

Claysburg-Kimmel SD  
**Special Education Plan Report**  
07/01/2016 - 06/30/2019

# District Profile

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## Demographics

531 Bedford St  
 Claysburg, PA 16625  
 (814)239-5141  
 Superintendent: Royce Boyd  
 Director of Special Education: Brian Helsel

## Planning Committee

Name	Role
Matt Hall	Administrator : Professional Education Special Education
Stephen Puskar	Administrator : Professional Education Special Education
John Kowalski	Ed Specialist - School Psychologist : Professional Education Special Education
Angie Russell	Elementary School Teacher - Regular Education : Professional Education Special Education
April Ferguson	Elementary School Teacher - Special Education : Professional Education Special Education
Jennifer Kruse	Middle School Teacher - Regular Education : Professional Education Special Education
Paula Ickes	Parent : Professional Education Special Education
Brian Helsel	Special Education Director/Specialist : Professional Education Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 129

### *Identification Method*

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

The Claysburg-Kimmel Area School District currently uses the discrepancy model to identify students with specific learning disabilities. In accordance with Chapter 14 Regulations and the PA Guidelines for Identifying Students with SLD, a multidisciplinary evaluation team considers evaluation data as they relate to four eligibility criteria. To be identified as a student with a specific learning disability, a student must meet all four criteria.

First, the team examines the extent to which the student is not achieving adequately relative to age or state-approved grade level standards in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, or mathematics problem solving. The team documents and considers multiple sources of data related to the student's level of academic achievement, including results of the PSSA, results of the Keystone Exam, universal screenings, classroom observations, curriculum-based assessments, and PA Fair Assessments, i.e. summative, formative, benchmark, and diagnostic. A student's score must be significantly below age- or grade-level standards, e.g. approximately the 15th percentile on a norm-referenced test or lower, to meet this criterion.

Second, the team considers whether the student exhibits a pattern of strengths and weaknesses relative to intellectual ability, as defined by a severe discrepancy between intellectual ability, achievement, or relative to age or grade. A predicted achievement model is utilized so that regression to the mean is considered. A severe discrepancy is generally considered to exist when the student's actual achievement is approximately one standard deviation below his or her predicted achievement. The team may also consider significant disparity between academic skills as evidence of a pattern of strengths and weaknesses relative to age or grade.

The Claysburg-Kimmel School District endeavors to ensure that all students receive appropriate instruction. The Claysburg-Kimmel Elementary continues to utilize a Student Review (SR) process in conjunction with the Elementary Student Assistance Program (ESAP). This process focuses on identifying struggling learners in the regular education setting and providing them with research-based interventions and regular progress monitoring. The Claysburg-Kimmel Junior/Senior High School provides interventions to individual students in the regular education environment as needed. The Junior/Senior High School has also been provided with opportunities to utilize Classroom Diagnostic Tool assessments to guide instruction and for remediation purposes. Teachers

also have access to data-driven formative assessments through utilizing Study Island activities. The interventions provided within the schools are used to rule out a lack of appropriate instruction in reading and math as the primary cause of students learning difficulties.

Lastly, the team reviews all other exclusionary factors to determine whether the primary reason for the student's inability to meet age and grade level standards is related to vision, hearing, or orthopedic impairments; intellectual disability; emotional disturbance; cultural factors; limited English proficiency; or environmental or economic disadvantage. A student cannot be identified as having a learning disability if any of these factors is the primary cause of his or her learning problems.

### *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>

Not significantly disproportionate.

### *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?

There are not currently any agency supervised or licensed shelters, group homes, maternity homes, residential treatment facilities, or other institutions for the care or training of adolescents within the boundaries of the Claysburg-Kimmel School District. If such a facility were to be implemented within the boundaries of the Claysburg-Kimmel School District, the district would meet its obligation under 1306 as a host district at each location. The Claysburg-Kimmel School District would operate in cooperation/conjunction with the resident school district in order to obtain educational records, including special education records, in order to meet the student's educational needs. All nonresident children living within the boundaries of the school district who may be eligible for special education are located/identified/evaluated, and when and if found to be eligible, are offered a free appropriate public education. Nonresident children who live within the boundaries of the school district are treated in the same manner as resident children. As a component of the IEP team, the Claysburg-Kimmel School District or Appalachia Intermediate Unit 8 on the district's behalf, would attend all scheduled meetings for 1306 nonresident students and work to consider the

specific educational needs of the student in order to ensure continuity of FAPE and meet those needs in the least restrictive environment.

### *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).

The Host Districts provide oversight for the local Correction Institutions. The On-Track Alternative Education Program has been developed through a partnership between the Intermediate Unit and Host Districts of Blair, Bedford, Cambria, and Somerset County Prisons. These entities have established procedures for child find/intake, evaluation, placement, and service delivery that are communicated to the home school districts such as Claysburg-Kimmel. The Claysburg-Kimmel School District supports and implements the policies and procedures that are followed by the Host Districts to ensure that students who are incarcerated receive a Free Appropriate Public Education (FAPE). Close contact is maintained with the Host Districts and the Appalachia Intermediate Unit 8 to identify students who are eligible for, and in need of, special education. For students who leave the District, their residency is determined and verified to ensure child find.

