

Claysburg-Kimmel SD

Special Education Plan Report

07/01/2020 - 06/30/2023

District Profile

Demographics

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

Planning Committee

| Name | Role |
|------------------|---|
| Brian Helsel | Administrator: Professional Education Special Education☑ |
| John Kowalski | Ed Specialist - School Psychologist: Professional Education Special Education |
| Brannan Raptosh | High School Teacher - Regular Education: Professional Education Special Education |
| Brittany Svitana | High School Teacher - Special Education: Special Education |
| Paula Ickes | Parent: Professional Education Special Education☑ |

Core Foundations

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. Per 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 standards.

☐ First, the team examines the extent to which the student is not achieving adequately relative to age or state-approved grade-level standards. The areas examined: oral expression, listening comprehension, written expression, necessary 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 found to exist when the student's actual achievement is approximately one standard deviation below his or her predicted performance. The team may also consider the significant disparity between academic skills as evidence of a pattern of strengths and weaknesses relative to age or grade.

☐ The Claysburg-Kimmel School District strives to ensure that all students receive a quality education. 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 frequent progress monitoring. The Claysburg-Kimmel Junior/Senior High School offers 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 formative data-driven evaluations through the utilization of multiple web-based resources. 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 are 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 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).⁷

The host district(s) provides 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 counties. 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. That removal from the regular education environment only occurs when education in that setting with supplementary aids and services cannot be achieved satisfactorily.⁸
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 how 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 regarded as 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 training 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 continues to change 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, evidence-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 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 priority to ensure the least restrictive environment for students with disabilities. As of 2018-2019, 67.8% of Special Education (SE) students were educated inside regular education classes 80% or more of the day, up from 64.3% in 2017-2018. The district is committed to continuing 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 to best meet the needs of their students, such as Lexia Reading, Accelerated Reading, MobyMax, and SRA Corrective Reading. An emphasis on a balanced literacy approach has been made with resources such as DIBELS and LETRS training being offered routinely. Special Education teachers have access to current technologies such as iPads and apps, which provide students a variety of ways to be involved in the curriculum, and desktop computers. The district recently became a kindergarten through the 12th-grade one-to-one district with the adoption of iPads for all students. Technology access and training have been a focal point across the district. Being creative is a daily endeavor in our classrooms to meet student needs. Beginning with schoolyear 2018-2019, the district adopted Project Lead the Way (PLTW) grades kindergarten through sixth. PLTW empowers students to develop and apply in-demand, transportable skills by exploring real-world challenges. An Understanding by Design (UbD) approach has also been adopted related to a monthly production of an elementary school newspaper. Special Education students are provided with unique opportunities to engage in twenty-first literacy skills associated with collaboration, decision-making, and real-world problem solving to support the benefit of the whole. IEP teams continued to be

advised to seek and utilize best practices concerning 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 continual co-teaching opportunities, special education teachers have continued to seek additional supports to meet student needs. The addition of iPads across the district has supported not only remediation programs, but resource programs to strengthen identified core skill weakness areas. Examples include Lexia Reading, MobyMax, ALEKS Math, Khan Academy, IXL Math, Get More Math and SRA Corrective Reading. The administrators continue to play a pivotal role in the implementation of special education programs and are very supportive of new ideas and enactment processes.☐

The Claysburg-Kimmel High School staff continues to be supportive of special education processes and procedures. Schedules are often arranged, and if needed, rearranged to have planning times to support students with disabilities. An advisor/advisee program continues to be a part of the daily schedule (one classroom period per day). The advisor program was set to support in guiding 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 daily. This has been a very successful scheduling change that has enhanced opportunities for special education students to seek support for all needs daily. 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. All teachers are required to keep a data folder with specific content areas being identified. Assistive devices are utilized throughout the district 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 the material is presented orally.

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

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.

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 per 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. Also, the IEP team will identify 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 before 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 continues to support the school-wide positive behavior support plan. The team also participates as part of the elementary assistance program. 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, and expanded Student Assistance Program (ESAP/SAP). Also, effective school-family partnerships and communication, the 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. A full-time school social worker was also hired to support these initiatives in the school year 2017-2018. The school social worker is also a liaison between school-aged programming, community mental health resources/programs, and counseling opportunities.

