

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 255
School District Total Student Enrollment 1304
Percent of Students Receiving Special Education 19.6

Steering Committee

Name	Position/Role	Building	Email
Dr. John Kreider	Superintendent	Carlynton SD	john.kreider@carlynton.k12.pa.us
Sara Hoffman	Director of Special Education	Carlynton SD	sara.hoffman@carlynton.k12.pa.us
Dr. Edward Mantich	Director of Curriculum	Carlynton SD	edward.mantich@carlynton.k12.pa.us
Marsha Burleson	Building Principal	Crafton El Sch	marsha.burleson@carlynton.k12.pa.us
Megan Thomas	Parent	Crafton El Sch	megan.thomas@carlynton.k12.pa.us
Donald Alexander	General Education Teacher	Carnegie El Sch	donald.alexander@carlynton.k12.pa.us
Brian Harewicz	Special Education Teacher	Carnegie El Sch	brian.harewicz@carlynton.k12.pa.us
Jenna Mozzocio	Building Principal	Carnegie El Sch	jenna.mozzocio@carlynton.k12.pa.us
Dr. Patricia Serdy	Other	Carlynton SD	patricia.serdy@carlynton.k12.pa.us
Annemarie Bunch	Special Education Teacher	Carlynton JSHS	annemarie.bunch@carlynton.k12.pa.us
Susan Zbur	General Education Teacher	Carlynton JSHS	susan.zbur@carlynton.k12.pa.us
Kelly Zaletski	Board Member	Carlynton SD	kelly.zaletski@carlynton.k12.pa.us
Rebecca Braithwaite	Other	Crafton El Sch	rebecca.braithwaite@carlynton.k12.pa.us
Emily Dunker	Building Principal	Carlynton JSHS	emily.dunker@carlynton.k12.pa.us
Jim Schriver	Board Member	Carlynton SD	jim.schriver@carlynton.k12.pa.us
Holly Burnett	Parent	Crafton El Sch	holly.burnett@carlynton.k12.pa.us

School District Areas of Improvement and Planning - Indicators

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Improvement and Planning Activity
<p>ELA & Math 8th-</p> <p>District Level: -Provide assessment information in Newsletters, announcements, and flyers. -Post assessment information on district and school websites. -Use Social media or automatic calling systems to circulate parent reminders about the assessment.</p> <p>Building Level Administrators: -Make state assessment part of the academic culture -Provide staff talking points related to purpose of assessment. - Provide periodic communication to the educational staff that ALL students are responsible for assessment accountability. - Communicate expectations with school staff about modeling a positive attitude. - Provide training for school climate when educators are addressing students the importance of standardized testing - Address assessment anxiety with integrated mindfulness and self-regulation activities into time prior to, during and after participation. - Attend PTA/PTO meetings to communicate the purpose of the assessment. - Establish an orderly testing plan and positive testing environment. - Establish a firm and structured PSSA Make-Up schedule to ensure we get all students to participate, even if they missed the original scheduled test period. - Collaborate with faculty and celebrate successes with faculty and students before and after testing.</p> <p>Teachers: Communicate with students and families about annual assessments. -Model a positive attitude. - Encourage students to participate and do their best - Ensure students understand the purpose of the test and why it is important. - Explain how the results are used. - Highlight student growth between CDT administrations to encourage student participation by showing current yearly growth. - Inform students that if they are opting out or refusing to participate that they are still held accountable for a day's worth of instruction.</p> <p>Parents: -Inform parents on the implications of opting out from the district perspective, but also in implications on student data and ability to support students' growth. - Increase parent awareness of Pathways 1 and 2 of the graduation requirement pathways. - Share how district is using the testing data,</p>

including graduation requirements. - Create a protocol for parents wishing to have their student opt out. - Parents are invited to an Opt out review of the test. - Provide a brief narrative covering the positive aspects of testing. - Reach out to parents one or one when requesting an Opt-out. - Give parents the opportunity to express their children's challenges when taking the tests. -The cancelation of the PSSA exams during the pandemic contributed to community perception of these assessments as being optional. They have learned that there is no accountability on the part of students and parents. We have considered, student, parent and sometime teacher apathy to be a possible contributor to the participation rates of these demographic group. Since we are only looking at a very small number of students who would cause us to fall below the 95% Participation thresholds, the Carlynton School District is going to provide an incentive program in all of our buildings that will increase the awareness of the importance of participating in the state assessment and reward perfect participation in the exams.