### *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.

It is the goal of the Claysburg-Kimmel School District to increase the capacity of its school to provide appropriate specially designed instruction, related services, supplementary aids, services and support to special education students in the regular education classrooms. A full range of supplementary aids and services are considered before contemplating placement outside the regular classroom. Students with disabilities are considered general education students first and foremost.

The collaboration of regular and special educators is aimed at providing students with instruction from highly qualified teachers with a variety of techniques and supports that minimize or eliminate a disability-related barrier. Students receive explicit, intensive, systematic, direct instruction as necessary for language arts and mathematics utilizing research-based instructional practices to accelerate learning for students with disabilities. Progress is monitored closely to ensure that students demonstrate growth and gain meaningful educational benefit. Staff in-services, grade level team meetings and trainings are provided on an on-going basis for teachers and support staff to facilitate the delivery of services within the least restrictive environment. This effort is changing the assignment of special education personnel in regular education classrooms, while also increasing expectations to teach, when feasible and deemed 'appropriate', from the general education curriculum. As students are identified as 'at-risk' for acquiring essential reading and mathematics skills (through the compilation and analysis of benchmark data), more intensive, evidenced-based instruction is provided to these students through the Student Review (SR) process. The following supplementary aids and services are often used throughout the Claysburg-Kimmel School District Collaborative:

- Co-teaching Opportunities
- Professional development supporting best practices
- Professional development for paraprofessionals
- Collaboration between community agencies and the school district

#### Instructional:

- Modified curricular goals
- Test modification
- Assistive technology and/or alternative materials
- Instructional adaptations such as repeating directions, re-teaching, word banks, extra time for responding, and cueing
- Alternative assessments

#### Physical:

- Adaptive equipment
- Specific seating arrangements
- Structural aids
- FM System (classroom)

#### Social-Behavioral:

- Social skills instruction
- Modification of rules and expectations
- Individualized behavior support plans
- Peer supports

Only after the IEP team has determined success in the regular education program is not possible, even with the provision of supplementary aids and services, may it discuss placement in a more restrictive environment. The district recognizes that a child may need to be removed from the regular education classroom for a period of time to meet his/her educational and/or emotional needs. Under these circumstances, the district is committed to providing alternative opportunities for students with disabilities to interact with non-disabled peers to the maximum extent appropriate.

The Claysburg-Kimmel School District explores all aspects of regular education before considering levels of intervention. The district is committed to utilizing all building resources as a first priority in order to ensure the least restrictive environment for students with disabilities. As of 2013-2014, 72.9% of Special Education (SE) students were educated inside regular education classes 80% or more of the day, up from 70.7% in 2011-2012, and 65.2% from 2009-2010, indicating that our district has continued to work toward educating more and more of our students in the regular education setting for the majority of the day. The district is committed to continue expansion of inclusive practices in Grades K-12, including continued co-teaching opportunities at all grade levels. At the elementary level, special education teachers use a variety of instructional programs in order to best meet the needs of their students such as Lexia Reading, Success For All Reading, Accelerated Reading, MobyMax, and SRA Corrective Reading. Special Education teachers have access to current technologies such as iPads and apps, which offer students a variety of ways to be involved in the curriculum. Being creative is a daily endeavor in our classrooms to meet student needs. IEP teams are advised to seek and utilize best practices in relationship to specially designed instruction sections to better meet the needs of students with learning disabilities in the regular education classroom.

The Claysburg-Kimmel Junior High School employs many of the same approaches as the Claysburg-Kimmel Elementary School. In addition to continued co-teaching opportunities, special education teachers have continued to seek additional supports to meet student needs. Examples include Lexia Reading, MobyMax, ALEKS Math, and SRA Corrective Reading. A recent initiative involves increasing high interest reading resources for different level readers at the junior high level. The administrators play a pivotal role in the execution of special education programs and are very supportive of new ideas and implementation procedures.

The Claysburg-Kimmel High School staff is also very supportive of special education processes and procedures. Schedules are often arranged, and if needed, rearranged to have planning times to support students with disabilities. Beginning with the 2012-2013 school year, the Junior/Senior High School started an advisor/advisee program to guide students in scheduling choices related to senior project/post-secondary goals, to review needed remediation areas for specific students, and to support completion of assignments on a daily basis. This has been a very successful scheduling change that has enhanced opportunities for special education students to seek support for all needs

on a daily basis. Data ‘retreat’ sessions have been held to formally discuss and analyze data collected from fair assessment data collection processes, i.e. Summative Assessments, Formative Assessments, Benchmark Assessments and Diagnostic Assessments.

Assistive devices are utilized throughout the district in order for students to gain independence while participating in the general curriculum. For example, students with disabilities have easy access to iPad’s and numerous apps. Additionally, students have access to other computer software and internet-based programs to assist them. Students with hearing difficulties may have an FM System to aid in their classrooms when material is presented orally.

Finally, professional staff is constantly assessed for professional development needs. The district continues to seek and participate in inclusive education professional development through various resources including programs provided by the Intermediate Unit 08 and PaTTAN. Moreover, the district is committed to continuing to provide workshops and conferences for general and special education staff in order to promote the success of students with disabilities in the least restrictive environment.

### *Behavior Support Services*

Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS). Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. If the district also has School-Based Behavioral Health Services, please discuss it.