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 the suspension is utilized 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. The CPI 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, school-based mental health counseling, drug and alcohol support services, and individual team meetings.

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 (IEP) process, the IEP decision-making process, and multiple community partner relationships are often resulting in a collaborative approach to identifying and meeting individual student needs. If needed, the district contracts with agencies to consult and provide support mechanisms to the student, the family, and 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 attempted or ruled out, including the continuum of revisiting the Student Review Process/ESAP/SAP, additional staff meetings can be held. The team also may decide to include additional training(s), holding other IEP meetings, parent contacts, and revisions to programming. The district will follow the procedures listed. Initially, the district will contact neighboring school districts to explore possible programs that can meet the needs of the referred student(s). Second, the district contacts the IU 08 or 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 embedding professional development through in-service training and interdisciplinary networking/planning meetings, teacher-led presentations and study groups, and peer observations and team teaching. Data-driven instruction is a significant 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 education classroom remains aligned with the general education curriculum and core standards with a varied presentation, pace, and assessment matched to the achievement gap among students with disabilities, low-socioeconomic status, and other risk factors. More students can 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 (ESY) programming for students that are deemed eligible through the IEP process. The special education department operates as a fluid team of special educators and intervention specialists. An emphasis is placed on professional development in all school, district, and state initiatives to provide flexible scheduling, interdisciplinary and cross-grade planning, team teaching, and delivery of tiered interventions and special education supports or services. All special education teachers participate in annual training on language arts and mathematics, childhood mental-health and other 'disorders,' positive behavioral supports, de-escalation techniques, progress-monitoring/data collection, and other initiatives through PaTTAN, Intermediate Units, and neighboring school districts within Blair/Bedford County.☐

Additionally, 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 join as members of the Multidisciplinary Evaluation and Individual Education Plan teams. These members will also be included, if necessary, on the crisis teams, ESAP/SAP teams, and other committees/networking teams to provide input and coordinate school and home supports, behavior intervention, and treatment plans within a continuum of educational 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 and supervised by the Intermediate Unit 08 and other neighboring districts. The goal is to provide educational placements for students with low incidence disabilities such as Multiple Disabilities and Life Skills Support that requires a significant 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. Educational placement options are discussed related to the identified needs of the students. Progress monitoring data of students with IEP's and those at-risk who are receiving targeted interventions for reading and mathematics will be reviewed. 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. Benchmark data is reviewed on a school-wide and individual level at least quarterly and during district in-service training.☐

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 (BIP) 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, Nulton 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 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 consistently.

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 (IEP), and other necessary documents. District administrators act as the Local Education Agency (LEA) representative for all outside educational placements. The district completes evaluations for all external 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 to be fully aware of the continuum of supports and services, equal treatment and education with sound policy and practice, and ensure that these children are allowed to learn. The district has actively participated in team meetings held at Nulton Diagnostic Center, Extended Family Program, Partial Hospitalization Programs, Merakey, Soaring Heights Schools, 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 Edmentum, which meets the needs of students who require

homebound instruction, instruction in the home, cyber school instruction, and alternative education instruction in the least restrictive environment approach.

Finally, the Claysburg-Kimmel School District is always proactive in looking for expansion of the continuum of services provided to meet our student's needs best. Additional support services are still being sought to support student needs in a concerted effort to maximize student potential.

Assurances

Special Education Assurances

No policies or procedures have been identified.

