe your gifted special education programs offered.

<u>Enrichment Program Philosophy</u>

The Kane Area School District is committed to making deliberate efforts to cultivate talents in all students and to recognize and nurture strengths, talents, and sustained interests that are expressed at a high level. It recognizes that the academically gifted student possess abilities so that his/her cognitive and affective needs can best be met by provision of a differentiated learning environment. A variety of services are designed to serve all students' needs at all grade levels. The enrichment program promotes excellence, equity, and inquiry. Academic excellence is promoted through a wide array of services for gifted/talented students. Equity is provided in that all candidates who are going through the selection process are assessed with multiple measures which allow all students to show their strengths. And inquiry is encouraged through a student driven interest based curriculum.

Overview of the Enrichment Program

The Kane Area School District recognizes the need to provide programs for academically gifted students that go beyond the regular curriculum. The gifted program at the Kane Area School district offers challenging curriculum based on need at every level: elementary, middle, and high. Students at all levels will have the opportunity for specially designed instruction that has been deemed appropriate by the Gifted Individualized Education Plan (GIEP) team as set forth by the Gifted Written Report (GWR). Educational programming may include, but is not limited to, the following: pull out programming, push in/team teaching, supplemental materials provided in the regular education classroom, compaction and acceleration of the curriculum, Seneca Highland Intermediate Unit's Gifted Consortia events, community based learning opportunities, or other events deemed appropriate for the education growth of an identified gifted student.

Elementary School offerings may include Independent Research Options, participation in IU 9 events such as the Reading Competition or Technology Day, traditional pull out of enrichment students, co-teaching of units/differentiated instruction planning, and enrichment teacher push in.

Middle School offerings may include Stock Market Game, Future City Competition, IU9 Events such as the Reading Competition, NaNoWriMO – Novel Writing, Dream It – Do It, Quiz Bowl, Monthly Author Studies/Library Displays, personal interest projects, traditional pull out of enrichment students, co-teaching of units/differentiated instruction planning, and enrichment teacher push in. The middle school also offers honors level courses to selected students.

High School offerings may include Quiz Bowl, Science Fair, Mock Trial, Individual Research Project (IRP), Pennsylvania Envirothon, planning for college, motivation and support of regular education teacher, and traditional pull out of enrichment students. The high school also offers a variety of honor level and AP courses.

There are two tiers of service   Tier one enrichment opportunities are provided to students identified as gifted based on state mandated requirements. Tier two enrichment opportunities are provided to students identified as having a specific gift/ talent but not formally recognized as gifted.

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

As a part of the MTSS process, students who are "thought to be gifted" are brought before the team at grade-level meetings. The Kaufman Brief Intelligence Test (K-BIT) is utilized by our intervention team and/or our counselors as a screening instrument. The results of this test is then taken back to the team for further discussion and teacher input. At that point the MTSS team can make a referral for further and more formal evaluation if that is deemed appropriate.

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

The multiple criteria used to determine eligibility include assessment results (K-BIT, State and Local Assessments, Curriculum Based Assessments and Teacher Input on the needs of the student. All information is discussed at the MTSS grade level meeting. The MTSS team includes regular education teachers, building principals, counselors, Special Education Supervisors and the School Psychologist.

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 gifted programs that are offered are based on individual needs. The need may be to have push-in or pull-out supports to enrich academic strengths. The need may be to accelerate in a particular academic subject and in that case students can be scheduled to attend classes in the Kane Area School District based on acquisition of skills, not based on normal matriculation or scheduling with same-grade peers. Students in the gifted program have the opportunity to participate in any and all gifted services provided by the district.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
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	X
Career Development/Planning		X	X	X
Coaching/Mentoring	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	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

Academic Counseling
KAES class lessons are presented to address academic/study skill development, self-image

and the role of academics in school success. The MS counselor and MTSS team are responsible for progress monitoring and academic counseling. The HS MTSS team reviews grades and conducts parent meetings. Teams develop plans to help students improve grades. Counselors review failure lists on a weekly basis, discuss grades with students and assist them in developing a plan to improve failing grades. **Attendance Monitoring** Attendance monitoring follows District Policy. Parents are contacted each day a student is absent and they must have a valid excuses for absences. Excessive absenteeism is monitored by the MTSS team. School Attendance Improvement Plans are developed for students that experience three or more days of illegal absence. **Behavior Management Programs**

KAES develops and monitors school wide behavior support plans for students. The STAR program reinforces school wide rules. Behavior plans for at risk students are developed and implemented. KAMS-behavior intervention plans are developed by the school counselor and psychologist. Progressive discipline is incorporated into the plans. KAHS-behavior management plans are designed in conjunction with special education programming and the school psychologist. Outside services such as TSS and Mobile Therapy provide specific plans for students involved with agencies. **Bullying Prevention**

KAES addresses bullying prevention through class lessons involving awareness, prevention and responsiveness. The Cooperative Culture committee is charged with school wide behavior, discipline and culture concerns. Classroom teachers facilitate Getting Along Together and Classroom Council to reinforce positive classroom culture. The KAMS incorporates bullying prevention in classroom guidance lessons. The KAHS addresses bullying prevention through the *i-SAFE* curriculum and by posting and reviewing the District bullying policy in all classrooms. **Career Awareness**

KAES introduces work and career education at the primary level. At the intermediate level, issues impacting career choice and awareness of career domains are addressed. KAMS has a Career Education six week course taken by every student in the eighth grade. The KAHS has an elective Career Exploration course, interest surveys are conducted in freshman seminar, ASVAB testing is conducted with all sophomores and students participate in job shadowing and career related field trips. **Career Development/Planning**

In the intermediate grades, the KAES conducts interest surveys and examines the relationship between interests, abilities and career planning. Skills and roles needed for career development are identified. KAMS students in the Career Education class choose three occupations of interest to research. Students attend college and career fairs. Student schedules are developed based on career goals. Post-secondary and military recruiters make routine visits to discuss options for students. Students in grades 3-11 now participate in required career portfolio development. **Coaching/Mentoring**

KAES counselor serves as a mentor to at risk students with scheduled meetings and drop in checks during class time. Supplemental Support for learning support students is also provided in small group settings. The KAMS currently has no coaching/mentoring program. **Compliance with Health Requirements –i.e., Immunization**

The CSN ensures all students entering the district are in compliance with Pennsylvania Department of Health immunization requirements. The CSN notifies all parents and guardians of immunization requirements. If a student is not in compliance, the CSN notifies parents and monitors provisional enrollment as needed. The CSN coordinates mandated physical and dental exams at school for those students that are unable to complete them with a private provider. The CSN makes appropriate referrals for suspected communicable diseases, infection or conditions that require exclusion from school then verifies that the readmission criteria has been met. The CNS coordinates with the PA Health Dept for reportable diseases and coordinates management protocol for outbreaks. The CSN notifies

parents and guardians of outbreaks and disseminates recommendations for exposed susceptible persons. **Emergency and Disaster Preparedness**
CSN prepares Emergency Care Plans for all students with life-threatening medical concerns (allergy, asthma, diabetes, seizures) and shares this information with faculty/staff to ensure immediate and appropriate response to emergency situations. The CSN has a key role in responding to all health emergencies. The High School one of three designated disaster response centers for McKean County. **Guidance Curriculum**
The K-12 guidance curriculum is aligned with ASCA and PA standards for career and interpersonal skills. **Health and Wellness Curriculum**
has been revised and is aligned with PA Academic Standards. **Health Screenings**
The PA Department of Health and the PA School Code mandate specific health screenings for students K-12. The CSN completes these screenings and provides access to screenings that must be done by another health care professional. The CSN also prepares individual health report cards and mails it home to parents/guardians of each student. **Individual Student Planning**
KAMS assists students in the eighth grade select courses for ninth grade. MTSS, SAP, and guidance assist with individual student plans with individual student case management. KAHS conducts individual meetings with juniors and seniors to discuss grades, future plans as related to career and post-secondary goals. Yearly meetings are held to assist all students with scheduling concerns to meet their graduation requirements. **Nutrition**
is discussed individually with students on an as needed basis. The CSN provides resources to parents or students interested in learning more about healthy eating habits. The Food Services Director serves as a resource for building level functions and recently completed an audit of the food program with no findings. **Orientation/Transition**
KAES counselor is a member of the staff team responsible for orienting new students to the school and supports students as they transition to the KAMS. KAMS counselor visits grade 5 classrooms biweekly throughout the final two months of the school year to become acquainted with students and answer questions. Fifth grade classes take building tours with each May. KAMS counselor is responsible for assisting families with enrollment paperwork and providing orientation in regards to the school. The school counselor attends transition meetings for Learning Support students and assists with grade 8 learning support student tours to the HS. The KAHS conducts two middle school meeting with grade 8 students where scheduling and transition meeting are held. Student Council, school counselors and administration conduct a freshman orientation during the summer and freshman seminar is conducted with all grade 9 students. **RtII**
KASD addresses RTII by assessing and evaluating students, providing interventions and documenting results via the MTSS program. Interventions are monitored by school counselors and MTSS teams. **Wellness/Health Appraisal**
The CSN is a member of the KASD Wellness Committee. General health of students is assessed and healthy habits promoted daily. Data from mandated screenings is used to assess the needs of the students. The K-12 assistant principal is now in charge of the Wellness Policy and has coordinated two consecutive community health fairs.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
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	
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations		X	X	X
Small Group Counseling-Educational planning				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:

Accommodations and Modifications:

The KASD provides accommodations and modifications to students via IEPs and Chapter 15 504 plans. For non-identified students, accommodations and modifications are based upon student need through data collection and individual recommendations for accommodation and recommendation are made. These may include preferential seating, workload reduction, teacher notes, education plans and scheduling changes.
Administration of Medication

The CSN administers medications according to the PA Dept. Of Health Guidelines for Medication Administration and the KASD Policy #210 and 210.1. The CSN is responsible for monitoring the efficacy and sharing observations and concerns with parents and primary care providers.
Assessment of Academic Skills/Aptitude for Learning

The KAES counselor provides progress monitoring relative to students with behavioral programming which affects academic skill attainment. Teachers are provided with behavioral/social data based on classroom observations. The KAES also administers the "K-BIT" as a screening tool for enrichment activities. The KAMS MTSS Coordinator conducts Curriculum Based Assessments (CBA) and performs pre-screening assessments (K-BIT) prior to a gifted evaluation. At the KAHS, students who are identified through SAP/MTSS are referred to school psychologist for assessment and recommendations for appropriate course of study selections are made.
Assessment/Progress Monitoring

Assessment/progress monitoring is conducted through the MTSS team and special education department across the District.
Casework

The KAES collaborates with and coordinates in-school counseling services and community based services including counseling and psychiatric care. The counselor provides counseling and psychiatric referrals, supports evaluations and implementation of services. Needs and supports are identified and parents are supported in accessing services through SAP. The KAMS casework is managed by the SAP and MTSS team. The school counselor has

a caseload of students that require close monitoring and weekly counseling sessions. The KAHS follows up with students after identification to ensure recommendations are being implemented and no further modification are warranted. This includes contact with any services they receive. The Special Education Director serves as the point of contact for students in placement.

The CSN casework includes the facilitation of health care for students, monitoring of chronic or acute illnesses, monitoring medications and then corresponding concerns and observations with parents, teachers and primary care providers. These interactions are done on an ongoing as needed basis to improve continuity of care between school and home.

Crisis Response/Management/Intervention

The KAES counselor is part of the "response team" that manages behavior crises. The counselor also creates crisis protocols for students at risk. The KAMS counselor offers crisis counseling for individual students in need. When necessary, the counselor contacts The Crisis Hotline, via The Guidance Center, for consultation and/or assistance with referral or student placement. Safety Contracts are developed by school counselor when a student presents as suicidal, and communication is established with home. At the KAHS, students who are identified are paired with the appropriate services as the need arises. This could include a crisis appointment for Mental Health issues. The school counselors assist parents with in-patient psychiatric referral process. There is a District-wide crisis intervention team that responds to crises when appropriate. Multiple individuals are Safety Care trained.

The CSN is an integral member of the Crisis Response Team and completed the training offered by KASD. Emergency medical kits are in each CSN office, which are easily accessible in the event of a crisis.

Individual Counseling

All school counselors provide developmental and crisis counseling to individual students. The school psychologist and social work also provide counseling. A mental health liaison and drug and alcohol liaison from the SAP Team are available to all students. Outside agencies are welcomed and provided with a space to meet with students during school day. CSN provides emergent counseling on medical and mental health issues and makes appropriate referrals . CSN works with students, parents, and primary care givers to improve school attendance and classroom performance. The CSN works closely with the school counselor and student assistance programs to assist with recommendations for counseling services.

Intervention for Actual or Potential Health Problems

Students present to the CSN with a myriad of health problems, some being actual and others presenting as potential health problems. It is the CSN's duty to provide all of these students with appropriate assessment, evaluation and interventions. Actual health problems are usually referred to primary care providers and potential health problems are discussed with the student, parent and PCP in an effort to prevent the problem from occurring. It is a goal of the CSN to be proactive, recognizing potential health concerns and intervening aptly.

Placement into Appropriate Programs

The KAES provides specific and developmental information during the decision making process. Parents are supported during the placement process for in or out of school placements. The KAMS MTSS program funnels all student issues and directs students to appropriate programs. Guidance department assists with process of special education

referrals and evaluations. Students in crisis may be placed in psychiatric facility or residential treatment facility. Family Group Decision Making takes referrals from guidance department to work with families of students. The KAHS school counselors assist in the process of guiding students to the proper or appropriate programs and provide appropriate data to meet student educational and mental health needs. The KASD utilizes contracts with a service provider for AEDY services.

Small Group Counseling-Coping with life situations

Counselors at all levels meet with and provide counseling to identified student groups based on student need and as the situation dictates.

Small Group Counseling-Educational planning

The KAHS conduct parents scheduling and financial aid seminars and small group scheduling meetings.   A college/career fair is held each year at the KAHS. A life after graduation presentation is made to seniors.

Small Group Counseling-Personal and Social Development

The KAES counselor provides small group counseling to designed to bolster skill development and improve school success. The KAMS and KAHS, along with the school psychologist and social worker conduct small group social/personal development counseling sessions and make referrals to outside agencies.