The Claysburg-Kimmel School District strives to implement positive behavioral support practices for all students with disabilities. Any identified student who exhibits significant behaviors that interfere with appropriate functioning within educational settings will have a plan for behavior support included in the IEP. As part of their plan and in accordance with board policy, the district employs techniques to (1) modify the contextual influences of behavior, (2) teach socially appropriate alternative skills, and (3) reduce problem behaviors. If a student continues to demonstrate challenging behaviors, the IEP team convenes to determine if any adjustments are necessary to the student's current plan or if a new Functional Behavioral Assessment (FBA) is needed to determine if a new positive behavioral support plan needs to be developed. Manifestation Determinations are completed prior to changing a child’s placement due to behavioral concerns.

Staff members from the Claysburg-Kimmel School District have participated in training sessions that support a comprehensive school-wide positive behavior support plan. At the Claysburg-Kimmel Elementary School, a Positive Behavior Support Response Team has been created to support the school-wide positive behavior support plan. A variety of components that are implemented within the district include: consistent behavioral expectations throughout the district, structured approach to address attendance and mental health concerns, expanded Student Assistance Program (ESAP/SAP), effective school-family partnerships and communication, establishment of mentoring relationships for all students, identification of individualized incentives for improved attendance and behavior, and transitional supports for students as they move from elementary to the Junior/Senior High School.

The Special Education Department works collaboratively with regular education staff and administrators to provide appropriate training regarding the implementation of positive behavioral support practices. Positive measures form the basis for any behavioral support plan and suspension is utilized only when less restrictive interventions are not successful or the student poses a danger to the safety and welfare of others. The District has also been diligent in supporting individuals by allowing them to participate in training opportunities such as non-violent crisis prevention (CPI) training. This intervention program focuses on the concept of positive de-escalation techniques when dealing with challenging behaviors.

Moreover, the Claysburg-Kimmel School District has established positive working relationships with a variety of community agencies that support students within the school setting. Such services include mobile therapy, behavior specialist consultation, and therapeutic staff support. Furthermore, the district works collaboratively with community agencies to assist students with a variety of mental health needs, including in-house Out-Patient Mental Health Counseling Services at the Claysburg-Kimmel Elementary School and the Claysburg-Kimmel Junior/Senior High School.

### *Intensive Interagency/Ensuring FAPE/Hard to Place Students*

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

The Claysburg-Kimmel School District is committed to providing a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). The District utilizes a variety of processes to ensure FAPE. The Student Review Process/ESAP/SAP, the Individualized Education Program process and Individualized Education Program team decision-making process, and the Children and Adolescent Service System Program (CASSP) process all support the Claysburg-Kimmel School District's commitment to ensuring FAPE. If needed, the District contracts with agencies in order to consult and provide support mechanisms to the student, the family and the district staff. The Director of Special Services, Superintendent, and Principals work collaboratively to approve appropriate outside district/agency placement of students with or without IEP's.

Once all options have been either attempted or ruled out, including the continuum of revisiting the Student Review Process/ESAP/SAP, additional staff meetings that may include additional training(s), holding additional IEP meetings, etc., the district will follow the procedures listed. First, the district contacts neighboring school districts to explore possible programs that can meet the needs of the referred student(s). Second, the district contacts the IU 08 and other educational placement centers located as close to our region as possible for appropriate placements. Once a placement center is found, the district contacts the parent(s) or guardian(s), schedules a tour of the

placement center, then holds an IEP meeting to finalize required paperwork and secure placement. Finally, if necessary, the district will create an appropriate educational program if one is not available.

The Claysburg-Kimmel School District is continually increasing its capacity to meet the needs of students with disabilities and students at-risk by imbedding professional development through in-service trainings and interdisciplinary networking/planning meetings, teacher-led presentations and study groups, and peer observations and team teaching. Data-driven instruction is a major focus with data collected and analyzed utilizing valid and reliable assessments for individual, small and whole groups. Increased collaboration among staff has led to interdepartmental discussions related to curriculum, content standards and across-content teaching strategies. The district continues to provide co-teaching opportunities. As data is continually collected and reviewed, instructional practices are evaluated for their effectiveness and changed within the core curriculum and regular education classes to meet the needs of all students. Direct instruction outside the regular class remains aligned with the general education curriculum and PA Core Standards with varied presentation, pace, and assessment matched to the achievement gap among students with disabilities, low-socioeconomic status, and other risk factors. More students are able to successfully access the general education curriculum within the regular class with the use of supplementary aids and services, co-teaching opportunities, differentiated instruction, ability grouping, and paraprofessional support.

