

Kutztown Area SD

District Level Plan

07/01/2018 - 06/30/2021

District Profile

Demographics

251 Long Lane
Kutztown, PA 19530
(610)683-7361
Superintendent: George Fiore
Director of Special Education: Matthew Link

Planning Process

Kutztown Area School District utilizes a committee approach to develop the Comprehensive Plan. The two main committees consisted of the Act 48 Professional Development committee and the Special Education Committee. Each committee had a chair responsible for the scheduling and facilitation of ongoing meetings to move their component of the comprehensive plan forward. Meetings were held at strategically placed times starting in the spring of 2016. The Chair of the Professional Development Committee and the Special Education Committee met in the fall of 2017 to review and update the plan as a result of the one year submission extension. All committee membership was representative of the Kutztown community, including parents, business owners, university representatives, teachers, administration, and members of the School Board of Directors.

Mission Statement

The mission of the Kutztown Area School District is to inspire learners to grow as contributing members of the global community.

Vision Statement

Maximize potential, embrace change, create the future.

Shared Values

We believe that ...

all students can learn.

lifelong learning is essential.

individuals must possess a sense of purpose and belief in their own potential for excellence.

collaboration among the home, school district and community positively impacts learning.

critical thinking and the acquisition and application of knowledge are keys to success.

diversity is valued and individuality is celebrated.

individuals are responsible for their choices and accountable for their actions.

healthy lifestyle choices are imperative for optimal development.

a safe and interactive environment is critical.

ethical decision-making is expected.

Educational Community

The Kutztown Area School District is a combination of three municipalities and three townships. Germans who arrived in the area during the eighteenth century settled all the boroughs of Kutztown, Lyons, and Lenhartsville; as well as the townships of Maxatawny, Greenwich and Albany. The German people came from the southern regions of Germany in the 1700's for many reasons including agriculture, the crafts and intellectual endeavors.

There is a long history of schooling in the area. Many of the schools, including St. John's Parochial School in Kutztown Borough (the first school), were church schools. Kutztown accepted the Public School Law (passed in 1834), which required each community to have free school supplied by a tax on property in 1938. The Pennsylvania Germans opposed the free schools because they feared English would take the place of German as the language of the school and community. The parochial school continued to serve as the major school for several years.

Although the township school directors erected a four-room building in 1862, the movement toward a greater acceptance of public education in Kutztown began in 1892 with the construction of another school in Kutztown Borough. This structure was utilized by the school district until 1977. Today the district is comprised of two elementary schools, one middle school, and one high school.

There are numerous other examples of a strong educational stimulus within the community. Kutztown University was established in 1866 and continues to be a valuable part of the area's educational program. In addition, the district is "dotted" with one-room schoolhouses, some of which are open to tours. Although there is an appreciation of the past on the part of residents, there is also a feeling that future educational programs should allow students to compete with those of other districts and in the global community.

Educational programs in the two elementary schools provide all students with a solid academic and social foundation. In addition, specialists are employed to provide students with valuable experiences in special subject areas. All levels of curriculum incorporate manipulatives and resource materials.

The middle level curriculum utilizes the team teaching approach and flexible grouping emphasizing Language Arts, Reading, Science, Math and Social Studies. In addition, all students receive instruction in Music, Art, Family & Consumer Science, Technology Education, Wellness & Fitness.

The senior high school offers a wide selection of courses. Individuals can choose from programs in college preparation, agricultural science and vocational-technical education. The high school program includes courses in Language Arts, Math, Science, Social Studies, Foreign Languages, Business Education, Art, Music, Family & Consumer Sciences, Wellness & Fitness, Agricultural Science, and Computer Applications. Honors Courses are available across the curriculum for students seeking further academic challenges. In addition, students have the option to enroll in Advanced Placement Courses in Language Arts, Calculus, Chemistry, Art, Physics, Environmental Ed., History and Government.

Planning Committee

Name	Role
George Fiore	Administrator : Professional Education Special Education
Matthew Link	Administrator : Professional Education Special Education
Ed Myers	Administrator : Professional Education
Caecilia Holt	Board Member : Professional Education
Erin Anderson	Building Principal : Professional Education
Deborah Barnes	Building Principal : Professional Education Special Education
James Brown	Building Principal : Special Education
Barry Flicker	Building Principal : Professional Education
Diane King	Business Representative : Professional Education
Brian Noecker	Business Representative : Professional Education
Jennifer Skipper	Community Representative : Professional

	Education
Teresa Stahler	Community Representative : Professional Education
Karen Austin	Ed Specialist - Other : Professional Education
Kerri Schegan	Ed Specialist - Other : Professional Education
Melissa Blatt	Elementary School Teacher - Regular Education : Professional Education
Kay Fritz	Elementary School Teacher - Regular Education : Professional Education
Debra Kenney	Elementary School Teacher - Regular Education : Professional Education
Beth Stump	Elementary School Teacher - Regular Education : Professional Education
Heather Oppmann	Elementary School Teacher - Special Education : Professional Education
Barbara Weston	Elementary School Teacher - Special Education : Special Education
Brenda Boyer	High School Teacher - Regular Education : Professional Education
Danielle Berger	High School Teacher - Special Education : Professional Education
Connie Skipper	Intermediate Unit Staff Member : Professional Education
Kristin Haring	Middle School Teacher - Regular Education : Professional Education
Dawn Starolis	Middle School Teacher - Special Education : Professional Education
Cathleen Brown	Parent : Professional Education
Karise Mace	Parent : Professional Education
Danielle Berger	Special Education Director/Specialist : Special Education
Diane Quinn	Student Curriculum Director/Specialist : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

Checked answers

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

- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

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

Unchecked answers

None.

Middle Level

Checked answers

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

Unchecked answers

None.

High School Level

Checked answers

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

Unchecked answers

None.

Explanation for any standards checked:

KASD continues to work toward completing the district goal of writing, reviewing, and revising the K-12 curriculum which includes the Standards as well as specific content, skills, and assessments. This process involves groups such as the Act 48 Professional Development Committee, Department Leaders, subject-area/grade-level teams, and the administrative team.

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:

The creation of an Act 48 Professional Development Committee has put in place the group of teachers and administrators who will oversee the process that each curriculum characteristic is met. This includes grade level and subject alike teams working together and, when necessary, vertically and across content areas.

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

This narrative is empty.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	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:

The creation of an Act 48 Professional Development Committee has put in place the group of teachers and administrators who will oversee the process that each curriculum characteristic is met. This includes grade level and subject alike teams working together and, when necessary, vertically and across content areas.