Student Incentives: -Organize school spirit events to include pep rallies, spirit events or field days. - Create morning incentives for students on each testing day, such as treat bags, prior to administration of the exam. -After test day provide student activities such as music, dancing, basketball, hula hoops, art room and movies for student who participate in the day's assessments. - Initiate gift cards (2) drawings at the end of each testing window for students who participated in all days of each exam. Students will receive a ticket for full participation in the assessment for that window and a random drawing will take place to award the gift cards.

Math 11-

District Level: -Provide assessment information in Newsletters, announcements, and flyers. -Post assessment information on district and school websites. -Use Social media or automatic calling systems to circulate parent reminders about the assessment.

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Teachers: Communicate with students and families about annual assessments. -Model a positive attitude. - Encourage students to participate and do their best - Ensure students understand the purpose of the test and why it is important. - Explain how the results are used. - Highlight student growth between CDT administrations to encourage student participation by showing current yearly growth. - Inform students that if they are opting out or refusing to participate that they are still held accountable for a day's worth of instruction.

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

Indicator not flagged at this time.

Education Environments (Indicator 5)

Improvement and Planning Activity
School psychologists and principals have been trained to discuss as an IEP team to always consider general education with supplementary aids and supports for students.
IEP teams have been asked to revisit IEP and see if there is a way that students can be in the general education classroom for part of the lesson then get pulled out for support when needed. In some cases, students can go to their case manager during Intervention/Enrichment time for additional support.
The supplementary aids and services include program and curriculum modifications, positive behavior support plans, counseling as a related service, as well as the use of paraprofessionals and co-teaching to support students in the general education environment. At the elementary level, students are fully integrated in Unified Arts classes. At the Junior Senior High School, students able to take peer-to-peer classes.

No (Indicator 6 & 7)

Parent Involvement (Indicator 8)

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.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Improvement and Planning Activity
Transition Coordinator attends quarterly meetings at the Allegheny Intermediate Unit.
Training during annual summer Boot Camp for all special education teachers

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

Corrective Action	Improvement and Planning Activities
GRADUATION RATES	<p>*The LEA will develop a team and review data and pathways to graduation quarterly of students who are juniors and seniors, and aging out. Team will meet every three weeks and review students' progress towards graduation and identify any needs or barriers towards graduation. Staff involved will be the Director of Pupil Services and Special Education, Curriculum and Assessment Coordinator, Principals, School Counselors, School Psychologist, Transition Coordinator and the Social Worker.</p> <p>*SAP team will meet weekly and see if there are any barriers towards graduation</p> <p>* The Director of Pupil Services and Special Education will review and attend IEP meetings for students who are juniors, seniors, and/or aging out (both within the district and outside placements.) Topics to focus on will include attendance, transition plan, supports coordination, OVR involvement, work experiences, postsecondary education, and independent living.</p> <p>* The Director of Pupil Services and Special Education will ensure that Child Count numbers are accurately reported in order to accurately track students who have graduated. Staff involved include Director of Special Education, PIMS coordinator.</p> <p>* The Special Education Department will develop a system to track juniors, seniors, and students aging out. -Staff involved include Director of Special Education, District Administration, and the PIMS coordinator.</p> <p>Evidence of Results : Training calendars, agendas, sign-in sheets, spreadsheets</p>
PARENT TRAININGS	<p>The team will include Director of Special Education, School Psychologist, District Social Worker, Regular Education Teachers, Special Education Teachers, Parent(s) representatives, Principals, and anyone else the team identifies would be beneficial.</p> <p>The team will develop a parent training schedule, which may include (but not be limited to):</p> <p>*Informational packets for transition services will be given at IEP meetings</p> <p>* Parent information surveys will be emailed/mailed home annually</p> <p>*Trainings advertised on website</p> <p>*Robo calls notifying parents of training</p> <p>* Quarterly trainings by providers such as PEAL, ODR, Office of Behavioral Health, etc.</p> <p>* Tables with information for parents set up at Meet the Teacher Night, orientation for new students, parent teacher/conferences, and other parent engagement events.</p> <p>Evidence of Results: copies of materials given to parents, invitations / sign in sheets for trainings, parent surveys, screenshots of advertised trainings on website, transcripts of robo calls, team meeting sign ins/agendas</p>
LRE	<p>To review students who are educated in less than 80% of the regular classroom. The LEA will develop a team and review data quarterly of students placed outside the district.</p> <p>*The Pupil Services Director will review IEPs and progress of students in out of district placements.</p> <p>*IEP team meets for individualized reintegration plans for students demonstrating a readiness for return to public school.</p> <p>*District administration will explore additional opportunities to support students within the regular education classrooms.</p> <p>*Provide training and reminders to teaching staff to increase capacity including: the use of the "Supplementary Aids and Services Toolkit": LRE requirements, Progress monitoring, Tiered supports and flexible grouping</p>

