Profile and Plan Essentials

Special Education Students

Total Number of Special Education Students 186
Total Student Enrollment 1034
Percent of Special Education Students 18

Steering Committee

Name	Position/Role	Building	Email
Linda M Lorenzo	Director of Special Education	Kane Area SD	llorenzo@kasd.net
Anna Kearney	Superintendent	Kane Area SD	akearney@kasd.net
Jay Israel	Building Principal	Kane Area MS	jisrael@kasd.net
Jeannine Kloss	Building Principal	Kane Area El Sch	jkloss@kasd.net
Todd Stanko	Building Principal	Kane Area HS	tstanko@kasd.net
Tyler Lehman	General Education Teacher	Kane Area MS	tlehman@kasd.net
Ashley Komidar	Special Education Teacher	Kane Area El Sch	akomidar@kasd.net
Major Thomas Kerek	Board Member	Kane Area SD	tkerek@kasd.net
Kathy Gibson	Parent	Kane Area SD	kathygibson9@yahoo.com
Julie Jackel	Parent	Kane Area El Sch	julie.jackel@yahoo.com
Shannon Olson	Building Principal	Kane Area HS	solson@kasd.net
Barb Brown	Other	Kane Area SD	kmbdc@IUP.edu

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

The Kane Area School District uses the Discrepancy Model is used to identify students with specific learning disabilities.

Building Name	AUN	Branch Number	RTI	Approved RTI Use

Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities
The district has not been flagged in this area during the last two reporting periods.	

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities
The district has not been flagged in this area during the last two reporting periods.	

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities
The district has not been flagged in this area during the last two reporting periods.	

Non-Resident Students Oversight

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

   No

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)
   Every effort is made to maintain a role in student monitoring and educational planning while a Kane Area School District student is in a 1306 facility.   When a student is placed, contact is made by the Office of Student Services to open opportunities for ongoing communication. Educational records are transferred immediately and within 10 days of the request. Contact information is exchanged. A representative from the Kane Area School District participates in IEP team meetings via phone or virtually as well as any update meetings and including discharge planning.
2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
   Ongoing communication with the 1306 facility is paramount to the success of the student's transition back to school in the district of residence. Participation in regular meetings while the student is enrolled in the 1306 facility provides the information needed about the types of supports the student will need to be successful upon return. A Kane Area School District representative participates in IEP and team meetings via phone or video conference to be part of the decision making and discharge planning. When needed the Kane Area School District social worker partners with a social worker from the facility along with the family to ensure that home and community supports are also available up return to the district.

Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundries?
   No

1. 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).

Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.

   The Kane Area School District has a very strong commitment and takes pride in maintaining students within the regular educational environment. The district ensures "to the maximum extent appropriate" that students with disabilities are educated with their non-disabled peers. Removal of students with disabilities from the regular education environment occurs only when education in that setting with the use of supplementary aids and services does not lead to meaningful progress for the student as indicated by data. When considering a more restrictive environment, the IEP team convenes, reviews data, interventions and strategies and determines the most appropriate educational placement for that student. If a more intensive program/placement is required, data from the school psychologist and IEP team in the form of a re-evaluation is conducted. The Kane Area School District provides a proactive approach to work with all students in the least restrictive educational environment. An extensive pre-referral process is embedded into the Kane Area School District system to assure that each student's needs are addressed prior to the start of the multi-disciplinary team evaluation to determine student eligibility. Through regular MTSS/Special Education building meetings, multi-disciplinary team members can discuss and determine appropriate placements for students. It is critical to note that a student's educational placement is based on the student's need. Only after a review of intervention supports and other data, supplementary aids and services are discussed then the need for specially designed instruction considered for the student. Additionally, students with disabilities are encouraged to participate in extra-curricular activities such as sports, school plays, 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 aids and services, the student's needs cannot be achieved in the general education classroom or school district. When and where possible, transition plans are developed to allow students to successfully return to the district after a placement and the supervisor of special education attends all IEP meetings for students in outside placements to ensure that the placement continues to be appropriate and provide FAPE for the student. In reviewing LRE data from the past four school years, the Kane Area School District has demonstrated an increase in the placement of students inside the Regular Education classroom for 80% or more of the school day (2017=53.3%, 2018=57.1%, 2019=56.8% and 2020=63.6%). The December 1, 2020 Child Count data reflect the first time that the Kane Area School District exceeded the statewide average of 62.1% of student inside the regular education classroom for 80% or more of the school day. This was accomplished by increasing opportunities for collaborative education settings taught by both regular education and special education teachers allowing special education students to have access to supports outlined in their IEP while in the least restrictive environment of a regular education classroom.