During the summer months, programs and services are delivered through Extended School Year services. The Community "Pre-K Counts" Program also offers an intensive three week summer camp for incoming Kindergarten students. The special education department operates as a fluid team of special educators/intervention specialists with professional development in all school, district and state initiatives in order to provide flexible scheduling, interdisciplinary and cross-grade planning, team teaching and delivery of tiered interventions and special education supports/services. All special education teachers participate in annual trainings pertaining to language arts and mathematics, childhood mental-health and other 'disorders,' positive behavioral supports, de-escalation techniques, progress-monitoring/data collection and/or other initiatives through PaTTAN, Intermediate Units, and neighboring school districts within Blair/Bedford County. Additionally, the special education teachers actively participate as members of grade level teams and various networking meetings that take place. Agency representatives and service providers are also invited to participate as members of Multidisciplinary Evaluation and Individual Education Plan teams, crisis teams, ESAP/SAP teams, and other committee/networking teams to provide input and coordinate school and home supports, behavior intervention and treatment plans within a continuum of education placements. The School District collaborates with local interagency teams for the provision of school-based supports and services and assists with data collection, progress monitoring, and frequent ongoing communication. The District participates in programs and services operated/supervised by the Intermediate Unit 08 and other neighboring districts in order to provide educational placements for students with low incidence disabilities such as Multiple Disabilities and Life Skills Support that require a major portion of instruction outside the regular class and general education curriculum.

Each semester, the special education department holds networking meetings to determine the continuum of supports and services and educational placement options that are needed and will be

needed based upon the progress monitoring data of students with IEP's and those at-risk who are receiving targeted interventions for reading and mathematics. At the elementary level, bi-weekly ESAP meetings are conducted to discuss various student issues and school initiatives to address these needs, i.e. bullying prevention, positive behavior supports, interagency collaboration/community resources, instructional goals, etc. Benchmark data is reviewed on a school-wide and individual level at least quarterly and during district in-service trainings. At the secondary level, faculty meetings are held each marking period to review benchmark data and address academic and behavioral concerns. The special education teachers consult each semester with the instructors, staff, and counselors at the Greater Altoona Career and Technology Center (GACTC) to ensure delivery of programs and services between the district and GACTC as outlined in each student's Individual Education Plan. Interagency collaboration occurs through IEP meetings, grade level team meetings, Student Assistance Program meetings, faculty meetings, Behavior Intervention Plan team meetings, parent-teacher conferences, and various monthly update meetings at the Intermediate Unit 08, Transition Council Meetings, community agencies/children's services such as UPMC Behavioral Health Systems, Children and Adolescent Partial Hospitalization Programs, Inpatient Hospitalization Facilities, Northwestern Center for Human Services, Residential Treatment Facilities, Drug and Alcohol Rehabilitation and Residential Treatment, Therapeutic Foster Care, Children and Youth Services (CYS), and Juvenile Probation Services. Additionally, there is an effort to engage in cross-systems agency support with private and non-public schools, community education centers such as Sylvan Learning Center, GED services, and other natural community supports. Representatives are invited to team meetings to share what resources are available in the community and to raise awareness of district initiatives and special education processes, procedures, and policies. The administrative team serves as school district representatives and interagency liaisons in order to ensure continuity of services between the home, school and community. Treatment plans and behavior intervention plans are developed in a collaborative, team effort as much as possible to provide the most efficient and effective service delivery in a consistent manner.

For students in non-traditional educational placements, the district maintains responsibility for ensuring that all special education requirements are implemented with the established timelines for evaluations, reevaluations, Individual Education Plans, and other necessary documents. The Administration acts as the Local Education Agency (LEA) representative for all outside educational placements. Evaluations are completed by the district for all outside educational placements unless the placement is highly specialized and the host district/intermediate unit meets expected requirements for evaluation procedures. Regular visits are made to the various outside educational placements for all Claysburg-Kimmel School District students in order to be fully aware of the continuum of supports and services, coordinate treatment and education with sound policy and practice, and ensure that these children are afforded the opportunity to learn. The District has actively participated in team meetings held at Nulton Diagnostic Center, Extended Family Academy, Partial Hospitalization Programs, as well as others. Transition meetings are conducted to increase the likelihood that students will successfully integrate back into their home school. Modified, alternative, and full day options are tailored to meet the needs of each child that includes positive behavior supports, behavior intervention plans, transition classes, psychological counseling, drug and alcohol counseling, and school-based mental health counseling. The District also houses an on-

site alternative education program, utilizing the Blended Schools Network Program, which meets the needs of students who require homebound instruction, instruction in the home, cyber school instruction, and alternative education instruction in a least restrictive environment approach. Finally, the Claysburg-Kimmel School District is always proactive in looking for expansion of continuum of services provided to best meet our student's needs. Additional support services are always being sought to support student needs in a concerted effort to maximum student potential.

