

## Profile and Plan Essentials

### Special Education Students

Total Number of Students Receiving Special Education 150  
School District Total Student Enrollment 794  
Percent of Students Receiving Special Education 18.9

## Steering Committee

Name	Position/Role	Building	Email
Mr. Brian Helsel	Director of Special Education	Claysburg-Kimmel SD	bhelsel@cksdbulldogs.com
Mr. Charles Kassick	Building Principal	Claysburg-Kimmel Sr HS	ckassick@cksdbulldogs.com
Mr. Brannan Raptosh	Building Principal	Claysburg-Kimmel Jr HS	braptosh@cksdbulldogs.com
Mr. Matthew Hall	Building Principal	Claysburg-Kimmel El Sch	mhall@cksdbulldogs.com
Ms. Janell Henderson	Other	Claysburg-Kimmel El Sch	jhenderson@cksdbulldogs.com
Mr. James Clancy	Special Education Teacher	Claysburg-Kimmel El Sch	jclancy@cksdbulldogs.com
Mr. Steve Walter	General Education Teacher	Claysburg-Kimmel Sr HS	swalter@cksdbulldogs.com
Mr. Ross Carpenter	Special Education Teacher	Claysburg-Kimmel Jr HS	rcarpenter@cksdbulldogs.com
Mrs. Jessica Replogle	Parent	Claysburg-Kimmel El Sch	jessicareplogle@gmail.com
Mr. Corey Reffner	Special Education Teacher	Claysburg-Kimmel Sr HS	creffner@cksdbulldogs.com
Mrs. Tammy Carson	Parent	Claysburg-Kimmel Jr HS	raidersteel@yahoo.com
Mr. Curt Rodgers	General Education Teacher	Claysburg-Kimmel Jr HS	croddgers@cksdbulldogs.com
Mrs. Jaime Irvin	Other	Claysburg-Kimmel SD	jirvin@cksdbulldogs.com
Mr. Jeremy Knott	Board Member	Claysburg-Kimmel SD	jknott@cksdbulldogs.com
Mr. Mark Loucks	Superintendent	Claysburg-Kimmel SD	mloucks@cksdbulldogs.co

## School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

### Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

### Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

### Secondary Transition (Indicator 13)

Indicator not flagged at this time.

### Graduation (Indicator 1)

Indicator not flagged at this time.

### Drop Out (Indicator 2)

Indicator not flagged at this time.

### Assessment (Indicator 3)

Indicator not flagged at this time.

### Education Environments (Indicator 5)

Indicator not flagged at this time.

### Parent Involvement (Indicator 8)

Indicator not flagged at this time.

## Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

## Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

## Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

## Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

## Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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# Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities



# Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

**Significant Disproportionality - Identification**

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

## Non-Resident Students Oversight

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

No

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

There are no 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 school district's boundaries who may be eligible for special education are located/identified/evaluated. They are offered free appropriate public education when and if found to be eligible. The LEA will ensure that a certified Special Education Teacher will provide support and services. Nonresident children living within the school district's boundaries are treated the same way 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.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?

The host district will follow all elements of the IEP process and consistently review the student's educational placement and services each marking period. As part of this process, the host district will invite a representative of the student's district of residence to participate in all meetings. Moreover, the host district will provide the student's district of residence with information regarding the student's placement, progress, and grades every marking period. Upon returning to the home school, the transition will consider all options, including alternative programming and schedules. The process will involve open communication with the 1306 facility, parents/guardians, and the host district via emails, phone calls, online face-to-face sessions, or face-to-face meetings. Alternative programming examples include cyber programming, in-house alternative programming, half-day programming, modified schedules, etc. The needs of the student will be primary at all times. Additionally, the host district will meet with the student's family to develop a Service Agreement per Chapter 15.

## Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?

