

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 212

School District Total Student Enrollment 826

Percent of Students Receiving Special Education 25.7

Steering Committee

Name	Position/Role	Building	Email
Dr. Tamara Allen Thomas	Superintendent	Clairton City SD	allen-thomast@clairton.k12.pa.us
Andrea Carik	Other	Clairton City SD	carika@clairton.k12.pa.us
Kelley Majersky	Other	Clairton City SD	majerskyk@clairton.k12.pa.us
Heather Hurley	General Education Teacher	Clairton El Sch	hurleyh@clairton.k12.pa.us
Laura Pavlik	Special Education Teacher	Clairton El Sch	pavlikl@clairton.k12.pa.us
Jodie Harriman	General Education Teacher	Clairton MS/HS	harrimanj@clairton.k12.pa.us
Jennifer Wells	General Education Teacher	Clairton MS/HS	wellsj@clairton.k12.pa.us
Carrie Auld	Special Education Teacher	Clairton MS/HS	auldc@clairton.k12.pa.us
Frederick Brown	Parent	Clairton City SD	brownf@clairton.k12.pa.us
Jennifer Wardropper	Director of Special Education	Clairton City SD	wardropperj@clairton.k12.pa.us

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 Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities
<p>The district has been flagged for three consecutive years in the specific area of significant disproportionality in the area of total removals for discipline. More specifically, the data displays that the flagged areas lie specifically with the black student population and total discipline with that specific racial group.</p>	<p>The district has made significant effort to improve upon significant disproportionality in this area. The numbers have decreased in year three of the progression. However, the district is still flagged nonetheless and needs to continue improvement effort and placing emphasis and focus in this area. There are three steps that need to be taken and multiple ways to carry out each of those steps: 1. We must review policies, practices and procedures to ensure compliance with IDEA. 2. We must publicly report any policy and procedure revisions that take place as a result of the review. 3. We must reserve 15% of IDEA Part B 611 and 619 allocations to be used for Comprehensive Coordinated Early Intervening Services (CCEIS) As a district, we need to plan for consistent accountability for disciplinary equity. We can do this through developing distinct and clear definitions for discipline terms and procedures. We should replace certain disciplinary practices with instructional responses to unwanted behavior. The district has moved toward this approach through training in Restorative Practices and involvement with that system, as well as extensive development of MTSS framework tiers that support this initiative. There has been ongoing training surrounding Culturally Responsive Practice approaches. This should continue, with intentional approach to remaining focused and engaged. The district strives to develop equitable systems, taking in the views of students, families and staff members. Moving forward, to strive for ongoing improvement, the district will view and implement/ follow the recommended Cultural Proficiency Continuum, as doing such, will lead to focus on improvement. Collaborative team building and focus on data based practices that dive into leadership and capacity, structured collaboration, frequent data use and disaggregation of data to lead to instructional improvement will be in the plan for improvement to decrease the targeted area of significant disproportionality. The district will explore the Team Initiated Problem Solving Approach (TIPS) as a possible strategy to use in evidence based decision making practices. In addition, Root Cause analyses can be beneficial, particularly studying the direct causes "Who.. what... when.. where and why"</p>

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.)

With proper release of record procedures, and/or IEP meetings being held, the host is provided with the educational components that the child needs according to most recent IEP/ RR in order to plan and implement programming within the Least Restrictive Environment for the child, making sure to provide FAPE. There is ongoing lines of communication between the facility, the family and the home school through multiple modalities in order to assure that the child is being educated in the LRE and all educational needs are met with fidelity. The team would discuss individual child needs, as well as delivery of supplementary aids and services in order to assure FAPE.

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

When a student in the district has been assigned to a 1306 facility, the teams from both the 1306 and the district work in conjunction with each other by sharing educational records (with appropriate signed releases) and conferring about the student needs. The 1306 will contact the district if there are IEP team needs/ questions, as well as to determine a transition plan for return to district upon release from programming, as deemed by the appropriate provider. Meetings are held to discuss transition back and the supports and services that may be needed to ensure the child's needs are met and the path is in place for a positive journey back to the neighborhood school setting in order to provide FAPE. This would include review of records, credit evaluations and IEP paperwork, as well as any post-secondary preparation. transition based needs.

