

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 436
School District Total Student Enrollment 1574
Percent of Students Receiving Special Education 27.7

Steering Committee

Name	Position/Role	Building	Email
Holly Sayre	Superintendent	Carbondale Area SD	holly.sayre@carbondalearea.org
Heather Tolerico	Director of Special Education	Carbondale Area SD	heather.tolerico@carbondalearea.org
Joseph Farrell	Building Principal	Carbondale Area JSHS	joseph.farrell@carbondalearea.org
Meg Duffy	Building Principal	Carbondale El Sch	meg.duffy@carbondalearea.org
Samantha Masco	General Education Teacher	Carbondale Area JSHS	samantha.masco@carbondalearea.org
Katie Calvert	General Education Teacher	Carbondale El Sch	katie.calvert@carbondalearea.org
Nicole Karausky	Special Education Teacher	Carbondale Area JSHS	nicole.karausky@carbondalearea.org
Anna Magistro	Special Education Teacher	Carbondale Area SD	anna.magistro@carbondalearea.org
Leslie Staples	Parent	Carbondale El Sch	klzstaples@verizon.net
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John Jordan	Board Member	Carbondale Area SD	john.jordan@carbondalearea.org
Paul Kaczmarcik	Board Member	Carbondale Area SD	paul.kaczmarcik@carbondalearea.org

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

Corrective Action	Improvement and Planning Activities
FSA- 17- Public School Enrollment	The LEA will utilize the in-depth action plan submitted to the BSE Adviser which includes the following. The LEA will use a MTSS process to ensure that data driven strategies are implemented prior to referral for special education. The LEA will proactively use behavioral data to identify at-risk students. The LEA will train all staff in those practices and procedures and supervise them to ensure fidelity to the process. The BSE Adviser will review Penn Data to determine if sufficient progress has been made. Extension Date: 06/20/2023
FSA- 6 & 7	The LEA will utilize the in-depth action plan submitted to the BSE Adviser which includes the following. Use of an Early Warning System to identify at-risk students. MTSS for academics and behavior. Tracking attendance and a review/changes to the retention policy. Use of the PDE Equity Toolkit, family engagement, and a focus on Secondary Transition activities and services. The BSE Adviser will review dropout and graduation rate data to determine if the LEA met the SPP target.

Identification Method

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

Discrepancy Model

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

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

No

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

Carbondale Area School District does not currently host a 1306 facility within our district boundaries. If a facility were to open within the district, the district would allow a nonresident student in a children's institution to attend Carbondale Area as the host school district until the student receives a diploma or completes the school term in which they turn 21. Carbondale Area would also acknowledge the responsibility of providing the educational program for students, including students with disabilities who are placed in that facility, and for ensuring the provision of a free appropriate public education (FAPE) for eligible children with IEPs and for qualified handicapped students with Service Agreements. Carbondale Area would not refuse to educate a student in a regular or special education program in a regular public school unless 1 of the 5 criteria was met under PDE guidelines. For a child with a disability with an IEP or Service Agreement, when not prohibited by court order, Carbondale Area would consider the educational placement options to educate the student within our district's public schools. Carbondale Area understands their responsibility for providing the student with FAPE and any needed special education or services while in the 1306 facility. Carbondale Area also has a Child Find responsibility for children thought-to-be-eligible for special education services and/or accommodations within our district's jurisdiction. The districts responsibility includes locating, identifying, and evaluating all § 1306 students with suspected disabilities, including but not limited to, evaluating students for whom a request for an evaluation has been made. If a parent of a child who is eligible or thought-to-be-eligible for special education can be located, the Carbondale Area will appoint a surrogate parent to advocate on behalf of the student.

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

During the § 1306 student's stay within the facility, Carbondale Area will ensure that: all students have access to education; students with disabilities receive FAPE in accordance with their IEPs or Service Agreements; and all mandated procedural protections are provided. Carbondale Area understand the responsibility of maintaining contact with the student's resident school district for the purpose of keeping the resident school district informed of its plans for educating the student and seeking the advice of that district with respect to the student. Assisting in a smooth transition back to their home district, Carbondale Area will work with the resident school district to prepare for the student's discharge from the institution at least two weeks prior to the student's planned discharge from the residential program. If the student is being transferred to an alternate residential facility in another school district, contact will be made with the new LEA within the facility's district.

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.