No

1. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

## Least Restrictive Environment

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

The district's data summarizing the least restrictive environment highlights a continued commitment to educating students in the least restrictive environment. According to the 2020-2021 Special Education Data Report, the district had 68.1% SE inside the regular class, 80% or more compared to the State average of 62.1%. The district's percentages regarding SE inside regular classes <40% are not reportable based on enrollment. The state rate is 9.8%. The same applies to SE in other settings, as percentages are not reportable based on district enrollment size. The state rate for other settings is 4.7%. The one area approximating the state average is generally driven by parents of students with autism who prefer their students receive their education in a private school setting. 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, 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. Students can access the general education curriculum within the regular class using supplementary aids and services, co-teaching opportunities, differentiated instruction, ability grouping, and paraprofessional support. Programs and services are delivered during the summer months through Extended School Year (ESY) services. The special education department operates as a fluid team of special educators/intervention specialists with 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/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, or 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. Agency representatives and service providers are also invited to join as members of Multidisciplinary Evaluation and Individual Education Plan teams, crisis teams, ESAP/SAP teams, threat assessment 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 to provide school-based support and services and assists with data collection, progress monitoring, and frequent, ongoing communication. The district started an in-house full-time Life Skills Support program and a full-time Multiple Disabilities Support programs during the school year 2022-2023. 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 on the progress monitoring data of students with IEPs and those at-risk who are receiving targeted interventions for reading and mathematics. At the elementary level, bi-weekly ESAP meetings discuss 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 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 the delivery of programs and services between the district and GACTC as outlined in each student's Individual Education Plan

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

**Academic Needs:** The Claysburg-Kimmel School District's goal is to increase its capacity 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 aims to provide students with instruction from highly qualified teachers with various 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 students demonstrate growth and gain meaningful educational benefits. Staff in-services, grade-level team meetings, and training are provided on an ongoing 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 through the Student Review (SR) process. The building schedule allows additional time for teachers to meet with students who require more instruction. The elementary school also has an after-school tutoring program. The high school offers various courses to meet students' instructional needs and future goals. Additionally, the high school staff regularly uses assessment data to develop student instruction plans. The high school teachers meet regularly in department, grade-level, and cross-curricular teams to refine the educational program. All students can pursue several pathways, such as vocational training, college, and a specific career interest. **Social and Emotional Needs:** The plan for the social and emotional needs is universal across all district buildings. The district utilizes a research-based SEL assessment program for K-12. To support the district SEL curriculum, grade-level teachers teach respective curriculum elements and complete specific activities to expand learning further. Additionally, each building has identified building-wide activities and awards to promote students' learning and conviction to demonstrate the critical elements of SEL. The district also has a district-wide psychologist and multiple special education teachers who provide emotional support services. Each building has school counselors who train regularly in all aspects of mental health. The district contracts with several outside agencies, including a local school district, to provide mental health programming. Each building also has a standing SAP team to identify students who may need additional support. The district regularly trains all staff in suicide awareness and trauma-informed practices. Students, teachers, and parents receive information about the Safe2Say program and the district's threat assessment team. Finally, the district has an established relationship with partial hospitalization.

3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.

The Claysburg-Kimmel School District's goal is to increase its school's capacity 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 aims to provide students with instruction from highly qualified teachers with various 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 students demonstrate growth and gain meaningful educational benefits. Staff in-services, grade-level team meetings, and training are provided on an ongoing 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 through the Student Review (SR) process.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. The Claysburg-Kimmel School District employs the following supplementary aids and services: 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. Physical: Adaptive equipment; Specific seating arrangements; Structural aids; Adaptive equipment Social-Behavioral: Social skills instruction; Modification of rules and expectations; Individualized behavior support plans; Peer supports

5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?  
The Claysburg-Kimmel School District is committed to educating students in the LRE to the maximum extent appropriate. 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 to meet his/her educational 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. When the IEP team decides to place a student in a private institution, the Assistant Superintendent/Director of Special Education becomes the LEA and point of contact for students and families. During every IEP meeting, parents are reminded to contact the assistant superintendent at any time and that the assistant superintendent's philosophy is to serve as a partner in their journey. Parents with complex needs are often given the assistant superintendent's cell phone number for quick and easy communication. Additionally, parents of students in private institutions continue to receive all district and building-level information, including upcoming events. Parents regularly request that the children participate in activities occurring in the students' home buildings. For example, we often have students placed in private institutions participate in after-school or return to the home building for a few periods. In addition to events, the district provides equal and specialized access to district technology. The district follows all federal and state laws and regulations during the evaluation and re-evaluation process. Additionally, the district asks all IEP teams to begin with the LRE with supplementary aids and services and then move to more restrictive environments when necessary to meet the student's needs. When the IEP team decides to place a student in a private institution, the Assistant Superintendent/Director of Special Education becomes the LEA and point of contact for students and families. During every IEP meeting, parents are reminded to contact the assistant superintendent at any time and that the assistant superintendent's philosophy is to serve as a partner in their journey. District technology is always offered to all students regardless of where academic-behavioral programming is provided.