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 Clairton City School District believes in the philosophy that all students with disabilities should be educated in the Least Restrictive Environment to the maximum extent possible, as determined to be appropriate by their IEP teams. They need to have exposure to the general education curriculum within the context of the regular education classroom with their peers to the highest level possible. Inclusion in the general education classroom is always the first consideration for any student requiring special education services in the Clairton City School District. Throughout the children's school days, there are many opportunities for instruction within a co-taught setting to be delivered at the k-12 grade levels. Students are instructed within a program that is based on the general education curriculum and provided within the regular education setting, with modifications and adaptations to meet the needs of each individual student. The use of Specially Designed Instruction and supplementary aids and services to meet student needs in the general education classroom is the first consideration by IEP teams before consideration of other placements. IEP teams make data driven decisions on the appropriate placement for each child, including students that are educated in placements outside of the district. Although the district did not meet the SPP targets when compared to the state average for students in the regular education classroom for 80% or greater of the school day in 2019-2020, it fell just slightly short at 57.7% when the state rate was 61.5%. In 2018-2019, the target was achieved, falling at 62.1%. The district continues to have 0% of students receiving special education services within the district in the general education classroom for less than 40% of the school day. The district does have 9.8% of students with disabilities being educated outside of the district, which is higher than the state average of 4.8%. The district has been working to improve upon taking all measures to educate students within district programming and reducing the need for outside placements. Extensive discussion takes place within the context of IEP meetings, utilizing the guiding questions to determine LRE, prior to the most appropriate levels of supports and locations for those supports being determined by each individual team. The Clairton City School District has had significant implementation of initiatives, such as increased school based health programming (3 separate organizations are available to provide services), the Allegheny Health Network "Chill Room" Project, the intensive training in mindfulness practices as well as focus on FBAs, positive behavior support plan developments, and the focus on School Wide PBIS. These allow for children to spend more time within the classroom setting and receive supports within those environments. Outside placements are a final resource based upon data and the child's level of needs (academic and behavioral). The district has also been working in conjunction with outside placement providers to review data and develop appropriate and effective plans for students to transition back to the neighborhood school with a level of success in meeting goals. IEP teams also make determinations of whether paraprofessional support is required, and to what extent, in order for a student to access the general education classroom and/ or general education curriculum. In collaboration with IEP teams, building level administration works to develop schedules for general education classrooms to have access to paraprofessionals to provide academic and or behavioral support for students with disabilities. The primary goal of the district is to always educate our students within the Least Restrictive Environments, using SDIs to support those needs and allow for success within those settings.

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?

There are multiple universal practices that the district utilizes in order to accommodate student needs within their learning environments. First and foremost, there are co-teaching situations established to support the needs of all students effectively within the general education classroom. In addition, IEP teams take time to consider and discuss a full range of supplementary aides and services, inclusive of curriculum modifications, adaptations per individual student needs, Functional Behavior Assessments and Positive Behavior Supports, options for students to receive counseling and behavioral health supports, as well as access to paraprofessional support if deemed necessary by an IEP team. We use a biweekly reporting sheet that allows for effective

three way communication to take place between the regular education classroom teachers, the IEP case manager and the parent/ guardian in order to document how the children are performing in the general education setting, these often lead to data for the IEP team. We have been working in conjunction with the Allegheny Intermediate Unit, and Pattan, on a number of initiatives, such as the RENEW program , check and Check and Connect. The district works strongly in conjunction with The Allegheny Intermediate Unit in development of a strong MTSS framework, providing many resources at all tiers. A student's needs are extensively reviewed and discussed in the capacity of IEP team meetings, where the team determines the type of service, level of intervention and percentage of time spent outside of the regular education classroom. Supplementary aids and services and related services that may support include psychological services, occupational therapy services, physical therapy services, speech and language services, vision services, orientation and mobility services, audiological services, school health services, mental health services, special transportation, assistive technology and devices, adaptive physical education, assistance from a paraprofessional or a personal care assistant. Placement decisions are not based solely on the disability category or the severity of student disability, the availability of space or the availability of special education or related services.