Special Education Evaluation

The KASD utilizes the MTSS process prior to a special education referral. Interventions are assigned and implemented.   The MTSS team conducts CBAs on student and gathers teacher feedback in each subject and information is then sent to school psychologist to review. The KAHS provides data regarding the accommodations and modification previously attempted prior to making the special education referral. Counselors attend and supply data for IEP, Manifestation of Determination meetings and MDE meetings

Student Assistance Program

The KAES counselor chairs the SAP team, conducts monthly team meetings and prepares the year-end report. The KAES SAP team is comprised of principal, counselor, psychologist, and elementary teachers, mental health liaison and drug and alcohol liaison. The school counselor serves as team leader and completes all collection of information and clerical duties. The team meets biweekly to review cases and make referrals, when necessary. The KAHS team is in place and holds weekly meetings.   Students are referred through a variety of methods; data is collected, parents are contacted and appropriate referral is made which may a SAP assessment or referral to outside services. The team is comprised of teachers, administration, nurse and counselors. Also the Mental Health, Drug alcohol liaison and juvenile probation officer attend meetings.   Yearly training is offered to interested staff members who attend the state approved training. Team maintenance occurs on a yearly basis.

The CSN is part of the Student Assistance Program (SAP) team and the MTSS team. The teams play an important part in recognizing students in need of the services and make recommendations for additional evaluations and services.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS

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:

Alternative Education

Students that meet AEDY criteria would be referred to the current service provider, Beacon Light Behavioral Health Services. No students have referred for the past three years. The program is PDE accredited.

Case and Care Management

The KAES counselor provides parental support, referrals to outside agencies, school based counseling, behavior plan management and collaboration with outside agencies. The KAMS counselor has caseload of students that require close monitoring and weekly counseling sessions. The KAMS MTSS Coordinator handles caseload of students that are struggling academically. These students' grades are monitored weekly, and communication is established with home. The KAHS school counselors follow up with students after identification to make sure recommendations are being implemented and no modifications are warranted. Case management for students in placement is also handled by the supervisor of special education.

Community Liaison

The KAES counselor offers learning and behavior programs for community members and serves as the SAP liaison. The KAMS counselor serves as the SAP liaison with The Guidance Center and Alcohol and Drug Abuse Systems. District-wide pilot of program collaboration with The Guidance Center to provide increased services and ease of service. Therapists meet with students in school to alleviate the parents having to transport them, loss of instructional time, etc. Outside agencies are welcomed and provided with a space to meet with students during school day at tall schools. The KAHS counselors also serve as SAP Liaisons which include mental health, probation and drug and alcohol. Local scholarships are organized and distributed through the guidance office.

Community Services Coordination (Internal or External)

The KASD initially identifies at risk students, collects data and refers students through SAP, Wrap Around, Family Based services, Big Brothers/Big Sisters, and/or CYS. Students at the KAHS are required to complete 8 hours of volunteer service each year and submit a form with documentation.

Coordinate Plans

School counselors identify needs with teachers/staff, develop intervention plans and coordinate those plans to assist struggling students. Plans are modified and outcomes are shared with school personnel and parents.

Coordination with Families (Learning or Behavioral)

The KAES counselor supports families during process of responding to student needs, provides developmental information and assists in clarifying goals related to supports, services and interventions. The KAMS counselor assists in scheduling of parent/teacher team meetings, enrolling new students and obtaining consent from parent/guardian for SAP services. The KAHS counselors maintain open lines of communication with parents to discuss issues students may be having.   Consultation may be in person or via telephone. A counselor's web page with information and upcoming events is maintained on the District website.

Home/Family Communication

The school counselors develop positive relationships with all families to foster easier access to school and community resources. Communication is coordinated in a wide variety of ways including: Phone calls, email, meetings, Open House, Letters to parents announcing Student of the Month, SAP consent mailed home, presentations but outside agencies, weekly newsletters, 9 week report cards, online grade availability, webpages, marquee messages, school alert messages and after school programming.

The CSN meets with parents to coordinate the health care needs for their son or daughter during the school day. Individual screening results are mailed out once a year for all students. Parents of students requiring additional evaluation as a result of a screening are notified by letter. For the appropriate grades requiring physical and dental exams, parents and guardians are notified by letter of the screening requirements and appropriate forms are mailed out so parents can arrange for private caregivers to provide the screenings. The CSN is available during the school day for private meetings and phone consultations. Parents are encouraged to contact the CSN regarding medical concerns and community resources. The CSN partners with professional community groups and organizations to provide opportunities for our students. The CSN endeavors to establish positive rapport with parents/guardians. The CSN provides inservices to staff on health-related topics and how to provide a classroom environment to meet special health needs . The CSN collaborates with the Administration and meets with the Board of Directors as requested to promote an accurate and complete understanding of the health needs of our students and staff. When able, the school will work with the PA Department of Health to promote community well being.   For example, the flu clinic for school aged children was held at the school.

Managing Chronic Health Problems

The CSN coordinates school based services with primary care physicians for those students experiencing chronic health problems. Relevant information is shared with school personnel to ensure health conditions do not interfere with educational progress.

Managing IEP and 504 Plans

In conjunction with the Student Services Office, the MTSS Coordinator oversees the implementation process of 504 plans. School counselors meet with IEP students as per Specially Designed Instruction. Data is provided regarding the accommodations and modification previously attempted prior to making the special education referral. School counselors attend and supply data for IEP, Manifestation of Determination meetings and MDE meetings. Plans are provided to relevant school personnel and available for review in the OnHands data warehouse.

Referral to Community Agencies

The KASD school counselors are instrumental in making referrals to community agencies which include the following:

- The Guidance Center

- Children and Youth Services

- Beacon Light Behavioral Health Services

- Dickinson Mental Health Corporation

- Deerfield Behavioral Health Systems

- Family Group Decision Making

- Big Brothers Big Sisters referrals

- Project RAPPORT

Depending on individual students needs the appropriate referrals are made in cooperation with the family.

Staff Development

School counselors and school nurses provide faculty with articles, statistics, and tips regarding at-risk behaviors for teens, medications and mental health diagnoses on a regular basis at SAP, faculty and MTSS meetings.

Strengthening Relationships Between School Personnel, Parents and Communities

Relationships are strengthened through ongoing contact with parents and the community. Examples of such contact(s) include: Parent/Teacher conference day, parent meetings throughout the year, ongoing email communication between parents and teachers, and Open House. Open lines of communication are maintained with parents to discuss issues students may be having.   Consultation may be in person or via telephone.   Outside agencies are welcomed and provided with a space to meet with students during school day. The KAHS also conduct parents scheduling and financial aid seminars

System Support

School counselors and school nurses provide system-wide support to students of the KASD

by being active members of SAP and MTSS teams, attending grade level meetings and providing student and faculty staff/ supports throughout each school year.
Truancy Coordination

School counselors, truancy officers, and administration closely monitor student attendance. School Attendance Improvement Plans are put in place to address academic, social and emotional reasons for truant behaviors.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides				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		
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
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	X	X	X	X
Newsletters	X	X		
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- Quarterly

High School Level

- Quarterly

Collaboration for Interventions

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

As a result of a 2009 Least Restrictive Environment special education audit, the KASD committed to professional development in implementation of collaborative instruction practices to meet the needs of students. Special education teachers are assigned to classrooms containing IEP students needing additional support to attain academic standards. The classroom teacher of record and collaborative education teacher jointly plan, deliver instruction and assess student learning.

At all three grade spans, a program called the Kane Intervention Success System (KISS) was developed and implemented beginning with the 2010-2011 school year. The KISS program is a student intake system.   The team meets weekly to review achievement data, identify students, determine appropriate strategies and resources needed, and monitor student progress. KISS utilizes continuous feedback data to identify and determine effective strategies to remove barriers for students to make academic progress. Classroom teachers are members of the KISS team and the teams shares strategies with all classroom teachers as needed.

Teachers collaborate with school counselors and the school nurse to meet the needs of students. Counselors and nurses are also key members of the KISS team.

Finally, the KASD employees three Title I teachers that plan and coordinate with elementary classroom teachers to meet student needs in the content areas of mathematics and reading.

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 Kane Area Elementary School Administration and staff keep open lines of communication and dialogue with many community agencies including local child care facilities, private preschool facilities, Early Intervention and Head Start Centers and various community organizations and churches who provide after-school programs for elementary age students. When in-service opportunities are provided for district staff that are beneficial to staff members of community based services, those staff members are invited to attend. In the past representatives from the community have attended dialogue meetings about Kindergarten readiness, "Handwriting Without Tears" professional development to enhance student instruction, meetings regarding the transitioning of individual students, informational meetings about school-based curriculum programs to support homework that is done in the after school setting, and other like activities. A very good working relationship is maintained between the school and all programs outside the school that service elementary age students in the Kane community. The HS counselor and principal attend WIB meetings when appropriate to needs of students.

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.

Yearly transition meetings are held by the Early Intervention staff members from the Intermediate Unit 9. Kane Area School District staff including the elementary principal, the Intervention Coordinator, the Special Education supervisor and the School Psychologist all attend these transitions meetings with parents to gain information on individual student needs and to provide information on the Kindergarten experience, readiness, school-based programs, etc. When appropriate, other elementary staff members including classroom teachers, speech/language therapists, and the guidance counselor also attend the meetings and/or make visits to the student in the pre-school environment so that all parties are fully prepared to meet the needs of any students with disabilities as they enter Kindergarten. When students with disabilities are serviced in private pre-school settings, the staff from that setting is also a member of the student based team regarding transition.
All pre-kindergarten families are invited to an annual meeting where the transition to Kindergarten is discussed including the daily schedule, commonly asked questions about the curriculum and an introduction to the Kindergarten classrooms and staff is provided. Kindergarten registration is an evening event for all families who wish to register students for the upcoming school year. Once students have registered for Kindergarten they are then

observed in their pre-Kindergarten setting and a readiness assessment is given by school staff. A visit is arranged for all pre-Kindergarten students to come to the building while school is in session and then another visit is arranged for individual students and their parents near the beginning of the school year to have a specific orientation for the first day of school. When appropriate more individualized transition visits are provided to meet the needs of the students. Those students who exhibit deficiencies on the readiness assessment in the spring are invited to attend a pre-Kindergarten summer school program which lasts approximately 4 weeks to address their academic and social needs in a within a smaller setting before beginning Kindergarten with a larger group of their peers.
Throughout the Kindergarten year, students and their parents are welcomed into the elementary family in many ways including snack visits to classrooms, open house and classroom visitation opportunities, school-community events and various forms of communication. Pre-school and child care providers are also included throughout the year in meeting and dialogue opportunities to create smooth transitions and like curriculum expectations across the community.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary 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	Developing
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.

The elementary school has chosen research based curriculum in the areas of English/Language Arts (*Success for All)*, mathematics (*Singapore Math*), and science (*Science, It's Elementary*). These resources are aligned with the state academic standards and progress from fundamental skills and concepts to more advanced content.. They are reviewed and updated annually. Teachers are provided with high quality instructional materials and resources and are able to purchase additional materials/resources aligned with the standards. All teachers and students have access to these materials and many have been placed online for universal access. Instructional materials are available for differentiation of curriculum to accommodate the diverse needs of students in regards to student motivation, performance and need.

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	Developing
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.

The elementary school has chosen research based curriculum in the areas of English/Language Arts (*Success for All)*, mathematics (*Singapore Math*), and science (*Science, It's Elementary*). These resources are aligned with the state academic standards and progress from fundamental skills and concepts to more advanced content.. They are reviewed and updated annually.   Teachers are provided with high quality instructional materials and resources and are able to purchase additional materials/resources aligned with the standards. All teachers and students have access to these materials and many have been placed online for universal access. Instructional materials are available for differentiation of curriculum to accommodate the diverse needs of students in regards to student motivation, performance and need.

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	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Developing
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.

The middle school has chosen research based materials and resources in all content areas. Prior to purchase, of textbooks/resources are vetted against academic standards to ensure they are aligned and will meet the needs of students.   These resources are aligned with the

state academic standards and progress from fundamental skills and concepts to more advanced content. They are reviewed and updated annually.   Teachers are provided with high quality instructional materials and resources and are able to purchase additional materials/resources aligned with the standards. All teachers and students have access to these materials and many have been placed online for universal access. Instructional materials are available for differentiation of curriculum to accommodate the diverse needs of students in regards to student motivation, performance and need.

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	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Developing
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.

The high school has chosen research based materials and resources in all content areas. Prior to purchase, 0f textbooks/resources are vetted against academic standards to ensure they are aligned and will meet the needs of students.   These resources are aligned with the state academic standards and progress from fundamental skills and concepts to more advanced content. They are reviewed and updated annually.   Teachers are provided with high quality instructional materials and resources and are able to purchase additional materials/resources aligned with the standards. All teachers and students have access to these materials and many have been placed online for universal access. Instructional materials are available for differentiation of curriculum to accommodate the diverse needs of students in regards to student motivation, performance and need.

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

	less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% 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 less than 50% 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 less than 50% 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	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation

American School Counselor Association for Students	Implemented in less than 50% of district classrooms
Early Childhood Education: Infant-Toddler→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 less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

The PA Core Standards for literacy in history/social studies, science and technical subjects have not been integrated into current planned courses of study. While some work has been done with "writing across the curriculum", the standards have not been written into the courses. This will fully occur as planned courses are rewritten on a six year cycle. Family and Consumer science standards in the elementary school are currently being reviewed and discussion is occurring on how to better include these standards in classroom discussion. The science curriculum is currently being written and all science teachers have received these standards. Additionally, the school counselor curriculum is in the process of being rewritten and the ASCA standards, career education and work, interpersonal skills and school climate standards will be fully included in this curriculum.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% 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 less than 50% 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 less than 50% 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	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms

	Implemented in less than 50% of district classrooms
School Climate	

Further explanation for columns selected "

The PA Core Standards for literacy in history/social studies, science and technical subjects have not been integrated into current planned courses of study. While some work has been done with "writing across the curriculum", the standards have not been written into the courses. This will fully occur as planned courses are rewritten on a six year cycle. Family and Consumer science standards in the elementary school are currently being reviewed and discussion is occurring on how to better include these standards in classroom discussion. The science curriculum is currently being written and all science teachers have received these standards. Additionally, the school counselor curriculum is in the process of being rewritten and the ASCA standards, career education and work, interpersonal skills and school climate standards will be fully included in this curriculum.

Middle 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 less than 50% 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	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

The PA Core Standards for literacy in history/social studies, science and technical subjects have not been integrated into current planned courses of study. While some work has been done with "writing across the curriculum", the standards have not been written into the courses. This will fully occur as planned courses are rewritten on a six year cycle. Family and Consumer science standards in the elementary school are currently being reviewed and discussion is occurring on how to better include these standards in classroom discussion.

The science curriculum is currently being written and all science teachers have received these standards. Additionally, the school counselor curriculum has been rewritten and the ASCA standards, career education and work, interpersonal skills and school climate standards have been fully included in this curriculum.