According to the most recent Penn Data SEDR report based on the December 1, 2020 Special Ed Enrollment, Carbondale Area School District currently educates 58.7% of special education students inside of the regular education classroom for 80% or more of the school day. The state average in this area is 62.1% of students. The Carbondale Area School District currently educates 21.5% of special education students in a regular education setting for less than 40% of the school day. The state average in this area is 9.8% of students. In the area of educating students in an alternate setting, this data is not reportable. The state average for other settings is 4.7% of students. After reviewing the data obtained from Penn Data SEDR report for the 2019-2020 school year, Carbondale Area School District needs to increase the percentage of special education students that are in general education classes for 80% or more of the school day. Our focus is on moving special education students from inside the general education classroom for less than 40% of the school to inclusion for 80% or more of the day. We currently do not have reportable amounts of students outside of the district.

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?

The Carbondale Area School District utilizes a MTSS/child study teams that consist of the building principals, guidance counselors, behavior specialist, school psychologist, reading specialist, and special education director to address concerns both academically and behaviorally within the building. At the elementary level, the district utilizes screeners for reading achievement through the Acadience learning system including DIBELS Eighth Edition and the Feifer Assessment of Reading (FAR). At the high school level, students participate in Classroom Diagnostic Tool (CDT) assessments and School 21, to gather data to make informed decisions on programming. To address social emotional needs, the district has implemented the use of the Pupil Attitudes toward Self and School (PASS) screener, along with a school wide Positive Behavior Interventions and Supports (PBIS) plan.

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 Carbondale Area School District has included eight professional development days throughout the school year. Professional Development topics discussed include implementation of a new reading curriculum (elementary), a reading initiative (high school), trauma informed schools, restorative practices, as well as department level data meetings. The Carbondale Area School District also provides supports through co-teaching and paraprofessional academic assistance within general education classes for students that receive special education services.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.
All students have the ability to participate in extracurricular activities regardless of their disability. Any necessary accommodations are shared with the coaching staff. The LEA will schedule a meeting with all coaching staff and the parent to co-plan and discuss any necessary accommodations the student may need to be successful. The LEA will also help coordinate assigned staff and/or peer support to provide guidance while participating in a team sport. If assistive technology or an interpreter is needed, the LEA will also assist in providing these supports in an extracurricular setting. Students that receive transportation as part of their programming are offered transportation home from the extracurricular activity to assist with successful participation. The Carbondale Area School district also partners with the Special Olympics to offered Unified Sports in the areas of bocce and track and field.
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?

When a student is thought to be a child with a disability, Carbondale Area School District follows up with initiating the evaluation process to determine eligibility. A permission to evaluate is sent home for parent consent. Once parent consent is obtained, the school psychologist begins conducting necessary

assessments to determine if the student qualifies under one or more of the thirteen disability categories. If the student is found to be eligible, the information is shared with the team and parent in regards to qualifying factors and recommendations for programming are discussed. If the LEA/IEP team feel that the students needs would be best met outside of the school district, in an alternate placement, this is discussed as a team. All environments are considered within the district and are reviewed prior to placement outside of the school district. If the student is educated outside of district, they are provided with transportation to and from the placement as well as the opportunity to participate in all after school activities as their same aged peers. Supports and/or modifications will be put in place in order for them to successfully participate outside of school hours in a school sponsored activity.

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)

Currently, the Carbondale Area School District has a wide variety of supports and services within the continuum of services. District decisions are based on data of student disabilities, grade levels, and needs for programming. The school district adapts to the students need for programming and adds additional staff and classroom settings as the student population grows and/or changes. Carbondale Area School District has most recently added additional classrooms for emotional support (supplemental level), autistic support, and an intensive outpatient program. A student is recommended for an out of district placement only when the team/LEA does not feel the current continuum of service would be appropriate to meet the students needs and can not be replicated within the district. Some of the students placed out of district are in a placement with a medical recommendation (partial hospitalization or residential treatment facilities). Within Carbondale Area School District, we also have students attending an Approved Private School setting.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
NEIU #19 Learning Campus	Other	Intermediate Unit	NEIU 19	Autistic Support	1
Mountain View School District	Other	Public School District	Mountain View School District	Learning Support	1
NEIU #19 Learning Campus	Other	Intermediate Unit	NEIU 19	Life Skills Support	1
NEIU classroom	Other	Intermediate Unit	North Pocono School District	Multiple Disabilities Support	1
Graham Academy	Licensed Private Academic		Graham Academy	Autistic Support	2
Scranton School for the Deaf and Hard of Hearing Students	Approved Private School (APS)		Western Pennsylvania School for the Deaf	Deaf and Hard of Hearing Support	2