	Evidence of Results: Training calendars, agendas, sign-in sheets, handouts
STAFF TRAININGS	Based on the results of the teacher survey, the LEA will develop an improvement plan to address personnel training.

Identification Method

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

The district uses the Discrepancy Model

Significant Disproportionality - Placement

District Not Flagged for Significant Disproportionality in this area.

Significant Disproportionality - Discipline

District Not Flagged for Significant Disproportionality in this area.

Significant Disproportionality - Identification

District Not Flagged for Significant Disproportionality in this area.

Non-Resident Students Oversight

1. Is your district currently a host district for a 1306 facility? NO
2. 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.)
If non-resident facilities were opened, the district would create a collaborative relationship with the facility and be a member of the IEP team. The district would develop a protocol to ensure that students are receiving a free and appropriate public education (FAPE) in the least restrictive environment. If the district were to have facilities for non-resident students, it would assume the responsibility for locating, evaluating and serving eligible children. Carlynton would assume the LEA duties for students in the facility and would see no barriers in meeting its obligations under Section 1306 of the Public School Code. Upon notification that a non-resident student would be attending one of the schools within the District, the appropriate actions would be taken to make sure the student received the appropriate special education services and supports in the least restrictive environment.

The District will: Comply with the "child-find" obligations of IDEIA and Chapter 14 Regulations; Utilize appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility or continued eligibility and educational needs; Implement, timely review and/or develop Individualized Education Programs (IEPs) for eligible students in accordance with state and federal laws and regulations, including compliance with procedural safeguards; and Provide Free Appropriate Public Education (FAPE) in conformity with the IEP. If additional assistance is required, the District would seek support from the Allegheny Intermediate Unit, in order to ensure a smooth transition with the provision of FAPE for the student with a disability. The District would work collaboratively if other agencies were involved. 3) The District does not anticipate any problems nor barriers, which limits its ability to meet the obligations under Section 1306 of the Public-School Code.

3. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
The district stays in constant communication with the 1306 facilities. Meetings are held regularly to discuss progress and the transitional needs of students ready to either return to our school or their home district. Most 1306 facilities have their own processes to reach out to districts when students are initially placed there and are excellent with coordinating with our district. In the event that a 1306 facility does not reach out to us, we then reach out to them.

Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries? No
2. 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 philosophy is that students receiving special education need to be in the general education classroom with their peers while being exposed to the general education curriculum as much as possible. At the elementary level when students qualify for services, the district has been recommending general education with supplementary aids and services then if not enough support the team looks at push-in support, pull-out support, then a private school. This is a continuum of services.

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?

To look at the inclusive setting IEP teams consider a full range of supplementary supports and services when making placement decisions for students. The supplementary aides and services include program and curriculum modifications, positive behavior support plans, counseling as a related service, as well as the use of paraprofessionals and co-teaching to support student needs in the different settings. These considerations occur in all programs in a district and are a part of the IEP process. The staff considers placement within the general education classroom with supplementary aids and services prior to considering a more restrictive setting. To help our staff and students, the district has provided training within this area. We partner with the Watson Institute and the Allegheny Intermediate Unit Training and Consulting (TaC) team as a resource to identify strategies to support students when necessary. We use PaTTAN, the AIU and other resources for additional trainings as well as giving the staff the ability to attend any training they request to attend.