### *Strengths and Highlights*

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

The Claysburg-Kimmel School District provides extensive services to meet the needs of all students who encounter academic, behavioral, or emotional difficulties. The quality of our special education programs and services for students with disabilities ensures all students are gaining the knowledge and skills necessary to be productive and responsible citizens. At the core of student successes is the implementation of evidence-based instructional practices across grade levels. This includes curricula and instructional procedures which teach basic skills in an explicit manner to all students, close monitoring of all students on a regular basis and restructuring of remedial and special education programs to utilize research-based practices. Ultimately, the goal of the Claysburg-Kimmel School District is to educate students with disabilities to the maximum extent appropriate, while providing an educational benefit, with non-disabled peers in the regular education environment. At the center of this ultimate goal are four core beliefs. They are: 1) the district utilizes a team approach to meeting student's individual needs. Teachers value communication and collaboration before, during, and after the referral process and take very seriously the special education process at Claysburg-Kimmel; 2) the district focuses on meeting student needs in the least restrictive environment. Co-teaching opportunities continue to be provided. With increased inclusive practices, the district has focused on making decisions related to accurate and timely data collected from various sources. Classroom teachers collect data, through various sources related to fair assessments – summative, formative, benchmark, and diagnostic. This directly correlates with an advisee/advisory period daily to allow students an opportunity to discuss and review not only remediation concerns, but academic and social issues as well; 3) district staff members are genuinely concerned about the physical, emotional, and social well-being of students with disabilities. An emphasis has been placed on developing independent skills through social activities and confidence building. An independent improvement skills class was added for all eighth grade students related to improving study skills, understanding social barriers, and developing increased self-confidence through active participation in the school environment. Throughout the school setting, an emphasis is placed on fostering relationships in order to avoid the trap of special education students often relying on one or two staff members to meet their needs. Teachers are attentive to special education needs and the students issues are always viewed as important to meeting academic rigors and expectations; and, 4) special education teachers at Claysburg-Kimmel are very confident in what they do and feel supported by training opportunities and experiences to

meet the needs of special education students. Teachers are routinely trained on special education procedures related to paperwork, i.e. IEP's, NOREP's, Waivers, Re-Evaluations, etc. The District values professional development for all staff. Training opportunities are also provided to parents and guardians related to community needs and initiatives. The District has a strong working relationship in regard to parent training with the Intermediate Unit 08, local school districts, PaTTAN, the ARC, the Local Task Force, and behavioral health/mental health service providers. Other strengths and highlights related to special education services and programs include an award winning Autistic Support Classroom, grades K – 6; a Student Assistance Program pre-referral process which supports in identifying students who are not making adequate progress in core instructional areas, followed by interventions prior to a recommendation to special education support services; and a Community-Based Vocational Training Program related to transition services upon a student reaching age fourteen within the school setting. This program allows our students the opportunity to work directly with a job coach at a local employment site to gain meaningful employment experiences and job responsibility before graduating from high school. In closing, the Claysburg-Kimmel School District is very proud of their community/parents, students, faculty, staff, administrators, and school board members for supporting all special education students and processes. The ultimate goal remains the same: to educate students with disabilities to the maximum extent appropriate, while providing an educational benefit, with non-disabled peers in the regular education environment.

# Assurances

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## 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	Type of Service	Number of Students
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	Facility		Placed
Extended Family Academy	Other	Learning/Emotional/Autistic Support with education provided by IU 08	3
Spring Cove School District - Spring Cove Elementary School	Neighboring School Districts	Life Skills Support	2
NHS Schools	Other	Autistic Support	1
Spring Cove School District - Martinsburg Elementary	Neighboring School Districts	Life Skills Support	1
Spring Cove School District - Spring Cove Middle School	Neighboring School Districts	Life Skills Support	1
Milford E. Barnes Jr. School	Approved Private Schools	Learning/Emotional Support	1

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* August 30, 2016

*Reason for the proposed change:* Roster changes based on Graduation 2016 and 6th grade students entering into 7th grade for the beginning of the 2016-2017 school year.

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Claysburg-Kimmel Junior/Senior High School - R.C.	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	15	0.5
Claysburg-Kimmel Junior/Senior High School - R.C.	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	11	0.5

### Program Position #2

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* February 12, 2016

*Reason for the proposed change:* Roster changes based on Graduation 2015 and 6th grade students entering into 7th grade for the 2015-2016 school year.

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Claysburg-Kimmel Junior/Senior High School - M.W.	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 18	5	0.2
Justification: Justification: The Itinerant Learning Support teacher at the JH/SH works with students in grades 7 - 12 in a very small school district population. The teacher groups these students so that they do not exceed the four year age differential requirement. If the schedule does not allow for this, a waiver statement is placed within the students IEP within present levels and SDI. The parent/guardian is always given the final say in allowing this to occur.							
Claysburg-Kimmel Junior/Senior High School - M.W.	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 18	8	0.7
Justification: Justification: The Itinerant Learning Support teacher at the JH/SH works with students in grades 7 - 12 in a very small school district population. The teacher groups these students so that they do not exceed the four year age differential requirement. If the schedule does not allow for this, a waiver statement is placed within the students IEP within present levels and SDI. The parent/guardian is always given the final say in allowing this to occur.							
Claysburg-Kimmel Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 18	1	0.1
Justification: The Itinerant Learning Support teacher at the JH/SH works with students in grades 7 - 12 in a very small school district population. The teacher groups these students so that they do not exceed the four year age differential requirement. If the schedule does not allow for this, a waiver statement is placed within the students IEP within present levels and SDI. The parent/guardian is always given the final say in allowing this to occur.							

**Program Position #3**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* February 12, 2016

*Reason for the proposed change:* Changes in class roster based on new school year, i.e. 2015-2016. Removed Itinerant Autistic Support and Itinerant Emotional Support from case-load based on hiring a half-time Itinerant Autistic Support/Emotional Support Teacher beginning with the 2015-2016 school year.