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

This narrative is empty.

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	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:

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

This narrative is empty.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	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:

The creation of an Act 48 Professional Development Committee has put in place the group of teachers and administrators who will oversee the process that each curriculum characteristic is met. This includes grade level and subject alike teams working together and, when necessary, vertically and across content areas.

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

This narrative is empty.

Modification and Accommodations

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

All instructors accommodate for students and when necessary, modify instructions to meet the needs of students of all mental and physical abilities. They do so by working collaboratively with special education and Teachers of the Gifted, specialists, para educators, administration, and when necessary, external supports. Additionally, as part of the Professional Development plan, an emphasis is being placed on differentiated instruction for all content areas and grade levels.

Instruction

Instructional Strategies

Checked Answers

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

Regular Lesson Plan Review

Checked Answers

- Administrators

Unchecked Answers

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

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

In implementing the educator effectiveness model, the KASD has developed and implemented a differentiated supervision model which include options such as peer coaching, action research, lesson study, and video study. Additionally, walkthroughs are conducted by administrators, and lesson plans are reviewed regularly by mentors for new teachers and any teachers identified as needing improvement by building principals. Curriculum reviews are conducted throughout the year.

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

This narrative is empty.

Responsiveness to Student Needs

Elementary Education-Primary 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.

Elementary Education-Intermediate Level

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Recruitment

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

KASD only employs teachers that meet highly qualified teacher status. This is done for teachers at all building levels and in all subject areas. During the scheduling process teachers are only assigned to classes for which they are highly qualified at the appropriate building level and subject area.

Assessments

Local Graduation Requirements

Course Completion	SY 18/19	SY 19/20	SY 20/21
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Total Courses	29.00	29.00	29.00
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	2.00	2.00	2.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	5.00	5.00	5.00
Electives	5.00	5.00	5.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

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

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

Unchecked answers

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

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

Local Assessments

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				
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				
PA Core Standards: Mathematics		X				
Economics		X				

Environment and Ecology		X			
Family and Consumer Sciences		X			
Geography		X			
Health, Safety and Physical Education		X			
History		X			
Science and Technology and Engineering Education		X			
World Language		X			

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Unit Tests	X	X	X	X
Projects	X	X	X	X
Midterms			X	X
Finals			X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
STAR 360		X	X	
USA Test Prep				X
Reading Inventory (RI)		X	X	X
Phonics Inventory (PI)		X	X	X
Fountas and Pinnell	X	X		
AimsWeb	X	X		

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
AimsWeb Progress Monitoring	X	X		
Teacher Developed Formative Assessments such as Questioning Strategies and Think-Pair-Share	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Classroom Diagnostic Tests (CDTs)			X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Assessments are reviewed by individual teachers, groups of teachers, and building and district level administration. This is done during Professional Learning Community time, as part of professional development, and as part of the teacher supervision model.

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.

KASD internally validates assessments through the curriculum and assessment review process overseen by the curriculum council. Specifically, assessments are mapped to the unit plan and curriculum. The council also ensures content is assessed in a variety of ways and at varying depths of knowledge. The written curriculum is the instructed and assessed curriculum.

Collection and Dissemination

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

Currently, the district utilizes an online tool named Performance Tracker to collect, analyze, and disseminate assessment data. This can be done for local and state assessments. Teachers and administration have been trained to utilize the tool to review data, look for trends, and make instructional decisions to improve student performance; however, additional training will be conducted as we expand our use of the tool.

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.

District, building, department, and grade level data teams meet to review data; create action plans which include modifying curriculum, instruction, assessments, and student placements; and monitor progress of action plans. These teams also identify standards/skills/concepts in which students are not successful to assist the instructors in providing targeted intervention. Additionally, the same approach is used for advanced learners to continue their expected growth.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

Administrators and teachers review data from the assessments in a PLC model, grade level team meetings, department meetings, and in staff meetings. Instructional practices are identified and differentiated for all levels of learners to address the needs of students as demonstrated by those assessments. Administration and teachers also participate in professional development to better utilize data tools such as PVAAS and eMetric, and trainings related to national and local assessments such as advanced placement tests.

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	E EI	ML	HS
Course Planning Guides			X	X
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X

Letters to Parents/Guardians	X	X	X	X
Local Media Reports				
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases				
School Calendar	X	X	X	X
Student Handbook				

Provide brief explanation of the process for incorporating selected strategies.

Selected practices are utilized and reviewed for appropriateness on an annual basis as part of the district's overall communication practices.

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

The district does not currently plan to incorporate the strategies not selected; however, it will continue to review its procedures to see if there is an appropriate time and use of those strategies.

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.

KASD has multiple systems in place to support student achievement. For example, the elementary schools implement Response to Instruction and Intervention (RtII/MTSS) strategies along with a comprehensive system of evaluation and reevaluation for students with special needs and students thought to be eligible. Additionally, the district utilizes Professional Learning Communities (PLC) to identify areas of strengths and areas of needs for curriculum, instruction, and assessment. The goal of PLCs is to support the overall district goal of improving student achievement. Data is reviewed often and when necessary curricular and instructional strategies are changed in an effort to ensure all students are progressing.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEl	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	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				
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:

Currently, there are no school resource officers. Alternatively, the district has a close working relationship with the local and the state police forces.

Screening, Evaluating and Programming for Gifted Students

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

The District issues an Annual Child Find Notice for students thought to be eligible for services as a student with a disability or as a student in need of gifted services. The notice is advertised in the Reading Eagle, a local newspaper. Additionally information is posted on the District website under the Student Services tab. Building administration and staff also inform parents/guardians of the available services.

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

The gifted education programs offered include supports at the elementary, middle, and high school level. At the elementary level the Teacher of the Gifted serves kindergarten through fifth grade. This Teacher of the Gifted works with all students in first and second grade to provide enrichment activities and to screen for potential students who have not already been referred or identified for gifted programming. At the secondary level, A Teacher of the Gifted works with students in sixth through eighth grade and two Teachers of the Gifted works with students in ninth through twelfth grade, along with support from the secondary level teachers. In grades six through eight, children identified as gifted meet with the Teacher of the Gifted for a gifted seminar. The secondary Teachers of the Gifted also work

in conjunction with all secondary teachers to provide enrichment activities and to screen for potential students who have not already been referred or identified for gifted programming. The district is currently considering acceleration and compaction opportunities for students in the gifted services program.