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

   The Kane Area School District is committed to supporting students with academic and social/emotional needs by making accommodations to their learning environments that are universally beneficial. All staff receive on-going training to address positive behavior supports, de-escalation techniques, trauma-informed best practices, and school-based behavioral health. The Kane Area School District currently has two on-site certified Safety Care Trainers in to ensure that staff members are equipped to manage crisis situations. All personal care assistants, para-professional staff, principals, guidance counselors, psychologist, social worker, and some teachers are trained and re-certified annually in Safety Care techniques. At the Elementary School, the school-wide behavior supports include positive reinforcement, star system, 5 common school wide expectations, daily classroom instruction in the "Getting Along Together" curriculum which is a research proven school-wide behavior support program based on character education lessons. It is delivered through weekly guidance lessons, and daily classroom teacher activities which focus on these lessons. In addition, there is guidance counselor support, and the

Multi-Tiered System of Supports (MTSS) team which monitors and guides student behaviors. There is a very active Student Assistance Program (SAP) at the elementary school. In addition to availability of school-based counseling provided by an outside agency, the elementary school students also have access to mental health support personnel, and a social-worker to make connections to resources for needs identified in the home, or by a teacher to provide supports for success in the educational environment.   At the Middle School, students and parents review the student handbook at the onset of each year which focuses on appropriate behaviors and school rules. Staff engages parents and students to access the Student Assistance Program (SAP). The guidance counselor meets individually with each sixth-grade student to orient them to the culture of the middle school. During 6th, 7th and 8th grades, weekly guidance lessons are provided. The middle school MTSS and / or grade level team collaborates with Interagency Supports to assure students receive services to which parents have availed themselves. All the above are integral components of the middle school, school-wide behavior program. At the High School, students and parents review the student handbook at the onset of each year which focuses on appropriate behaviors and school rules. Staff engages parents and students to access the Multi-Tiered System of Supports (MTSS) and Student Assistance Program (SAP). In addition to availability of school-based counseling provided by an outside agency, the middle and high school students also have access to mental health support personnel, and a social-worker to make connections to resources for needs identified in the home, or by a teacher to provide supports for success in the educational environment. The Kane Area School District has a full-time school psychologist and a full-time Licensed Clinical Social Worker on staff to provide resources to staff and supports to students. Two mental health support providers are contracted for work with students in the district. One for elementary students K-5 and one for middle/high school students 6-12. All these supports make it possible for students to access the social/emotional supports they need while still accessing the academic environment that is most appropriate for them.

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

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.
    The Kane Area School District provides supplementary aids and services in various forms to ensure the meaningful participation of students with disabilities in extracurricular activities. Professional and para-professional staff collaborate to include students with disabilities in our music programs, sports programs, clubs, and activities. Students participate in band, chorus, orchestra, community-based sports, school-sponsored sports, scouting programs and community sponsored activities. The Kane Area School District maintains relationships with community-based activities and agencies to ensure that students with disabilities have the supports they need to have well-rounded and fully enriching experiences in all extra-curricular activities that they may wish to participate in.

5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?
    The Kane Area School District takes great care to ensure that all students with disabilities, even those who are placed in private institutions, have opportunities to be educated with non-disabled children and participate in district lead extracurricular activities. Due to limited placements in our rural

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

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

The Kane Area School District recognizes a need for emotional support placements, especially for students at the Middle School and High School level. Previously the district operated an emotional support classroom within the middle school however over the course of time there was less of a need for supplemental or full-time supports, so the emotional support teacher was scheduled to provide push-in supports in the general education or learning support environments. After the return to in-person instruction following the COVID 19 school closure we saw an increase in students who were again in need of supplemental or full-time emotional support placements. Since we are in an isolated area and since other districts are also seeing an increased need, the availability of seats at placements outside the district are scarcer than ever before. In response to the need, we wish to re-open our emotional support classroom in the middle school to provide appropriate supports for our students in the least-restrictive environment.   Another area that will need to be considered during this plan is the life skills population in our elementary building. While the population is young now (in the primary grades), we need to focus our efforts on providing a classroom for them as they move on to the intermediate elementary grades and middle school. It is extremely likely that an additional life skills classroom will need to be added for this "middle" age group of students as the population ages. A classroom that is accessible to both our upper-elementary and our middle-school age students on the campus of the Elementary/Middle school will need to be opened to meet the needs of these students.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Devereux CIDDS Learning Center	Approved Private School (APS)		Devereux Advanced Behavioral Health	Autistic Support	1
Elk County Intensive Outpatient	Other	Full Time Emotional	Seneca Highlands	Emotional	4