Children's Service Center	Licensed Private Academic		Children's Service Center	Emotional Support	1
LightHouse Academy	Other	Intermediate Unit	Luzerne Intermediate Unit 18	Emotional Support	1
Hoffman Homes	Other	Residential Treatment	Hoffman Homes	Emotional Support	2
Devereux Brandywine	Other	Residential Treatment	Devereux	Emotional Support	1

Positive Behavior Support

Date of Approval
2019-03-18

Uploaded Files
BEHAVIOR policy.pdf

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

Students who are identified as having social and emotional needs, are recommended to have a functional behavior assessment completed in order to drive a positive behavior support plan and/or goals to address within the Individualized Education Program (IEP). Students that have these specific deficits, regularly participate in social groups, utilizing a specialized curriculum. Based on their level of support/need, students may also participate in group or individual therapy sessions to promote self awareness and self control.

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.

At the elementary level, we have a school wide Positive Behavior Intervention and Supports (PBIS) plan which tracks and provides incentives for students to meet or exceed school wide behavior goals. Throughout the district, teachers have access to individual students Positive Behavior Support Plans and Functional Behavior Assessment in which they can reference while working with specific students. There are also twenty five staff members that are trained in Safe Crisis Management (SCM) in classrooms where student are known to need frequent de-escalation and/or intervention throughout the district. Staff are trained and/or recertified annually. When restraints are used, the school district is obligated to report the restraints to the state using the RISC system on a quarterly basis.

3. Describe the district positive school wide support programs.

Carbondale Area Elementary implemented a revised version of their Schoolwide Positive Behavior Program in the 2018-2019 school year, which oversees the Tier 1 interventions for behavior. The theme is Ready, Respectful and Responsible. There is a representative from every grade level, special education, noncore/specials, school counseling and administration on the team, which meets monthly to review data and plan activities. The team plans monthly blowouts, assigns tasks that need to be completed, discusses weekly rewards and school store needs. The main reinforcer for PBIS is "Charger Cash," which is given to students who display behaviors that are within the matrix of being Ready, Respectful and Responsible. The team had been in the planning stages to begin implementation for Tier 2 just as the pandemic hit. This has not been completed as of this time but plans for training and implementation of Tier 2 supports, during the 23-24 school year, are being discussed.

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

District wide, Carbondale Area has two school guidance counselors in each building (Elementary and High School). In addition, we have a school based therapist that focuses on students needing the highest level of support but also meets with student district wide in individual sessions. The elementary school building (K-6) has a school based behavioral health team through an outside agency, Friendship House. The school based behavioral health team consists of four behavioral health technicians and two master's level counselors. This program is available to students who qualify within the elementary

school setting (K-6). This service provides students with outpatient services, behavioral intervention, onsite psychiatric appointments, and medication management. An increased need for mental health services, prompted the district to open an intensive outpatient program that staffs mental health therapist through an outside agency, Friendship House. The district also has trained team members within the Student Assistance Program (SAP). The SAP team meets and determines student needs and assists in coordinating services outside of school, provides supports to utilize within the school setting, as well as conducts group sessions (peer and SAP member).

5. Describe the district restraint procedure.

At Carbondale Area School District, we have staff members, administrators, teachers, paraprofessionals, and school resource officer, that are Safe Crisis Management (SCM) trained. Currently, our program coordinator for the Carbondale Area Achievement Program, is certified as a trainer in Safe Crisis Management. She provides trainings throughout the year with specific staff to train and/or recertify staff for the school year. Staff participate in yearly trainings specific to de-escalation techniques and hands on holds/restraints. All certificates are up to date and held in the special education and administration office. Verbal and non-verbal interventions are encouraged to de-escalate the student. For students that are at risk of requiring physical intervention, the use of restraints is listed in the specially designed instruction (SDI) section of the IEP and is discussed/determined as an IEP team. If the student becomes unsafe to themselves or others, the use of emergency safety interventions are used. After the student is regulated, they are then checked by the school nurse. If a student is restrained, the parent is notified and an IEP team meeting is held within 10 days. If a meeting can not be held, a waiver form is sent home and the parent is informed of the situation and strategies being implemented moving forward. The IEP team may decide to conduct a Functional Behavior Assessment if the behaviors are different from the behaviors documented in the IEP or are becoming more frequent. All restraints are reported to the state quarterly through the RISC reporting 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.