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 Clairton City School District makes every possible effort to facilitate that students are educated within the least restrictive environment with supplementary aides and services. The district utilizes the Professional Learning Community (PLCs) model on a K-12 level district wide. It is used with the intent to improve upon student performance and increase achievement through creating a collaborative network that is focused on learning. The teachers work together to determine the most effective teaching and instructional practices that will support students and lead to ensuring the success of all learners. There is a range of special education services that are offered to students that are driven by their individual needs and data review by their IEP teams. Co-teaching takes place within many regular education classroom settings in order to allow access to the general education curriculum. In addition, pull-out special education services may be determined to be a need if the IEP team has determined that appropriate measures and Supplementary Aids and Services have been implemented, but a student has a higher level of need, demonstrated by insufficient growth in academics, behaviors or both. The district has a strong training network with the Allegheny Intermediate Unit, as well as PATTAN for providing needed professional development. The use of the Supplementary Aids and Services Toolkit (SaS) is an invaluable tool for supporting IEP teams with lending to success in the general education setting.

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

The district interventions and supplementary aides and services that are used to expand the continuum of educational placements available to support students with disabilities to access the general education curriculum include:

1. ESAP Program (Elementary Student Assistance Program) and Student Assistance Program (SAP) - The district uses the MTSS framework process in grades K-5 and 6-12 as a means to identify and address academic, social and behavioral needs. There are two separate teams comprised of administrators, school psychologist, school counselors, social worker, classroom teachers as well as support staff. This program coordinates school services that may be needed to support children and families that may be at risk in one or more area of need.
2. Supports through the Allegheny Intermediate Unit: -AIU 3 provides Blind/ Vision Impaired support, Deaf/Hearing Impaired Support (if a need would arise), Early Intervention services, Behavior Consultation, Training and Consultation (TaC Team), and Assistive Technology Assessments.
3. Collaboration with families: -The district offers many opportunities in order to allow for staff to collaborate with families in order to be able to most appropriately meet the needs of all special education students. There are parent trainings offered several times per year as well.
4. Psychological Services: -The district employs a full-time school psychologist, that completes evaluations, as well as serves in many capacities to support the needs of children throughout the district, including holding a seat on the ESAP and SAP teams, attendance in IEP team meetings, behavioral support, active member of initiatives with AIU and Pattan.
5. School Counseling Services: -The district employees three full-time school counselors, one at the K-5 level, one 6-8, and

one 9-12. These counselors serve to support students and families in academic, behavioral, social and mental health needs. They facilitate many programs throughout the district that support in these areas. 6. Staff professional development: -The district provides a wide variety of professional development opportunities which include but are not limited to extensive mindfulness training, Co-teaching, PBIS, Inclusive Practices, Assistive Technology, Autism, Transition, Effective Instructional Delivery and Behavioral Supports 7. Transition Programming: The district employs a transition coordinator to support our students with disabilities and their families in the process to transition to post-secondary training, employment and/ or independent living. The coordinator works in conjunction with IEP teams to develop transition plans and make connections with outside agencies that may be needed to support the implementation of transition based programming. These agencies may include, but not be limited to Achieva, Early Reach, Office of Vocational Rehabilitation (OVR), Office of Developmental Programs (ODP), Department of Motor Vehicles, Mon Valley and Steel Center Schools, the Allegheny Intermediate Unit, The Consortium for Public Education, PATTAn, Penn State Talent Search Program, the Blind and Vision Rehabilitation Services. All students of transition age are provided with access to services, as determined appropriate by their IEP teams. 8. Differentiated Instruction: The Clairton City School District provides differentiated instructional support to students. These may include, but not be limited to modified curricular goals, alternate means for students to demonstrate learning and learning mastery, testing modifications, assistive technology use, research based instructional strategies, delivery of functional skills instruction, and active learning strategies and presentation. 9. Modifications to Physical Environments: Adaptations to the classroom may include not not be limited to: specific seating arrangements, individualized types of chairs or desks, visual borders for for physical space, needed sensory supports, adaptive equipment and environmental modifications to lights and sounds. 10. District social work support services: The district employs a full time social worker. The social worker is actively involved in family support networking, homeless situations, behavioral and mental health support programming, IEP team participation, enrollment needs, self-care needs, transportation concerns and any additional needs that students and families may need to benefit from instruction.

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?
Students with disabilities are encouraged are encouraged to participate in extra-curricular and non-academic programming and activities in order to assist in developing special talents and build social skills with peers. All necessary supports and services are provided to ensure that students with disabilities have access to participation at the highest level possible. The district would provide transportation if determined necessary for participation. Students are not excluded from any extracurricular activity, unless the IEP team has discussed and documented a valid reason such as a documented health condition or safety concern. The district would work to provide accommodations to students that may need them, such as staff support, interpreters, specialized equipment and consultation with WPIAL and PIAA.