Program - EIOP		Support Classroom	Intermediate Unit 9	Support	
Pathways Adolescent Center	Other	Residential Treatment Facility	Pathways Adolescent Center	Emotional Support	1
Sarah A. Reed Children's Center - Residential Treatment Center	Other	Residential Treatment Facility	Sarah A. Reed Children's Center	Emotional Support	1

Positive Behavior Support

Date of Approval
2008-01-10

Uploaded Files
BehaviorSupportPolicy113.2.pdf

1. How does the district support the emotional, social needs of students with disabilities?
   All K-12 staff members are trained to support the emotional and social needs of students with disabilities in the Kane Area School District. Training topics in recent years have included Emotional Intelligence, Social-Emotional Learning Strategies, Trauma Informed Teaching, Executive Function and more. In many cases a behavior rating scale is included in the evaluation of a newly identified student with a disability which provides insight to the IEP team about how to best support the student. A wide range of services for everyone might include social skills training 1:1 or in a small group, behavior intervention plans, or supports from the Emotional Support teachers in each of our buildings. When needed a Functional Behavioral Assessment is conducted by our school psychologist or reviewed by the district if provided from an outside agency. Formal behavior plans are written based on individual needs with progress toward goals monitored by Special Education staff. Students with emotional support needs are serviced by special education staff at the elementary, middle, and high school levels. We can offer push-in supports as well as itinerant and supplemental supports based on individual needs. An emotional support classroom is identified in each of our three buildings. The emotional support teachers serve as a resource to all other staff members as we work together to meet the needs of students in their least-restrictive environment.
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.
   Two Kane Area School District employees have been trained as "Safety Care" trainers. In turn they have trained 20-30 staff members including administrators, counselors, teachers, and para-professional staff to respond to crisis behaviors through de-escalation and safe restraints. Each staff member who is trained renews their certification annually and new staff are added to this list of those trained year. Additionally, all staff has received training in safe crisis management techniques including de-escalation strategies, moving students to safety during crisis behaviors, and how-to-call-in resources and supports during episodes of crisis behaviors. During the upcoming school year, a curriculum/program will be added at the middle school level to bring common language and strategies to students and staff alike in the use of positive behavior reinforcement and social-emotional skills in a proactive manner.   The emotional support teachers along with the social worker, school counselors and mental health staff serve as resources to the rest of the staff in dealing with behaviors that require immediate intervention.
3. Describe the district positive school wide support programs.
   The Kane Area School District is committed to supporting the emotional and social needs of students with disabilities. Two staff members are trained as trainers in the "Safety Care" crisis prevention and response methods that include de-escalation techniques. Each year many staff members including administrators, teachers and para-professional staff are trained in this methodology to be used in classrooms and non-academic settings across the district. The elementary school uses a schoolwide positive behavior support system that is based in the "Getting Along Together" curriculum and includes positive

reinforcers, common expectations and daily instruction combined with weekly lessons provided by the school counselor. The MTSS model is used to screen for emotional and social issues along with academic issues. Tier 2 and 3 interventions are provided by a wide variety of staff which include a social worker, school-based mental health providers and collaboration with outside agencies who service students in our district. Many of these supports continue into the middle and high school levels where students can access supports from the school counselors, the mental health providers staffed by outside agencies, Student Assistance Program (SAP) team members, the social worker and more. Many staff members are trained in suicide prevention strategies and the use of the "Why Try" curriculum with middle school and high school students in 1:1 and small group sessions provides strategies and interventions for those students who demonstrate needs regardless of their special education status. Staff across the district have been provided in-service trainings in emotional poverty, trauma-informed classroom strategies and building positive relationships to meet emotional and social needs that students present with. The district employs a full-time school psychologist and a full-time licensed clinical social worker along with three full-time counselors. Additionally, we contract for two full-time mental health specialists and collaborate extensively with agencies that serve families in our area with behavior supports, family-based counseling and wrap-around services. Students with emotional support needs are serviced by special education staff at the elementary, middle, and high school levels.