High School Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in less than 50% 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 less than 50% 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	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

The PA Core Standards for literacy in history/social studies, science and technical subjects have not been integrated into current planned courses of study. While some work has been done with "writing across the curriculum", the standards have not been written into the courses. This will fully occur as planned courses are rewritten on a six year cycle. Family and Consumer science standards in the elementary school are currently being reviewed and discussion is occurring on how to better include these standards in classroom discussion. The science curriculum is currently being written and all science teachers have received these standards. Additionally, the school counselor curriculum has been rewritten and the ASCA standards, career education and work, interpersonal skills and school climate standards have been fully included in this curriculum.

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.

No, we have another early warning system that we are currently utilizing.

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	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.				
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		

District's Professional Education Characteristics	EEP	EEI	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.				
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.

Selected professional development activities are aligned with content knowledge and effective pedagogy in the area of educator's certification or assignment areas. In-house

professional development is provided via whole groups instruction or through a train-the-trainer model. Outside resources from Intermediate Unit 9 are also utilized to provide training. Additionally, professional staff is permitted to attend trainings that occur outside the district. Tuition for graduate level courses is reimbursed up to the Pennsylvania State University tuition rate.

While previous trainings have occurred regarding classroom-based assessment and data analysis skills, the District is looking to provide additional training opportunities in these two areas.

The District conducts a professional development needs assessment each year and conducts a "Summer Camp for Educators" in areas of identified need.

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

Professional development in empowering educators to work effectively with parents and community parents is lacking and should be considered as an area of need in regards to professional development. Professional development for gifted students is lacking and needs to be addressed in the professional development plan.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
1/15/2015 KASD utilizes PA Child Welfare Resource Center (www.reportabusepa.pit.edu/) for this training so dates vary.
The LEA plans to conduct the required training on approximately:
10/1/2018 KASD plans to continue utilizing PA Child Welfare Resource Center to renew certification every 5 years.

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.

Questions
The LEA has conducted the training on:
1/15/2018 2 hour QPR training by school psychologist and counselor.
8/3/2018 2 hour QPR training by school psychologist and counselor.
The LEA plans to conduct the training on approximately:
6/30/2019 By 6/30/19, additional online training provided through "Prevent Suicide PA Learning.

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.

Questions
Not Applicable for our school entity

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 District conducts an annual professional development needs assessment and uses student achievement data as a central tenet of what is needed for the upcoming school year(s). Professional development expectations are clearly outlined and teachers and administrators participate in PD activities. Perceptual results of trainings are gathered and administration monitors classroom practices to determine if PD is being implemented as presented.

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.

- Inductees will become familiar with the community and be included in school social activities.

Unchecked answers

> *None.*

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

Inductees will regularly meet with their mentor, building and district administration to ensure these objectives are met. A checklist will be utilized to track completion of each competency.

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

All strategies are included in the Induction Plan for Kane Area School District.

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.

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

- Needs Assessment Checklist included in New Teacher Induction Plan Packet.

Unchecked answers

   None.

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

The Mentor Teacher will be responsible for on-site teacher development activities, in cooperation with the principal, for newly appointed teachers. Mentor Teachers will schedule and visit classrooms of new teachers every month for a 30-minute period. Administration will conduct formal observations and walkthrough observations. A mentor provides support and assistance to new teachers. Additionally, the Mentor Teacher will schedule monthly 30-minute meetings (before or after school) with the new teacher to plan, offer feedback and strategies in areas such as lesson planning instructional methods, classroom management, professional growth and development, data analysis and journaling activities. The Induction Program Checklist, which is an instructional support log, is expected to be maintained by the new teacher and Mentor Teacher and submitted to the district administrative office in May. At the conclusion of the school year, an induction plan evaluation is completed and reviewed for data regarding improvement of the induction program.

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

This narrative is empty.

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).
- We require that mentor teachers have a minimum of three consecutive years of satisfactory service in the Kane Area School District.

Unchecked answers

- Mentors and inductees must have compatible schedules so that they can meet regularly.

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

1. At least three consecutive years of satisfactory service as an appointed teacher in the Kane Area School District.
2. Experience in one or more activities, i.e.,

- Coaching

- Past participation as a successful mentor

- Leadership training in teacher preparation, beginning teacher assistance programs, and/or in-service course instructor

- Staff development leader in any professional development program or other school related instructional program

- Curriculum chairperson

- Class advisor

- Club advisor

3.   Willingness to attend staff development sessions or take a mentor course and adjust schedules to be able to visit and meet with their new teacher.

4.   The mentor shall:

- Be recognized by peers and administration as a highly skilled teacher.

- Have achieved tenure.

- Be properly certificated.

- Be a respected member of the faculty.

5. The mentors shall be knowledgeable concerning the following:

- District philosophy and curriculum

- Mastery philosophy and teaching techniques

- Effective instructional processes

- Classroom management procedures

- Effective consulting skills

- Use of data analysis

6. Guidelines for classroom visits

- Each mentor is allocated 1 period a month for a classroom visit of the new teacher.

- Mentors should record hours.

- New teachers will do 1 classroom visit a month.

- New teachers should record hours.

- Mentor and new teacher will meet for a 30 minute debriefing.

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

Although mentors and their new teacher inductee may not have the same schedule, they will have time available to meet and debrief regularly.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments	X	X	X			
Best Instructional Practices	X	X	X	X	X	
Safe and Supportive Schools	X	X	X	X	X	
Standards		X				
Curriculum	X	X	X	X	X	
Instruction	X	X	X	X	X	
Accommodations and Adaptations for diverse learners	X	X	X			
Data informed decision making	X	X	X			
Materials and Resources for Instruction	X	X	X	X	X	

If necessary, provide further explanation.

Additional topics covered through the program we participate with through our intermediate unit include:
SAS
Data Tools
Ethics
Pre/Post Observations
Co-Teaching/Collaboration
Communication
Classroom Management
Teacher Effectiveness
Differentiated Instruction
Technology
Reading Strategies
SLO's
Role of New Teacher/Mentor
Assessment
Diverse Learners

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

At the end of the school year, a meeting is held in May with the new teachers to discuss their school year experiences and discuss the strengths and needs of the New Teacher Induction Plan. As a requirement of all new teachers, the following survey is completed and reviewed:

INDUCTION PLAN EVALUATION

Please consider carefully the following questions and respond to each:

1. Has the Induction Program supplied you with enough classroom management

information?
2. Are there specific phases of instruction with which you are uncomfortable?
 3. Have you found the results of the effective teaching research to be consistent with the training you received prior to entering the teaching profession?
 4. Do you have enough classroom experience for the effective teaching research to be meaningful to you?
 5. Were the specific Induction activities conducted in a timely fashion?
 6. Do some of the activities need an additional follow-up? If yes, which ones?
 7. Are you receiving sufficient in-classroom assistance?
 8. Have the Induction topics and activities been provided at a pace with which you are comfortable?
9. Have you been adequately acclimated to the school/community?
10. Have you had sufficient opportunity to visit and observe other teachers in their classrooms?
Additional Comments:

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: **219**

Identification Method

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

CHILD FIND PROCESS

The Kane Area School District provides a proactive approach to dealing with students who may be exhibiting academic, social-emotional, or behavioral problems in school. Each school has a building based problem solving team called the Multi-tiered Systems of Support (MTSS). This team meets regularly at each building level to proactively address student needs. When a student is experiencing difficulty, a teacher or a parent can bring the concern before the building specific team to determine if the student concern is behavioral, academic, attendance, and/or mental health/drug and alcohol related. Once the possible root cause is identified then information is collected to assess the level of concern relating to the student's issues in order to develop an individualized intervention plan. Information collected could include (varies by grade level and building): DIBELS (readiness assessments), 4Sight, classroom assessments, PSSA, Monitoring Basic Skills Progress (MBSP probes for the elementary school); classroom diagnostic tools, Study Island benchmarks, Classroom Diagnostic Testing (CDTs), Curriculum Based Assessments, PSSA, Keystone results, parent input, teacher input, staff input, demographic information such as attendance and discipline records, and/or student input.

Based on the review of collected information, an intervention plan is developed and monitored. Intervention plans include the following services or a combination of several services: MTSS homeroom, Title I Interventions, SAP (Student Assistance Program), Counseling, Drug and Alcohol Services, Informal Support, Crisis Response, Outside Agencies Referral, or MAA (Mandatory Academic Assistance).

If the plan is unsuccessful and it is believed the student may have a disability requiring extraordinary and continued interventions, the school psychologist is invited to the meeting or provided information so the process for a multidisciplinary evaluation can be facilitated.
  A flow chart of the MTSS process for the Kane Area School District was created but unable to be included in this explanation due to formatting issues.

Psychological Services

The school psychologist serves on a variety of intervention teams within each school; MTSS (Multi-Tiered System of Supports), Student Assistance Program (SAP) team (for students who may have serious issues regarding mental health and/ or drug/alcohol) and Crisis Response Team (for dealing with a crisis within the school which could have an overwhelming emotional effect on the critical mass of the school). The school psychologist also conducts multidisciplinary evaluations (MDE) for possible identification of students who may have a disability requiring interventions through a Student Service Plan (Chapter 15; SSP) or an Individualized Educational Plan (Chapter 14; IEP). The formal involvement of the school psychologist requires parental consent. Starting with the 2017/18 school year the Kane Area School District increased the psychologist services from 0.67 FTE to 1.0 FTE. The increase of time has allowed for individual and group based counseling.

Multidisciplinary Evaluation (MDE)

This process is used to recommend whether a student is disabled or exceptional and in need of specially designed instruction. Information is provided and examined by a team (parent/guardian, school personnel, and any other resource persons) to determine whether to recommend services in any of the following areas:
Gifted Support
Autism
Traumatic Brain Injury
Visual Impairment including Blindness
Deaf-Blindness
Other Health Impairment
Hearing Impairment including deafness
Orthopedic Impairment
Speech and Language Impairment
Emotional Disturbance
Specific Learning Disability
Intellectually Disability
Multiple disabilities

SPECIFIC LEARNING DISABILITIES (SLD)

When evaluating students for a specific learning disability, the Kane Area School District uses the severe discrepancy model. The School Psychologist complies with Chapter 14.125 regulations and the criteria for determining a student with a Specific Learning Disability.

PARENT REQUESTS FOR EVALUATIONS

At any time before and during the MTSS - Multi-tiered Systems of Support process, a parent has the right to refuse the pre-referral screening process and request an evaluation. When this occurs the parent is provided the "Pennsylvania Consent / Permission for Evaluation" permission form. When the evaluation consent form is signed and returned to the district, the evaluation time-line process commences; 60 calendar days (excluding summers) to complete the evaluation and present the parents/guardians a copy of the evaluation report (ER).

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

DEMOGRAPHIC INFORMATION

The Kane Area School District (KASD) is a rural district that encompasses nearly 250 square miles in McKean County (159 square miles) and Elk County (89 square miles). McKean County includes Kane and Mt. Jewett Boroughs, Ludlow, Wetmore, and Hamilton Townships.   Elk County communities include James City, Russell City and portions of Jones and Highland Townships.   The District is located in the heart of the 513,000 acre Allegheny National Forest and contains over 106,000 acres of the ANF within the District boundaries. Timber, oil, gas, light industry and outdoor recreation activities predominate in these primarily blue collar communities. As of 12/28/2017, the KASD enrollment for K - 12 was 1135 students.   Overall, 97.8% percent of the student population is white, 52.6% of the student population receive free or reduced lunches, and 19.03% percent receive special education services. Of the 19.03% of the students who have IEPs, 96.76% are white, and 69% are considered to be economically disadvantaged. Additionally, according to the "Office of Child Development and Early Program Reach and Risk Assessment for the State Fiscal Year 2015-16" Report that was published in April 2017, McKean County was one of the two counties in the state of PA with the highest percent of documented cases of maltreatment for children under 18 and is one of the 10 counties in the state (out of 67 counties) whose students are at a "High Overall Risk" of not being able to graduate.

DISABILITY GROUPS

In reviewing the Special Education data Report for the 2016-17 school year, the Kane Area School District has a higher percentage of total students requiring special educations services (18.7%) compared to the state percentage of 16.5%. In regards to the Percentage of Special Education Enrollment by Disability categories, the Kane Area School District's has a lower percentage than the state in all categories with the exception of Emotional Disturbance (which is 11.5% compared to the states 8.5%), and Speech and Language Impairment (which is 18.3% compared to the states 14.7%). The district will be moving forward with utilizing the Pennsylvania Department of Education's "Quality Indicators of a Successful Emotional Support Program" with the assistance of Intermediate Unit 9 staff. We will be utilizing the tool within this document to analyze our current programs based on seven Domains and then working to develop a school-wide effort to support our Emotionally Disturbed population.

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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?

1. HOST DISTRICT OBLIGATION FOR PA SCHOOL CODE SECTION 1306

There are no facilities for non-resident students that currently exist in the boundaries of the Kane Area School District. However, the district does provide any services necessary for students whose parents are not residents of the Kane Area School District and are placed in foster homes within the KASD.

2. EDUCATION OBLIGATION

For any non-resident student, the KASD reviews educational information provided upon enrollment to assure the continued provision of IEP and related services.   The guardian/parent and home school district of residence are provided all PDE Special Education notices and are invited to the annual Individualized Educational Program and/or Evaluation or Re-evaluation meeting. Processes and procedures exist to ensure that special education programming in the regular education classroom is first consideration. To ensure the delivery of services in the least restrictive environment, the teams consider the provision of supplementary aides and services such as the following: assistive technology, functional behavioral assessment with positive behavior support plan, professional development for staff, paraprofessional support in the classroom, more intensive direct instruction, etc.. Supports are provided based on the individual need(s) of the student.

3. BARRIERS TURNED INTO OPPORTUNITIES

Due to the rural location of the Kane Area School District as described in the demographic section, there are limited outside placement opportunities for students with severe disabilities. Consequently, the district partners with other districts, Intermediate Unit 9, and PATTAN to help accommodate students with moderate to profound disabilities in each regular school building. Staff has been provided with many training opportunities to effectively address these student's needs as they arise.

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).

INCARCERATED STUDENTS

Placements for Kane Area resident students who are incarcerated are educated by the LEA where the prison/ institution for delinquent students are located.   When this occurs, the Kane Area School District contracts with the host school district to ensure a smooth transition and continuity of educational services as outlined in the student's IEP. Any Kane Area School District student who finds themselves incarcerated at the McKean County Prison receive their education from the Smethport Area School District.

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.

1. KANE AREA SCHOOL DISTRICT PROCESS TO ASSURE LEAST RESTRICTIVE ENVIRONMENT (LRE)

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 preferred.