Due to the current mental health crisis, there is an increase in the amount of students needing a higher level of care based on their mental health needs. We have seen an increase in students with medically necessary, partial hospitalization recommendations/placements. With the limited resources within the county for partial hospitalization programs and the high demand of these programs, the district has decided to provide instruction conducted in the home for these specific students until a placement can be established. The data through the districts SES system is reviewed and updates often with school counselors and the administrative team.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MMonahan	Elementary	Full-time (1.0)	03/21/2023 06:16 PM

Building Name		
Carbondale El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 15
Age Range Justification		FTE %
Speech Clinician		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WK	Elementary	Full-time (1.0)	03/21/2023 06:16 PM

Building Name		
Carbondale El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5

Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RY	Elementary	Full-time (1.0)	03/21/2023 06:18 PM

Building Name		
Carbondale El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Speech Clinician		0.49

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RL	Elementary	Full-time (1.0)	03/21/2023 04:56 PM

Building Name		
Carbondale El Sch		
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	Elementary	10 to 12
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RO	Secondary	Full-time (1.0)	03/30/2023 01:50 PM

Building Name		
Carbondale Area JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 19
Age Range Justification		FTE %
Reflects case load assignment, students are not with teacher at the same time during the school day.		0.26

Building Name		
Carbondale Area JSHS		
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	12 to 19
Age Range Justification		FTE %
Reflects case load assignment, students are not with teacher at the same time during the school day.		0.08

Building Name		
Carbondale Area JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 19
Age Range Justification		FTE %
Reflects case load assignment, students are not with teacher at the same time during the school day.		0.25

Building Name		
Carbondale Area 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	12 to 19
Age Range Justification		FTE %
Reflects case load assignment, students are not with teacher at the same time during the school day.		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RG	Elementary	Full-time (1.0)	03/21/2023 04:45 PM

Building Name		
Carbondale El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NK	Secondary	Full-time (1.0)	03/28/2023 11:13 AM

Building Name	
Carbondale Area 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%)	8

Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 21
Age Range Justification		FTE %
Secondary students, IEP team for any student outside the range has decided that placement is appropriate to meeting student's needs. Waivers were signed by parents of any students outside of age range of class.		0.4

Building Name		
Carbondale Area JSHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 21
Age Range Justification		FTE %
Secondary students, IEP team for any student outside the range has decided that placement is appropriate to meeting student's needs. Waivers were signed by parents of any students outside of age range of class		0.07

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MMurphy	Secondary	Full-time (1.0)	03/21/2023 04:42 PM

Building Name
Carbondale Area 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%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 16
Age Range Justification		FTE %
		0.75

Building Name		
Carbondale Area JSHS		
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	12 to 16
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS	Secondary	Full-time (1.0)	03/21/2023 04:37 PM

Building Name	
Carbondale Area JSHS	
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	12 to 15
Age Range Justification		FTE %
		0.18

Building Name		
Carbondale Area 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	12 to 15
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MG	Elementary	Full-time (1.0)	03/21/2023 04:33 PM

Building Name		
Carbondale 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	8 to 10
Age Range Justification		FTE %
		0.08

Building Name		
Carbondale El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MK	Secondary	Full-time (1.0)	03/21/2023 04:30 PM

Building Name		
Carbondale Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		31
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %

	0.62
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Building Name		
Carbondale Area JSHS		
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	14 to 17
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LBrunette	Secondary	Full-time (1.0)	03/30/2023 01:45 PM

Building Name		
Carbondale Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LZ	Elementary	Full-time (1.0)	03/21/2023 04:00 PM

Building Name		
Carbondale 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%)	6	
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification	FTE %	
	0.3	

Building Name		
Carbondale 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	9 to 12
Age Range Justification	FTE %	
	0.1	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LBohlig	Elementary	Full-time (1.0)	03/21/2023 04:01 PM

Building Name		
Carbondale 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 12
Age Range Justification		FTE %
		0.08

Building Name		
Carbondale El Sch		
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	Elementary	9 to 12
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KMcD	Elementary	Full-time (1.0)	03/21/2023 03:55 PM

Building Name		
Carbondale El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.5

Building Name		
Carbondale 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	10 to 12
Age Range Justification		FTE %
		0.25