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

A review of the Claysburg-Kimmel School District's State Data Report demonstrates the district's ability to educate students in the LRE. A further review reveals that the district has a full continuum of services. The district has a wide range of supplementary aids and services. The district offers a range of special education supports for all disability categories. Additionally, the district has well-established agreements with outside agencies, private providers, partial hospitalization, the local intermediate unit, and in-house contracts to assist in educating challenging to place or students who require a more restrictive environment. The district constantly reviews the needs of our students and develops appropriate services as needed.

### Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Central High School	Other	Public High School	Spring Cove School District	Life Skills Support	---
Merakey	Licensed Private Academic		Merakey	Emotional Support	---
Soaring Heights Schools	Licensed Private Academic		Pyramid Healthcare	Autistic Support	---
Extended Family Program	Licensed Private Academic		Appalachia IU8 (IU operates educational component of the program)	Emotional Support	---
Soaring Heights Schools	Licensed Private Academic		Pyramid Healthcare	Emotional Support	---



## Positive Behavior Support

Date of Approval  
2021-02-10

### Uploaded Files

Behavior Support Policy - School Board Policy Manual BoardDocs® PL.html

1. How does the district support the emotional, social needs of students with disabilities?

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 or if a new Functional Behavioral Assessment (FBA) is needed to determine whether a new positive behavioral support plan needs to be developed. When deemed appropriate or mandated by PA school code, manifestation determination meetings are held 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 supports 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, a structured approach to address attendance and mental health concerns, an 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. A full-time school social worker is employed by the district grades K-12. The school social worker is also a liaison between school-aged programming, community mental health resources/programs, and counseling opportunities. Moreover, the Claysburg-Kimmel School District has established positive working relationships with various 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.

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.

The special education department works collaboratively with regular education staff and administrators to provide appropriate training for implementing 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 diligently supported individuals by allowing them to participate in training opportunities such as non-violent crisis prevention (CPI) training. The CPI intervention program focuses on positive de-escalation techniques when dealing with challenging behaviors. The special education department works collaboratively with regular education staff and administrators to provide appropriate training for implementing 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 diligently supported individuals by allowing them to participate in training opportunities such as non-violent crisis prevention (CPI) training. The CPI intervention program focuses on positive de-escalation techniques when dealing with challenging behaviors. Additionally, special education teachers actively participate as members of grade-level teams and various networking meetings. Agency representatives and service providers are also invited to join as members of Multidisciplinary Evaluation and Individual Education Plan teams, crisis teams, ESAP/SAP teams, threat assessment 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 to provide school-based support and services and assists with data collection, progress monitoring, and frequent, ongoing communication. The district started an in-house full-time Life Skills Support program and a full-time Multiple Disabilities Support programs during the school year 2022-2023. 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 on the progress monitoring data of students with IEPs and those at-risk who are receiving targeted interventions for reading and mathematics. At the elementary level, bi-weekly ESAP meetings discuss 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 training.

3. Describe the district positive school wide support programs.

The Claysburg-Kimmel School District has a robust, multifaceted positive school-wide support program. The district utilizes various Social and Emotional learning curriculums with spiraling topics and targeted rewards focused on developing positive behaviors. Each building has a committee of teachers who work diligently to ensure fidelity and improvement. The district's social worker oversees the social-emotional learning program. The district also offers a wide range of support services. Teachers are trained in positive behavior support and are expected to apply those strategies. The district also employs numerous instructional aides to help facilitate learning and apply positive behavior support strategies on a 1 to 1 level as needed. The district supports and guides parents in applying for community-based support. The district has existing relationships with partial mental hospitalization and full-time emotional support placements. The district's positive behavior support plans and processes allow the district to educate students in the LRE to the maximum extent possible. Additionally, special education teachers actively participate as members of grade-level teams and various networking meetings. Agency representatives and service providers are also invited to join as members of Multidisciplinary Evaluation and Individual Education Plan teams, crisis teams, ESAP/SAP teams, threat assessment 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 to provide school-based support and services and assists with data collection, progress monitoring, and frequent, ongoing communication. The district started an in-house full-time Life Skills Support program and a full-time Multiple Disabilities Support programs during the school year 2022-2023. 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 on the progress monitoring data of students with IEPs and those at-risk who are receiving targeted interventions for reading and mathematics. At the elementary level, bi-weekly ESAP meetings discuss 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 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 the 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.