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 district offers co-teaching, the use of paraprofessionals and supplementary aids and services to support students. The Junior Senior High School offers peer-to-peer classes and students at the elementary level are fully integrated in Unified Arts class. The staff uses the Supplementary Aids and Services worksheet to consider the full range of services. The district uses PaTTAN, the Allegheny Intermediate Unit, guest speakers, and consultants to offer support for staff.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.

Our district is a supportive and inclusive district. No student is excluded from participating in an extracurricular activity that they wish to be involved in. When a student is experiencing a barrier, we do not exclude them in participating. A good example of removing barriers is the district offers free physicals to students wanting to participate in a fall extracurricular sport from AHN and transportation to the Junior Senior High School in the summer. During the school year, the district provides transportation for after school activities at the Junior Senior High School. When necessary, the district provides a paraprofessional and nursing services when deemed necessary. In the past, we have provided support staff, interpreters, and requested allowable accommodations through the WPIAL and PIAA. The district currently participates in unified sports specifically bocce, Best Buddies and Students Together with Athletes Reaching Success (STARS). STARS is a peer-driven, inclusive, collaborative effort spanning many high schools. Interscholastic events and activities, like the St. Patrick's Day celebration, are coordinated to support friendships between those with and without physical and intellectual disabilities.

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.

District extracurricular activities are available to all student whether in district or those who have been placed in a private school. The district works with each individual's private institution and the student's parents/guardians to provide access when it is appropriate for the student to participate. It is encouraged for students to participate in sports, plays, musicals, dances, and transition activities.

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)

Although the district provides emotional support, the district could expand this program and offer more self-contained classrooms and supports to limit any need for students to be placed out of district in a private school due to behaviors. Private schools in this area are only recommended if the student has a greater behavioral or mental health level of need beyond what the self-contained classrooms provide.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Bradley Center	Licensed Private Academic		Bradley Center	Emotional Support	3
Easter Seals of Western PA	Approved Private School (APS)		Easter Seals	Multiple Disabilities Support	1
Wesley Schools	Approved Private School (APS)		Wesley Family Services	Emotional Support	3
WISCA	Licensed Private Academic		Watson Institute	Autistic Support	1
Watson South	Approved Private School (APS)		Watson Institute	Autistic Support	4
Western Pennsylvania School for Blind Children	Approved Private School (APS)		WPSBC	Blind and Visually Impaired Support	1
Pathfinder	Other	Public non-residential	Allegheny Intermediate Unit	Life Skills Support	6
Mon Valley	Other	Public non-residential	Allegheny Intermediate Unit	Autistic Support	1
Hope Academy	Licensed Private Academic		Hope Academy	Autistic Support	1
PACE	Approved Private School (APS)		PACE	Autistic Support	1
Pioneer	Other	Public School	Pittsburgh Public School District	Multiple Disabilities Support	1

Positive Behavior Support

Date of Approval
2023-01-17

Uploaded Files
Behavioral Support Policy.pdf

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

The district supports the emotional and social needs of students with a disability by providing SDIs specific for each student. The district has utilized Tier 1 supports through the CHILL room and Social Emotional Learning. The district currently provides school based out-patient therapy contracting with Allegheny Health Network and their CHILL Program. If school-based services are deemed necessary if impacting access to education and the family and student agree, then a student receives school-based therapy as a related service.

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.

District special education staff are in-serviced at the beginning of each school year on conducting functional behavior assessments and writing positive behavior support plans (PBSP). Copies of PBSPs are provided to teachers and administrators prior to the start of each school year and staff have access to view it in OnHands. A crisis team is identified in each building. The crisis teams and all paraeducators are trained in Crisis Prevention Intervention (CPI) and de-escalation techniques. They are re-certified ever two years.

3. Describe the district positive school wide support programs.

School wide positive behavior supports and character education are in place. This is for all students in the building. Teachers meet with administration, school psychologist, guidance counselor and trained SAP team members regularly to review student data and progress. Additional supports are always considered. The administration utilizes any or all private agencies willing to provide additional supports. The district attempts to work with all community providers, in order to ensure a seamless plan throughout the day for children.