4. Describe the district school-based behavior health services.

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

5. Describe the district restraint procedure.

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

description of the restraint are provided. All restraints are reported by the Director of Special Education in the Restraint Information System Collection (RISC) provided by PDE Bureau of Special Education and Leader Services.

Intensive Interagency

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

At this time there are not concerns with students who are placed on "Instruction Conducted in the Home". We have not had to use this option for any student during the past or current school year due to online options that became available during and following the COVID school closure in March 2020. We have sought and found alternative methods to educate and provide special education supports to students who are at substantial risk of waiting more than 30 days for an appropriate educational placement. When we have had to provide Instruction in the Home in the past, the district advertises internally for appropriately certified staff to deliver the instruction in the home setting. All students with disabilities who use an online option are provided with special education supports in that platform commensurate to those that would be provided in the in-person setting.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Hearing Support	Multiple	Part-time (0.5)	04/11/2022 12:30 PM

Building Name		
Kane Area SD		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		25
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	5 to 21
Age Range Justification		**FTE %**
The service provider will see students in a 1:1 or small group setting based on age and grade level. Scheduling will prevent an overlap of the age span.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS/HS Speech	Secondary	Part-time (0.5)	04/11/2022 12:28 PM

Building Name
Kane Area SD
Support Type
Speech And Language Support
Support Sub-Type
Speech And Language Support

Level of Support			Case Load
Itinerant (20% or Less)			32
Identify Classroom		**Classroom Location**	**Age Range**
School District		Secondary	12 to 21
Age Range Justification			**FTE %**
Students are grouped for services based on age and grade level. Scheduling prevent an overlap of ages served at one time.			0.49

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS Learning Support	Secondary	Full-time (1.0)	04/09/2022 03:13 PM

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

Building Name	
Kane Area MS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	15

Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		**FTE %**
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Middle School	Secondary	Full-time (1.0)	04/09/2022 03:08 PM

Building Name		
Kane Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 15
Age Range Justification		**FTE %**
		0.6

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

Age Range Justification	FTE %
	0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS Emotional/Learning Support	Secondary	Full-time (1.0)	04/09/2022 03:05 PM

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

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

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

Building Name		
Kane Area MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS Learning Support	Secondary	Full-time (1.0)	04/09/2022 02:58 PM

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

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS Life Skills/Learning Support	Secondary	Full-time (1.0)	04/10/2022 11:14 AM

Building Name
Kane Area HS

Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Students are grouped with peers based on developmental levels and provided with age-appropriate activities within small groups.		0.5

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

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

	0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS Emotional/Learning Support	Secondary	Full-time (1.0)	04/09/2022 02:40 PM

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

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES Emotional/Other	Elementary	Full-time (1.0)	04/09/2022 02:18 PM

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

Building Name		
Kane Area El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 12
Age Range Justification		**FTE %**
Students are provided with supports in age appropriate groups.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES Speech	Elementary	Full-time (1.0)	04/09/2022 02:18 PM

Building Name		
Kane Area El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		65
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 12
Age Range Justification		**FTE %**
Students are grouped for service delivery according to grade level/developmental need to allow the age range of students to be appropriate.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Elementary	Elementary	Full-time (1.0)	04/09/2022 02:19 PM

Building Name		
Kane Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support	**Case Load**	
Itinerant (20% or Less)	5	
Identify Classroom	**Classroom Location**	**Age Range**

School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.1

Building Name		
Kane Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.9

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
Elementary Life Skills	Elementary	Full-time (1.0)	04/07/2022 01:31 PM

Building Name		
Kane Area El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 11
Age Range Justification		**FTE %**

This is an elementary life skills room where the students are scheduled for small group instruction with peers that they are closer to in age.	1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elementary Learning Support	Elementary	Full-time (1.0)	04/09/2022 02:58 PM

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

Special Education Facilities

Building Name		Room #
Kane Area El Sch		108
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
15 feet, 0 inches x 29 feet, 6 inches	442sqft	15
Implementation Date		
2022-04-09		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Kane Area El Sch		104
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
28 feet, 0 inches x 34 feet, 0 inches	952sqft	34
Implementation Date		
2022-04-09		
Uploaded Files		

2Assurance Check

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

Building Name		Room #	
Kane Area El Sch		116	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
15 feet, 0 inches x 30 feet, 0 inches	450sqft	16	
Implementation Date			
2022-04-09			
Uploaded Files			