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)

At this time, the Clairton City School District does provide Emotional support programming; however, exploring the potential to offer a higher level of Emotional Support, perhaps within a more self-contained classroom, may help the district to reduce the number of students that are outside of the district. The district makes every effort to ensure that all students are educated in the least restrictive environment with supplementary aides and services in order to support students with disabilities as active participants with non-disabled peers, as well as to enable their access to the general education curriculum.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Wesley K- 8 School	Approved Private School (APS)		Wesley Schools	Emotional Support	4
Mon Valley School	Other	Public Facility - non residential	Allegheny Intermediate Unit	Autistic Support	4
The Children's Institute of Pittsburgh Day School	Other	Other Private Facility	The Children's Institute of Pittsburgh	Autistic Support	1
New Story School	Other	Other Private Facility Non residential	New Story Schools	Emotional Support	1
Western Pennsylvania School For the Blind	Approved Private School (APS)		Western Pennsylvania School for the Blind	Blind and Visually Impaired Support	2
Pressley Ridge Day School	Approved Private School (APS)		Pressley Ridge	Emotional Support	2
Friendship Academy	Approved Private School (APS)		Watson Institute	Emotional Support	2
The Bradley School	Other	Other Private Facility	Bradley	Emotional Support	1

Positive Behavior Support

Date of Approval
2020-11-24

Uploaded Files

district behavior support policy.pdf

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

The Clairton City School District supports the emotional and social needs of students with disabilities in multiple modalities. They are supported by special education staff through social skills instruction, as well as Social Emotional Learning Programming. In addition, the district has a full time guidance counselor at all three levels, elementary, middle and high school. The district also has a full time social worker that often serves as a very active member of IEP teams, meets with students and coordinates additional services that they may need. The district is very fortunate to have the Allegheny Health Network "Chill Room" programming housed in two locations in our building, that children may report for meditation/ wellness activities. We have three modalities of School Based Behavioral Health Programming: Allegheny Health Network, Wesley, and NISAR. The district has our own full time school psychologist in staff that is able to conduct FBAs when recommended and needed permissions have been gathered, as well as the development of Positive Behavior Support Plans. The district has a trained SAP team that meets one time per week to review referrals that have come through the SAP referral process and then discuss and make recommendation to the appropriate support networks. In addition, when data exists to support behavioral concerns, emotional and social needs, an IEP team may propose a PTR for an FBA to assess these areas and how to best support through the IEP team process.

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 district has recently undergone significant training sessions and support teams in conjunction with the Allegheny Intermediate Unit with Positive Behavior Intervention Supports (PBIS). In terms of de-escalation techniques, the district has trained staff in the use of CCM (Comprehensive Crisis Management). In addition, Clairton City School District has begun a school wide wellness initiative, where we have placed focus on a significant training initiative in mindfulness techniques for staff, through an organization known as "Awaken Pittsburgh," that can then be utilized through the training process with the children, in order to de-escalate.

3. Describe the district positive school wide support programs.

Clairton City School District has gone through extensive support and training in conjunction with the Allegheny Intermediate Unit in establishing a program of school wide Positive Behavior Intervention Systems (PBIS) . The PBIS initiative involved establishment of a core team on the elementary level, as well as one at the middle/high school level. The PBIS framework is followed with fidelity. There are opportunities for students to be recognized with individual tickets for positive behavioral support, as well as those are deposited into a drawing for rewards at a higher level. Our SAP team, PBIS team all work under the MTSS umbrella in conjunction together to support positive schoolwide programs. Students have the opportunity for more specific and targeted intervention programs inclusive of the RENEW program, the P2G initiative and Check and Connect.

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

The Clairton City School District currently has three modalities of School Based Behavioral Health Programming: Allegheny Health Network, Wesley School and family based servicing , and NISAR. Each of these programs are driven through either a direct referral process if the students come in with an IEP stating a need, or through our SAP referral process where they are screened and the appropriate channels are sought out to potentially support the child with school based behavioral health programming.