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

A continuum of behavioral health interventions are in place for all students, with additional supports for students receiving special education services. All buildings have implemented Student Assistance Programs (SAP). These programs can make direct referrals for mental health assessments from the local county agency, or drug and alcohol screenings with parent permission. In order to provide school-based or outpatient therapy services for students with emotional and behavioral needs. The mental health therapist provides proactive group and individual counseling, as per student IEPs. A mental health therapist is provided for students with counseling in their IEPs. This service is provided in addition to SAP, outside referrals, and guidance counselors.

Starting in the 2023-24 school year, all three schools will have Allegheny Health Network's CHILL Program. In addition, the district has received training on trauma informed care. Collaborating with a local mental health agency has allowed services to be provided in the schools and individual mental health therapists placed in the schools. The district employs two full-time school psychologists and they can provide counseling services. If a student needs a functional behavior assessments (FBA), the school psychologist will conduct the FBA then consult with teachers and case managers regarding the development and implementation of positive behavior support plans. Further, they support the district in providing professional development to teachers, paraprofessionals, and parents regarding behavioral strategies and mental health. In recognition of the need to address behavioral needs of students and required by Act 44/67, the administration has made trauma informed care a professional development initiative and the district has received training over the past year

5. Describe the district restraint procedure.

- I. Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when:
 - a. the student is acting in a manner as to be clear and present danger to himself, to other students or to employees, and;
 - b. only when less restrictive measures and techniques have proven to be or are less effective.
- II. The Staff member who conducted the restraint is responsible for:
 - a. immediately reporting the incident to the Building Principal;
 - b. completing the Restraint Report and submitting a copy to the Building Principal the same day as the incident.
- III. The Building Principal, on the same day as the restraint will:
 - a. notify the parents, by telephone or in person of the use of restraint;
 - b. document whether the parent requests/declines an IEP meeting
 - c. immediately report the incident to the Director of Special Education and Pupil Services;
 - d. forward a copy of the restraint Report to the Director of Special Education and Pupil Services;
 - e. inform the Director of Special Education and Pupil Services, as to whether or not parents requested an IEP meeting (If a student is already identified for Special Education).
- IV. The Director of Special Education and Pupil Services, within twenty-four hours of the incident will:
 - a. Regular Education Student:
 - i. schedule meeting with parent
 - ii. issue permission to evaluate consent form
 - b. Special Education Student:
 - i. mail the parents the Restraint Notification which include the Invitation To Participate in the IEP Team Meeting;
 - ii. schedule an IEP meeting within ten (10) school days of the incident unless the parent, after reviewing the notice, agrees in writing to waive the meeting;
 - iii. if unable to obtain a written response from the parent within eight (8) school days, the IEP meeting shall be held.

- V. For already identified students, the IEP Team, if a meeting is held, shall:
 - a. consider whether the student needs a Functional Behavioral Assessment, Reevaluation, a new or revised Positive Behavioral Support Plan or a change of placement to address the in appropriate behavior;
 - b. document as a Revision to the IEP.

- VI. For special education students, Director of Special Education and Pupil Services will be responsible for:
 - a. entering restraints in the Restraint Information System Collection (RISC)
 - b. reporting any restraints that result in an injury to a student and/or staff person via e-mail to the Bureau of Special Education (BSE).

- VII. Each time a restraint is entered into the RISC, the BSE staff will be notified via PDE's e-mail system. The restraint will be reviewed within two working days of recording. The BSE will notify the school contact person if additional information or clarification is needed.

- VIII. If no restraints are used during the entire school year, the Director of Special Education and Pupil Services shall report " no restraints in the recently completed school year" on the RISC System.

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.