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Claysburg-Kimmel Elementary School - A.F.	An Elementary School Building	A building in which General Education programs are	Itinerant	Learning Support	8 to 10	2	0.3

		operated					
Claysburg-Kimmel Elementary School - A.F.	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	9	0.6
Claysburg-Kimmel Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 8	1	0.1

**Program Position #4***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 30, 2016*Reason for the proposed change:* Changes in class roster based on new school year, i.e. 2016-2017.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Claysburg-Kimmel Elementary School - J.C.	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	12	0.25
Claysburg-Kimmel Elementary School - J.C.	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	14	0.7
Claysburg-Kimmel Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 11	1	0.05

**Program Position #5***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 24, 2015*Reason for the proposed change:* Change in roster based on new school year beginning, i.e. 2016-2017. Added Itinerant and Supplemental Learning Support on caseload based on district need at this time.

**PROGRAM SEGMENTS**

<b>Location/Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Type of Support</b>	<b>Level of Support</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Claysburg-Kimmel Elementary School - B.S.	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 12	2	0.25
Justification: The Elementary Verbal Behavior Autistic Support Program is a very specialized program that meets unique needs of students on the Autistic Spectrum. The classroom was started in the Fall of 2009 and has been very successful in meeting unique student needs. Age-waivers are discussed at each IEP and written directly within each students Individualized Education Plan (IEP).							
Claysburg-Kimmel Elementary School - B.S.	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	11 to 11	1	0.13
Justification: The Elementary Verbal Behavior Autistic Support Program is a very specialized program that meets unique needs of students on the Autistic Spectrum. The classroom was started in the Fall of 2009 and has been very successful in meeting unique student needs. Age-waivers are discussed at each IEP and written directly within each students Individualized Education Plan (IEP).							
Claysburg-Kimmel Elementary - B.S.	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	7 to 7	1	0.12
Claysburg-Kimmel Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 10	1	0.1
Claysburg-Kimmel Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	2	0.4

**Program Position #6***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 12, 2016*Reason for the proposed change:* Change in roster based on a new school year, i.e. 2015-2016.**PROGRAM SEGMENTS**

<b>Location/Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Type of Support</b>	<b>Level of Support</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Claysburg-Kimmel	An Elementary	A building in	Itinerant	Speech	5 to 12	37	0.85

Elementary School - D.D.	School Building	which General Education programs are operated		and Language Support			
Justification: The Speech & Language Support teacher works with students from grades K through 6 grade in a very small school district in populaton. The teacher groups these students so that they do not exceed the three year age differential requirement; therefore, no one student needs an age waiver.							
Claysburg-Kimmel Junior/Senior High School - D.D.	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 14	1	0.15
Justification: The Speech & Language Support teacher works with students from grades 7 through 12+ in a very small school district in populaton. The teacher groups these students so that they do not exceed the three year age differential requirement; therefore, no one student needs an age waiver.							

**Program Position #7***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 21, 2014*Average square feet in regular classrooms:* 792 sq. ft.*Square footage of this classroom:* 792 sq. ft. (22 feet long x 36 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Claysburg-Kimmel School District - Elementary School - W.B.	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	12 to 12	1	0.04
Claysburg-Kimmel School District - Junior/Senior High School - W.B.	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	13 to 18	6	0.16
Justification: The Deaf/Hard of Hearing Support Teacher works with students grades 7 through 12 in a very small school district population. The teacher groups these students so that they do not exceed the four-year-age differential requirement; therefore, no one student needs an age waiver.							

**Program Position #8***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 30, 2016*Average square feet in regular classrooms:* 792 sq. ft.*Square footage of this classroom:* 792 sq. ft. (22 feet long x 36 feet wide)*Reason for the proposed change:* Change based on updating teacher rosters for the beginning of the new school year, i.e. 2016-2017. Also, .50 FTE position was approved to become a .60 FTE. The position is now staffed by the IU 08.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Claysburg-Kimmel Elementary - J.K.	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	8 to 11	2	0.2
Claysburg-Kimmel Junior/Senior High School - J.K.	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	14 to 16	2	0.2
Claysburg-Kimmel Junior/Senior High School - J.K.	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	13 to 17	7	0.18
<p>Justification: The Itinerant Emotional Support teacher at the JH/SH works with students in grades 7 - 12 in a very small school district population. The teacher groups these students so that they do not exceed the four year age differential requirement. If the schedule does not allow for this, a waiver statement is placed within the students IEP within present levels and SDI. The parent/guardian is always given the final say in allowing this to occur. NOTE: This is a part-time position , e.g. teacher is hired as a .60 FTE as an Itinerant Autistic Support Teacher and Itinerant Emotional Support Teacher grades K - 12.</p>							
Claysburg-Kimmel Elementary J.K.	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	10 to 10	1	0.02

## Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Services	Claysburg-Kimmel School District K - 12	1
School Psychologist	Claysburg-Kimmel School District K - 12	0.6
Para-Professional (D.E.)	Claysburg-Kimmel Elementary School	0.56
Para-Professional (A.I.)	Claysburg-Kimmel Elementary School	0.56
Para-Professional (T.M.)	Claysburg-Kimmel Elementary School	0.56
Para-Professional (J.M.)	Claysburg-Kimmel Elementary School	0.56
Para-Professional (L.A.)	Claysburg-Kimmel Elementary School	0.56
Para-Professional (J.K.)	Claysburg-Kimmel Elementary School	0.56
Para-Professional (M.B.)	Claysburg-Kimmel Junior/Senior High School	0.57
Personal Care Aide (PCA) (P.G.)	Spring Cove Elementary - Life Skills Support	0.93
Personal Care Aide (PCA) (T.C.)	Claysburg-Kimmel Junior/Senior High School	0.57
Personal Care Aide (PCA) (K.F.)	Spring Cove Elementary - Life Skills Support	0.93