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

All students referred for a gifted evaluation are assessed by a Gifted Multidisciplinary Team including a certified school psychologist. The team also includes the parents/guardians, the student when appropriate, and appropriate teachers and school staff. Multiple criteria are examined for qualifying as mentally gifted. Students who achieve a specified level of points on the District established criteria are identified as gifted. A Gifted Written Report reflects all of the information used to screen and identify the student. The Gifted Written Report includes recommendations to the Gifted Individualized Education Plan (GIEP) Team.

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 District offers a continuum of services for students in need of enrichment and/or gifted services. For example, all building levels offer push-in and pull-out gifted supports. Pull-out supports take the form of a gifted seminar. Student also have opportunities to participate in project-based learning and assessment or in local, regional, and national academic competitions.

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	X
Coaching/Mentoring			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		
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X		
Wellness/Health Appraisal	X	X	X	X

E-SAP/SAP	X	X	X	X
CPI (Safety Care)	X	X	X	X

Explanation of developmental services:

This narrative is empty.

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	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X

Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Yearly

Elementary Education - Intermediate Level

- Yearly

Middle Level

- Yearly

High School Level

- Yearly

Collaboration for Interventions

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

Classroom teachers communicate often with individuals providing interventions regarding student needs and academic support. This is done on an almost daily basis among classroom teachers, special education teachers, Teachers of the Gifted, reading specialists, RTII teachers, guidance counselors, related service providers (nurses, occupational therapist, physical therapist, educational audiologist, speech and language pathologists), paraeducators, and personnel from outside support agencies. Additionally, staff and administration collaborate with medical professionals when necessary to provide for medically fragile children inside and outside of the school setting. Principals oversee and support the collaboration among all personnel supporting students' needs and academic progress.

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

KASD does not offer any nor host any infant and toddler centers. However, the district does house a privately operated Early Learning Centers and a Berks County Intermediate Unit operated Head Start program. KASD does not operate any before or after school child care centers; however it does provide transportation to these privately operated centers with designated bus stops on a daily basis. KASD does operate its own after school programs for sports, clubs, and other extra curricular activities. KASD does offer youth workforce development programs by partnering with the local career and technical center and a

district operated internship program for juniors and seniors. Additionally, the district offers job shadowing opportunities for students with special needs, and career readiness classes for all students. KASD utilizes its National Honors Society Students to serve as tutors for students in need of academic assistance.

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.

KASD participates fully in its Child Find obligations. The Special Education Annual Child Find Notice is published in the local newspaper, information for parents and guardians is posted on the district website, and administration and staff communicate with parents and guardians of all school age children, including those that are in the pre-kindergarten range. Currently, KASD does not operate any of its own pre-kindergarten programs; however, the district collaborates fully with the Berks County Intermediate Unit to meet the needs of students not currently in a district operated kindergarten program. The district participates in Early Intervention Transition meetings each school year to proactively plan for successful transition from early intervention to kindergarten of children that are already identified. Each spring the district conducts kindergarten registration activities which include screening of all incoming kindergarten students for academic and social/emotional readiness skills.

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	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of	Developing

student motivation, performance and educational needs	
---	--

Provide explanation for processes used to ensure Accomplishment.

The district utilizes several committees and processes to work towards accomplishment of these targets.

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	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

The district utilizes several committees and processes to work towards accomplishment of these targets.

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

This narrative is empty.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

The district utilizes several committees and processes to work towards accomplishment of these targets.

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

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

The district utilizes several committees and processes to work towards accomplishment of these targets.

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 less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and	Implemented in

Technical Subjects	less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in less than 50% of district classrooms

English Language Proficiency	Implemented in less than 50% 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 "

Few teachers have found the materials and resources on the SAS website to be of value. Much of the content on the VMC is out of date or in draft stage, and when attempting to use the Search tool, the likelihood of finding resources related to the intended subject is low. The one area we are beginning to utilize, however, is the Comprehensive Literacy Plan, as we begin to revisit our district plan.

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 less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district

	classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% 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 "

Few teachers have found the materials and resources on the SAS website to be of value. Much of the content on the VMC is out of date or in draft stage, and when attempting to use the Search tool, the likelihood of finding resources related to the intended subject is low. The one area we are beginning to utilize, however, is the Comprehensive Literacy Plan, as we begin to revisit our district plan.

Middle 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 less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of

	district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% 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 less than 50% of district classrooms

Further explanation for columns selected "

Few teachers have found the materials and resources on the SAS website to be of value. Much of the content on the VMC is out of date or in draft stage, and when attempting to use the Search tool, the likelihood of finding resources related to the intended subject is low. The one area we are beginning to utilize, however, is the Comprehensive Literacy Plan, as we begin to revisit our district plan.

High School 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 less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms

Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% 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 less than 50% of district classrooms

Further explanation for columns selected "

Few teachers have found the materials and resources on the SAS website to be of value. Much of the content on the VMC is out of date or in draft stage, and when attempting to use the Search tool, the likelihood of finding resources related to the intended subject is low. The one area we are beginning to utilize, however, is the Comprehensive Literacy Plan, as we begin to revisit our district plan.

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 are not interested in the PA EWS/IC for our district.

Professional Education

Characteristics

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

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

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

The Act 48 Committee has been active in creating a comprehensive professional learning plan to address the selected characteristics. Our focus has been on increasing student engagement, increasing rigor, and differentiating instruction. These topics are addressed via in-service programs, flex day learning opportunities, faculty meetings, department meetings, PLCs, and grade level meetings. We have been working on maintaining these areas of focus and demonstrating the connection between initiatives as well as incorporating technology where appropriate.

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

As we continue to address our existing initiatives, we continue to work on creating partnerships with and reaching out to our community and parents. This has been a part of our district goals for the past two years, but we have not yet addressed partnerships in our professional learning plan. In the past three years, we have partnered with the community through involvement in a number of initiatives: Kutztown Strong (anti-drug/alcohol), Kutztown Community Partnership (linking Kutztown University, community businesses, and the school district), ongoing partnerships with the university such as the Engage Program which involves university students volunteering in our schools, and the high school internship program, in which students earn credit for internships in community businesses.

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:
8/21/2014 All school district personnel attended professional development session led by attorneys from King Spry and a PSEA solicitor on mandated reporter and the Educator Discipline Act.

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:
8/22/2017 All K-12 teachers were required to complete four hours of Youth Suicide Awareness training via SafeSchools.

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.
- 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

- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.

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

With the results of our yearly needs assessment survey, evaluations from in-service offerings, and data analysis, we are implementing a professional development plan that is based upon the Learning Forward standards. The Act 48 Committee meets a minimum of three times a year to assess our progress, identify areas in need of improvement, and planning.