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 and every student's needs are addressed prior to the start of the multi-disciplinary team evaluation to determine student eligibility. Through the weekly MTSS/Special Education building meetings, multi-disciplinary team members are able to 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 supplementary aides and services are discussed is 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, intermural, clubs, band, chorus, and dances. The district has provided 1 on 1 supports 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 aides and services, the student's needs can not 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.

2. PDE SPONSORED ACTIVITIES/ BEST PRACTICES IMPLEMENTED IN KASD

The Kane Area School District is utilizing the Success for all Reading program in grades K - 5.   This reading program is a researched based and researched proven program through John Hopkin's University with yearly professional development and coaching being delivered to the teaching staff. In addition to three title one interventionists at the elementary grade level, the district currently employ's Americorps volunteers to provide tutoring to our K - 5 students with the primary targeted goal of having students reading at or above proficiency level by grade 3 to best ensure their likelihood of graduating. The district is also utilizing John Hopkin's positive behavior support program of the Successful For All reading program called "Getting Along Together."   This behavioral intervention in conjunction with guidance lessons by the school's guidance counselor's is aimed at removing barriers to learning during the school day.

Through in-service training, faculty meetings and classroom visitations, school administration and classroom teachers have access to training on differentiated instruction, inclusion practices, autism, school-wide behavior support, progress monitoring, response to intervention and data analysis. Technical Assistance Consultants (TaC) staff through the Seneca Highlands Intermediate Unit Nine also provides consultation and training to Kane Area School District staff through on-site training including the following:

Autism Support
Progress Monitoring
Goal Writing
Inclusive Practices
Collaborative Instruction

Safety Care Training
Indicator 13 Transitioning Training
Training is also offered on these topics throughout the summer during the Kane Area School District Summer Camp. These trainings are offered by Seneca Highlands Intermediate Unit Nine staff as well as Kane Area School District teachers and administration. Staff training has been offered through large and small group trainings, classroom modeling, school visitations, guided practices, and "hands-on" workshop formats.
In addition to the above trainings, trainings are offered throughout the year during in-service days which offer support on data analysis, Standards Aligned Systems (SAS), PVAAS growth analysis data, and data collection for development of functional behavioral assessments. Data is then used to guide instruction, provide individualized remediation, differentiated instruction, and overall student achievement improvement efforts.
The Kane Area School District also utilizes on-line webinars and training sessions made available through the Pennsylvania Technical Training Assistance Network (PaTTAN). Trainings have included a full range of ongoing professional development opportunities targeting alternative assessments, Standards Aligned Systems (SAS), new teacher evaluation tool, special education paraprofessional competencies, curriculum adaptation and modifications, assistive technology, etc.

3. SPP TARGETS ASSURING LEAST RESTRICTIVE ENVIRONMENT (LRE) REQUIREMENTS

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Due to the location of the KASD as described in the demographic review, there are limited outside placement opportunities for students with severe disabilities. Consequently students with moderate to profound disabilities are provided education in the regular school building. Due to the severe nature of respective needs there is a relatively higher degree of students requiring small group instruction in a special education classroom, when compared to less severely impaired students in the KASD. All students with autism and intellectual disabilities are with their non-disabled peers in a variety of elective classes, extra-curricular activities as well as non-academic activities. In addition to elective classes, and specialized instruction small group special education classes, students are offered Community Based Vocational Instruction through a partnership with Seneca Highlands Intermediate Unit Nine (IU9) which enables them the opportunity to participate in community based educational activities. The opportunities are important components of the life skills curriculum and focus on career and job opportunities which is essential for success after graduation.
Worthy of repeating is the professional development offered annually to staff focusing on inclusion, differentiated instruction and strategies for use in classrooms to support students with disabilities. Each year district administration reexamines the need for staff allocation or reallocation to assure that students with disabilities are provided necessary support to be successful in the regular education environment. The Pennsylvania Department of Education and the Federal Government need to assure that students are being provided education in the least restrictive educational environment (regular schools in regular

classrooms) whenever possible. Utilizing the most current Special Education Data Report 2015-16 for LEA Performance on State Performance Plan SPP Targets, below indicates how KASD compares to state averages for inclusion of students with disabilities in the regular school environment.

- KASD students with disabilities in regular classes for more than 80% of the day - KASD 55.8%, Pennsylvania 61.8% **Less than the State Average**

- KASD students with disabilities in regular classes 0-39% of the day - KASD 6.0%, Pennsylvania 9.5%   **Less than the State Average**

- KASD students with disabilities in other settings - KASD too small of a group size to display data., Pennsylvania 4.9%

- Although not listed under Indicator 5 section, it is noteworthy that the LEA's percentage of students indentified in need of specially designed instruction based on the qualifier of Emotional Disturbance is higher than the state's and has increased from the 2015 to 2016 childcount. For both the 2015 and 2016 child count 8.5% of the state's special education students are eligible for services based on the qualifier of Emotional Disturbance. In 2015, KASD had 10.5% and then increased to 11.5% in 2016 in comparison to the states 8.5% for both years.

After reviewing this data, it is clear that the KASD needs to further explore how to help students decrease the amount of special education support they need to ensure FAPE to an itinerant level. The Supervisor of Special Education along with each building level administrator, and special education faculty and staff has discussed many ways to increase the time students with disabilities are included in regular classes and the regular school environment. Note the following current practices:

a.   Plans to complete the review process/checklists for the "Quality Indicators of Emotional Support and Services Program" under the direction of the IU9 behavior TaC staff and develop/implement the 7 domains

b.   Work towards having all school personnel trained on de-escalation strategies and the importance for all Special Education staff to have Safety Care Training

c.   The district has invested in a Special Education Department Chairperson who meets with the Special Education staff to identify and provide needed professional development training as well as working towards creation of Professional Learning Communities.

d.   The district has provided periodic meetings which focus on progress monitoring to see if students are succeeding in their current placements and could benefit from more of a challenge. .

e.   The district currently services the students in need of "life skills" utilizing either a K - 6 program at the Elementary/Middle School or the grade 7 - 12 program at the High School.

The KASD currently has a middle school building/concept for grades 6 - 8. The Middle School Administration, Teachers, Psychologist, and Supervisor of Special Education are currently working to develop a middle school, grade 6 - 8 option for life skills students with a pilot of this program to take place for the start of the 2017-18. Part of this pilot will be utilizing/piloting the Unique Curriculum to ensure life skills students have age level content at their appropriate cognitive level.

The school has begun to collaborate with outside agencies for the provision of mental health services in the school. If students and parents can access services conveniently, students are more likely to receive therapeutic services needed to keep them safe in the home, school and community.   Additionally, the school psychologist position has increased from 0.67 FTE to a 1.0 FTE with the additional time being utilized to provide counseling services to students.   The district is also currently exploring the best method to provide district students, families and staff with the expertise of a licensed social worker for the upcoming 2017-18 school year.

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.

1. KASD BEHAVIORAL SUPPORTS

KASD is committed to supporting students with behavioral needs in the least restrictive environment. Staff receives on-going training to address positive behavior supports, de-escalation techniques and school-based behavioral health. The Kane Area School District previously had three on-site certified Safety Care Trainers in order to ensure that staff members are equipped to manage crisis situations. All personal care assistants, para-professional staff, most principals, all Special Education teachers, the elementary and middle school nurse, elementary guidance counselor and two office secretaries are trained and re-certified annually in safety care training.

At the Elementary School, the school-wide behavior supports include: positive reinforcement, star system, 5 common school wide expectations at the elementary school, daily classroom instruction called "Getting Along Together". This 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 an active elementary student assistance program, guidance counselor support, and the Muti-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, part of the KASD elementary includes student referrals to have a staff mentor who acts in the role of a Big Brother/Big Sister.

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. During 6th, 7th and 8th grades, weekly guidance lessons are provided. The middle school MTSS and / or grade level team collaborates with Interagency Supports in order to assure students receive services to which parents have availed themselves. All of 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 Muti-Teired System of Supports (MTSS) and Student Assistance Program (SAP). Starting with the 2017/18 school year the School Psychologist position went from 0.67 FTE to 1.0 FTE. This additional time has allowed for counseling services and small group counseling throughout the district, but primarily and presently at the high school.

1a. DISTRICT POLICY

The Kane Area School District updates its policies based upon recommendations by the Pennsylvania School Boards Association (PSBA) The policies below have the most recent adoption/revision date listed.
Policy # 103 NONDISCRIMIATION IN SCHOOL AND CLASSROOM PRACTICES - Revised February 8. 2018
Policy # 103.1 NONDISCRIMINATION - QUALIFIED STUDENTS WITH DISABILITIES - Revised January 11, 2018
Policy #113 SPECIAL EDUCATION - Revised July 10, 2014
Policy #113.1 DISCIPLINE OF STUDENTS WITH DISABILITIES
Policy #113.2 BEHAVIORAL SUPPORT - Revised August 8, 2013
Policy # 113.3 SCREENING AND EVALUATIONS FOR STUDENT WITH DISABILITIES (to include functional behavioral assessment) - Revised September 10, 2015
Policy # 218 STUDENT DISCIPLINE - Revised August 8, 2013
Policy #218.1 WEAPONS - Revised August 8, 2013

District Board Policy # 113.2 focuses specifically on positive techniques for change and maintenance of behaviors. If a Positive Behavior Support Plan (PBSP) is needed, members of the IEP team base the plan on a Functional Behavior Assessment that is conducted by the school psychologist. The team uses input and data collected from teachers, parents, counselors, and outside agencies to develop the positive behavior support plan and strategies to include in the student's PBSP. The Kane Area School District's PBSPs focus on positive reinforcements ensuring that students are free from the unreasonable use of

restraints (as taught in the Safety Care Training). The use of such restraints is a last resort and only used in the presence of a clear danger to students. Kane Area School District policy PROHIBITS the use of seclusion or prone restraints.

The Kane Area School District works very closely with outside agencies serving students. Staff participates in monthly treatment review meetings in order to best serve students. The strong liaison with outside agency providers has resulted in the development of school-based mental health services, where students and families can access therapy, psychiatry and other needed services.

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.

1. ENSURING A FREE AND PUBLIC EDUCATION (FAPE) FOR ALL STUDENTS

The Kane Area School District ensures all students; including those students who have low incident disabilities, receive services promptly in the least restrictive environment. When there is a need, the district consults with the Seneca Highlands Intermediate Unit Nine Autism Consultants, Behavioral Specialists and outside service agencies to receive additional supports and training to accommodate student needs. The District utilizes trained individual personal care assistant supports, district counselors, special education teachers, and also collaborates with outside agency supports (mobile therapists, therapeutic staff support personnel) to assure all individual providers are working consistently and collaboratively in the student's best interests.

There are limited outside placement opportunities for KASD students. Therefore it is essential to capitalize on social service agency engagement with families. Although interventions for some students are extremely comprehensive and complex, student success depends on everyone working together. All placements including those programs outside of the Kane Area School District are based on individually identified student needs and the process starts with the convening of the IEP team when the student first begins to exhibit difficulties. Depending on the need and circumstances of the student a Functional Behavioral Assessment and corresponding Positive Behavioral Support plan can be developed. Additionally the district's Student Assistance Program can assist in seeking out appropriate mental health and/or drug and alcohol interventions.

If a program cannot be located within the district or with the assistance of Intermediate Unit 9, the district will initiate an interagency meeting to coordinate services and determine

if a more intensive level of programming is warranted and/or medically necessary.   The KASD will work with other agencies to support the student's education if a partial hospitalization or residential program is recommended by mental health providers. The KASD will work intensively with agencies to include CYS, probation, McKean/Elk County agencies, and private providers to resolve issues and address needs so that all students receive FAPE.

2. EDUCATIONAL GAPS

The KASD offers programs for students with disabilities in the regular school environment. Currently the district services students who are identified in need of life skills with Kindergarten - 6 grade program at the Elementary/Middle School and a 7th - 12th grade program at the High School building. To better service our middle school age students, the district is working towards developing a Middle School Life Skills program with a pilot program to start for the upcoming 2018/19 school year.   The KASD will also be piloting the Unique Curriculum for K - 12 life skills as well as appropriate Learning Support Students to help provide age appropriate content at current cognitive benchmarks.

3. EXPANSION OF SERVICES

The KASD has identified the need to ensure that students and families have access to and are participating in needed mental health and family services. In the latest Office of Child Development and Early Learning (OCDEL) Program Reach and Risk Assessment report published in April 2017.   The report discusses the factor of Toxic Stress for Percentage of children under age 18 with documented cases of maltreatment, McKean and Mifflin Counties had the highest percentage of documented cases across the state.   Additionally this report shows where McKean County is one of the 10 out of the 67 counties who are at the Highest Overall Risk level for our students not graduating. The district has already increased the FTE of the School Psychologist to have additional time for both individual and group counseling and is looking to employ the services of a licensed social worker during the course of this upcoming plan cycle. For the duration of the special education plan the district will be utilizing the Quality Indicators of Emotional Support Services and Programs: A Review Process for LEA's under the leadership of a behavioral specialist TaC staff member from the Seneca Highlands Intermediate Unit. This will begin by utilizing the checklist tool to determine strengths/needs in each of the seven domains and then developing a plan to prioritize and implement a school-wide plan for each domain.

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.

STRENGTHS OF THE KANE AREA SCHOOL DISTRICT SPECIAL EDUCATION PROGRAM

<u>**FULL RANGE OF SERVICES WITH HIGHLY QUALIFIED STAFF**</u>

The Kane Area School District is committed to providing quality education and equal opportunities for all students. The Kane Area School District and the Seneca Highlands Intermediate Unit Nine work closely providing a full continuum of services for students and supports to students, staff, parents and community.   Additionally the district attends regularly scheduled special education meetings hosted at the Intermediate Unit to keep updated with the latest compliance issues, State updates, and resource availability. In addition to gaining valuable information, the meetings at the IU9 also allow for the building meaningful relationships and network with other area schools in-order to share ideas and effectively collaborate with neighboring districts whenever possible. The district has also dedicated funding for a Special Education Department Chairperson who meets every 4 to 6 weeks with the special education teachers and adminstration.   These meetings are focused on developing professional learning communities as well as identifying and then providing professional development needs. Additionally, the Supervisor of Special Education and the School Psychologist meet quarterly with each special education building staff to provide updates as well as identify any areas of needs.