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 |
|---|------------------------------|--|---------------------------|
| Extended Family Program | Other | Learning/Emotional/Autistic Support with education provided by IU 08 | 1 |
| Spring Cove School District - Spring Cove Elementary School | Neighboring School Districts | Life Skills Support | 3 |
| Merakey | Other | Autistic and Emotional Support | 3 |
| Spring Cove School District - Martinsburg Elementary | Neighboring School Districts | Life Skills Support | 1 |
| Spring Cove School District - Central High School | Neighboring School Districts | Life Skills Support | 3 |
| Adelphoi Village | Other | Emotional Support | 1 |
| Hollidaysburg Area School District - Longer Elementary | Neighboring School Districts | MDS | 1 |
| Pyramid - Soaring Heights Schools | Other | Autistic and Emotional Support | 2 |

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2020

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|----------|-----|
| Itinerant | Learning Support | 12 to 15 | 13 | 0.5 |
| Locations: | | | | |
| Claysburg-Kimmel Junior/Senior High School – B.S. | A Junior/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 | 16 | 0.5 |
| Locations: | | | | |
| Claysburg-Kimmel Junior/Senior High School – R.C. | A Junior/Senior High School Building | A building in which General Education programs are operated | | |

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2020

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|---|---|----------|------|
| Itinerant | Learning Support | 15 to 18 | 8 | 0.17 |
| Justification: Justification: The Itinerant Learning Support teacher at the JH/SH works with students in grades 7 - 12 in a 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, the District waives the oldest student and has the parent/guardian approve the waiver. Also, a waiver statement is placed within the oldest students' IEP within Section II (Present Levels) and Section VI (Program Modifications and Specially Designed Instruction). The parent/guardian is always given the final say in allowing this to occur. | | | | |
| Locations: | | | | |
| Claysburg-Kimmel Junior/Senior High School – R.C. | A Junior/Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|----------------------|-----------------------------|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 13 to 18 | 13 | 0.8 |
| Justification: Justification: The Supplemental 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, the District waives the oldest student and has the parent/guardian approve the waiver. Also, a waiver statement is placed within the oldest students' IEP within Section II (Present Levels) and Section VI (Program Modifications and Specially Designed Instruction). The parent/guardian is always given the final say in allowing this to occur. | | | | |
| Locations: | | | | |
| Claysburg-Kimmel | A Junior/Senior High | A building in which General | | |

| | | | | |
|---|-----------------|---------------------------------|--|--|
| Junior/Senior High School – R.C. | School Building | Education programs are operated | | |
|---|-----------------|---------------------------------|--|--|

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|--------------------------------------|---|----------|------|
| Supplemental (Less Than 80% but More Than 20%) | Emotional Support | 16 to 16 | 1 | 0.03 |
| Locations: | | | | |
| Claysburg-Kimmel Junior/Senior High School | A Junior/Senior High School Building | A building in which General Education programs are operated | | |

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2020

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|-------------------------------|---|----------|------|
| Itinerant | Learning Support | 6 to 9 | 5 | 0.15 |
| Locations: | | | | |
| Claysburg-Kimmel Elementary School - A.F. | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 7 to 10 | 6 | 0.4 |
| Locations: | | | | |
| Claysburg-Kimmel Elementary School - A.F. | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Emotional Support | 7 to 9 | 2 | 0.2 |
| Locations: | | | | |
| Claysburg-Kimmel Elementary – A.F. | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|------------------------------------|-------------------------------|---|----------|------|
| Itinerant | Autistic Support | 5 to 6 | 1 | 0.25 |
| Locations: | | | | |
| Claysburg-Kimmel Elementary - A.F. | 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: Class

Implementation Date: July 1, 2020

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|-------------------------------|---|----------|------|
| Itinerant | Learning Support | 10 to 12 | 8 | 0.25 |
| Locations: | | | | |
| Claysburg-Kimmel Elementary School - J.C. | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 9 to 12 | 5 | 0.7 |
| Locations: | | | | |
| Claysburg-Kimmel Elementary School - J.C. | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|------|
| Supplemental (Less Than 80% but More Than 20%) | Emotional Support | 11 to 11 | 1 | 0.05 |
| Locations: | | | | |
| Claysburg-Kimmel Elementary - J.C. | 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: Class