Building Name		
Carbondale 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 12
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JKane	Secondary	Full-time (1.0)	03/21/2023 03:49 PM

Building Name		
Carbondale Area JSBS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 20
Age Range Justification		FTE %
		0.5

Building Name		
Carbondale Area JSBS		
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	16 to 20
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JT	Elementary	Full-time (1.0)	03/24/2023 11:57 AM

Building Name		
Carbondale El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
Students receiving Itinerant level of support, caseload reflects case load assignment, students are not with teacher at the same time during the school day.		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JKIELAR	Secondary	Part-time (0.5)	03/21/2023 03:50 PM

Building Name		
Carbondale Area JSHS		
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	Secondary	14 to 18
Age Range Justification		FTE %
		0.04

Building Name		
Carbondale Area JSHS		
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
Intermediate Unit	Secondary	14 to 18
Age Range Justification		FTE %
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GN	Elementary	Full-time (1.0)	03/21/2023 03:31 PM

Building Name
Carbondale 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	5 to 8
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GR	Elementary	Full-time (1.0)	03/21/2023 03:29 PM

Building Name		
Carbondale 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 8
Age Range Justification		FTE %
		0.04

Building Name		
Carbondale 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		
Carbondale El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional 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
ED	Secondary	Full-time (1.0)	03/21/2023 06:25 PM

Building Name		
Carbondale Area JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		

Level of Support		Case Load
Full-Time (80% or More)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 16
Age Range Justification		FTE %
		0.58

Building Name		
Carbondale Area JSHS		
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 16
Age Range Justification		FTE %
		0.02

Building Name		
Carbondale Area JSHS		
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	12 to 16
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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CA	Elementary	Full-time (1.0)	03/28/2023 11:17 AM
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Building Name		
Carbondale 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	5 to 9
Age Range Justification		FTE %
Reflects case load assignment, students are not with teacher at the same time during the school day.		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS	Elementary	Full-time (1.0)	03/28/2023 11:14 AM

Building Name	
Carbondale El Sch	
Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	
Level of Support	Case Load
Full-Time (80% or More)	3

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification	FTE %	
Students with significant emotional issues, very small caseload, IEP team for any student outside the range has decided that placement is appropriate to meeting student's needs. Waivers were signed by parents of any students outside of age range of class	0.25	

Building Name		
Carbondale 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 9
Age Range Justification	FTE %	
Students with significant emotional issues, very small caseload, IEP team for any student outside the range has decided that placement is appropriate to meeting student's needs. Waivers were signed by parents of any students outside of age range of class	0.05	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AM	Elementary	Full-time (1.0)	03/21/2023 03:18 PM

Building Name
Carbondale El Sch
Support Type
Autistic Support
Support Sub-Type

Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.62

Building Name		
Carbondale 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	5 to 8
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AP	Elementary	Full-time (1.0)	03/21/2023 03:15 PM

Building Name	
Carbondale El Sch	
Support Type	
Autistic Support	
Support Sub-Type	
Autistic Support	
Level of Support	Case Load

Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.12

Building Name		
Carbondale El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.33

Building Name		
Carbondale 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	9 to 12
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AZ	Secondary	Full-time (1.0)	03/30/2023 01:51 PM

Building Name		
Carbondale Area JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 20
Age Range Justification		FTE %
		0.5

Building Name		
Carbondale Area 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 20
Age Range Justification		FTE %
		0.1

Building Name		
Carbondale Area JSHS		
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	Secondary	16 to 20
Age Range Justification		FTE %
		0.1

Building Name		
Carbondale Area JSHS		
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	16 to 20
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BZ	Secondary	Full-time (1.0)	03/21/2023 06:26 PM

Building Name		
Carbondale Area JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load

Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 16
Age Range Justification		FTE %
		0.33

Building Name		
Carbondale Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 16
Age Range Justification		FTE %
		0.08

Building Name		
Carbondale Area JSHS		
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	13 to 16
Age Range Justification		FTE %
		0.05

Building Name		
Carbondale Area JSHS		
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	13 to 16
Age Range Justification	FTE %	
	0.12	

Building Name		
Carbondale Area 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 16
Age Range Justification	FTE %	
	0.2	