The Kane Area School District meets the needs of the district students at each level. The elementary school consists of two learning support classrooms, one emotional support classroom, and one life skills support classroom (which contains students in grades K-6). The middle school consists of two learning support classrooms and an emotional support classroom.   The high school consists of two learning support classrooms and one life skills classroom (which contain students in grades 7-12).   The emotional support needs of the High School students are met by pairing up students based on personality and need with one of the three HS special education teachers at the high school.   The School Psychologist has dedicated a minimum of 1 day per week to work with the emotional support students, their case managers, and teachers. Additionally the district is pursuing the possibility of employing the services of a licensed social worker. Starting with the 2017/18 school year the district will be implementing a pilot Middle School Life Skills program with the Unique curriculum in conjunction with the current K - 6 and 7 - 12 Life skills model.

Additional services at all schools include speech and language support, hearing, vision and mobility, occupational therapy, and physical therapy. Aside from Speech and Language Services at the elementary school, all other services are currently provided to our students through a contract with the Intermediate Unit 9.

<u>**PROGRESS MONITORING**</u>

All special education teachers use progress monitoring as an effective tool to measure student progress. Ongoing progress monitoring enables teachers to provide for effective instruction and supports student participation in inclusion activities within each school. Progress monitoring has been and will continue to be discussed at the building level special education meetings.   Additionally the district utilizes the web-based "OnHands" student

information system which allows teachers to quickly access all student current and historical data.

HIGHLY QUALIFIED PERSONAL CARE ASSISTANTS

The Kane Area School District supports students in school through the use of highly qualified Personal Care Assistants (PCA's) as well as Para-Professionals. All PCA's and para-professionals are trained with first aid, CPR, AED, as well as Safety Care Training. PCA's are responsible for maintaining 20 hours of professional development annually to maintain their highly qualified status. The Kane Area School District assists PCA's and para professional assistants with professional development by scheduled trainings offered throughout the year. Additional trainings include specific trainings from Global Compliance Network (GCN), the online training module for para-professionals based on competencies located on the PATTAN website, and/or in-house presentations via district or IU9 staff.

INCLUSIVE PRACTICES

Administration works with special education teachers to assure the inclusion of special education students in critical core and elective classes. Collaborative instruction can only be done successfully if a regular education teacher and special education teacher can work together to deliver instruction in the classroom to all students. This takes extra time in scheduling to assure the match is correct between teachers and areas of certification. Because of this extra effort the KASD works to provide collaborative instruction classes were possible, resulting in more special education students included in regular classroom instruction with non-disabled peers.

IEP DEVELOPMENT

The Kane Area School District encourages and supports families to attend IEP meetings for their children. The district has been working towards having all annual IEPS completed between the months of October and April. This allows for the time at the beginning of the new school year to attend to new families moving in as well as the new kindergarten students who have already been identified as students with a disability. Additionally, this allows time in May for meetings to transition those students moving to a new building. The IEP team meets and discusses students' strengths and needs with the entire team consisting of teachers, parents and all those involved in the student's education. Goals are developed for the year. All middle school transition aged students and high school level students are invited to attend their IEP so they know what is contained within the IEP, learn self-advocacy, and develop their own goals for post-secondary experiences, workforce or education. During the 2016/17 school year the district underwent Indicator 13 training from the Pennsylvania Department of Education which focused solely on improving our IEP writing process with a focus on writing transition goals and providing career readiness resources for our students. The Office of Vocational Rehabilitation (OVR) is invited to all IEP meetings for student when they hit the transition age of 14 and a special transition meeting for parents, students, IU9 transition representative, and OVR are conducted during the student's sophomore year. Additionally, all cyclical re-evaluations (RER) will be

conducted unless the parents request a waiver. With parental permission District's are allowed the option to waive an RER, however the district will follow best practice to ensure the student's placement is still appropriate by conducting RERs.

ONGOING PROFESSIONAL DEVELOPMENT DURING THE YEAR AND SUMMER CAMP

Each summer the Kane Area School District offers a Summer Camp for professional development for all employees of the district, including substitutes. A needs assessment survey is sent out and completed in early spring of each school year to determine the types of trainings to offer. The Kane Area School District works with school employees and the Seneca Highlands Intermediate Unit Nine to develop and offer these trainings during July and August of each year. The trainings focus on many areas to include the following; Assistive Technology, Autism, Students with Disabilities, Behavioral Interventions, Supplemental Aids and Services, Inclusive Practices in addition to several application trainings (Excel, PowerPoint, etc.), Researched Based Reading and Math Interventions, First Aid/CPR, and Safety Care Trainings.
In addition to the supports for district employees, the Kane Area School District collaborates with the IU9 and outside agencies to offer trainings to parents and community members. Currently the Supervisor of Special Education is actively involved in the newly created IU9 Local Task Force.   One of the Supervisor of Special Education's goal is to gain information from this group to develop more efficient methods of communicating with parents.   In the past evening events for parent involvement have not been well attended due to parent's busy schedules.   To overcome this hurdle of busy schedules, the district will be utilizing technology. The student service office will be implementing for the upcoming 2018/19 school year a parent email distribution list as one means to keep parents immediately updated with parent training and student opportunities. Additionally the Office of Student Services webpage was updated over the summer of 2018 to include important links and other resource information. The district has also offered to be a host site for the IU9 Local Task Force meetings. District Special Education teachers have been made aware of the IU9 Local Task Force website and IU9 link to this site with resources.

COMMUNITY BASED EXPERIENCES

The Kane Area High School Life Skills teacher has been trained in using the PAES lab (Practical Assessment Exploration System) for our students. This lab allows for hands-on training in a variety of work environments. The Life Skills teacher also collaborates with the Community Based Vocational Instruction Coordinator to allow students to get out into the community for work experience. After completion of the student session, the teacher continues working with community employers and students continue working in these settings. Additionally, the services OVR can provide to our students has increased. For many of our students the OVR experiences includes paid work experience with a work coach.

<u>EXTRACURRICULAR ACTIVITIES</u>

Students with disabilities are encouraged to participate in clubs, sporting activities and extra-curricular activities throughout the district. We have students who participate in sporting events, talent shows, band and chorus. Outside agencies and district employees help support students and their interests. Strength based activities based on students' abilities and interests drive participation. Family members also support these efforts, especially when they see how welcomed students feel and how accomplished they can be.

Assurances

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
Beacon Light Behavioral Health Systems-Custer City	Other	Full-time Emotional Support	2
EIOP - Elk Couny Intensive Out Patient Program	Other	Full Time Emotional Support Classroom - Operated by IU9	2
Dickensons Center Inc. - Crossroads Partial Hospitalization Program	Other	Partial Hospitalization Program	4
New Story	Other	Private Licensed Full Time Emotional Support Classroom focused on Severely Autistic or Emotionally Disturbed students.	1
Beacon Light - Short-Term Adolescent Recovery (S.T.A.R. Program)	Other	A short-term, strengths' based, therapeutic residential program	1
Devereux Advanced Behavioral Health	Approved Private Schools	Devereux Advanced Behavioral Health schools for children and adolescents are state-licensed, approved private schools, serving children with autism spectrum disorders and other Pervasive Developmental Disorders	1
Kid's Peace	Other	Psychiatric Hospital in Orefield, PA	1
Agora Cyber charter School	Other	Cyber Charter School	1
PA Cyber Charter School	Other	Cyber Charter School	1
Marion Center Area School District	Neighboring School Districts	Resident School District of the current foster family	1
DuBois Area School District	Neighboring School Districts	Residence District of the Student's Foster Placement	1
Adelphoi Village - private non-profit agency	Other	Group Home in Latrobe	1

Special Education Program Profile

Program Position #1

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 15	23	0.4
Justification: The Speech and Language Therapist from the IU works at both our Middle School and High School on a part-time basis with an Itinerant caseload.				
Locations:				
Kane Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	13 to 21	11	0.1
Justification: The age range is greater than 4 due to the type of support in the high school for Speech and Language Instruction. The caseload has a variety or ages, but they do not all meet at the same time. During individual or group lessons, the age range is not greater than 4 years				
Locations:				
Kane Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 12	5	0.5
Justification: Even though their is a wide span in ages, the schedule is created to minimize the age spans students are in class with to ensure they are with their same ages peers.				
Locations:				
Kane Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 12	6	0.5
Justification: Even though their is a wide span in ages, the schedule is created to minimize the age spans students are in class with to ensure they are with their same ages peers.				
Locations:				
Kane Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	6	0.25
Justification: The Learning Support class spans over more than 3 years because of the different classes taught throughout the day. When in instruction, the age range is not greater than 4 years.				

Locations:				
Kane Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	8	0.5
Justification: The Learning Support class spans over more than 3 years because of the different classes taught throughout the day. When in instruction, the age range is not greater than 4 years				
Locations:				
Kane Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4
Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	6	0.25
Locations:				
Kane Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	9	0.75
Locations:				
Kane Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5
Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	5 to 12	1	0.25
Justification: The Life Skills Support classroom is made up of an age range greater than 3; however, as stated in the students' IEP goals and objectives will still be met.				
Locations:				
Kane Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 11	8	0.75
Justification: The Life Skills Support classroom is made up of an age range greater than 3; however, as stated in the students' IEP goals and objectives will still be met.				
Locations:				
Kane Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6

Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	5	0.13
Locations:				
Kane Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	11	0.75
Locations:				
Kane Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 15	1	0.12
Locations:				
Kane Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #7
Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	6	0.2
Locations:				
Kane Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	12	0.4
Justification: Teacher has both Itinerant and Supplemental amounts of support on his caseload				
Locations:				
Kane Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 13	2	0.2
Locations:				
Kane Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 13	1	0.2

Locations:				
Kane Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 26, 2014

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	12	0.13
Justification: The teacher has Itinerant and Supplemental on his caseload.				
Locations:				
Kane Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	9	0.37
Justification: Teachers caseload does not exceed numbers recommended by state. Teachers does not have all students at the same time.				
Locations:				
Kane Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	2	0.13
Locations:				
Kane Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	1	0.37
Locations:				
Kane Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 26, 2014

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	20	0.4
Locations:				
Kane Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	4	0.4
Locations:				
Kane Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	1	0.2
Locations:				
Kane Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 26, 2014

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	8	0.25
Justification: Itinerant Learning Support students are not in class with the Life Skills students. The teacher is only the case manager for these students.				
Locations:				
Kane Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 20	9	0.5
Justification: The Life Skills Classroom is made up of grades 7-12. The students goals are met as outlined in their IEPs. The age span does not affect their goals or objectives.				
Locations:				
Kane Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	16 to 16	1	0.25

Locations:				
Kane Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #11

      Operator: School District

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	65	1
Justification: The age range is greater than 4 due to the type of support in the elementary school for Speech and Language Instruction. The caseload has a variety of ages, but they do not all meet at the same time. During individual or group lessons, the age range is not greater than 4 years.				
Locations:				
Kane Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program

      Operator: School District

      PROPOSED PROGRAM INFORMATION

         Type: Class

         Implementation Date: August 26, 2014

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	10	0.75
Justification: The Emotional Support classroom is made up of an age range greater than 3; however, as stated in the students' IEP goals and objectives will still be met.				
Locations:				
Kane Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 15	8	0.25
Justification: The Emotional Support classroom is made up of an age range greater than 3; however, as stated in the students' IEP goals and objectives will still be met.				
Locations:				
Kane Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program

      Operator: School District

      PROPOSED PROGRAM INFORMATION

         Type: ClassandPosition

         Implementation Date: August 26, 2015

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 21	14	1
Justification: Students at the high school may be enrolled to the age of 21.				

Locations:				
Kane Area High School	A Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Supervisor	Kane Area School District-District Office	1
School Psychologist	Kane Area School District-District Office	1
Speech and Language Therapist	Kane Area Elementary School	1
Life Skills Support Teacher K - 8	Kane Area Elementary/Middle School	1.5
Learning Support Teacher	Kane Area Elementary School	2
Emotional Support Teacher	Kane Area Elementary School	1
Learning Support Teacher	Kane Area Middle School	1.5
Learning Support Teacher	Kane Area High School	1.5
Emotional Support Teacher	Kane Area High School	0.75
Paraprofessional	Kane Area Elementary School	0.69
Paraprofessional	Kane Area Elementary School	0.69
Paraprofessional	Kane Area Elementary School	0.69
Paraprofessional	Kane Area Elementary School	0.69
Paraprofessional	Kane Area Elementary School	0.69
Paraprofessional	Kane Area Elementary School	1
Paraprofessional	Kane Area Elementary School	1
Paraprofessional	Kane Area Elementary School	1
Paraprofessional	Kane Area Elementary School	1
Paraprofessional	Kane Area Elementary School	0.33
Paraprofessional	Kane Area Middle School	0.69
Paraprofessional	Kane Area Middle School	0.69
Paraprofessional	Kane Area Middle School	0.69
Paraprofessional	Kane Area High School	1
Paraprofessional	Kane Area High School	0.69
Paraprofessional	Kane Area High School	0.69
Paraprofessional	Kane Area High School	0.69
Paraprofessional	Kane Area High School	0.69
Paraprofessional	Kane Area Middle School	0.69
Emotional Support Teacher	Kane Middle School	1
Paraprofessional	Kane Area Middle School	1
Life Skills, grade 7 - 12	High School	0.75
Paraprofessional	Kane High School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapy	Intermediate Unit	14 Hours
Occupational Therapy Services	Intermediate Unit	21 Hours
Vision and Mobility Services	Intermediate Unit	15 Hours
Speech and Language Teacher	Intermediate Unit	3 Days
Hearing Services	Intermediate Unit	1.5 Days

Needs Assessment

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:
School Patterns Related to Accomplishments

1. Math and ELA curriculum aligned to PA Core Standards

2. Current and reliable technology for instruction and SIS management

3. Professional Development Opportunities through the KASD Summer Camp support for attendance at other venues

4. Intervention Programs for students through the MTSS/SAP/Title I programs

5. PVAAS growth at most grade levels (ELA in ES and MS and Algebra and ELA at HS)

6. Increased focus on career readiness skills and revision of curriculum to implement career standards.

School Patterns Related to Challenges

1. There needs to be consistent use of data that is focused on school improvement and the academic growth of all students.   This includes the consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligned with the Pennsylvania Framework for Teaching.

2. There needs to be a system in place that fully ensures that principals are enabled to serve as strong instructional leaders, who in partnership with the school community, leads achievement growth and continuous improvement within the school in all subjects.

3. There needs to be additional teacher collaboration and focus on real life learning aligned with 21st century skills.

4. Achievement and growth have stagnated or slightly decreased in most areas. Growth is not consistent over grade levels or subject areas.

5.   There is a need to ensure that there is a system within the school that fully ensures a safe and supportive environment for all students. Increasing poverty rates and other toxic stress factors need to be understood and effectively addressed by school personnel.

District Accomplishments

Accomplishment #1:
The District has aligned the curriculum to PA standards in all subjects.