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

We do screen and vet any professional development, providers thoroughly, but we do not have a systemic process in place. However, feedback is constantly monitored and data are reviewed to determine the efficacy of our providers.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.

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

Unchecked answers

None.

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

An induction plan has been created which includes regular meetings with mentors and principals, formal and informal observations, and attending the BCIUs new teacher workshops.

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

This narrative is empty.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by 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.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.

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

The Induction Plan outlines how these characteristics will be incorporated, and administrators meet frequently to share feedback regarding needs of their new teachers. Mentors and new teachers, themselves, are also surveyed to determine their needs.

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

Frequent observations by mentors are encouraged, but are problematic given difficulties in finding coverages and substitutes. While we do not require written reports or portfolios, we engage in much reflective dialogue.

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).

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.

Principals are asked to identify master teachers based upon the characteristics noted. Potential mentors are asked if they are willing to do the work required of the mentor teacher which will entail additional responsibilities.

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

When at all possible, mentors and inductees have compatible schedules. Given the size of our district, however, this is often not possible.

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	
Safe and Supportive Schools			X	X		
Standards		X	X	X	X	X
Curriculum		X	X	X	X	
Instruction	X	X	X	X	X	X
Accommodations and Adaptations for diverse learners	X					
Data informed decision making		X	X		X	
Materials and Resources for Instruction	X	X	X	X	X	

If necessary, provide further explanation.

There wasn't a clearly defined timeline of activities in the past, but starting with the 2013/2014 school year, inductees are provided with workshops, resources, and observations to support each item, above. These items, and others, are also included in a checklist of topics for discussion in the mentor-teacher weekly meetings.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Mentors will be surveyed in mentor meetings throughout the year to provide feedback on how their inductees are responding to the program. Inductees will be asked to provide feedback at each district New Teacher meeting, and they will be surveyed at the end of the school year to provide feedback on the program as a whole. Additionally, walk-throughs and observations will provide evidence of teachers incorporating their learning into their practice. Administrative feedback from working with inductees will inform revisions to Induction Program.

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: **261**

Identification Method

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

Kutztown Area School District (KASD) uses Multi-Tiered System of Supports (MTSS) strategies at the two elementary buildings for both behavior and academics that rule out the lack of exposure to appropriate reading and math instruction and appropriate positive behavior support strategies as the primary reason/cause of academic and/or behavior deficits. Specifically, this is done at Kutztown Elementary School and Greenwich-Lenhartsville Elementary School. Furthermore, for students who have had adequate exposure to instruction in KASD schools, the District determines, as part of its pre-referral assessment process, the extent to which the student has responded to core and remedial academic instruction. When the team is able to rule out lack of exposure, and when the student has not responded to core and academic instruction at levels likely to enable him or her to meet age and grade-appropriate Pennsylvania Core Standards, the District conducts norm-referenced tests of intelligence and achievement that enable it to perform a valid cognitive profile analysis and to compare relative weaknesses in the cognitive profile with significant weaknesses in the achievement profile. Such weaknesses, if established, are

compared to instructional data to establish ecological validity. When significant weaknesses in the cognitive-achievement profile align with the weaknesses in performance in the classroom, the student is identified as having a specific learning disability in the affected areas. The traditional discrepancy model of identification, as described in the last few sentences, is the primary system of identification at all District schools. As noted in the opening lines, the use of MTSS strategies supplements the discrepancy model.

As required by Pennsylvania Special Education Regulations in Section 14.125, derived from the federal IDEA regulations, for the determination of a student with a Specific Learning Disability (SLD). A comprehensive evaluation considering all factors is conducted to determine if a student meets the inclusionary criteria of the SLD definition and rule out the exclusionary factors of this disability category. The first inclusionary factor requires school districts to determine whether the student "...does not achieve adequately for the child's age or meet state-approved, grade-level standards..." in eight areas of functioning. The eight areas of functioning include oral listening, listening comprehension, written expression, basic reading skill, reading fluency, reading comprehension, mathematics calculation, and mathematics problem solving. The second inclusionary factor provides districts with the option of choosing either RtII or the traditional ability-achievement discrepancy approach for SLD determination. As noted earlier, KASD chooses the latter, with elements of MTSS strategies.

With regards to exclusionary factors, both the federal and state regulations require districts to document that the students presenting academic and/or performance problems are not the result of a lack of instruction or of other disabilities or conditions. The other disabilities or conditions include vision, hearing, or motor problems, and intellectual disability, emotional disturbance, cultural and/or environmental issues, limited English proficiency or lack of appropriate instruction by qualified personnel or repeated assessments. A student must meet the criteria under each factor of the SLD definition in order to qualify as a student with a disability.

Enrollment

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

The data is publicly available via the PennData website. You can view your most recent report. The link is:

<https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

The percentage of students with disabilities is disproportionately higher than the state average. The District is aware of the disproportionalities and is taking steps to actively address them. There is a strong Multi-Tier System of Supports (MTSS) model in place that monitors students as they move from Tier I through Tier III interventions. The District, during the 2009-2010 school year, implemented grade level Professional Learning

Communities at the elementary level so the teachers could have common planning time to design common assessments, instruction, and interventions for each unit of instruction. They then pre-test each child for the unit of instruction and place them into the appropriate instructional group so the neediest students, both regular education and special education, get the most intensive supports. This level of differentiation across a grade level maximizes resources while supporting struggling learners, challenging on-level learners, and enriching accelerated learners. Additionally at the elementary level, the District has implemented a new primary literacy program and numeracy program for kindergarten through fifth grade. These programs are designed to support struggling learners with intensive interventions and enrich learning activities for students that are on or above grade level. Specifically, the research-based programs are currently Imagine Learning, System 44, and Read 180 for literacy and Eureka Math for core numeracy and First in Math as a supplemental numeracy program. It is the intent of the District to continue with these academic intervention programs and differentiated instructional strategies to correct the discrepancies in the Specific Learning Disability and Other Health Impairment categories.

At the middle school level, the team approach is utilized to maximize the amount of resources for the neediest students. During a common planning time grade level team members (regular education and special education) can review student data, adjust curriculum, and meet with students and parents on an almost daily basis. In the 2014-2015 School Year, the middle school began a co-teaching model in sixth grade and has recently started the same in seventh grade for the current school year. Teachers of Math, Science, English/Language Arts, and Social Studies have been participating in intensive Differentiated Instruction training led by an outside expert to increase the ability to meet the needs of all students, including those not yet identified as special education. The Differentiated Instruction training will be provided for Foreign Language and Specialist teachers during the 2016-2017 school year. The District will continue training teachers in Differentiated Instruction through the 2017-2018 school year.