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

The Claysburg-Kimmel School District maintains a full range of school-based behavioral health services. All staff members receive training in youth mental health, availability of interventions, accessing the SAP team, identifying homelessness, social-emotional learning, and positive behavior supports. The district has a full-time social worker and school counselors at each building level (Elementary, Middle, and High School). The district employs a school psychologist three days per school week. The district contracts with numerous out-of-district locations, including licensed private academic settings providing autistic and learning support programming requiring specialized educational and behavioral programs. For students who require additional services at home or school, the district regularly helps parents apply for behavior support. Finally, the district has several more restrictive locations for students who require considerable interventions. Those locations include partial mental hospitalization, private providers, and inpatient mental hospitalization.

5. Describe the district restraint procedure.

The district only uses restraints as a last resort when students could harm themselves or others. The district sends all instructional assistants to Non-violent crisis training. The district is proactive in developing the Individualized Education Plan to avoid restraints. The district will immediately contact the parents/guardians and law enforcement if a restraint is necessary. If the student has a disability, the district will immediately begin a manifestation determination. If the student has a disability, the district will invite the parents to an IEP meeting within ten days of the restraint. If the student has a disability, the IEP team will convene to review the re-evaluation and IEP to identify potential revisions to avoid future restraints. If the student is a student with a disability, the district will complete the RISC Report immediately following the IEP team meeting.

## Intensive Interagency

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

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. 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 are the Local Education Agency (LEA) representatives 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 the expected requirements for evaluation procedures. Regular visits or contacts via phone or Zoom sessions are made to the 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 at Nulton Diagnostic Center, Extended Family Program, Partial Hospitalization Programs, Merakey, Soaring Heights Schools, and 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 each child's needs, including 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 Edgenuity (Imagine Learning), 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 students' needs best. Additional support services are constantly being sought to support student needs in a concerted effort to maximize student potential. Currently, the district does not have any students needing Instruction Conducted in the Home or waiting for an appropriate educational placement. However, the district maintains partnerships with neighboring schools and the IU to determine the necessary programs to provide educational benefits for best-serving student needs. The district continues to consult with Intermediate Unit 8 to assist with program placements or provide the support necessary to meet student needs. Additionally, students with health concerns preventing them from attending in-person learning have utilized the district's online platform to access live classes with regular and special education teachers necessary to ensure FAPE. SES is monitored and updated throughout the school year. The district complies with the SES system's reporting requirement and engaging Intensive Interagency Coordination for students requiring Homebound Instruction or Instruction Conducted in the Home.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SH-CR-LS-ES-AS	Secondary	Full-time (1.0)	03/23/2023 02:58 PM

<b>Building Name</b>		
Claysburg-Kimmel Sr HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		25
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>Building Name</b>		
Claysburg-Kimmel Sr HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>
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Claysburg-Kimmel Sr HS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SpLg-Blair-MO	Multiple	Part-time (0.5)	03/22/2023 11:55 AM

<b>Building Name</b>		
Claysburg-Kimmel El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
The speech and language .50 FTE teacher works with students 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.		0.31

<b>Building Name</b>		
Claysburg-Kimmel Jr HS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SpLg-JJ	Multiple	Full-time (1.0)	03/23/2023 02:59 PM

<b>Building Name</b>		
Claysburg-Kimmel El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		35
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
The speech and language 1.00 FTE teacher works with student's 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.		0.54

<b>Building Name</b>		
Claysburg-Kimmel Jr HS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Claysburg-Kimmel Sr HS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Elem-BS-MDS-LSS	Elementary	Full-time (1.0)	03/23/2023 02:59 PM