5. Describe the district restraint procedure.

Representative district employees have been trained in non-violent crisis intervention techniques, inclusive of de-escalation and intervention techniques. The district is trained in CCM (Comprehensive Crisis Management) in order to de-escalate effectively and avoid the need for physical restraint as much as possible. The following techniques are addressed in the district behavior support policy under restraints: Restraints - application of physical force, with or without the use of any device, designed to restrain free movement of a student's body, excluding the following: Briefly holding a student, without force, to calm or comfort the student. Guiding a student to an appropriate activity. Holding a student's hand to escort the student safely from one area to another. Hand-over-hand assistance with feeding or task completion. Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents/guardians and specified in the IEP. Mechanical restraints governed by this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices. Should a student in the district need to be restrained the following procedures will need to be adhered to with the restraint: 1. Parent notification regarding the restraint with a 24 hour time frame. 2. The restraint entry must be brought to the attention of the Supervisor of Special Education within 24 hours of the restraint. 3. The Supervisor of Special Education will file the school aged restraint report to the Pennsylvania Department of Education through the RISC reporting system (Restraint Information System Collection). 4. The special education teacher or special education administrator will schedule an IEP meeting and issue an IEP invitation to take place within 10 days of the behavior that required the restraint. 5. IEP meeting is to be held unless the parent should choose to waive their right to the meeting. 6. The IEP team shall discuss/ consider the need for FBA, a re-evaluation, updates to behavior support plan, change in placement, additional SDIs, additional related services or perhaps no change is needed. If an individual student's Individualized Education Plan lists the use of restraints, then the IEP team must also include a plan for the elimination of use. Parental permission must be obtained in order to include the use of restraints in an IEP (Notice of Recommended Educational Placement/ Prior Written Notice) It should be utilized alongside training in alternative skills instruction. If restraints result in any type of injury to staff or students, they need to be reported to the Supervisor of Special Education.

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.

At this time, the Clairton City School District has been able to secure placement for all students in the district that receive special education services to ensure the provision of FAPE, with the exception of two students that have demonstrated needs that have required support through the Intensive Interagency team process. The district reached out to the Bureau of Special Education by implementing the proper application procedures for consideration for Intensive Interagency Supports. The district worked in conjunction with the Interagency Coordinators through both Pattan and the Allegheny Intermediate Unit to address each case and support the child and the family. In addition the following agencies may also be contacted to support with the team: HSAO, Wesley Family Based Services, Juvenile Court System, Children and Youth Services, Partial Hospitalization Programs and Allegheny County Department of Behavioral Health. The Intensive Interagency Coordinator is provided to students with disabilities whose school districts have determined that they cannot be appropriately educated in a public school setting and who have waited more than 30 days for an appropriate educational placement AND/OR when students who are at substantial risk of waiting more than 30 days for an appropriate educational placement. As stated above, the Clairton City School District currently has two students that were recommended to the Intensive Interagency Team for support. Both students have been recommended to receive Instruction Conducted In The Home. The first student is a recent enrollment to the district that came in with Intensive Interagency Team and was recommended for Instruction Conducted in the Home, due to very high levels of safety concerns that have caused her to be discharged from multiple APS programs. Upon enrollment in the Clairton City School District, a posting was placed to secure a certified special education teacher to deliver Instruction Conducted in the Home, and continues to have regular meetings and involvement with the Intensive Interagency Team and receive updates regularly. The second child that is currently on Instruction Conducted in the Home, was being supported by the Intensive Interagency Team, due to multiple placements in full time Autistic Support Programming, where he exhibited high levels of safety concerns, requiring Therapeutic Crisis Intervention restraint techniques. The child has recently developed a documented seizure disorder. When TCI needed to be implemented within his school setting, it was resulting in seizures. As such, the student is unable to have TCI measures used and remains a safety concern. The child is making very positive progress on Instruction Conducted in the Home. The Clairton City School District continues to work with the Intensive Interagency Coordinator from the Allegheny Intermediate Units, along with any other applicable supporting agencies in a consistent effort to serve the students. The ultimate goal remains to serve the students in the regular school setting with appropriate supports and services necessary to ensure success in the least restrictive environment.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MM - SpL	Multiple	Part-time (0.5)	03/28/2023 09:23 AM

Building Name		
Clairton El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Students are not serviced simultaneously in the same classroom outside of the age range. These are case load		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DV-SpL	Multiple	Full-time (1.0)	03/28/2023 01:16 PM

Building Name	
Clairton El Sch	
Support Type	
Speech And Language Support	
Support Sub-Type	
Speech And Language Support	
Level of Support	Case Load
Itinerant (20% or Less)	17

Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification	FTE %	
Children are not serviced together outside of age range in the classroom, just caseload	0.26	

Building Name		
Clairton MS/HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification	FTE %	
	0.06	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AR- Sec	Secondary	Full-time (1.0)	03/28/2023 12:50 PM

Building Name		
Clairton MS/HS		
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	Secondary	11 to 14

Age Range Justification	FTE %
	0.05

Building Name		
Clairton MS/HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.05

Building Name		
Clairton MS/HS		
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	15 to 18
Age Range Justification		FTE %
		0.2

Building Name		
Clairton MS/HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		

Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AM- Sec	Secondary	Full-time (1.0)	03/28/2023 12:56 PM

Building Name		
Clairton MS/HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.18

Building Name		
Clairton MS/HS		
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	Secondary	11 to 14
Age Range Justification		FTE %
		0.05

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

Building Name		
Clairton MS/HS		
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	Secondary	15 to 18
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JM- Sec	Secondary	Full-time (1.0)	03/28/2023 01:01 PM

Building Name		
Clairton MS/HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.08

Building Name		
Clairton MS/HS		
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	Secondary	11 to 14
Age Range Justification		FTE %
		0.4

Building Name		
Clairton MS/HS		
Support Type		
Emotional Support		
Support Sub-Type		

Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.02

Building Name		
Clairton MS/HS		
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%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GF- Sec	Secondary	Full-time (1.0)	03/28/2023 01:18 PM

Building Name		
Clairton MS/HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.22

Building Name		
Clairton MS/HS		
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	Secondary	13 to 16
Age Range Justification		FTE %
		0.15

Building Name		
Clairton MS/HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 16
Age Range Justification		FTE %
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KD- Sec	Secondary	Full-time (1.0)	03/28/2023 01:18 PM

Building Name		
Clairton MS/HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.02

Building Name		
Clairton MS/HS		
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	Secondary	12 to 15
Age Range Justification		FTE %
		0.05

Building Name		
Clairton MS/HS		
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%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 16
Age Range Justification		FTE %
		0.4

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

Building Name		
Clairton MS/HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CA- Sec	Secondary	Full-time (1.0)	03/28/2023 01:18 PM

Building Name		
Clairton MS/HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.22

Building Name		
Clairton MS/HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional 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		
Clairton MS/HS		
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	14 to 17
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS -EI	Elementary	Full-time (1.0)	03/28/2023 08:55 AM

Building Name		
Clairton El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.02

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

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.65

Building Name		
Clairton 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	5 to 8
Age Range Justification		FTE %
		0.08

Building Name		
Clairton 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	5 to 8
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JR -EI	Elementary	Full-time (1.0)	03/28/2023 08:50 AM

Building Name		
Clairton El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
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		
Clairton 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	8 to 11
Age Range Justification		FTE %
		0.25

Building Name	
Clairton 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	5 to 8
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LP- EI	Elementary	Full-time (1.0)	03/28/2023 01:18 PM

Building Name		
Clairton El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.02

Building Name		
Clairton 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	6 to 9
Age Range Justification		FTE %
		0.05

Building Name		
Clairton El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.4

Building Name		
Clairton El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JJ- EI	Elementary	Full-time (1.0)	03/28/2023 08:42 AM

Building Name		
Clairton El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.08

Building Name		
Clairton El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.65

Building Name		
Clairton El Sch		
Support Type		

Emotional Support		
Support Sub-Type		
Emotional 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 12
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ED -EI	Elementary	Full-time (1.0)	03/28/2023 01:18 PM

Building Name		
Clairton 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	10 to 12
Age Range Justification		FTE %
		0.12

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

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 13
Age Range Justification		FTE %
13 year old child is not in classroom with students outside of age range, just on caseload		0.7

Building Name		
Clairton El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.02

Building Name		
Clairton El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.05

Special Education Facilities

Building Name		Room #
Clairton MS/HS		209
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
17 feet, 0 inches x 16 feet, 0 inches	272sqft	9
Implementation Date		
2023-03-27		
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 #
Clairton MS/HS		208
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
17 feet, 0 inches x 16 feet, 0 inches	272sqft	9
Implementation Date		
2023-03-27		
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 #
Clairton MS/HS		210
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
18 feet, 0 inches x 19 feet, 0 inches	342sqft	12
Implementation Date		
2023-03-27		
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 #
Clairton MS/HS		227
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
21 feet, 0 inches x 30 feet, 0 inches	630sqft	22
Implementation Date		
2023-03-27		
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 #
Clairton MS/HS		117
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 18 feet, 0 inches	504sqft	18
Implementation Date		
2023-03-27		
Uploaded Files		