Implementation Date: August 29, 2017

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|------|
| Supplemental (Less Than 80% but More Than 20%) | Autistic Support | 12 to 12 | 1 | 0.13 |
| Locations: | | | | |
| Claysburg-Kimmel Elementary School - M.W. | 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 | Autistic Support | 11 to 11 | 1 | 0.13 |
| Locations: | | | | |
| Claysburg-Kimmel Elementary School - M.W. | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|------------------------------------|-------------------------------|---|----------|------|
| Itinerant | Autistic Support | 7 to 7 | 1 | 0.09 |
| Locations: | | | | |
| Claysburg-Kimmel Elementary - M.W. | 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 12 | 6 | 0.13 |
| Locations: | | | | |

| | | | | |
|---|-------------------------------|---|--|--|
| Claysburg-Kimmel Elementary School – M.W. | An Elementary School Building | A building in which General Education programs are operated | | |
|---|-------------------------------|---|--|--|

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|------|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 10 to 12 | 5 | 0.52 |
| Locations: | | | | |
| Claysburg-Kimmel Elementary School – M.W. | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2020

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|------|
| Itinerant | Speech and Language Support | 5 to 12 | 28 | 0.85 |
| Justification: The Speech & Language Support teacher works with students from grades K through 6 in a very small school district in population . 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. | | | | |
| Locations: | | | | |
| Claysburg-Kimmel Elementary School - D.D. | 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 | 12 to 17 | 6 | 0.15 |
| Justification: The Speech & Language Support teacher works with students from grades 7 through 12 in a small school district in population . 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. | | | | |
| Locations: | | | | |
| Claysburg-Kimmel Junior/Senior High School - D.D. | A Junior/Senior High School Building | A building in which General Education programs are operated | | |

Program Position #7 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2020

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|-----------------------------------|---|----------|------|
| Itinerant | Deaf and Hearing Impaired Support | 11 to 11 | 1 | 0.04 |
| Locations: | | | | |
| Claysburg-Kimmel School District - Elementary School - W.B. | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|--------------------------------------|---|----------|------|
| Itinerant | Deaf and Hearing Impaired Support | 17 to 17 | 1 | 0.06 |
| Locations: | | | | |
| 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 | | |

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2020

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|--------------------------------------|---|----------|-----|
| Itinerant | Learning Support | 12 to 15 | 9 | 0.3 |
| Locations: | | | | |
| Claysburg-Kimmel Junior/Senior High- M.L. | A Junior/Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|--------------------------------------|---|----------|-----|
| Itinerant | Autistic Support | 14 to 17 | 2 | 0.4 |
| Locations: | | | | |
| Claysburg-Kimmel Junior/Senior High School - M.L. | A Junior/Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|--------------------------------------|---|----------|-----|
| Itinerant | Emotional Support | 14 to 17 | 4 | 0.3 |
| Justification: The Itinerant Autistic Support/Emotional Support Teacher 7 - 12 works with students in a very small school district population. The teacher groups these students so that they do not exceed the three or four-year age differential requirements. 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.☐ | | | | |
| Locations: | | | | |
| Claysburg-Kimmel Junior/Senior High School - M.L. | A Junior/Senior High School Building | A building in which General Education programs are operated | | |

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 | 0.73 |
| Para-Professional (A.I.) | Claysburg-Kimmel Elementary School | 0.73 |
| Para-Professional (T.M.) | Claysburg-Kimmel Elementary School | 0.73 |

| | | |
|---------------------------------|--|------|
| Para-Professional (J.M.) | Claysburg-Kimmel Elementary School | 0.73 |
| Para-Professional (L.A.) | Claysburg-Kimmel Elementary School | 0.56 |
| Para-Professional (J.K.) | Claysburg-Kimmel Elementary School | 0.73 |
| Para-Professional (M.B.) | Claysburg-Kimmel Junior/Senior High School | 0.57 |
| Personal Care Aide (PCA) (H.I.) | Spring Cove Elementary - Life Skills Support | 1 |
| Personal Care Aide (PCA) (T.C.) | Claysburg-Kimmel Junior/Senior High School | 0.57 |
| Personal Care Aide (PCA) (A.C.) | Spring Cove Elementary - Life Skills Support | 1 |
| Personal Care Aide (PCA) | Merakey - (J.R.) | 1 |
| Personal Care Aide (PCA) | Claysburg-Kimmel JH/SH (S.C.) | 1 |
| Personal Care Aide (PCA) | Hollidaysburg Area School District - Longer Elementary | 1 |
| Personal Care Aide (PCA) | Pyramid - Soaring Heights Schools | 1 |
| Personal Care Aide (PCA) | Claysburg-Kimmel Elementary (A.M.) | 1 |