At the high school level, in the past year the administration has arranged the schedule to allow for common planning time for newly formed co-teaching pairs and has provided ongoing training and follow up coaching sessions with the support of the BCIU. The District is aware of the need to provide even more common planning time for regular education and special education teachers. The District is not only aware of the need for pre-referral interventions, it also continues to monitor students currently in special education. If data supports the student no longer needs specially designed instruction, the IEP team will follow procedures to consider dismissal from special education. If the District is going to recommend an exit from services, then a PTR-E is issued to the parent for his/her approval and a reevaluation is conducted to see if the child still qualifies for services. If the parent puts the request in writing that his/her child be exited from services they are issued a NOREP/PWN to approve for the exit from services.

In disability categories where the District is below the State average, it is the result of effective class-wide and pre-referral interventions. This is most evident in the categories of Speech and Language Impairment, Emotional Disturbance, and Autism. In all other categories, the District has so few students identified ($n = 10$ or less), they do not register

on the Special Education Data Report produced by the State.

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?

KASD has no 1306 facilities and has no students meeting Section 1306 criteria. However, if the district would host such students or facilities, it would utilize its staff and resources to ensure those students receive a Free Appropriate Public Education (FAPE), the same as traditional resident students with disabilities receive. The district would work collaboratively with the staff at the 1306 facilities to arrange services like transportation, access to curriculum and extra curricular activities, related services, and the implementation of specially designed instruction in the least restrictive environment starting with our school buildings and the Berks Career and Technology Center. For students of transition age, the district would make available transition plans including goals and activities under the supervision of the District Transition Coordinator. Currently, there are no barriers limiting the district's ability to meet its obligations under Section 1306 of the Public School Code.

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).

KASD provides a Free Appropriate Public Education (FAPE) to all students who are eligible and in need of specially designed instruction, including those students who are incarcerated. Although two correctional facilities are situated within the county boundaries, neither of the facilities lies within the borders of KASD. The facilities, one an adult prison for persons over 18 years of age, and the second, a juvenile facility, are host to KASD students upon occasion. The BCIU facilitates Child Find efforts in the adult facility on an ongoing basis. Students in the juvenile facility are monitored by the facility's private

operator.

When either of these facilities is entered by a KASD student, the District is immediately notified by the facilities' education coordinators to send records. If the student is already an identified student receiving special education, the basic current special education documents are immediately sent to that facility. Additionally, the student's books are gathered and sent to the educators at the facility along with current assignments to assure a smooth transition when the student returns to KASD.

Any evaluations of a student who is currently incarcerated may be conducted by the KASD school psychologist in conjunction with the school psychologist employed by the educational entity, currently Berks County Intermediate Unit, or the private facility's staff that operates the educational program within each facility. Another option is for the KASD school psychologist to visit the facility to test the student personally, and then combine that data with other relevant Curriculum Based Assessment data. This assessment and any subsequent Evaluation Report would be followed by the development of an Individual Education Program (IEP) and the issuance of an official NOREP/PWN if the student were found to be exceptional. The program would be delivered on site. At times KASD students are incarcerated at facilities within the state, but outside the county. The same procedures are followed in those cases, and KASD pays for the educational portion of the day for those students.

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.

During every IEP meeting, the student's placement is determined only after the present educational levels, transition plan when appropriate, goals, specially designed instruction and related services are developed. Consideration always is given first to maintaining the student in the general education setting with the necessary supports and services and adapted materials. If the student cannot succeed with those supports and adaptations, the

curriculum is then modified. Only if those steps are not appropriate is a pull out program recommended. To help IEP teams make these important decisions, training is provided on answering the Questions for IEP Team in section VII of the IEP.

Training and technical assistance to assure competencies necessary to maintain maximum integration is obtained by KASD through the BCIU and the local PaTTANs. Techniques such as Differentiated Instruction by grouping and for individual children are taught in seminars and workshops at both of these agencies. Many other topics, including pacing of instruction, scaffolding of new material, structuring lessons to ensure success, and teaching to varied learning styles are taught by BCIU staff, PaTTAN staff, and by expert consultants brought on site. KASD plans to continue and expand its co-teaching model originally started at the high school into its middle school and elementary buildings. KASD utilizes professional development funds, special education funds, and Title II funds to send staff to various trainings out of district or to fund trainers on site. The District on occasion will contract with other professional development providers to train staff on best practices for supporting eligible students in the least restrictive environment. Some of these trainers include KASD legal counsel, on-line instructors from various agencies, and staff are allowed and encouraged to participate in flex day trainings per the KASD Professional Development plan.

KASD also employs approximately 25 paraeducators that provide direct support to eligible students through the continuum of education placements. Many of these dedicated team members spend the majority of their day supporting learners in the general education environment and curriculum. KASD also offers all accommodations and supports necessary for students to be included in all district sponsored events and activities. For example, the District has provided an additional one-to-one golf coach for a visually impaired student, has sent paraeducators to accompany students on field trips that extend well beyond the traditional instructional day, sent paraeducators on senior class trips out-of-state, and has had support and professional staff assist students with special needs during evening musicals.

If a student is placed in an out of district facility, such as an IU-operated classroom or an Approved Private School, the goal is always to have the student learn the replacement behaviors necessary, academic or behavioral, to successfully return to the District building. When considering an out-of-district placement, KASD begins with facilities closest to the district geographically. The District will also, at times, program with the agency operating the out-of-district classroom to allow students to participate in career and technical schools, supported employment programs, or even half days in the KASD building. These students are also allowed and encouraged to participate in extracurricular activities such as sports, musicals, and other after school events. Of course, these students are also provided every reasonable accommodation to participate, such as transportation and, if necessary, funding for additional supports. Currently the District has two students placed out of district. With regards to the State Performance Plan (SPP) targets and KASD percentages in the Indicator 5 section - Educational Environments, KASD is proud to note that it has met targets on the 2014-2015 SPP Indicators for the areas of students with special needs being educated in the regular classroom less than 40%. Additionally, KASD has far surpassed the

SPP target of no more than 3.3% of students with special needs being educated in other settings outside of the district. KASD currently has only 3 students with IEPs placed out of the District by their IEP team. In the Indicator 5 section of the SPP relative to students with special needs being educated in the regular class more than 80% of the school day, the District continues to look for opportunities to increase the amount of time of each special education student in the regular education setting. However, the IEP team will make all placement decisions based on where the students needs can best be met with supports and services.