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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	

Building Name		Room #
Clairton MS/HS		107
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 18 feet, 0 inches	540sqft	19
Implementation Date		
2023-03-27		
Uploaded Files		

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	

Building Name		Room #
Clairton El Sch		G03
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 25 feet, 0 inches	450sqft	16
Implementation Date		
2023-03-27		
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	

Building Name		Room #
Clairton El Sch		G15B
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 20 feet, 0 inches	240sqft	8
Implementation Date		
2023-03-27		
Uploaded Files		

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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 #
Clairton El Sch		G08A
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 14 feet, 0 inches	462sqft	16
Implementation Date		
2023-03-27		
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 #
Clairton El Sch		G15A
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 26 feet, 0 inches	494sqft	17
Implementation Date		
2023-03-27		
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	

Special Education Support Services

11Special Education Support Services

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

Special Education Personnel Development

Autism

Description of Training			
Training on behavioral supports for students with Autism, communication strategies, social skills, sensory integration needs, and applied behavioral analysis			
Lead Person/Position		Year of Training	
Special Education Supervisor		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
9	3	District Intermediate Unit PaTTAN Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Comprehensive Crisis Management (CCM) de-escalation and crisis intervention			
Lead Person/Position		Year of Training	
Special Education Supervisor		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
8	2	Other	Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
Multiple resources of knowledge and skill development trainings for paraprofessionals in Pennsylvania available throughout the school year			
Lead Person/Position		Year of Training	
Special Education Supervisor		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
12	12- 24	District Intermediate Unit PaTTAN Other	Paraprofessionals

Description of Training			
CPR and First Aid Training			
Lead Person/Position		Year of Training	
Special Education Supervisor		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
8	1	District Intermediate Unit Other	Special Education Teachers Other

Transition

Description of Training

Indicator 13 refresher training			
Lead Person/Position		Year of Training	
Special Education Supervisor		2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Intermediate Unit	Special Education Teachers

Science of Literacy

Description of Training			
LETRS training			
Lead Person/Position		Year of Training	
Supervisor of Special Education		2023 2024 2025	
Hours Per Training	Number of Sessions	Provider	Audience
appx 7	5-6	Intermediate Unit	Special Education Teachers

Description of Training			
Effective Instructional Strategies in Literacy			
Lead Person/Position		Year of Training	
Special Education Supervisor		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
6-8	1	Intermediate Unit	Special Education Teachers

Parent Training

Description of Training			
Parent Engagement Nights			
Lead Person/Position		Year of Training	
Administrative Team		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	7	District Other	Building Administrators Parents

Description of Training			
Financial Aide night/ post-secondary preparation training for parents and families			
Lead Person/Position		Year of Training	
Guidance Department/ Pennsylvania State Talent Search Program		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Other	Parents

Description of Training	
IEP basic training	
Lead Person/Position	Year of Training

Special Education Supervisor		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

IEP Development

Description of Training			
ER/ RR development and writing			
Lead Person/Position		Year of Training	
Special Education Supervisor		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
6-8	3	Intermediate Unit	Special Education Teachers

Description of Training			
Writing Measurable and observable IEP goals			
Lead Person/Position		Year of Training	
Special Education Supervisor		2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Special Education Teachers

Description of Training			
Distinguishing between adaptations and modifications			
Lead Person/Position		Year of Training	
Special Education Supervisor		2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Paraprofessionals Special Education Teachers

Description of Training			
Effective progress monitoring			
Lead Person/Position		Year of Training	
Special Education Supervisor		2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Paraprofessionals Special Education Teachers

Description of Training			
IEP compliance procedures/ checklists			
Lead Person/Position		Year of Training	
Special Education Supervisor		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
FBA/ PBSP development			
Lead Person/Position		Year of Training	
Special Education Supervisor		2024	
Hours Per Training	Number of Sessions	Provider	Audience
6-8	1-2	District Intermediate Unit	General Education Teachers Paraprofessionals Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

- 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.
- 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.
- 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.
- The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- 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.
- 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

Date