**Special Education Contracted Services**

<b>Special Education Contracted Services</b>	<b>Operator</b>	<b>Amt of Time per Week</b>
CAMCO - Physical Therapy	Outside Contractor	5 Days
CAMCO - Occupational Therapy	Outside Contractor	5 Days

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	Topic: Educating Autistic Students in the Least Restrictive Environment  Special education teachers, regular education teachers, and parents of autistic students will participate in professional development focusing on supporting the instructional and emotional needs of autistic students.
<b>Person Responsible</b>	Brian Helsel
<b>Start Date</b>	7/1/2016
<b>End Date</b>	6/30/2019
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	1.5
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	10
<b>Provider</b>	PaTTAN Consultants in conjunction with Claysburg-Kimmel's involvement in the Verbal Behavior Project.
<b>Provider Type</b>	Combination of providers including, but not limited to, IU, PaTTAN, School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Special Education teachers and regular education teachers will learn about the characteristics of autism. Staff will learn about appropriate specially design instruction, modifications, and accommodations that allow students with autism to function in the least restrictive environment. Also, staff will learn about the emotional needs of autistic students and techniques for meeting those needs in the regular education environment.
<b>Research &amp; Best Practices Base</b>	Professional development will offer special and regular education teachers knowledge of appropriate instructional practices necessary for students to function in the least restrictive environment. Additionally, professional development will allow teachers to discuss new approaches and reflect on current approaches.

<p><b>For classroom teachers, school counselors and education specialists</b></p>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<p><b>For school or LEA administrators, and other educators seeking leadership roles</b></p>	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
<p><b>Training Format</b></p>	<p>Department Focused Presentation</p>
<p><b>Participant Roles</b></p>	<p>Classroom teachers  Principals / Asst. Principals  Supt / Ast Supts / CEO / Ex Dir  School counselors  Paraprofessional  Other educational specialists  Parents</p>
<p><b>Grade Levels</b></p>	<p>Elementary - Primary (preK - grade 1)  Elementary - Intermediate (grades 2-5)  Middle (grades 6-8)  High (grades 9-12)</p>
<p><b>Follow-up Activities</b></p>	<p>Creating lessons to meet varied student learning styles  Peer-to-peer lesson discussion</p>
<p><b>Evaluation Methods</b></p>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p> <p>The Claysburg-Kimmel School District will have 100% of Autistic Support Students included in LRE, each year over the course of this plan.</p>

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## Behavior Support

<b>Description</b>	Topic: De-escalation Training  Special education teachers, regular education teachers, paraprofessionals and parents will participate in professional development in de-escalation. Additionally, special education teachers will receive training in developing Functional Behavioral Assessment (FBA) and Positive Behavior Support Plans (PBSP).
<b>Person Responsible</b>	Brian Helsel
<b>Start Date</b>	7/1/2016
<b>End Date</b>	6/30/2019
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

## Professional Development Details

<b>Hours Per Session</b>	4.0
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	20
<b>Provider</b>	Intermediate Unit 08
<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Professional development will offer special and regular education teachers knowledge of appropriate techniques and programs to support positive student behavior.
<b>Research &amp; Best Practices Base</b>	Professional development will offer special and regular education teachers knowledge of appropriate techniques and programs to support positive student behavior. Also, professional development will allow building staff to reflect on their current behavior programs and generate new ideas based on current best practices in an effort to improve student behavior.
<b>For classroom teachers, school counselors and education specialists</b>	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment

	<p>skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
<b>Training Format</b>	Department Focused Presentation
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Classified Personnel</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Building principals and staff will reflect on student behavior and plan staffings to address pro-active strategies related to improving student behavior.</p>
<b>Evaluation Methods</b>	<p>Participant survey</p> <p>The Claysburg-Kimmel School District will strive to decrease the number of suspensions of students with disabilities by 2% annually over the course of this plan.</p>

## Paraprofessional

<b>Description</b>	<p>Topic: Inclusive Education: Supporting Students with Disabilities in the Least Restrictive Environment</p> <p>All paraprofessionals will complete 20 hours of professional development annually over the life of this plan. Professional development will include non-violent crisis intervention, first aid and CPR as well as professional development provided by the IU and PaTTAN. Additionally, the district will periodically identify specific areas in which paraprofessionals require training. Those areas include trainings in secondary transition, utilizing mobile devices as classroom tools, effective communication strategies, instructional planning - how to support classroom planning, individual learning differences, creating positive classrooms, etc.</p>
<b>Person Responsible</b>	Brian Helsel
<b>Start Date</b>	7/1/2016
<b>End Date</b>	6/30/2019
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services, Educational Technology

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	10
<b># of Participants Per Session</b>	10
<b>Provider</b>	Multiple Providers
<b>Provider Type</b>	Multiple Providers
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Paraprofessionals select from a variety of professional development opportunities provided by PaTTAN and/or IU for paraprofessionals.
<b>Research &amp; Best Practices Base</b>	Professional development will allow paraprofessionals to gain important knowledge and skills necessary for serving the district's students.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Empowers educators to work effectively with parents and community partners.</p>

<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
<b>Training Format</b>	LEA Whole Group Presentation Live Webinar Online-Asynchronous Offsite Conferences
<b>Participant Roles</b>	Supt / Ast Supts / CEO / Ex Dir Paraprofessional Parents
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Peer-to-peer lesson discussion Journaling and reflecting
<b>Evaluation Methods</b>	Para-Professionals receive certificates from professional development providers.