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.

KASD, as required, has a policy dedicated to ensure compliance with the requirements of Chapter 14 of the regulations of the Pennsylvania State Board of Education governing behavior interventions and the use of restraint with students identified with disabilities. Policy No. 113.2 ensures that the District implements positive behavior support techniques in particular when programming for students with behaviors that require de-escalation techniques and at times immediate intervention. No matter the situation, staff are trained to intervene and to do so in the safest manner possible within the least restrictive environment.

The District has partnered with the BCIU to deliver intensive training in the areas of Positive Behavior Support (PBS) and de-escalation training over the last several years. Specifically the District has adopted the Safety Care method of PBS strategies and de-escalation techniques. Annually, KASD brings in a BCIU consultant to deliver a two day training to special education, regular education, administration, and support staff members. The training certifies the participants in Safety-Care. Safety-Care training is a competency-based crisis prevention training program for people who work with individuals who have the potential for aggressive behavior. All employees certified in Safety-Care are now on a rotation for recertification to remain current in the model's requirements. In addition to developing a model of in-house experts, the District will continue to bring in consultants to support students that demonstrate a pattern of disruptive and aggressive behaviors and the staff that educate them. The goal always remains to teach children appropriate replacement behaviors and to educate them in the least restrictive environment.

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.

Kutztown Area School District has a strong history of providing FAPE to all of its students eligible for Special Education services. It works collaboratively with BCIU to access their programs. The District has also built and maintained relationships with private and Approved Private Schools in Berks County and the surrounding areas. If an IEP team needs support in making these connections when looking to program for hard to place students, they can contact the KASD Student Services Department for support. The department organizes and maintains contact information, type of students served information, and application and enrollment process information for private and Approved Private Schools. If an IEP team needs further assistance, the District can contact the BCIU Interagency Representative or the District's Single Point of Contact for additional guidance and support. The District has historically been very successful in programming for students within District operated classrooms and buildings. Currently there are only three children being educated in out-of-district buildings as the result of an IEP team decision. This is due greatly to the approximately 25 paraeducators providing additional support to all students, but in particular, to our more involved students along the continuum of placements within the District. It is also attributed to ongoing staff development and our relationships with agency providers.

One of the key components to the District's success in avoiding situations that result in hard-to-place students is the pro-active nature of staff and administration communicating with parents/guardians and families. The District ensures the parents/guardians are active members of all placement decisions and movement along the least restrictive environment continuum within the District and out of the District.

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.

Kutztown Area School District offers a full continuum of supports and services along with a full continuum of special education placements to students with special needs. This is done with District employed staff and District owned resources and always begins with the regular education setting and curriculum as the starting point. Only when the IEP team agrees to move to a more restrictive placement and curriculum, will the District begin to explore those options. Historically, there has been little need for students to be placed in out-of-district settings. Student-assigned paraeducators provide behavioral and academic support to the students with the highest level of needs. Weekly counseling is provided to students with that particular need, a full time school psychologist along with a consulting psychiatrist are available to make recommendations for students exhibiting extreme social, emotional or behavior needs. Overall, KASD works very closely and very well with parents and agencies in order to provide the education that is most supportive in the least restrictive environment possible. When necessary, the District will work with outside agencies to provide instruction, resources, and/or consultation. These outside agencies may include Approved Private Schools (APS), Intermediate Units, the Pennsylvania Training and Technical Assistance Network (PaTTAN), and private providers.

The District has a full-time Transition Coordinator who assists the special education staff by assessing students' preferences and skills in areas of post secondary training and education, employment, and independent living. The role of the Transition Coordinator was critical in improving the District graduation rate for students with IEPs. Several students each year earn partial credit for a real, paid work experience. All special education students graduate with comprehensive transition portfolios. The District Transition Coordinator participates in the countywide Transition Coordinating Council. This group also includes representatives from agencies such as Office of Vocational Rehabilitation, Goodwill, Service Access Management, and college and business representatives. Local colleges and businesses run a semi-annual Expo, attended by junior and senior KASD students with special needs. The transition program also offers day and night sessions for parents and guardians on assisting their children in preparing for adult life, particularly in the areas of higher education and accessing supports for adults with disabilities. Additionally, the District Transition Coordinator serves as a support to students with special needs receiving instruction at the county Career and Technology Centers and is the liaison to staff and administration at those sites.

KASD also employs an ACCESS Billing Coordinator to train staff on how to complete and submit ACCESS billing logs for eligible students. The coordinator also provides direct support to the Assistant Superintendent, who oversees the Student Services Departments. The system has been very successful for KASD in obtaining ACCESS funds to support students with special needs. The ACCESS Billing Coordinator also supports parents/guardians in applying for benefits for their children. District ACCESS funds are utilized to improve teaching and learning throughout the District, for example the funds have been used to provide technology to our teachers and students.

Technology has been infused in all special education classrooms K-12. Every classroom K-8 has a minimum of four computers and many have hand held tablets, such as iPads. All

classes have interactive SMART Boards. Additionally, all students at the high school are issued a laptop for their use day and night during the school year.

The District also offers its own Extended School Year (ESY) program and Summer Work program. This is especially beneficial for many of our students because their summer instructor is often their case manager or a teacher with whom they are familiar from the school building. The Summer Work program allows students to practice their employability skills while getting support and a paycheck. Both the ESY program and the Summer Work program are staffed with instructors and paraeducators in each setting. After at least one year of KASD Summer Work experience those students demonstrating a higher level of employability skill have an opportunity to participate in the countywide Summer Work Experience and Assessment Program. The District provides transportation to each available program.

KASD is also committed to ongoing professional development. We currently, and will continue to use internal trainers and external expert consultants in the areas of academics, technology, and behavior. The District offers professional development not only to instructors, but also to paraeducators, bus drivers, and, of course, parents. The District is implementing the use of Professional Learning Communities (PLC) and has recently scheduled nationally recognized leaders to provide training to staff.

The District has created a new position, Special Education Teacher on Special Assignment (ToSA). This position provides direct support to special education and regular education staff in grades K-12. The ToSA is a conduit for information and resource sharing for all staff working to support students with special needs in all settings. Communication is a key component of this position. The ToSA maintains communication with the Intermediate Unit regarding the Early Intervention Program, alternative educational placements, and parents to provide a seamless transition for students, parents and staff.