<b>Building Name</b>
Claysburg-Kimmel El Sch



<b>Support Type</b>		
Multiple Disabilities Support		
<b>Support Sub-Type</b>		
Multiple Disabilities Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>Building Name</b>		
Claysburg-Kimmel El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Claysburg-Kimmel El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>

	0.17
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elem-TW-LSS-MDS	Elementary	Full-time (1.0)	03/23/2023 03:04 PM

<b>Building Name</b>		
Claysburg-Kimmel El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Claysburg-Kimmel El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Claysburg-Kimmel El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Elem-JC-LS-ES-AS	Elementary	Full-time (1.0)	03/23/2023 03:05 PM

<b>Building Name</b>		
Claysburg-Kimmel El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

<b>Building Name</b>
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Claysburg-Kimmel El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.45

<b>Building Name</b>		
Claysburg-Kimmel El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

<b>Building Name</b>		
Claysburg-Kimmel El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 13

<b>Age Range Justification</b>	<b>FTE %</b>
	0.06

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Elem-DT-LS-ES-AS	Elementary	Full-time (1.0)	03/22/2023 12:11 PM

<b>Building Name</b>		
Claysburg-Kimmel El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Claysburg-Kimmel El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>Building Name</b>		
Claysburg-Kimmel El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Claysburg-Kimmel El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Claysburg-Kimmel El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

<b>Building Name</b>		
Claysburg-Kimmel El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Elem-AF-LS-ES-AS	Elementary	Full-time (1.0)	03/22/2023 12:14 PM

<b>Building Name</b>		
Claysburg-Kimmel El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Claysburg-Kimmel El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Claysburg-Kimmel El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Claysburg-Kimmel El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		



Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Claysburg-Kimmel El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 6
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Claysburg-Kimmel El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JHSH-RC-LS-ES-AS	Secondary	Full-time (1.0)	03/22/2023 12:23 PM

<b>Building Name</b>		
Claysburg-Kimmel Jr HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>Building Name</b>		
Claysburg-Kimmel Jr HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>Building Name</b>		
Claysburg-Kimmel Sr HS		
<b>Support Type</b>		

Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Claysburg-Kimmel Sr HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Claysburg-Kimmel Jr HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Claysburg-Kimmel Sr HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Claysburg-Kimmel Jr HS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Claysburg-Kimmel Sr HS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
JH-PL-LS-ES-AS	Secondary	Full-time (1.0)	03/22/2023 12:31 PM

<b>Building Name</b>		
Claysburg-Kimmel Jr HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		24
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.48

<b>Building Name</b>		
Claysburg-Kimmel Jr HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Claysburg-Kimmel Jr HS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

<b>Building Name</b>		
Claysburg-Kimmel Jr HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Claysburg-Kimmel Jr HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		

Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Claysburg-Kimmel El Sch		200
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
16 feet, 0 inches x 25 feet, 4 inches	405sqft	14
<b>Implementation Date</b>		
2023-03-23		
<b>Uploaded Files</b>		

### 1Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Claysburg-Kimmel El Sch		101
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
34 feet, 9 inches x 24 feet, 5 inches	848sqft	30
<b>Implementation Date</b>		
2023-03-23		
<b>Uploaded Files</b>		



2 Assurance Check

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

Building Name		Room #
Claysburg-Kimmel El Sch		204
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 9 inches x 24 feet, 5 inches	799sqft	28
Implementation Date		
2023-03-23		
Uploaded Files		

3 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Claysburg-Kimmel El Sch		201
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 9 inches x 24 feet, 5 inches	799sqft	28
<b>Implementation Date</b>		
2023-03-23		
<b>Uploaded Files</b>		

#### 4Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Claysburg-Kimmel El Sch		104
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 9 inches x 24 feet, 5 inches	799sqft	28
<b>Implementation Date</b>		
2023-03-23		
<b>Uploaded Files</b>		

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5 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Claysburg-Kimmel El Sch		6D
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 8 inches x 27 feet, 0 inches	774sqft	27
<b>Implementation Date</b>		
2023-03-23		
<b>Uploaded Files</b>		