### Reading NCLB #1

<b>Description</b>	Topic: Supporting Struggling Readers  Special Education teachers will participate in professional development as part of the Success For All reading program. Teachers will participate in extensive professional development and coaching that enable them and school leaders to make the most of the research-proven SFA approach. Additional professional development training will provide review of current resource programs being utilized including Lexia Core5, SRA Corrective Reading, Moby Max, Accelerated Reader, etc.
<b>Person Responsible</b>	Brian Helsel
<b>Start Date</b>	7/1/2016
<b>End Date</b>	6/30/2019

<b>Program Area(s)</b>	Professional Education, Special Education, Student Services
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### Professional Development Details

<b>Hours Per Session</b>	5.0
<b># of Sessions</b>	6
<b># of Participants Per Session</b>	40
<b>Provider</b>	School District
<b>Provider Type</b>	Combination of providers including, but not limited to, IU, PaTTAN, School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Teachers will participate in extensive professional development and coaching that enable them and school leaders to make the most of the research-proven Success For All (SFA) approach. SFA's collaborative leadership system will focus on training teachers/staff to work toward continuously improving achievement by learning specific strategies related to setting quarterly goals, selecting 'leverage' points for improvement, measuring progress, and celebrating successes. Data-management tools to support in organizing and utilizing data will be emphasized during these trainings.
<b>Research &amp; Best Practices Base</b>	Professional development will offer special education teachers knowledge of new and advanced techniques to supporting students in literacy related to the Success For All approach. Additionally, the training will allow special education teachers to reflect on current practices and develop new skills as needed. Success For All has been found to increase reading achievement, cut the achievement gap between varying cultures, and prepares teachers to support needs of English learners.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>

<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>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.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation  Series of Workshops  School Whole Group Presentation  Department Focused Presentation  Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers  Principals / Asst. Principals  Supt / Ast Supts / CEO / Ex Dir  School counselors  Paraprofessional  Related Service Personnel  Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)  Elementary - Intermediate (grades 2-5)  Middle (grades 6-8)  High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Analysis of student work, with administrator and/or peers  Creating lessons to meet varied student learning styles  Peer-to-peer lesson discussion  Lesson modeling with mentoring</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.  Student PSSA data  Standardized student assessment data other than the PSSA  Classroom student assessment data</p>

	<p>Review of participant lesson plans</p> <p>The Claysburg-Kimmel School District will strive to increase the percentage of students with disabilities scoring proficient or advanced by 2% annually over the course of this plan in reading assessments including the PSSA test and Keystone Exam, e.g. Literature.</p>
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## Transition

<b>Description</b>	The district will continue to provide teachers of students of transition age professional development on writing measurable annual IEP goals that will reasonably enable students to meet postsecondary outcomes. Community-Based Vocational Training (C-BVT) opportunities will continue to be provided for students with job coaching / mentoring support. Staff will continue to receive professional training support related to collaboration between parents, school, and community agencies. Other supportive transition activities include community based instruction, job application training, and post-secondary education counseling.
<b>Person Responsible</b>	Brian Helsel
<b>Start Date</b>	7/1/2016
<b>End Date</b>	6/30/2019
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

## Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	10
<b>Provider</b>	Intermediate Unit 08
<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Teachers will gain knowledge on using assessments and progress monitoring, implementing effective practices for transitions, and important insights into working collaboratively with students, families, and agencies. Additionally, teachers will learn about writing present levels of achievement and functional performance, and developing measurable annual goals.
<b>Research &amp; Best Practices Base</b>	Professional development allows teachers the opportunity to gain important knowledge necessary for serving the district's students.

	<p>Additionally, the teachers will participate in self-reflection, which has been proven to be 'vital' for adult learning.</p>
<p><b>For classroom teachers, school counselors and education specialists</b></p>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<p><b>For school or LEA administrators, and other educators seeking leadership roles</b></p>	<p>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.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<p><b>Training Format</b></p>	<p>LEA Whole Group Presentation</p>
<p><b>Participant Roles</b></p>	<p>Classroom teachers Principals / Asst. Principals School counselors Parents</p>
<p><b>Grade Levels</b></p>	<p>Middle (grades 6-8) High (grades 9-12)</p>
<p><b>Follow-up Activities</b></p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Journaling and reflecting</p>

<b>Evaluation Methods</b>	The Claysburg-Kimmel School District will strive to increase the percentage of students with disabilities who meet and/or are working on completing their post-secondary goals by 2% annually over the course of this plan.

# Special Education Affirmations

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

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

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

**Affirmed by Jeremy Knott on 4/22/2016**

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*Board President*

**Affirmed by Royce Boyd on 4/25/2016**

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*Superintendent/Chief Executive Officer*