Special Education Facilities

Building Name		Room #
Carbondale El Sch		141
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 7 inches x 28 feet, 0 inches	660sqft	23
Implementation Date		
2023-03-23		
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 #
Carbondale El Sch		128
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 23 feet, 4 inches	700sqft	25
Implementation Date		
2023-03-24		
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 #
Carbondale El Sch		134
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 7 inches x 28 feet, 0 inches	660sqft	23
Implementation Date		
2023-03-24		
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 #
Carbondale Area JSHS		131
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
24 feet, 0 inches x 36 feet, 0 inches	864sqft	30
Implementation Date		
2023-03-28		
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 #
Carbondale Area JSHS		142
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
64 feet, 0 inches x 36 feet, 0 inches	2304sqft	82
Implementation Date		
2023-03-28		
Uploaded Files		

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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 #
Carbondale Area JSHS		112
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, 0 inches x 32 feet, 0 inches	896sqft	32
Implementation Date		
2023-03-28		
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 #
Carbondale Area JSHS		150
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
30 feet, 0 inches x 35 feet, 0 inches	1050sqft	37
Implementation Date		
2023-03-28		
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 #
Carbondale Area JSHS		154
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
25 feet, 0 inches x 35 feet, 0 inches	875sqft	31
Implementation Date		
2023-03-28		
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 #
Carbondale Area JSHS		136
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, 0 inches x 38 feet, 0 inches	836sqft	29
Implementation Date		
2023-03-28		
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 #
Carbondale Area JSHS		119
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
26 feet, 0 inches x 20 feet, 0 inches	520sqft	18
Implementation Date		
2023-03-28		
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 #
Carbondale Area JSHS		225
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
30 feet, 0 inches x 36 feet, 0 inches	1080sqft	38
Implementation Date		
2023-03-28		
Uploaded Files		

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11 Assurance Check

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

Building Name		Room #
Carbondale Area JSHS		123
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
30 feet, 0 inches x 26 feet, 0 inches	780sqft	27
Implementation Date		
2023-03-28		
Uploaded Files		

12 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 #
Carbondale Area JSHS		126
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
30 feet, 0 inches x 32 feet, 0 inches	960sqft	34
Implementation Date		
2023-03-28		
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 #
Carbondale Area JSHS		128
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
24 feet, 0 inches x 36 feet, 0 inches	864sqft	30
Implementation Date		
2023-03-28		
Uploaded Files		

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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 #
Carbondale El Sch		143
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 7 inches x 28 feet, 0 inches	660sqft	23
Implementation Date		
2023-03-28		
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 #
Carbondale El Sch		132
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 7 inches x 28 feet, 0 inches	660sqft	23
Implementation Date		
2023-03-28		
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 #
Carbondale El Sch		121
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 8 inches x 38 feet, 0 inches	823sqft	29
Implementation Date		
2023-03-28		
Uploaded Files		

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17 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 #
Carbondale El Sch		202
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 23 feet, 4 inches	700sqft	25
Implementation Date		
2023-03-28		
Uploaded Files		

18 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 #
Carbondale El Sch		123
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 23 feet, 0 inches	736sqft	26
Implementation Date		
2023-03-28		
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 #
Carbondale 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
32 feet, 0 inches x 23 feet, 0 inches	736sqft	26
Implementation Date		
2023-03-28		
Uploaded Files		

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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 #
Carbondale El Sch		116
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 23 feet, 0 inches	736sqft	26
Implementation Date		
2023-03-28		
Uploaded Files		

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	

Building Name		Room #
Carbondale El Sch		230
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 30 feet, 0 inches	720sqft	25
Implementation Date		
2023-03-28		
Uploaded Files		

22Assurance 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 #
Carbondale El Sch		136
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 7 inches x 28 feet, 0 inches	660sqft	23
Implementation Date		
2023-03-28		
Uploaded Files		

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23 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 #
Carbondale 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
20 feet, 6 inches x 28 feet, 0 inches	574sqft	20
Implementation Date		
2023-03-28		
Uploaded Files		

24 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 #
Carbondale El Sch		220
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 14 feet, 0 inches	392sqft	14
Implementation Date		
2023-03-28		
Uploaded Files		

25Assurance 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 #
Carbondale El Sch		217
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 0 inches x 32 feet, 0 inches	448sqft	16
Implementation Date		
2023-03-28		
Uploaded Files		

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26Assurance 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