3Assurance Check

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

Building Name		Room #
Kane Area El Sch		131
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
12 feet, 0 inches x 23 feet, 0 inches	276sqft	9
Implementation Date		
2022-04-09		
Uploaded Files		

4Assurance Check

4Assurance Check

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

Building Name		Room #
Kane Area El Sch		26
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
28 feet, 0 inches x 28 feet, 0 inches	784sqft	28
Implementation Date		
2022-04-09		
Uploaded Files		

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

Building Name		Room #	
Kane Area MS		139	
School Building		**Building Description**	
Middle		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
23 feet, 0 inches x 29 feet, 6 inches	678sqft	24	
Implementation Date			
2022-04-09			
Uploaded Files			

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

Building Name		Room #	
Kane Area MS		205	
School Building		**Building Description**	
Middle		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
23 feet, 6 inches x 29 feet, 6 inches	693sqft	24	
Implementation Date			
2022-04-09			
Uploaded Files			

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

Building Name		Room #	
Kane Area MS		211	
School Building		**Building Description**	
Middle		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
23 feet, 6 inches x 29 feet, 6 inches	693sqft	24	
Implementation Date			
2022-04-09			
Uploaded Files			

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

Building Name		Room #	
Kane Area HS		210	
School Building		**Building Description**	
Senior High		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
28 feet, 0 inches x 36 feet, 0 inches	1008sqft	36	
Implementation Date			
2022-04-09			
Uploaded Files			

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

Building Name		Room #
Kane Area HS		207
School Building		**Building Description**
Senior High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
28 feet, 0 inches x 29 feet, 6 inches	826sqft	29
Implementation Date		
2022-04-09		
Uploaded Files		

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

Building Name		Room #
Kane Area HS		203
School Building		**Building Description**
Senior High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
28 feet, 0 inches x 29 feet, 6 inches	826sqft	29
Implementation Date		
2022-04-09		
Uploaded Files		

11Assurance Check

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

Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Paraprofessionals	8	Secondary	District
Paraprofessionals	4	Elementary	District
School Psychologist	1	District Wide	District
Social Worker	1	District Wide	District
Guidance Counselor	1	Elementary	District
Guidance Counselor	2	Secondary	District
Other	1	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Autism Support Training for Life Skills Classrooms			
Lead Person/Position		**Year of Training**	
Ashley Sterbank, TaC,, Seneca Highlands IU9		2022, 2023, 2034	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	6	Intermediate Unit Other	Special Education Teachers

Description of Training			
Autistic Support Teachers and Life Skills Support Teachers PLC			
Lead Person/Position		**Year of Training**	
Rachel Paladino, TaC, Seneca Highlands IU9		2022, 2023, 2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	10	Intermediate Unit	General Education Teachers Parents Special Education Teachers

Positive Behavior Support

Description of Training			
Understanding and Supporting Behavior Interventions & Strategies			
Lead Person/Position		**Year of Training**	
Ashley Sterbank, TaC, Seneca Highlands IU9		2022	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1	Intermediate Unit	Paraprofessionals

Description of Training			
Behavior Interventions and Supports for Emotional Support Classroooms			
Lead Person/Position		Year of Training	
Nicole Meyer, TaC, Seneca Highlands IU9		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	6	Intermediate Unit	Special Education Teachers

Description of Training			
Check and Connect Training			
Lead Person/Position		Year of Training	
Nicole Meyer, TaC, Seneca Highlands IU9		2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
6	2	Intermediate Unit	Building Administrators General Education Teachers Special Education Teachers

Paraprofessional

Description of Training			
First Aid/CPR Training			
Lead Person/Position		Year of Training	
Thor Lehman, Red Cross Certified Trainer		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	Other	Paraprofessionals Other

Description of Training			
Safety Care Training			

Lead Person/Position		Year of Training	
Nicole Meyer, TaC, Seneca Highlands IU9		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
Summer Book Study on Inclusive Practices			
Lead Person/Position		Year of Training	
Susie Nussbaum, TaC, Seneca Highlands IU9		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
6	3		Paraprofessionals

Description of Training			
PaTTAN Paraprofessional Trainings			
Lead Person/Position		Year of Training	
Linda Lorenzo/Director of Special Education		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	as needed by each paraprofessional	PaTTAN	Paraprofessionals

Description of Training			
Mandated Trainings (Mandated Reporter, Bloodborne Pathogens, Confidentiality, Internet Acceptable Use, Sexual Harassment, etc.)			
Lead Person/Position		Year of Training	
Superintendent		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	District	Building Administrators