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
New Story School	Other	Autistic Support	1
Hogan Learning Academy	Other	Autistic Support	1
Centennial School	Approved Private Schools	Emotional Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: March 7, 2016

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
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 11	6	0.6
Justification: The IEP team has determined this life-skills classroom best meets the needs of the student currently outside the age range variance. The IEP team will also address the age range variance in that child's IEP document.				
Locations:				
Kutztown 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
Itinerant	Life Skills Support	5 to 11	2	0.2
Justification: The IEP team has determined this life-skills classroom best meets the needs of the student currently outside the age range variance. The IEP team will also address the age range variance in that child's IEP document.				
Locations:				
Kutztown 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
Full-Time Special Education Class	Life Skills Support	5 to 11	2	0.2

Justification: The IEP team has determined this life-skills classroom best meets the needs of the student currently outside the age range variance. The IEP team will also address the age range variance in that child's IEP document.

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

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: March 7, 2016

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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	6	0.75
Locations:				
Kutztown 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
Itinerant	Learning Support	6 to 8	2	0.25
Locations:				
Kutztown Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: March 7, 2016

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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	5	0.6
Locations:				
Kutztown 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
Itinerant	Learning Support	9 to 10	3	0.4
Locations:				
Kutztown Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* March 7, 2016*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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	9	0.7
Locations:				
Kutztown 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
Itinerant	Learning Support	10 to 11	4	0.3
Locations:				
Kutztown Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* March 7, 2016*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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	7	0.4
Locations:				
Kutztown 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	Learning Support	11 to 12	11	0.6
Locations:				
Kutztown Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION**

Type: Position

Implementation Date: March 7, 2016

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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	8	0.45
Locations:				
Kutztown 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	Learning Support	12 to 13	10	0.55
Locations:				
Kutztown Area Middle School	A Junior High School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: March 7, 2016

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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	7	0.4
Locations:				
Kutztown 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	Learning Support	13 to 15	10	0.6
Locations:				
Kutztown 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: March 7, 2016

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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	2	0.15
Locations:				
Kutztown 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	Learning Support	12 to 15	13	0.85
Locations:				
Kutztown Area Middle School	A Middle 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: March 7, 2016

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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	2	0.15
Locations:				
Kutztown 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	Learning Support	14 to 18	10	0.85
Locations:				
Kutztown 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: March 7, 2016

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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	1	0.2
Locations:				
Kutztown 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	Learning Support	16 to 18	5	0.8
Locations:				
Kutztown Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: March 7, 2016

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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	2	0.15
Locations:				
Kutztown 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	Learning Support	15 to 19	10	0.85
Locations:				
Kutztown Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: March 7, 2016

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 18	15	1
Locations:				
Kutztown Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* March 7, 2016*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
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	3	0.25
Justification: The IEP team has determined this emotional support classroom best meets the needs of the student currently outside the age range variance. The IEP team will address the age range variance in that child's IEP document.				
Locations:				
Kutztown 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	15 to 18	10	0.75
Locations:				
Kutztown Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* March 7, 2016*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
Full-Time Special Education Class	Life Skills Support	16 to 18	1	0.1
Locations:				
Kutztown 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	Life Skills Support	15 to 19	9	0.9
Locations:				
Kutztown Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: March 7, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 12	1	0.1
Locations:				
Kutztown 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
Full-Time Special Education Class	Life Skills Support	11 to 12	7	0.9
Locations:				
Kutztown Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: March 7, 2016

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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	11	0.9
Locations:				
Greenwich-Lenhartsville 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
Itinerant	Learning Support	6 to 9	1	0.1
Locations:				
Greenwich-Lenhartsville Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: March 7, 2016

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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	13	0.9
Locations:				
Greenwich-Lenhartsville 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
Itinerant	Learning Support	8 to 10	1	0.1
Locations:				
Greenwich-Lenhartsville Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: March 7, 2016

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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	4	0.5
Locations:				
Greenwich-Lenhartsville 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
Itinerant	Learning Support	10 to 11	4	0.5
Locations:				
Greenwich-Lenhartsville Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #19 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: March 7, 2016

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	Speech and Language Support	5 to 11	48	0.66
Justification: This position is a speech and language pathologist that serves students grades kindergarten through grade five. Small group instruction does not exceed a three-year difference in age range.				
Locations:				
Kutztown 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
Itinerant	Speech and Language Support	15 to 19	9	0.33
Justification: This position is a speech and language pathologist that serves grades nine through grade twelve. Small group instruction does not exceed a four-year difference in age range.				
Locations:				
Kutztown Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: March 7, 2016

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	Speech and Language Support	5 to 10	27	0.65
Justification: This position is a speech and language pathologist that serves students in kindergarten through grade five in this building. Small group instruction does not exceed a three-year difference in age range.				
Locations:				
Greenwich-Lenhartsville 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
Itinerant	Speech and Language Support	11 to 14	15	0.35
Locations:				
Kutztown Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #21 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: March 7, 2016

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	Blind or Visually Impaired Support	12 to 12	1	0.12
Locations:				
Kutztown 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	Blind or Visually Impaired Support	16 to 16	1	0.12
Justification: This is an orientation and mobility specialist that works with students in ninth grade through twelve plus.				
Locations:				
Kutztown 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	Blind or Visually Impaired Support	8 to 8	1	0.12
Locations:				
Kutztown Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Technology Support Technician	District Wide	1
Special Education Teacher on Special Assignment (ToSA)/Facilitator	District Wide	1
Student-Assigned Paraeducator	Kutztown Area High School	1
Transition Paraeducator	Kutztown Area High School	1
Assistant Superintendent	District Office	1
School Psychologist	District Office	1
Special Education Secretary	District Office	1
Special Education Secretary	District Office	1
Inclusion Paraeducator	Kutztown Area High School	1
Inclusion Paraeducator	Kutztown Area High School	1
Inclusion Paraeducator	Kutztown Area High School	1
Inclusion Paraeducator	Kutztown Area High School	1
Life Skills Support Paraeducator	Kutztown Area High School	1
Life Skills Support Paraeducator	Kutztown Area Middle School	1

Learning Support Paraeducator	Kutztown Area Middle School	1
Learning Support Paraeducator	Kutztown Area Middle School	1
Learning Support Paraeducator	Kutztown Area Middle School	1
Learning Support Paraeducator	Kutztown Area Middle School	1
Learning Support Paraeducator	Kutztown Area Middle School	1
Life Skills Support Paraeducator	Kutztown Elementary School	1
Life Skills Support Paraeducator	Kutztown Elementary School	1
Life Skills Support Paraeducator	Kutztown Elementary School	1
Learning Support Paraeducator	Kutztown Elementary School	1
Learning Support Paraeducator	Kutztown Elementary School	1
Learning Support Paraeducator	Kutztown Elementary School	1
Learning Support Paraeducator	Kutztown Elementary School	1
Learning Support Paraeducator	Kutztown Elementary School	1
Learning Support Paraeducator	Greenwich-Lenhartsville Elementary School	1
Learning Support Paraeducator	Greenwich-Lenhartsville Elementary School	1
Learning Support Paraeducator	Greenwich-Lenhartsville Elementary School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Austill's Rehabilitation Services--Occupational Therapy	Outside Contractor	20 Hours
Austill's Rehabilitation Services-Physical Therapy	Outside Contractor	5 Hours
Private Educational Audiologist	Outside Contractor	4 Hours

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:

This question has not been answered.