27Special 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	Secondary	District
Paraprofessionals	16	Elementary	District
Paraprofessionals	11	Secondary	District
School Psychologist	1	District Wide	District
Occupational Therapist	2	District Wide	District
Behavior Specialist	1	District Wide	District
Guidance Counselor	2	Elementary	District
Guidance Counselor	2	Secondary	District
Other	1	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
Supporting Successful Inclusion for Students with Autism			
Lead Person/Position		Year of Training	
Director of Special Education		2023 2024	
Hours Per Training	Number of Sessions	Provider	Audience
1 hour	1	Intermediate Unit	General Education Teachers Parents Special Education Teachers

Description of Training			
Vector Solutions training- ASD overview, intervention strategies, Asperger's and Verbal Students			
Lead Person/Position		Year of Training	
Special Education Director		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
45 minutes- 1 hour	3	District	General Education Teachers Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training
Tier 2 training for PBIS implementation- Elementary

Lead Person/Position		Year of Training	
Principal and Assistant Principal		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
6	multiple	Intermediate Unit	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
Positive Behavior Intervention & Supports- Initial Level 1 training for Jr/Sr High School			
Lead Person/Position		Year of Training	
High School Principal and Assistant Principal		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
6 hours	3 days	Intermediate Unit	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
Positive Behavior Intervention & Supports- Development of Tier 1 model			
Lead Person/Position		Year of Training	
High School Principal and Assistant Principal		2023	
		2024	
		2025	
		2026	

Hours Per Training	Number of Sessions	Provider	Audience
6 hours	multiple	Intermediate Unit	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
Positive Behavior Intervention & Supports- Implementation of Tier 1			
Lead Person/Position		Year of Training	
High School Principal and Assistant Principal		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
6 hours	multiple	District Intermediate Unit	Building Administrators General Education Teachers Parents Special Education Teachers

Paraprofessional

Description of Training			
Knowledge and Skill Development for Special Education Paraprofessional in PA			
Lead Person/Position		Year of Training	
PaTTAN		2023	
		2024	
Hours Per Training	Number of Sessions	Provider	Audience
1 hour	multiple	PaTTAN	Paraprofessionals

Description of Training			
Bureau of Special Education Paraprofessional Credential of Competency: Entry Level Training Series			
Lead Person/Position		Year of Training	
PaTTAN		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1-5 hours	multiple	PaTTAN	Paraprofessionals

Description of Training			
OPEPP Professional Development Modules			
Lead Person/Position		Year of Training	
Special Education Department		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1-4	multiple	Other	Paraprofessionals

Transition

Description of Training	
Transition Network- Review and Reminders	
Lead Person/Position	Year of Training

Transition Coordinator		2023 2024	
Hours Per Training	Number of Sessions	Provider	Audience
1 hour	4-6 per school year	District Intermediate Unit	Parents Special Education Teachers

Description of Training			
Transition assessments and curriculum guide teacher training			
Lead Person/Position		Year of Training	
Transition coordinator		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1 hours	6-8	District	Special Education Teachers

Science of Literacy

Description of Training			
Core Knowledge Language Arts- Elementary curriculum training and development			
Lead Person/Position		Year of Training	
Elementary Principal and Assistant Principal		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience

half day	multiple	District Other	Building Administrators General Education Teachers Special Education Teachers
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Description of Training			
Pennsylvania Literacy Network training and implementation- High School			
Lead Person/Position		Year of Training	
High School Principal		2023 2024	
Hours Per Training	Number of Sessions	Provider	Audience
6 hours	multiple	District PaTTAN	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
The University of Florida Literacy Institute Foundations Toolbox preview and development			
Lead Person/Position		Year of Training	
Reading Specialist		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1 hour	multiple	District	General Education Teachers Parents Special Education Teachers

Parent Training

Description of Training			
Evaluation Process and Qualification for Special Education powerpoint and handouts			
Lead Person/Position		Year of Training	
Director of Special Education		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1-2 hours	2	District	Parents

Description of Training			
Transitioning to Adult Life- OVR services			
Lead Person/Position		Year of Training	
Transition Coordinator and Special Education Director		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1-2 hours	2	District Other	Parents

IEP Development

Description of Training	
Vector Solutions training- IEP compliance, IEP meeting and team collaboration, and IEPs and Common Core	
Lead Person/Position	Year of Training
Director of Special Education	2023
	2024

		2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
45 minutes-1 hour	3 different sessions	District	Special Education Teachers

Description of Training			
The Essentials of IEP Writing			
Lead Person/Position		Year of Training	
PaTTAN		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
Self Paced	12 modules	PaTTAN	Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