There are no 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 appropriate educational placement. In the event this would occur, the district would seek the assistance of the Allegheny Intermediate Unit and/or PaTTAN to help us correct the situation, it is a rare occurrence for the district to provide instruction conducted in the home.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AIU2	Elementary	Part-time (0.5)	03/03/2023 10:45 AM

Building Name		
Carnegie El Sch		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
Students are not serviced in the same classroom at the same time		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AIU1	Multiple	Part-time (0.5)	03/03/2023 10:42 AM

Building Name		
Carnegie El Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6
Age Range Justification		FTE %
		0.02

Building Name		
Carlynton JSHS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CRA5	Multiple	Full-time (1.0)	03/03/2023 10:23 AM

Building Name		
Crafton El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		27
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Students are not serviced in the classroom at the same time		0.42

Building Name		
Carlynton JSHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 18
Age Range Justification		FTE %
Students are not serviced in the classroom at the same time		0.37

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CRA4	Elementary	Full-time (1.0)	03/03/2023 09:38 AM

Building Name		
Crafton El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.04

Building Name		
Crafton El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CRA3	Elementary	Full-time (1.0)	03/03/2023 09:36 AM

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

Building Name		
Crafton El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CRA2	Elementary	Full-time (1.0)	03/02/2023 03:29 PM

Building Name		
Crafton El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Students are not serviced in the classroom at the same time		0.1

Building Name		
Crafton El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CRA1	Elementary	Full-time (1.0)	03/02/2023 03:24 PM

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

Building Name		
Crafton El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
Students are not serviced in the classroom at the same time		0.25

Building Name		
Crafton El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.06

Building Name		
Crafton El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range

School District	Elementary	6 to 6
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CAR6	Elementary	Full-time (1.0)	03/03/2023 09:12 AM

Building Name		
Carnegie El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		52
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
Students are not services in the classroom at the same time		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CAR5	Elementary	Full-time (1.0)	03/02/2023 03:18 PM

Building Name		
Carnegie El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.12

Building Name		
Carnegie El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CAR4	Elementary	Full-time (1.0)	03/02/2023 03:16 PM

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

School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.1

Building Name		
Carnegie El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CAR3	Elementary	Full-time (1.0)	03/02/2023 03:14 PM

Building Name		
Carnegie El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.1

Building Name		
Carnegie El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.5

Building Name		
Carnegie El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		0.04

Building Name		
Carnegie El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Students are not services at the same time in the classroom		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CAR2	Elementary	Full-time (1.0)	03/02/2023 03:07 PM

Building Name		
Carnegie El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.12

Building Name		
Carnegie El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CAR1	Elementary	Full-time (1.0)	03/02/2023 03:05 PM

Building Name		
Carnegie El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.05

Building Name		
Carnegie El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.04

Building Name		
Carnegie El Sch		
Support Type		

Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.25

Building Name		
Carnegie El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JSMS7	Secondary	Full-time (1.0)	03/02/2023 02:53 PM

Building Name		
Carlynton JSMS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.2

Building Name		
Carlynton JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JSHS6	Secondary	Full-time (1.0)	03/02/2023 02:50 PM

Building Name		
Carlynton JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range

School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.1

Building Name		
Carlynton JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JSHS5	Secondary	Full-time (1.0)	03/02/2023 02:47 PM

Building Name		
Carlynton JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.06

Building Name		
Carlynton JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JSHS4	Secondary	Full-time (1.0)	01/31/2023 07:43 PM

Building Name		
Carlynton JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Students are not taught in the classroom at the same time		0.2

Building Name		
Carlynton JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JSHS3	Secondary	Full-time (1.0)	01/31/2023 07:41 PM

Building Name		
Carlynton JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.12

Building Name		
Carlynton JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JSHS2	Secondary	Full-time (1.0)	01/31/2023 07:38 PM

Building Name		
Carlynton JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 17
Age Range Justification		FTE %
Students are not in the classroom at the same time		0.34

Building Name		
Carlynton JSHS		
Support Type		

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.2

Building Name		
Carlynton JSHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.08

Building Name		
Carlynton JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JSHS1	Secondary	Full-time (1.0)	01/27/2023 02:40 PM

Building Name		
Carlynton JSHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
none		0.2

Building Name		
Carlynton JSHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 17
Age Range Justification		FTE %
		0.5

Building Name		
Carlynton JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.1

Special Education Facilities

Building Name		Room #
Carnegie El Sch		114
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 24 feet, 0 inches	480sqft	17
Implementation Date		
2023-03-03		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Carnegie El Sch		117
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 26 feet, 0 inches	624sqft	22
Implementation Date		
2023-03-03		
Uploaded Files		

2Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	

The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Carnegie El Sch		201
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 33 feet, 0 inches	594sqft	21
Implementation Date		
2023-03-03		
Uploaded Files		

3Assurance Check

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

Building Name		Room #
Carnegie 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
12 feet, 0 inches x 28 feet, 0 inches	336sqft	12
Implementation Date		
2023-03-03		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Carnegie El Sch		208
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 22 feet, 0 inches	572sqft	20
Implementation Date		
2023-03-03		
Uploaded Files		

5Assurance 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 #
Carnegie El Sch		209
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
10 feet, 0 inches x 27 feet, 0 inches	270sqft	9
Implementation Date		
2023-03-03		
Uploaded Files		

6Assurance 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 #
Carnegie El Sch		Library Office
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 0 inches x 8 feet, 0 inches	96sqft	3
Implementation Date		
2023-03-03		
Uploaded Files		

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	
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Building Name		Room #
Carnegie El Sch		Psychologist Room
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
10 feet, 0 inches x 13 feet, 0 inches	130sqft	4
Implementation Date		
2023-03-03		
Uploaded Files		

8Assurance 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 #
Crafton El Sch		105A
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
10 feet, 0 inches x 13 feet, 0 inches	130sqft	4
Implementation Date		
2023-03-03		
Uploaded Files		

9Assurance 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 #
Crafton El Sch		203
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 54 feet, 0 inches	864sqft	30
Implementation Date		
2023-03-03		
Uploaded Files		

10Assurance 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 #
Crafton El Sch		206
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 34 feet, 0 inches	680sqft	24
Implementation Date		
2023-03-03		
Uploaded Files		

11Assurance Check

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

Building Name		Room #
Crafton El Sch		308
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 27 feet, 0 inches	405sqft	14
Implementation Date		
2023-03-03		
Uploaded Files		

12Assurance 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 #
Crafton El Sch		313
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 23 feet, 0 inches	460sqft	16
Implementation Date		
2023-03-03		
Uploaded Files		

13Assurance 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 #
Carlynton JSHS		104
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 6 inches x 32 feet, 0 inches	1008sqft	36
Implementation Date		
2023-03-07		
Uploaded Files		

14 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 #
Carlynton JSHS		110
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 34 feet, 0 inches	680sqft	24
Implementation Date		
2023-03-07		
Uploaded Files		

15 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 #
Carlynton JSHS		206
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 41 feet, 0 inches	820sqft	29
Implementation Date		
2023-03-07		
Uploaded Files		

16Assurance 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 #
Carlynton JSHS		214
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 3 inches x 26 feet, 0 inches	578sqft	20
Implementation Date		
2023-03-07		
Uploaded Files		

17Assurance 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 #
Carlynton JSHS		218
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 21 feet, 6 inches	688sqft	24
Implementation Date		
2023-03-07		
Uploaded Files		

18Assurance 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 #
Carlynton JSHS		224
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 6 inches x 25 feet, 0 inches	712sqft	25
Implementation Date		
2023-03-07		
Uploaded Files		

19Assurance 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 #
Carlynton JSHS		226
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 6 inches x 30 feet, 5 inches	866sqft	30
Implementation Date		
2023-03-07		
Uploaded Files		

20Assurance 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 #
Carlynton JSHS		229
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 22 feet, 0 inches	440sqft	15
Implementation Date		
2023-03-07		

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21Assurance Check

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

Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Pupil Services	1	District Wide	District
Transition Coordinator	1	Secondary	District
School Psychologist	2	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	3	District Wide	Contractor
Social Worker	1	District Wide	District
Guidance Counselor	2	Elementary	District
Guidance Counselor	2	Secondary	District
Paraprofessionals	15	Elementary	District
Paraprofessionals	8	Secondary	District

Special Education Personnel Development

Autism

Description of Training			
Autism: What You Need To Know. Definition, Awareness, Strategies for the Classroom			
Lead Person/Position		Year of Training	
Sara Hoffman- Director of Pupil Services		2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit PaTTAN	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Verbal and Functional Skills for Students with Autism			
Lead Person/Position		Year of Training	
Sara Hoffman- Director of Pupil Services		2024	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	PaTTAN	Special Education Teachers