6 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Claysburg-Kimmel El Sch		202
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
15 feet, 6 inches x 23 feet, 5 inches	362sqft	12
<b>Implementation Date</b>		
2023-03-23		
<b>Uploaded Files</b>		

#### 7Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Claysburg-Kimmel Jr HS		113
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
47 feet, 0 inches x 24 feet, 0 inches	1128sqft	40
<b>Implementation Date</b>		
2023-03-23		
<b>Uploaded Files</b>		

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**8 Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Claysburg-Kimmel Sr HS		225
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
34 feet, 0 inches x 21 feet, 6 inches	731sqft	26
<b>Implementation Date</b>		
2023-03-23		
<b>Uploaded Files</b>		

**9 Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Claysburg-Kimmel Jr HS		123
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 22 feet, 0 inches	638sqft	22
<b>Implementation Date</b>		
2023-03-23		
<b>Uploaded Files</b>		

10 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Claysburg-Kimmel Sr HS		135b
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
9 feet, 6 inches x 16 feet, 6 inches	156sqft	5
<b>Implementation Date</b>		
2023-03-23		
<b>Uploaded Files</b>		

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11 Assurance Check

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

## Special Education Support Services

### 12Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	.60	District Wide	District
School Psychologist	.60	District Wide	District
Physical Therapist	.20	District Wide	Contractor
Occupational Therapist	.40	District Wide	Contractor
Social Worker	1.00	District Wide	District
Guidance Counselor	1.00	Elementary	District
Guidance Counselor	1.00	Secondary	District
Guidance Counselor	1.00	District Wide	District
Other	1.00	District Wide	District
Paraprofessionals	4.00	Secondary	District
Paraprofessionals	15.50	Elementary	District



## Special Education Personnel Development

### Autism

<b>Description of Training</b>			
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>Lead Person/Position</b>		<b>Year of Training</b>	
Building Principals/School Psychologist		2023 2024 2025 2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1.00	2	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

### Positive Behavior Support

<b>Description of Training</b>			
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>Lead Person/Position</b>		<b>Year of Training</b>	
Brian Helsel/Director of Special Services		2023 2024 2025 2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>

2	1	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other
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### Paraprofessional

Description of Training			
Inclusive Education: Supporting Students with Disabilities in the Least Restrictive Environment 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, CPR, and professional development provided. Additionally, the district will periodically identify specific areas where 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.			
Lead Person/Position		Year of Training	
Brian Helsel/Assistant Superintendent of Schools		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
3	7	District	Paraprofessionals

Description of Training	
Inclusive Education: Supporting Students with Disabilities in the Least Restrictive Environment. Professional development will include non-violent crisis intervention, first aid, CPR, and professional development provided.	
Lead Person/Position	Year of Training
Brian Helsel/Assistant Superintendent	2023 2024 2025

		2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	5	District	Building Administrators Central Office Administrators General Education Teachers Parents Special Education Teachers Other

### Transition

Description of Training			
This training will provide special education teachers with activities and assessments to create individual comprehensive transition plans for students with disabilities. Best practices will be shared for enhancing education to increase positive post-school outcomes for students with disabilities.			
Lead Person/Position		Year of Training	
Brian Helsel/Director of Special Services		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

## Science of Literacy

Description of Training			
General and special education teachers will gain knowledge of best practices with literacy instruction. Teachers will align literacy curriculum activities with state standards to ensure complete coverage of skills and knowledge needed.			
Lead Person/Position		Year of Training	
Building Principals		2024 2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

## Parent Training

Description of Training			
This training will provide parents with techniques for assisting their child be successful in school. Topics may include homework help, navigating technology, clarification of specific disabilities, and accessing additional resources.			
Lead Person/Position		Year of Training	
Brian Helsel/Director of Special Services		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

## IEP Development

<b>Description of Training</b>			
Description of Training This training will provide a review of required components and compliance regulations for IEP development. The focus will include previously identified areas of need as well as including best practices in IEP development.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Brian Helsel/Director of Special Services		2023 2024 2025 2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Paraprofessionals Special Education Teachers

## Signatures & Affirmations

Approval Date  
2023-05-03

Uploaded Files  
Sign-off 5-3-2023.pdf

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

Superintendent/Chief Executive Officer  
Mark Loucks  
Date  
2023-05-03