District Accomplishments

Accomplishment #1:

KASD has several accomplishments including results on PVAAS growth measures, student performance on PSSA, NOCTIs, PSATs, SATs, and Advanced Placement tests. Additionally KASD has high attendance rates, graduation rates, and minimal dropout rates. KASD has had student teams place first in National History Day competitions at the national level, the National Honor Society was recognized at a national level for service projects, along with multiple music performing groups ranking high at the county and state level. High performing Science Olympiad, Moody's Math Challenge, and Odyssey of the Mind teams are common at KASD. Our FFA team has accomplished numerous distinctions, such as high ranking student performances at Career Development Events.

Accomplishment #2:

KASD has created, implemented, and sustained a differentiated professional development plan based upon the standards of professional development and the results of the local needs assessment and data analysis.

District Concerns

Concern #1:

KASD needs to complete the development of curriculum aligned to the Pennsylvania Core Standards and the Pennsylvania Academic Standards.

Concern #2:

KASD needs to establish a district assessment framework that establishes benchmark tests K-12 and ensures that local assessments are developed based upon best practices in assessment design.

Concern #3:

KASD needs to ensure that all students experience academic growth each year, particularly in English Language Arts, science, and mathematics, as measured by PVAAS.

Concern #4:

KASD must increase student participation in more challenging course work, such as Advanced Placement classes, and increase opportunities for students to explore career pathways.

Prioritized Systemic Challenges

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

Aligned Concerns:

KASD needs to ensure that all students experience academic growth each year, particularly in English Language Arts, science, and mathematics, as measured by PVAAS.

KASD needs to complete the development of curriculum aligned to the Pennsylvania Core Standards and the Pennsylvania Academic Standards.

KASD must increase student participation in more challenging course work, such as Advanced Placement classes, and increase opportunities for students to explore career pathways.

Systemic Challenge #2 (*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:

KASD needs to ensure that all students experience academic growth each year, particularly in English Language Arts, science, and mathematics, as measured by PVAAS.

Systemic Challenge #3 (*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:

KASD needs to ensure that all students experience academic growth each year, particularly in English Language Arts, science, and mathematics, as measured by PVAAS.

KASD must increase student participation in more challenging course work, such as Advanced Placement classes, and increase opportunities for students to explore career pathways.

KASD needs to establish a district assessment framework that establishes benchmark tests K-12 and ensures that local assessments are developed based upon best practices in assessment design.

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.

Indicators of Effectiveness:

Type: Interim

Data Source: PSSA and Keystone Exams Results.

Specific Targets: Evidence provided by Curriculum Council and PLC membership that curricula are standards aligned at all levels and in all subjects. The development and implementation of ongoing formative assessments and summative assessments that align to the Pennsylvania Core Standards.

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?)
 Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

SAS Alignment: Assessment, Instruction

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Substantial Professional Development

Description: The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)
Resource:
<http://effectivestrategies.wiki.caiu.org/Professional+Development>

SAS Alignment: Instruction

Curriculum Mapping

Description: A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: [Getting Results with Curriculum Mapping](#))

SAS Alignment: Curriculum Framework

Instructional (Distributed) Leadership Capacity Building

Description: Support of the relationship of distributive leadership with student achievement is anecdotal and inferential and substantially reported. (Sources: http://www.learningpt.org/pdfs/leadership_turnaround_schools.pdf , and <http://www.pakeys.org/docs/SL%20PP%201.pdf>)

SAS Alignment: Safe and Supportive Schools

Reading Across the Curriculum

Description: "This report looks at what reading across the curriculum interventions states and districts might consider in their plans to improve reading outcomes at the secondary level. Seven interventions were

identified for review: ReadAbout, Reading in the Content Areas, Concept-Oriented Reading Instruction (CORI), CReating Independence through Student-owned Strategies (CRISS), Reading Apprenticeship, Literacy First, and Strategic Instruction Model?Content Literacy Continuum (SIM?CLC). While not an exhaustive list of the professional development interventions available, these seven represent the types of external support that schools might access. Of the seven interventions, only Concept-Oriented Reading Instruction has had several quasi-experimental studies and an experimental study conducted on its effectiveness. In addition, four interventions?ReadAbout, CReating Independence through Student-owned Strategies, Reading Apprenticeship, and Strategic Instruction Model?Content Literacy Continuum?are currently the focus of federally funded studies that will examine the interventions? effectiveness through experimental studies." (Source: http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007003.pdf) Resource: <http://effectivestrategies.wiki.caiu.org/Instructional+Practices>

SAS Alignment: Instruction

Implementation Steps:

Curriculum Mapping/Curriculum Development

Description:

By the 2019/2020 school year, all curriculum for all courses will be developed and will include: standards, big ideas, essential questions, content, skills, assessments, materials/resources, activities, and differentiation. The curriculum will be treated as a "living document" and will be subject to ongoing revision and updating. A specific protocol for reviewing curriculum for quality will be developed and employed to ensure rigor, alignment, and coherence. Additional curriculum development will be creating standards-aligned, common assessments.

Start Date: 8/1/2017 **End Date:** 6/15/2020

Program Area(s): Professional Education

Supported Strategies:

- Common Assessment within Grade/Subject
- Substantial Professional Development
- Curriculum Mapping

Principal Capacity Building (Curriculum and Instruction)

Description:

Ongoing professional development will be provided to building administrators to continually build capacity in instructional leadership. This will include developing knowledge of all curricular content goals, development of curriculum "look fors" for walk-throughs and observations, as well as continued learning around best instructional practices, including but not limited to differentiated instruction, formative assessment, and integration of technology for student learning. Such professional development will be delivered in a differentiated model including such activities as attendance at conferences, site-based workshops, attendance at IU meetings, and professional reading.

Start Date: 8/20/2017 **End Date:** 6/13/2020

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Substantial Professional Development
- Instructional (Distributed) Leadership Capacity Building