Positive Behavior Support

Description of Training			
Crisis Prevention Institute- De-escalation			
Lead Person/Position		Year of Training	
Rebecca Braithwaite- School Psychologist		2024, 2026	
Hours Per Training	Number of Sessions	Provider	Audience
5	1	District	Building Administrators General Education Teachers Paraprofessionals

			Special Education Teachers
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Description of Training			
Trauma Awareness			
Lead Person/Position			Year of Training
Dr. Patricia Serdy & Rebecca Braithwaite- School Psychologist and Allegheny Health Network			2024, 2025
Hours Per Training	Number of Sessions		Audience
3	2		District Other Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
FBA, PBSP and Manifestations			
Lead Person/Position		Year of Training	
Sara Hoffman- Director of Special Education		2023, 2024, 2025, 2026	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District Intermediate Unit	Building Administrators Central Office Administrators Special Education Teachers

Paraprofessional

Description of Training			
CPR/First Aid			
Lead Person/Position		Year of Training	
Josh Jones-Safety & Technology Coordinator		2023, 2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District	Paraprofessionals

Description of Training			
Tools for Effective Inclusion			
Lead Person/Position		Year of Training	
Sara Hoffman- Director of Pupil Services		2023, 2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Other	Paraprofessionals

Description of Training			
Crisis Prevention Institute- De-escalation			
Lead Person/Position			Year of Training
Dr. Patricia Serdy & Rebecca Braithwaite- School Psychologist and Allegheny Health Network			2024, 2026
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District	Paraprofessionals

Description of Training			
Assistive Technology			
Lead Person/Position		Year of Training	
Sara Hoffman- Director of Pupil Services		2023 2024, 2025, 2026	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	Parents Paraprofessionals Special Education Teachers

Transition

Description of Training			
Annual Review of Transition Services and IEP Section- Quality and Compliance			
Lead Person/Position		Year of Training	
Sara Hoffman-Director of Pupil Services		2023 2024, 2025, 2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Building Administrators Special Education Teachers

Science of Literacy

Description of Training			
PaTTAN PA Science of Reading			
Lead Person/Position		Year of Training	
Sara Hoffman-Director of Pupil Services		2024, 2025, 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Intermediate Unit & PaTTAN	Building Administrators General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Transitions			
Lead Person/Position		Year of Training	
Sara Hoffman-Director of Pupil Services		2023 2024, 2025, 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Mental Health			
Lead Person/Position		Year of Training	
Dr. Patricia Serdy, Rebecca Braithwaite and Allegheny Health Network		2024, 2025, 2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Other	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
504/Special Education Q & A			
Lead Person/Position		Year of Training	
Sara Hoffman-Director of Pupil Services		2024, 2025, 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
Transition from Preschool Early Intervention to Kindergarten/Orientation			
Lead Person/Position		Year of Training	
Sara Hoffman-Director of Pupil Services		2023 2024, 2025, 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Parent Nights- Various presenters and topics			
Lead Person/Position		Year of Training	
Sara Hoffman-Director of Pupil Services		2023 2024, 2025, 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District Other	Parents

IEP Development

Description of Training			
Writing Compliant IEP Goals: Data driven			
Lead Person/Position		Year of Training	
Sara Hoffman-Director of Pupil Services		2023 2024, 2025, 2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit	Building Administrators Special Education Teachers

Description of Training			
Using Alternate Eligible Content to Develop IEPs			
Lead Person/Position		Year of Training	
Sara Hoffman- Director of Pupil Services		2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Intermediate Unit PaTTAN	Special Education Teachers

Description of Training			
Addressing Executive Functioning Needs			
Lead Person/Position		Year of Training	
Sara Hoffman-Director of Pupil Services		2024, 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Intermediate Unit	Special Education Teachers General Education Teachers

Description of Training			
Adaptations vs. Modifications			
Lead Person/Position		Year of Training	
Sara Hoffman-Director of Pupil Services		2024, 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
The Re-evaluation Process: More than Just Compliance; Best Practices for Meaningful RRs			
Lead Person/Position		Year of Training	
Sara Hoffman-Director of Pupil Services		2023, 2025	
Hours Per Training	Number of Sessions	Provider	Audience
5	1	Intermediate Unit	Special Education Teachers