Accomplishment #2:
The KAMS was awarded "Schools to Watch" redesignation for school years 2017-2020 school year.

Accomplishment #3:
There has been expected or above expected PVAAS growth at all three schools during the past three years as follows:

KAES - Math and ELA in grades 4 and 5

KAMS- Math in grades 6 and 7; ELA in grades 7 and 8; science in grade 8

KAHS - ELA and Algebra have shown significant evidence of exceeding the growth standard

Accomplishment #4:
Preliminary PSSA and Keystone data indicates overall school proficiency rates on state assessments as improving in:

KAES - ELA has shown an overall 3% increase in proficiency rates; with significant decrease in number of below basic scores; Science has shown a 2% increase in proficiency rates

KAMS - ELA has shown an overall 7% increase in proficiency rates with a 9% increase in number of students scoring advanced. Math has shown an increase of 1% in overall proficiency rates. Science has shown an increase of 7% overall proficiency rates. The proficiency rates on the Algebras Keystones have been 100% and 95% respectively during the past two years.

KAHS (Grade 11 only) - Algebra I - Increase of 3% overall proficiency rates; Biology - Increase of 2% overall proficiency rates;

Accomplishment #5:

The District has up-to-date and reliable technology that is utilized as a tool for the implementation of curriculum, data analysis and student information systems.

Accomplishment #6:

The District continues to partner with the IU 9 Career and Technology Center. Students are now able to participate in state (CIP Code) approved certification programs. Thirty-three students participate in programs and have the opportunity to serve internships in their respective career clusters.

Accomplishment #7:

There is a strong presence of professional growth and professional development opportunities for professional and support staff.   A Summer Camp is offered each year and teachers take college credit and attend professional development activities throughout the year.

Accomplishment #8:

There is an intervention team (MTSS Team) at all schools. These teams identify at risk students, develop and implement intervention plans, and track student progress in conjunction with teachers, staff and parents.

Accomplishment #9:

The District has improved communication and outreach to the community through electronic means. (newsletter, community TV station etc.) and has developed a new website.

Accomplishment #10:

The District employs a full time school psychologist and social worker, along with three school counselors, to better meet the social/emotional needs of students.

District Concerns

Concern #1:

There is a lack of PVAAS growth, during the past three years, in:

KAES - Grade 4 science

KAMS - Grade 8 math and grade 6 ELA

KAHS - Biology

Growth must occur in all student achievement groups. There is inconsistency, by subject and grade level, as to which student achievement quintile shows expected levels of growth.

Concern #2:

There is a gap in achievement within subgroups of students compared to achievement of the whole.

KAES - Economically Disadvantaged - Math 4% differential; ELA 8% differential. There is also a significant gap between male and female achievement in ELA with girls scoring 12% higher proficiency this past year.

KAMS - Economically Disadvantaged - Math 12% differential; ELA 14% differential. There is also a significant gap between male and female achievement in ELA with girls scoring 13% higher proficiency this past year.

KAHS - The achievement gap for ELA continues to not be closed for economically disadvantaged students.

Concern #3:

The level of student proficiency being attainted on PSSA and Keystone exams needs to increase. In order to close the achievement gap, scores must increase between 3 and 5 percent yearly.

Concern #4:

SPP scores have declined slightly or are flat.

Concern #5:

There needs to be an increase in career awareness and focus and implementation of school-to-work opportunities,

Concern #6:

There needs to be consistent use of data, to identify student strengths and areas of concern, that will guide instruction and assessment.
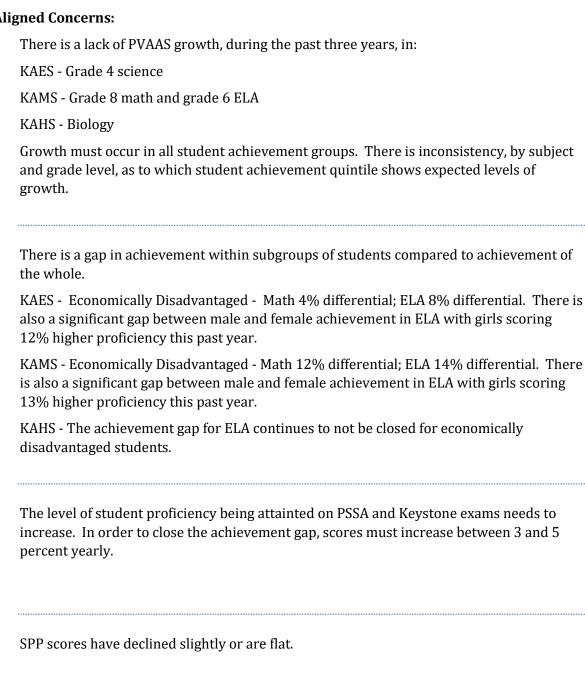
Concern #7:

There is a need to develop necessary resources necessary to provide supplemental instruction to students not meeting proficiency standards on state assessments. Additional opportunities for instruction, intervention and teacher collaboration are needed to maximize available, or to add additional time to align with goals of student growth, achievement and continuous improvement.

Concern #8: District and statewide data reveal a high percentage of students with high-risk factors stemming from generational poverty, mental illness, child abuse/neglet and other toxic stress related factors that inhibit the readiness to learn and ultimately stagnate school achievement and growth.

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 is a lack of PVAAS growth, during the past three years, in:

        KAES - Grade 4 science

        KAMS - Grade 8 math and grade 6 ELA

        KAHS - Biology

        Growth must occur in all student achievement groups. There is inconsistency, by subject and grade level, as to which student achievement quintile shows expected levels of growth.

        There is a gap in achievement within subgroups of students compared to achievement of the whole.

        KAES - Economically Disadvantaged - Math 4% differential; ELA 8% differential. There is also a significant gap between male and female achievement in ELA with girls scoring 12% higher proficiency this past year.

        KAMS - Economically Disadvantaged - Math 12% differential; ELA 14% differential. There is also a significant gap between male and female achievement in ELA with girls scoring 13% higher proficiency this past year.

        KAHS - The achievement gap for ELA continues to not be closed for economically disadvantaged students.

        The level of student proficiency being attainted on PSSA and Keystone exams needs to increase. In order to close the achievement gap, scores must increase between 3 and 5 percent yearly.

        SPP scores have declined slightly or are flat.

        There needs to be consistent use of data, to identify student strengths and areas of concern, that will guide instruction and assessment.

There is a need to develop necessary resources necessary to provide supplemental instruction to students not meeting proficiency standards on state assessments. Additional opportunities for instruction, intervention and teacher collaboration are needed to maximize available, or to add additional time to align with goals of student growth, achievement and continuous improvement.

District and statewide data reveal a high percentage of students with high-risk factors stemming from generational poverty, mental illness, child abuse/neglet and other toxic stress related factors that inhibit the readiness to learn and ultimately stagnate school achievement and growth.

Systemic Challenge #2 *(Guiding Question #7)* Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Aligned Concerns:

There is a lack of PVAAS growth, during the past three years, in:

KAES - Grade 4 science

KAMS - Grade 8 math and grade 6 ELA

KAHS - Biology

Growth must occur in all student achievement groups. There is inconsistency, by subject and grade level, as to which student achievement quintile shows expected levels of growth.

There is a gap in achievement within subgroups of students compared to achievement of the whole.

KAES - Economically Disadvantaged - Math 4% differential; ELA 8% differential. There is also a significant gap between male and female achievement in ELA with girls scoring 12% higher proficiency this past year.

KAMS - Economically Disadvantaged - Math 12% differential; ELA 14% differential. There is also a significant gap between male and female achievement in ELA with girls scoring 13% higher proficiency this past year.

KAHS - The achievement gap for ELA continues to not be closed for economically disadvantaged students.

The level of student proficiency being attainted on PSSA and Keystone exams needs to increase. In order to close the achievement gap, scores must increase between 3 and 5 percent yearly.

SPP scores have declined slightly or are flat.

There needs to be an increase in career awareness and focus and implementation of school-to-work opportunities,

There needs to be consistent use of data, to identify student strengths and areas of concern, that will guide instruction and assessment.

There is a need to develop necessary resources necessary to provide supplemental instruction to students not meeting proficiency standards on state assessments. Additional opportunities for instruction, intervention and teacher collaboration are needed to maximize available, or to add additional time to align with goals of student growth, achievement and continuous improvement.

District and statewide data reveal a high percentage of students with high-risk factors stemming from generational poverty, mental illness, child abuse/neglet and other toxic stress related factors that inhibit the readiness to learn and ultimately stagnate school achievement and growth.

Systemic Challenge #3 *(Guiding Question #3)* Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Aligned Concerns:

There is a lack of PVAAS growth, during the past three years, in:

KAES - Grade 4 science

KAMS - Grade 8 math and grade 6 ELA

KAHS - Biology

Growth must occur in all student achievement groups. There is inconsistency, by subject and grade level, as to which student achievement quintile shows expected levels of growth.

There is a gap in achievement within subgroups of students compared to achievement of the whole.

KAES - Economically Disadvantaged - Math 4% differential; ELA 8% differential. There is also a significant gap between male and female achievement in ELA with girls scoring 12% higher proficiency this past year.

KAMS - Economically Disadvantaged - Math 12% differential; ELA 14% differential. There is also a significant gap between male and female achievement in ELA with girls scoring 13% higher proficiency this past year.

KAHS - The achievement gap for ELA continues to not be closed for economically disadvantaged students.

The level of student proficiency being attainted on PSSA and Keystone exams needs to increase. In order to close the achievement gap, scores must increase between 3 and 5 percent yearly.

SPP scores have declined slightly or are flat.

There needs to be consistent use of data, to identify student strengths and areas of concern, that will guide instruction and assessment.

Systemic Challenge #4 *(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 is a lack of PVAAS growth, during the past three years, in:

KAES - Grade 4 science

KAMS - Grade 8 math and grade 6 ELA

KAHS - Biology

Growth must occur in all student achievement groups. There is inconsistency, by subject and grade level, as to which student achievement quintile shows expected levels of growth.

There is a gap in achievement within subgroups of students compared to achievement of the whole.

KAES - Economically Disadvantaged - Math 4% differential; ELA 8% differential. There is also a significant gap between male and female achievement in ELA with girls scoring 12% higher proficiency this past year.

KAMS - Economically Disadvantaged - Math 12% differential; ELA 14% differential. There is also a significant gap between male and female achievement in ELA with girls scoring 13% higher proficiency this past year.

KAHS - The achievement gap for ELA continues to not be closed for economically disadvantaged students.

The level of student proficiency being attainted on PSSA and Keystone exams needs to increase. In order to close the achievement gap, scores must increase between 3 and 5 percent yearly.

SPP scores have declined slightly or are flat.

There needs to be an increase in career awareness and focus and implementation of school-to-work opportunities,

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There needs to be consistent use of data, to identify student strengths and areas of concern, that will guide instruction and assessment.

There is a need to develop necessary resources necessary to provide supplemental instruction to students not meeting proficiency standards on state assessments. Additional opportunities for instruction, intervention and teacher collaboration are needed to maximize available, or to add additional time to align with goals of student growth, achievement and continuous improvement.

Systemic Challenge #5 *(Guiding Question #9)* Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Aligned Concerns:

SPP scores have declined slightly or are flat.

There needs to be an increase in career awareness and focus and implementation of school-to-work opportunities,

District and statewide data reveal a high percentage of students with high-risk factors stemming from generational poverty, mental illness, child abuse/neglet and other toxic stress related factors that inhibit the readiness to learn and ultimately stagnate school achievement and growth.

Systemic Challenge #6 *(Guiding Question #10)* Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Aligned Concerns:

There is a lack of PVAAS growth, during the past three years, in:

KAES - Grade 4 science

KAMS - Grade 8 math and grade 6 ELA

KAHS - Biology

Growth must occur in all student achievement groups. There is inconsistency, by subject and grade level, as to which student achievement quintile shows expected levels of growth.

The level of student proficiency being attainted on PSSA and Keystone exams needs to increase. In order to close the achievement gap, scores must increase between 3 and 5 percent yearly.

There needs to be an increase in career awareness and focus and implementation of school-to-work opportunities,

There needs to be consistent use of data, to identify student strengths and areas of concern, that will guide instruction and assessment.

There is a need to develop necessary resources necessary to provide supplemental instruction to students not meeting proficiency standards on state assessments. Additional opportunities for instruction, intervention and teacher collaboration are needed to maximize available, or to add additional time to align with goals of student growth, achievement and continuous improvement.

District and statewide data reveal a high percentage of students with high-risk factors stemming from generational poverty, mental illness, child abuse/neglet and other toxic stress related factors that inhibit the readiness to learn and ultimately stagnate school achievement and growth.

Systemic Challenge #7 *(Guiding Question #4)* Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

Aligned Concerns:

There is a gap in achievement within subgroups of students compared to achievement of the whole.

KAES - Economically Disadvantaged - Math 4% differential; ELA 8% differential. There is also a significant gap between male and female achievement in ELA with girls scoring 12% higher proficiency this past year.

KAMS - Economically Disadvantaged - Math 12% differential; ELA 14% differential. There is also a significant gap between male and female achievement in ELA with girls scoring 13% higher proficiency this past year.

KAHS - The achievement gap for ELA continues to not be closed for economically disadvantaged students.

There needs to be consistent use of data, to identify student strengths and areas of concern, that will guide instruction and assessment.

There is a need to develop necessary resources necessary to provide supplemental instruction to students not meeting proficiency standards on state assessments. Additional opportunities for instruction, intervention and teacher collaboration are

needed to maximize available, or to add additional time to align with goals of student growth, achievement and continuous improvement.

Systemic Challenge #8 *(Guiding Question #11)* Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.

District Level Plan

Action Plans

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

Related Challenges:

- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA and Keystone Exam Scores

Specific Targets: Increase in proficient/advanced scores that meet required percentages to close the achievement gap for all students.

Type: Annual

Data Source: PVAAS Data

Specific Targets: Demonstrate meeting annual academic growth expectations in all tested subjects.

Type: Interim

Data Source: Benchmarking and progress monitoring instruments included but not limited to Study Island, 4Sight, DIBELS, TEN, Aimsweb and CDTs.

Specific Targets: Consistent increase in achievement and growth recorded after each assessment.

Type: Annual

Data Source: Act 82 Teacher Evaluation Data

Specific Targets: Teacher evaluation data will be consistent with PSSA/Keystone Exam results and PVAAS scores.

Strategies:

Curriculum Review and Revision

Description:

Employ a continuous process through data teams to review and revise K-12 curriculum aligned with PA standards.