			Central Office Administrators
			General Education Teachers
			Paraprofessionals
			Special Education Teachers
			Other

Transition

Description of Training			
Transition Training for Middle and High School Teachers			
Lead Person/Position		**Year of Training**	
Brett Lasko, TaC, Seneca Highlands IU9		2022, 2023, 2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
4	3	Intermediate Unit	Special Education Teachers

Science of Literacy

Description of Training			
Meeting the Literacy Needs of Students with IEPs			
Lead Person/Position		**Year of Training**	
Susie Nussbaum, TaC, Seneca Highlands IU9		2022, 2023, 2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	3	Intermediate Unit	Special Education Teachers

Description of Training	
Evidence Based Reading Strategies	
Lead Person/Position	**Year of Training**
Jeannine Kloss/Elementary Principal	2022, 2023, 2024

Hours Per Training	Number of Sessions	Provider	Audience
2	6	Other	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
LETRS Training			
Lead Person/Position		**Year of Training**	
Susie Nussbaum, TaC, Seneca Highlands IU9		2022	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	1	Intermediate Unit	Special Education Teachers

Parent Training

Description of Training			
Local Task Force - Various Topics			
Lead Person/Position		**Year of Training**	
Ashley Sterbank, TaC, Seneca Highlands IU9		2022, 2023, 2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	15	Intermediate Unit	Parents

Description of Training			
Title I Parent Meetings - Assessment Data Review, Curriculum Overview, Available Resources			
Lead Person/Position		**Year of Training**	
Linda Lorenzo/Federal Programs Coordinator		2022, 2023, 2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	3	District	General Education Teachers Parents

Description of Training			
Kindergarten Readiness Presentation			
Lead Person/Position		**Year of Training**	
Jeannine Kloss/Elementary Principal		2022, 2023, 2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	3	District	Parents

IEP Development

Description of Training			
PASA Eligibility and Assessor Training			
Lead Person/Position		**Year of Training**	
Linda Lorenzo/Director of Special Education		2022,2023, 2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	3	Other	Special Education Teachers Other

Description of Training			
Collaborative Instruction Training			
Lead Person/Position		**Year of Training**	
Nicole Meyer, TaC, Seneca Highlands IU9		2023	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	1	Intermediate Unit	General Education Teachers Special Education Teachers

Description of Training			
Essentials of IEP Writing			
Lead Person/Position		**Year of Training**	
Linda Lorenzo/Director of Special Education		2022, 2023, 2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
Online Course-Self Paced	Offered multiple times/year	Intermediate Unit PaTTAN	Special Education Teachers

MTSS

Description of Training			
Assessing Student and Building Threats			
Lead Person/Position		**Year of Training**	
Nicole Meyer, TaC, Seneca Highlands IU9		2022	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	1	District PaTTAN	Building Administrators General Education Teachers

Description of Training			
Universal Design for Learning			
Lead Person/Position		**Year of Training**	
Linda Lorenzo/Director of Special Education		2023	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1	PaTTAN	General Education Teachers Special Education Teachers

SEL Training

Description of Training			
Assessing Student and Building Threats			
Lead Person/Position		**Year of Training**	
Nicole Meyer, TaC, Seneca Highlands IU9		2022	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	1	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Universal Design for Learning			
Lead Person/Position		**Year of Training**	
Linda Lorenzo/Director of Special Education		2023	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1	Intermediate Unit	Building Administrators Central Office Administrators

Description of Training			
SAP (Student Assistance Program) Training			
Lead Person/Position		**Year of Training**	
Mary Chapman, Social Worker		2022	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	2	Other	General Education Teachers Special Education Teachers Other

Special Education Leadership Trainings

Description of Training			
Assessing Student and Building Threats			
Lead Person/Position		**Year of Training**	
Nicole Meyer, TaC, Seneca Highlands IU9		2022	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	1	PaTTAN	Central Office Administrators

Description of Training			
Universal Design for Learning			
Lead Person/Position		**Year of Training**	
Linda Lorenzo/Director of Special Education		2023	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1	PaTTAN	Other

Threat Assessment Training

Description of Training			
Assessing Student and Building Threats			
Lead Person/Position		**Year of Training**	
Nicole Meyer, TaC, Seneca Highlands IU9		2022	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	1	Intermediate Unit	Building Administrators Other

Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date