Special Education Contracted Services

| Special Education Contracted Services | Operator | Amt of Time per Week |
|---------------------------------------|--------------------|----------------------|
| CAMCO - Physical Therapy | Outside Contractor | 5 Days |
| CAMCO - Occupational Therapy | Outside Contractor | 5 Days |

District Level Plan

Special Education Personnel Development

Autism

| | |
|---------------------------|---|
| Description | 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.☐ |
| Person Responsible | Brian Helsel |
| Start Date | 7/1/2020 |
| End Date | 6/30/2023 |
| Program Area(s) | Professional Education, Special Education, Student Services |

Professional Development Details

| | |
|---|--|
| Hours Per Session | 4 |
| # of Sessions | 3 |
| # of Participants Per Session | 20 |
| Provider | To be determined when scheduled. |
| Provider Type | Combination of providers including, but not limited to, IU, PaTTAN, School Entity |
| PDE Approved | Yes |
| Knowledge Gain | 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. |
| Research & Best Practices Base | 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. |

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| For classroom teachers, school counselors and education specialists | <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> |
| For school or LEA administrators, and other educators seeking leadership roles | <p>It 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> |
| Training Format | Department Focused Presentation |
| Participant Roles | <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>Other educational specialists</p> <p>Parents</p> |
| Grade Levels | <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> |
| Follow-up Activities | <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> |
| Evaluation Methods | <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 for this plan.</p> |

Behavior Support

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|---------------------------|---|
| Description | <p>Topic: De-escalation Training</p> <p>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).</p> |
| Person Responsible | Brian Helsel |
| Start Date | 7/1/2020 |
| End Date | 6/30/2023 |
| Program Area(s) | Professional Education, Special Education, Student Services |

Professional Development Details

| | |
|--|--|
| Hours Per Session | 3.0 |
| # of Sessions | 3 |
| # of Participants Per Session | 20 |
| Provider | Intermediate Unit 08 |
| Provider Type | IU |
| PDE Approved | Yes |
| Knowledge Gain | Professional development will offer special and regular education teachers knowledge of appropriate techniques and programs to support positive student behavior. |
| Research & Best Practices Base | 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 to improve student behavior.☐ |
| For classroom teachers, school counselors and education specialists | <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</p> |

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| | community partners. |
| For school or LEA administrators, and other educators seeking leadership roles | Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. |
| Training Format | Department Focused Presentation |
| Participant Roles | Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel Parents |
| Grade Levels | Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12) |
| Follow-up Activities | Team development and sharing of content-area lesson implementation outcomes, with the involvement of administrator or peers Creating lessons to meet varied student learning styles Building principals and staff will reflect on student behavior and plan staffings to address pro-active strategies related to improving student behavior. |
| Evaluation Methods | Participant survey 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. |

Paraprofessional

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|---------------------------|--|
| Description | <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 training 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> |
| Person Responsible | Brian Helsel |
| Start Date | 7/1/2020 |
| End Date | 6/30/2023 |
| Program Area(s) | Professional Education, Special Education, Student Services, Educational Technology |

Professional Development Details

| | |
|--|--|
| Hours Per Session | 2.0 |
| # of Sessions | 30 |
| # of Participants Per Session | 15 |
| Provider | Multiple Providers |
| Provider Type | Multiple Providers |
| PDE Approved | Yes |
| Knowledge Gain | Paraprofessionals select from a variety of professional development opportunities provided by PaTTAN or IU for paraprofessionals. ? |
| Research & Best Practices Base | Professional development will allow paraprofessionals to gain valuable knowledge and skills necessary for serving the district's students. ? |
| For classroom teachers, school counselors and education specialists | <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> |