SAS Alignment: Standards

Comprehensive Literacy Framework

Description:

Integrate a comprehensive literacy framework within all K-12 units of study that are aligned with PA Core ELA standards.

SAS Alignment: Standards

Formative Assessment Framework

Description:

Develop and integrate a rigorous K-12 assessment framework with PA standards.

SAS Alignment: Assessment

Rigorous and Aligned Units of Study

Description:

Align content standards and learning experiences into units of study in all content areas in grades K-12.

SAS Alignment: Standards, Instruction

Comprehensive Textbook/Materials Selection Process

Description:

The KASD will establish a District wide system that fully ensures teachers have access to high quality curricular assets aligned with state standards that are fully accessible to teachers and students.

SAS Alignment: Materials & Resources

Utilization of PDE Standards Aligned System (SAS)

Description:

The SAS system contains a wealth of research based information related to standards, assessment, curriculum framework, instruction and materials and resources.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Data Based Decisions

Description:

Data based decisions are necessary to guide planning, instruction, assessment and professional development.

SAS Alignment: Standards, Assessment, Instruction, Materials & Resources

Increased Quality Instructional Time

Description: Changes in instructional time do not generally increase or decrease student achievement, unless such changes go beyond <u>unusually low, or high, amounts of time</u>. Curriculum and instructional quality appear to have a much greater effect on achievement than do total hours of instructional time. The addition of high-quality teaching time is of particular benefit to certain groups of students, such as low-income students and others who have little opportunity for learning outside of school. (Sources: http://www.ascd.org/publications/researchbrief/v3n10/toc.aspx

SAS Alignment: Instruction, Safe and Supportive Schools

Implementation Steps:

Create Curriculum Review/Revision Schedule

Description:

With input from the administrative team, a 6 year cycle of curriculum review and revision will be developed. This document will be distributed to each building principal for discussion with each academic department.

Start Date: 7/1/2019   **End Date:** 10/1/2019

Program Area(s): Student Services

Supported Strategies:

- Curriculum Review and Revision

Review and Revision of KASD Curriculum

Description:

Each year, selected K-12 curriculum will be reviewed and revised in accordance with PA standards and Chapter 4 regulations. Evidence indicating implementation will be completed planned courses of study aligned with PA standards. Each revised planned course of study will be posted on the KASD website.

Start Date: 8/30/2019   **End Date:** 6/30/2020

Program Area(s): Student Services

Supported Strategies:

- Curriculum Review and Revision

Develop a Process for Embedding Literacy Standards and/or Practices into all Planned Courses.

Description:

The administrative team will develop a process to embed literacy standards into all planned courses of study.

Start Date: 10/1/2019   **End Date:** 1/3/2020

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Comprehensive Literacy Framework

Embed literacy standards and/or practices into all planned courses.

Description:

When revising curriculum, all planned courses will embed literacy standards within courses and units of study. Evidence indicating implementation will be unit plans for all courses that include literacy standards.

Start Date: 1/5/2020   **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Comprehensive Literacy Framework

Design and Implement Unit plans with embedded literacy Standards

Description:

Professional staff will design unit plans that reflect ELA standards appropriate to grade level and subject taught. Unit/lesson plans will be coded to content specific as well as ELA standards.

Start Date: 8/30/2019   **End Date:** 6/5/2022

Program Area(s): Professional Education

Supported Strategies:

- Comprehensive Literacy Framework

Create and implement effective common assessments aligned to PA standards for identified grades and courses.

Description:

Professional staff, using developed protocols, will develop and/or use existing common assessments to identify implementation of standards aligned curriculum to all students. Evidence of implementation will be actual common assessments and examination of results of common assessment administration.

Start Date: 8/30/2019   **End Date:** 6/30/2022

Program Area(s): Student Services

Supported Strategies:

- Formative Assessment Framework

Design a curriculum mapping plan to monitor alignment of standards with units of study

Description:

A written protocol will be developed to map standards contained in planned courses of study with PA standards.

Start Date: 6/1/2019   **End Date:** 12/30/2019

Program Area(s):

Supported Strategies:

- Rigorous and Aligned Units of Study

Implementation of curriculum mapping process using technology

Description:

Professional staff will map planning, delivery and assessment of standards aligned to planned courses of study. Evidence of such will be presented to building principals upon request and at the conclusion of each school year.

Start Date: 1/1/2020   **End Date:** 6/30/2022

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Rigorous and Aligned Units of Study

Textbook and Resource Selection Protocol

Description:

The District will develop a written protocol for the process to be used in selecting and adopting textbooks and other associated materials to ensure alignment with state standards. PSBA administrative guidelines will be reviewed, edited, and adopted.

Start Date: 7/1/2019   **End Date:** 12/30/2019

Program Area(s): Student Services

Supported Strategies:

- Comprehensive Textbook/Materials Selection Process

Implementation of Textbook and Resource Selection Protocols

Description:

Concurrent with reviewing and writing planned courses of study, professional staff will use written protocols to select textbooks and resources that are fully aligned with planned courses of study and state standards that best meet needs of students.

Start Date: 7/1/2015   **End Date:** 6/30/2018

Program Area(s): Student Services

Supported Strategies:

- Comprehensive Textbook/Materials Selection Process

Training in use of tools for collecting and reporting student performance data

Description:

The District will provide a series of professional development activities in order to train staff in the use of data tools related to state testing. Evidence indicating implementation of this step will include training agendas.

Start Date: 7/1/2019   **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Data Based Decisions

Scheduled Data Review Meetings

Description:

Each building will develop a data review schedule with agendas indicating topics of discussion and outcomes.

Start Date: 8/30/2019   **End Date:** 6/30/2022

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Data Based Decisions

Goal #2: Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSAs, Keystone Exams and other standardized assessments (SAT, ACT, PSAT)

Specific Targets: Increase in proficient/advanced scores that meet required percentages to close the achievement gap for all students.

Type: Annual

Data Source: PVAAS Data

Specific Targets: Demonstrate meeting annual academic growth expectations in all tested subjects at all quintile levels.

Type: Interim

Data Source: Benchmarking and progress monitoring instruments included but not limited to Common Assessments, Study Island, 4Sight, Dibels, TEN, Aimsweb and CDTs.

Specific Targets: Consistent increase in achievement and growth recorded after each assessment.

Type: Interim

Data Source: Locally developed assessments

Specific Targets: Rigorous and aligned assessment data will be evaluated for progress in student achievement.

Type: Annual

Data Source: Act 82 Teacher Evaluation Data

Specific Targets: Teacher evaluation data will be consistent with PSSA/Keystone Exam results and PVAAS scores.

Strategies:

Data Based Decisions

Description:

Data based decisions are necessary to guide planning, instruction, assessment and professional development.

SAS Alignment: Standards, Assessment, Instruction, Materials & Resources

Utilizing Data as Part of Ongoing Instructional Improvement

Description:

Protocol will be established for the regular review of assessment data relating to student achievement and growth. Areas to be addressed include what data to review, frequency of review, how analysis will impact curriculum, assessment and instructional delievery.

SAS Alignment: Assessment, Instruction

Common Assessments

Description:

Using common assessments to inform teacher practice is a data source that can have a positive impact upon student achievement and growth.

SAS Alignment: Assessment

Implementation Steps:

Training in use of tools for collecting and reporting student performance data

Description:

The District will provide a series of professional development activities in order to train staff in the use of data tools related to state testing. Evidence indicating implementation of this step will include training agendas.

Start Date: 7/1/2019   **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Utilizing Data as Part of Ongoing Instructional Improvement

Application of Data Analysis

Description:

Upon completion of data analysis related to assessment outcomes, professional staff will identify professional development needs related to adjusting instructional practices.

Start Date: 7/1/2019   **End Date:** 6/30/2022

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Utilizing Data as Part of Ongoing Instructional Improvement

Creation of High Quality Assessments

Description:

Professional staff, using assessment literacy knowledge and skills, will develop high quality assessments that measure student achievement related to PA standards.

Start Date: 7/1/2019   **End Date:** 6/30/2020

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Common Assessments

Implementation of High Quality Assessments

Description:

Professional staff will adminster high quality, standards aligned assessments to students at the end of each unit of study.

Start Date: 8/1/2019   **End Date:** 6/30/2022

Program Area(s): Student Services

Supported Strategies:

- Common Assessments

Common Assessment Implementation

Description:

Upon development of quarterly, mid-year and/or end of year common assessments for grade level or subject specific content, professional staff will administer common assessment to students in designated subjects/courses

Start Date: 8/30/2019   **End Date:** 6/30/2022

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Common Assessments

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: PSSA and Keystone Exam Scores

Specific Targets: Increase in proficient/advanced scores that meet required percentages to close the achievement gap for all students.

Type: Annual

Data Source: PVAAS Data

Specific Targets: Demonstrate meeting annual academic growth expectations in all tested subjects.

Type: Interim

Data Source: Benchmarking and progress monitoring instruments included but not limited to Study Island, 4Sight, DIBELS, TEN, Aimsweb and CDTs.

Specific Targets: Consistent increase in achievement and growth recorded after each assessment.

Type: Annual

Data Source: Act 82 Teacher Evaluation Data

Specific Targets: Teacher evaluation data will be consistent with PSSA/Keystone Exam results and PVAAS scores.

Strategies:

Utilization of PDE Standards Aligned System (SAS)

Description:

The SAS system contains a wealth of research based information related to standards, assessment, curriculum framework, instruction and materials and resources.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Data Based Decisions

Description:

Data based decisions are necessary to guide planning, instruction, assessment and professional development.

SAS Alignment: Standards, Assessment, Instruction, Materials & Resources

Differentiate Instructional Practices to Meet the Needs Students in all Quintiles of Achievement

Description:

District PVAAS data consistently indicates that not all students are making a year's worth of growth in tested subjects. This varies by grade level and subject tested. Through the use of assessment data analysis and professional development, instructional practices will be developed and refined to increase student achievement and growth.

SAS Alignment: Standards, Assessment, Instruction, Safe and Supportive Schools

Differentiate Instructional Practices to Meet the Needs of Historically Underperforming Students

Description:

District PVAAS data consistently indicates that low achieving students are making a year's worth of growth in tested subjects. Through the use of assessment data analysis and professional development, instructional practices will be developed and refined to increase student achievement and growth to exceed one year in order to narrow the achievement gap of historically underperforming students..

SAS Alignment: Standards, Assessment, Instruction, Safe and Supportive Schools

Remediation/Supplemental Instruction

Description:

Through the use of assessment data, students not meeting achievement expectations will be identified and provided with supplemental

instructional opportunities. Supplemental instruction will be designed to meet specific student deficiencies.

SAS Alignment: Standards, Assessment, Instruction, Safe and Supportive Schools

Implementation Steps:

Training in use of tools for collecting and reporting student performance data

Description:

The District will provide a series of professional development activities in order to train staff in the use of data tools related to state testing. Evidence indicating implementation of this step will include training agendas.

Start Date: 7/1/2019   **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Data Based Decisions

Focused Observation of Classroom Instructional Practices for Gifted and High Achieving Students

Description:

Building principals will conduct walkthrough observations with focus on instructional practices designed for gifted and high achieving students.

Start Date: 7/1/2019   **End Date:** 6/30/2022

Program Area(s): Gifted Education

Supported Strategies:

- Differentiate Instructional Practices to Meet the Needs Students in all Quintiles of Achievement

Identify Teacher Needs of HUP Students

Description:

Prepare and administer a survey to all professional staff related to instructional needs of HUP students. Survey and results will be evidence of implementation.

Start Date: 7/1/2019   **End Date:** 12/30/2019

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Differentiate Instructional Practices to Meet the Needs of Historically Underperforming Students

Focused Observation of Classroom Instructional Practices for HUP Students

Description:

Building principals will conduct walkthrough observations with focus on instructional practices designed for HUP students.

Start Date: 7/1/2019   **End Date:** 8/30/2022

Program Area(s): Student Services

Supported Strategies:

- Differentiate Instructional Practices to Meet the Needs of Historically Underperforming Students

Provide Professional Development for Differentiated Instruction with Historically Underperforming Students

Description:

Professional development will be provided to increase student engagement and learning for HUP students.

Start Date: 7/1/2015   **End Date:** 8/30/2016

Program Area(s): Professional Education, Special Education, Student Services, Educational Technology

Supported Strategies:

- Differentiate Instructional Practices to Meet the Needs of Historically Underperforming Students

Identification of Students in Need of Supplemental Instruction

Description:

Using an assessment driven team approach (MTSS Process), students not meeting achievement benchmarks will be identified to receive supplemental instruction.

Start Date: 8/30/2019   **End Date:** 6/30/2022

Program Area(s): Student Services

Supported Strategies:

- Remediation/Supplemental Instruction

Implementation of Supplemental Instructional Opportunities

Description:

Professional education staff will deliver supplemental instruction to students not meeting grade level benchmarks/expectations

Start Date: 7/1/2019   **End Date:** 6/30/2022

Program Area(s): Student Services

Supported Strategies:

- Remediation/Supplemental Instruction

Identify Current Practices of Classroom Technology Integration

Description:

Building level teams will identify current use of technology integration in the classroom and compile a list of effective practices.

Start Date: 7/1/2019   **End Date:** 12/30/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Differentiate Instructional Practices to Meet the Needs Students in all Quintiles of Achievement

Enhance/Expand Use of Technology in the Instructional Process

Description:

Professional development will be provided to enhance the use of technology within the classroom to improve student achievement. Evidence of implementation will include training agendas and actual implementation within the classroom.

Start Date: 1/1/2020   **End Date:** 6/30/2022

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Differentiate Instructional Practices to Meet the Needs Students in all Quintiles of Achievement

Goal #4: Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Related Challenges:

- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Indicators of Effectiveness:

Type: Annual

Data Source: Climate Surveys, District Demographic Data, and student growth and achievement data

Specific Targets: Special education referrals will decrease, attendance will increase, and more students will receive timely and meaningful supports in the classroom and community.

Strategies:

Increased Quality Instructional Time

Description: Changes in instructional time do not generally increase or decrease student achievement, unless such changes go beyond <u>unusually low, or high, amounts of time</u>. Curriculum and instructional quality appear to have a much greater effect on achievement than do total hours of instructional time. The addition of high-quality teaching time is of particular benefit to certain groups of students, such as low-income students and others who have little opportunity for learning outside of school. (Sources: http://www.ascd.org/publications/researchbrief/v3n10/toc.aspx

SAS Alignment: Instruction, Safe and Supportive Schools

Utilizing Data as Part of Ongoing Instructional Improvement

Description:

Protocol will be established for the regular review of assessment data relating to student achievement and growth. Areas to be addressed include what data to review, frequency of review, how analysis will impact curriculum, assessment and instructional delievery.

SAS Alignment: Assessment, Instruction

Differentiate Instructional Practices to Meet the Needs Students in all Quintiles of Achievement

Description:

District PVAAS data consistently indicates that not all students are making a year's worth of growth in tested subjects. This varies by grade level and subject tested. Through the use of assessment data analysis and professional development, instructional practices will be developed and refined to increase student achievement and growth.

SAS Alignment: Standards, Assessment, Instruction, Safe and Supportive Schools

Implementation Steps:

Positive Behavior Support

Description:

Positive Behavior Support - District Personnel will participate in School Wide Positive Behavior Support training offered through Seneca Highlands IU 9, PATTAN, and District personnel including the school counselors, school psychologist, and school social worker. These trainings will support our efforts to extend implementation of Positive Behavior Support systems across all buildings. These trainings will assist staff in the implementation of universal SWPBS systems and supports.

The long term goals of these efforts include: help maintain identified students in the Least Restrictive Setting, increase staff skills in the use of behavioral data, increase the effectiveness of Positive Behavior Support Plans, increase attendance, reduce the number of suspensions and reduce or eliminate the use of restraints.

Start Date: 8/30/2019   **End Date:** 6/30/2021

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Differentiate Instructional Practices to Meet the Needs Students in all Quintiles of Achievement

Executive Functioning Skills Training

Description:

Executive functioning skills are are cognitive processes necessary for control of behavior and selecting and monitoring behaviors that facilitate attainment of selected goals. They are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully. Professional development is needed to help students with a deficit in these skills to better accomplish tasks, increase learning, and decrease behavioral issues. Successful implementation will be measured by increased academic gains and decreased discipline referrals.

Start Date: 7/1/2019   **End Date:** 6/30/2020

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Differentiate Instructional Practices to Meet the Needs Students in all Quintiles of Achievement
- Increased Quality Instructional Time

School Based Behavior Health Services

Description:

The District employees 3 full time school counselors; one a each building within in the district. These counselors work on triaging the mental health concerns of our students. At times they can support weekly support, daily check in/check out or increased parent and teacher communication to service the students. The school counselors also lead or connect such groups as MTSS and SAP teams for students in need. If more intensive support is needed, the school psychologist and social worker provide additional in school support and also connect families to outside agencies to receive more intensive supports in the home and/or in the school. Services such as school based mental health counseling is available in the school setting and provided by an outside agency weekly or bi-weekly depending on need. The school district welcomes collaboration with all outside agencies to provide mental health services for students in the realm of TSS, BSC,Mobile Therapy, etc.

Start Date: 7/1/2019   **End Date:** 6/30/2022

Program Area(s): Student Services

Supported Strategies:

- Utilizing Data as Part of Ongoing Instructional Improvement
- Differentiate Instructional Practices to Meet the Needs Students in all Quintiles of Achievement

Suicide Prevention Training

Description:

The District will mandate 4 hours of suicide prevention training for all 6-12 teaching staff and offer training to all K-12 teaching staff. QPR training will be provided by in-house trainers and online training will be made available through https://preventsuicidepalearning.com .

Start Date: 7/1/2019   **End Date:** 6/30/2022

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Utilizing Data as Part of Ongoing Instructional Improvement

Appendix: Professional Development Implementation Step Details

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

Start	End	Title	Description
1/5/2020	6/30/2022	Embed literacy standards and/or practices into all planned courses.	When revising curriculum, all planned courses will embed literacy standards within courses and units of study. Evidence indicating implementation will be unit plans for all courses that include literacy standards.

Person Responsible	SH	S	EP	Provider	Type	App.
Building Principals	6.0	4	25	Teri Everett/IU 9	IU	Yes

Knowledge	Non ELA professional staff will gain an understanding of what the ELA standards are and how to integrate them into their content areas. They will learn how to integrate reading, writing, speaking and listening standards into their content areas when planning for daily instruction.
Supportive Research	Professional staff will gain an understanding of various literacy strategies that will lead to greater student achievement. Literacy skills will be utilized to access course content. Emphasis will be placed on social studies and science teachers in grades 6-12 to align with PA core standards found on PDE SAS site.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

Series of Workshops
School Whole Group Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
	    Peer-to-peer lesson discussion
	    Joint planning period activities
		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
			    Participant survey
			    Review of participant lesson plans
			    Teacher evaluation - SLOs

LEA Goals Addressed:	Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.	Strategy #1: Rigorous and Aligned Units of Study

Start	End	Title	Description
1/1/2020	6/30/2022	Implementation of curriculum mapping process using technology	Professional staff will map planning, delivery and assessment of standards aligned to planned courses of study. Evidence of such will be presented to building principals upon request and at the conclusion of each school year.

Person Responsible	SH	S	EP	Provider	Type	App.
Building Principals/Department Chairpersons	3.0	6	15	Kane Area SD	School Entity	No

Knowledge

Principals and Department Chairperson will collaborate to train staff on curriculum mapping tools and technology.

Supportive Research

This process will allow all professional staff to effectively track the implementation of their curriculum and identify existing gaps in the planned, taught and learned curriculum.

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.

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 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.

Empowers leaders to create a culture of teaching and learning, with an emphasis on

learning.

Training Format	Series of Workshops School Whole Group Presentation		
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Joint planning period activities	**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 Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans

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

staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

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

Start	End	Title	Description
7/1/2019	6/30/2020	Training in use of tools for collecting and reporting student performance data	The District will provide a series of professional development activities in order to train staff in the use of data tools related to state testing. Evidence indicating implementation of this step will include training agendas.

Person Responsible	SH	S	EP	Provider	Type	App.
Superintendent/Building Principals	3.0	4	25	Kane Area SD	School Entity	No

Knowledge	Teachers and administration will gain knowledge in interpretation of PSSA/Keystone Exam results and PVAAS results and apply to revision and implementation of curriculum.
Supportive Research	All school personnel must be able to interpret test results in order to effectively analyze curriculum and implementation of standards based instruction.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	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 educators seeking leadership	Provides leaders with the ability to access and use appropriate data to inform decision-making.

roles:

Training Format	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation		

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Joint planning period activities	**Evaluation Methods**	Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

LEA Goals Addressed:	**Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.** **Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional**	**Strategy #1: Utilizing Data as Part of Ongoing Instructional Improvement**

practices.

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

Start	End	Title	Description
7/1/2019	6/30/2020	Training in use of tools for collecting and reporting student performance data	The District will provide a series of professional development activities in order to train staff in the use of data tools related to state testing. Evidence indicating implementation of this step will include training agendas.

Person Responsible	SH	S	EP	Provider	Type	App.
Superintendent/Building Principals	3.0	4	25	Kane Area SD	School Entity	No

Knowledge

Teachers and administration will gain knowledge in interpretation of PSSA/Keystone Exam results and PVAAS results and apply to revision and implementation of curriculum.

Supportive Research

All school personnel must be able to interpret test results in order to effectively analyze curriculum and implementation of standards based instruction.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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 educators seeking leadership roles:

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

Training Format   LEA Whole Group Presentation

Series of Workshops
School Whole Group Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Joint planning period activities	**Evaluation Methods**	Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

LEA Goals Addressed:	Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students. Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices. Establish a district system that fully ensures	**Strategy #1: Data Based Decisions**

the consistent implementation of effective instructional practices across all classrooms in each school.

Start	End	Title	Description
7/1/2019	6/30/2020	Training in use of tools for collecting and reporting student performance data	The District will provide a series of professional development activities in order to train staff in the use of data tools related to state testing. Evidence indicating implementation of this step will include training agendas.

Person Responsible	SH	S	EP	Provider	Type	App.
Superintendent/Building Principals	3.0	4	25	Kane Area SD	School Entity	No

Knowledge	Teachers and administration will gain knowledge in interpretation of PSSA/Keystone Exam results and PVAAS results and apply to revision and implementation of curriculum.
Supportive Research	All school personnel must be able to interpret test results in order to effectively analyze curriculum and implementation of standards based instruction.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	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 educators seeking leadership roles:	Provides leaders with the ability to access and use appropriate data to inform decision-making.

Training Format	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation

Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities		Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Joint planning period activities	Evaluation Methods	Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

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: Differentiate Instructional Practices to Meet the Needs of Historically Underperforming Students

Start	End	Title	Description			
7/1/2015	8/30/2016	Provide Professional Development for Differentiated Instruction with Historically Underperforming Students	Professional development will be provided to increase student engagement and learning for HUP students.			
		Person Responsible **SH** **S** **EP**	**Provider**		**Type**	**App.**

Superintendent/Building Principals/Department Chairpersons	3.0	4	25	IU 9 Curriculum Specialists		IU	Yes

Knowledge

Strategies for differentiating instruction by content, instructional strategies and assessment to meet the needs of HUP students and how to use technology to maximize learning. Use of the SAS portal as a resource for selecting appropriate instructional materials based on available data.

Supportive Research

The SAS portal provides resources based on research and best practices.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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 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.
Provides leaders with the ability to access and use appropriate data to inform decision-making.
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Series of Workshops
Training Format

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion	**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 Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans

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: Differentiate Instructional Practices to Meet the Needs Students in all Quintiles of Achievement

Start	End	Title	Description
1/1/2020	6/30/2022	Enhance/Expand Use of Technology in the Instructional Process	Professional development will be provided to enhance the use of technology within the classroom to improve student achievement. Evidence of implementation will include training agendas and actual implementation within the classroom.

Person Responsible	**SH**	**S**	**EP**	**Provider**		**Type**	**App.**

Building Principals/Technology Director	3.0	4	25	KASD Professional Staff	School Entity	Yes

Knowledge

Methods for effective integration of technology in instructional practices will be utilized by classroom teachers.

Supportive Research

Effective use of technology in the classroom has been shown to improve student achievement.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

Series of Workshops

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and

involvement of administrator and/or peers

    Creating lessons to meet varied student learning styles

    Peer-to-peer lesson discussion

standards, classroom environment, instructional delivery and professionalism.

    Review of participant lesson plans

    Review of written reports summarizing instructional activity

LEA Goals Addressed:	Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.	Strategy #1: Differentiate Instructional Practices to Meet the Needs Students in all Quintiles of Achievement

Start	End	Title	Description
8/30/2019	6/30/2021	Positive Behavior Support	Positive Behavior Support - District Personnel will participate in School Wide Positive Behavior Support training offered through Seneca Highlands IU 9, PATTAN, and District personnel including the school counselors, school psychologist, and school social worker. These trainings will support our efforts to extend implementation of Positive Behavior Support systems across all buildings. These trainings will assist staff in the implementation of universal SWPBS systems and supports.

The long term goals of these efforts include: help maintain identified students in the Least Restrictive Setting, increase staff skills in the use of behavioral data, increase the effectiveness of Positive Behavior Support Plans, increase attendance, reduce the number of suspensions and reduce or eliminate the use of restraints. |

Person Responsible	SH	S	EP	Provider	Type	App.

Building Principals and Supervisor of Special Education	6.0	3	25	Kane Area SD	School Entity	No

Knowledge

Positive Behavior Support trainings will provide the school based team guidance on the development and implementation of School Wide Positive Behavior Support across all grade levels. on. All staff are trained in de-escalation and behavior management strategies and techniques. Safety Care trainings including certification in preventing and managing behavioral challenges using deescalation techniques and the ability to respond appropriately to dangerous behaviors.

Supportive Research

Safety-Care Behavioral Safety Training program provides the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges with dignity, safety, and the possibility of change. Using the newest and most effective technologies from Applied Behavior Analysis (ABA) and Positive Behavior Interventions & Supports (PBIS).

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

School Whole Group Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)

School counselors
New Staff
Other educational specialists
Related Service Personnel

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 Peer-to-peer lesson discussion	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

LEA Goals Addressed:	**Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.**	**Strategy #1: Differentiate Instructional Practices to Meet the Needs Students in all Quintiles of Achievement** **Strategy #2: Increased Quality Instructional Time**

Start	End	Title	Description
7/1/2019	6/30/2020	Executive Functioning Skills Training	Executive functioning skills are are cognitive processes necessary for control of behavior and selecting and monitoring behaviors that facilitate attainment of selected goals. They are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully. Professional development is needed to help students with a deficit in these skills to better accomplish tasks, increase learning, and decrease behavioral issues.

Successful implementation will be measured by increased academic gains and decreased discipline referrals.

Person Responsible	SH	S	EP	Provider	Type	App.
Building Principals/Special Education Supervisor	3.0	4	25	Kane Area SD	IU	Yes

Knowledge — Teachers will learn the necessary strategies to assist students, in age appropriate ways, increase executive function skills to improve working memory, mental flexibility, and self-control.

Supportive Research — Multiple sources of brain research indicate the need for executive function skills and self regulation. https://developingchild.harvard.edu/science/key-concepts/executive-function/

Designed to Accomplish

For classroom teachers, school counselors and education specialists: — Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles: — Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format — School Whole Group Presentation

Participant Roles	Grade Levels
Classroom teachers Principals / Asst. Principals School counselors Other educational specialists	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion Joint planning period activities	**Evaluation Methods**	Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey

LEA Goals Addressed:	**Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.**	**Strategy #1: Utilizing Data as Part of Ongoing Instructional Improvement**

Start	End	Title	Description
7/1/2019	6/30/2022	Suicide Prevention Training	The District will mandate 4 hours of suicide prevention training for all 6-12 teaching staff and offer training to all K-12 teaching staff. QPR training will be provided by in-house trainers and online training will be made available through https://preventsuicidepalearning.com .

Person Responsible	**SH**	**S**	**EP**	**Provider**	**Type**	**App.**
Building Principals/Superintendent	2	2	90	District Staff and online training	District Staff and online training	No

Knowledge	Teachers will gain knowledge in: Suicide Prevention School-related Epidemiology Risk and Protective Factors Warning Signs Review of School District Policies and Procedures How Educators Can Respond to Youth about Whom They are Concerned Safe Messaging Postvention
Supportive Research	Courses and training developed by leading experts in the field.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership	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

roles: academic standards.

Training Format	Series of Workshops Online-Asynchronous		

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Follow up discussion with school pscyhologist, counselors, and social worker.	**Evaluation Methods**	Participant survey

District Level Affirmations

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 or 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.

Affirmed by Claire Ann Buckley on 4/19/2018

Board President

Affirmed by Jeff Kepler on 4/19/2018

Superintendent/Chief Executive Officer

Special Education Affirmations

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

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.

3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.

5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

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

Affirmed by Claire Ann Buckley on 4/19/2018

Board President

Affirmed by Jeff Kepler on 4/19/2018

Superintendent/Chief Executive Officer