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

Reading

| | |
|---------------------------|---|
| Description | <p>Topic: Supporting Struggling Readers</p> <p>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 a review of current resource programs being utilized, including Lexia Core5, SRA Corrective Reading, Moby Max, Accelerated Reader, etc.</p> |
| Person Responsible | Brian Helsel |
| Start Date | 7/1/2020 |
| End Date | 6/30/2023 |

| | |
|------------------------|---|
| Program Area(s) | Professional Education, Special Education, Student Services |
|------------------------|---|

Professional Development Details

| | |
|---|--|
| Hours Per Session | 3.0 |
| # of Sessions | 3 |
| # of Participants Per Session | 25 |
| Provider | Appalachian IU 08 |
| Provider Type | Combination of providers including, but not limited to, IU, PaTTAN, School Entity |
| PDE Approved | Yes |
| Knowledge Gain | The special education teachers will gain knowledge in the following areas: (a) making data-driven decisions in literacy, (b) the literacy continuum, (c) supporting learners with special needs in literacy, (d) understanding of balanced literacy approach involving DIBELS and LETERS. |
| Research & Best Practices Base | Professional development will offer special education teachers knowledge of new and advanced techniques for supporting students in a balanced literacy approach. Additionally, the training will allow special education teachers to reflect on current practices and develop new skills as needed. |
| For classroom teachers, school counselors and education specialists | <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> |
| For school or LEA administrators, and other educators seeking leadership roles | <p>It provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, professional staff education, teaching materials, and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.Ⓜ</p> <p>It 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> |

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|-----------------------------|--|
| | |
| Training Format | <p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p> |
| Participant Roles | <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>Related Service Personnel</p> <p>Parents</p> |
| Grade Levels | <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> |
| Follow-up Activities | <p>Team development and sharing of content-area lesson implementation outcomes, with the involvement of administrator or peers?</p> <p>Analysis of student work, with administrator or peers?</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> |
| Evaluation Methods | <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>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>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 throughout this plan in reading assessments, including the PSSA and Keystone Exam.</p> |

Transition

| | |
|---------------------------|--|
| Description | The district will continue to provide teachers of students of transition-age professional development in 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. |
| Person Responsible | Brian Helsel |
| Start Date | 7/1/2020 |
| End Date | 6/30/2023 |
| Program Area(s) | Professional Education, Special Education, Student Services |

Professional Development Details

| | |
|--|--|
| Hours Per Session | 3.0 |
| # of Sessions | 3 |
| # of Participants Per Session | 10 |
| Provider | Intermediate Unit 08 |
| Provider Type | IU |
| PDE Approved | Yes |
| Knowledge Gain | Teachers will gain knowledge on using assessments and progress monitoring, implementing effective practices for transitions, and valuable 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.? |
| Research & Best Practices Base | Professional development allows teachers the opportunity to gain the critical knowledge necessary for serving the district's students. Additionally, the teachers will participate in self-reflection, which has been proven to be 'vital' for adult learning. |
| For classroom teachers, school counselors and education specialists | 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 |

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| | <p>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> |
| For school or LEA administrators, and other educators seeking leadership roles | <p>It provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, professional staff education, teaching materials, and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.☐</p> <p>It 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> |
| Training Format | LEA Whole Group Presentation |
| Participant Roles | <p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Parents</p> |
| Grade Levels | <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p> |
| Follow-up Activities | <p>Team development and sharing of content-area lesson implementation outcomes, with the involvement of administrator or peers☐</p> <p>Analysis of student work, with administrator or peers☐</p> <p>Journaling and reflecting</p> |
| Evaluation Methods | <p>The Claysburg-Kimmel School District will strive to increase the percentage of students with disabilities who meet or are working on completing their post-secondary goals by 2% annually throughout this plan.</p> <p>☐</p> |

Special Education Affirmations

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that PDE will approve the Special Education Component of the District Level Plan per the following criteria, as outlined 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 finds data is collected, maintained, and used in decision-making. Child find processes 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 under 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 the 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 a 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) before the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer