

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 239

School District Total Student Enrollment 1148

Percent of Students Receiving Special Education 20.8

Steering Committee

Name	Position/Role	Building	Email
Jodie Chittester	Director of Special Education	Cranberry Area SD	jchittester@cranberrysd.org
William Vonada	Superintendent	Cranberry Area SD	bvonada@cranberrysd.org
Krista Bullers	Other	Cranberry Area SD	kbullers@cranberrysd.org
Richard Smith	Building Principal	Cranberry Area JSHS	rsmith@cranberrysd.org
Beth Conkle	Building Principal	Cranberry El Sch	bconkle@cranberrysd.org
Jess Faunce	Special Education Teacher	Cranberry Area JSHS	jfaunce@cranberrysd.org
Kelly Mong	Parent	Cranberry Area JSHS	kellymong1229@gmail.com
Jen Stevenson	General Education Teacher	Cranberry El Sch	jstevenson@cranberrysd.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 - LEA will submit an improvement plan to address identification rates of students with disabilities	Analysis of current data and trends in targeted categories (speech, SLD, OHI, MD). Review of MD population. Consideration of additional assessment tools and trainings.
FSA 11: Least restrictive environment - LEA will submit an improvement plan to address meeting the SPP target for students with disabilities served inside the regular classroom less than 40% of the day.	Data analysis of trend and services by disability category, district training in UDL, training in Quality Indicators of Emotional Support Programming - Director and ES staff, addition of SEL curriculum for all students K-12
(Just monitored Jan 2022, reviewed 4/19/22)	(Steps pending approval)

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
---------------	-----	---------------	-----	------------------

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
<p>The district was not flagged on our 2018-2020 data. However, based on our cyclical monitoring, we were asked to review data on the following categories: multi-disabilities, speech and language, other health impairment and specific learning disability. Over the past three years in data: The LEA averages 19-23% speech identification while the state average is 14%. The LEA percentage of OHI has decreased from 23.9% to 23.4%, while the state percentage has increased from 16.4% to 17.4%. The LEA percentage of SLD has increased from 22.2% to 26.2% while the state average has decreased from 40.6% to 39.2%. The LEA percentage of multi-disability was 5.3% in 2019-2020 while the state average is 1.0%.</p>	<p>The district has purchased additional assessment tools for the identification of reading disabilities and dyslexia. As a result, our identification rate is rising. However, we have a strong pre-identification/IST program that provides early remediation to struggling students. We added Heggerty instruction to all K-2 general education classes and changed our core reading program last year based on trends in district. We have trained and will continue to train intervention staff in the use of the Sonday Reading System and the Wilson Reading System. These steps reduce our levels of identification. The district has reviewed each of our 8 students identified as multi-disability and have found them to be appropriately identified. In our small population, this presents as a high percentage. The district is researching supplemental language development programs for students with language delays at the K-2 level as many of our speech language students are language delays without articulation needs.</p>

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.)

Under Section 1306 of the School Code, the LEA is required to allow non-resident students residing in a 1306 designated facility to attend our schools and ensure FAPE is provided to each student. Educational services would be available to any eligible student who has an IEP when entering the facility. For some students, the district may consider providing an education program or alternative program housed in the facility, or an IU classroom placement if appropriate. The Cranberry Area School District, as the host district, would be responsible for conducting child find activities and would be responsible for providing goals, programming and educational placements. Throughout that process, we are also responsible for keeping the student's resident school district informed and involved in the decision making regarding their student. We would invite the host district LEA to participate in all meetings. The resident district is responsible for reimbursement of educational cost for their student.

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

When the district receives a PDE-4605 form for a special education student, the form is forwarded to the Director of Special Programs for confirmation of residency and IEP status and the director will forward all necessary special education documents. The Director of Special Programs contacts the district business manager so they are aware of potential billing of services. The Director of Special Programs contacts the host LEA for the facility and participates in any meetings involving the student. When we are aware of a pending return to the Cranberry Area School District, we request a transition planning meeting so that the district can ensure that all services and supports needed by the student are in place to increase the likelihood of a successful transition.

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).

When the district receives a PDE-4605A for a student with an IEP, that document is forwarded to the Director of Special Programs for verification of IEP status. The Director of Special Programs will make contact with the facility host LEA and will share all required special education documentation. The district will participate in all meetings regarding the student and conduct discharge planning when appropriate. If a district incarcerated student is currently not identified, but is suspected of needing special education support, the district can proceed with a multi-disciplinary evaluation process (or request the assistance of the host LEA district in the Child Find and evaluation process).

Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.
Positive Trends in LRE data: District % of Students in Regular Education 80% or higher: LEA 2019 – 65.6 % (State 61.5%), LEA 2020 – 61.4% (State 61.5%), LEA 2021 – 63.4% (State 62.1%). The LEA is at or above the average state level for the percentage of students educated in the regular education classroom for more than 80% of the day.
District % of Students Educated in Other Settings: LEA 2019 – 4.8% (State 4.6%), LEA- 2020 – 0% (State – 4.8%), LEA 2021 – 1.4% (State 4.7%). The LEA has significantly reduced the number of students educated 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 Cranberry Area School District utilizes an MTSS framework for reading, math and behavior. At the elementary level we conduct universal screenings using Acadience, STAR, curriculum imbedded assessments and the CDTs. We conduct at-risk meetings quarterly to determine students requiring Tier 2 and 3 interventions. Students not making progress in the interventions are referred to the Instructional Support Team for additional assessments and targeted individual interventions. Guidance support is available in K-6 as well. At the high school, at-risk students are referred to the Child Study Team for additional assessments and targeted interventions. Supports come through staff, guidance and referral to additional services such as the SAP team or CARE team. Both elementary and high school buildings utilize a School Wide Positive Behavior Support program. Behavior expectations are posted and reinforced throughout the district. Students requiring Tier 2 and 3 supports are referred for guidance or the Instructional Support and Child Study teams. At this time, we do not utilize a social-emotional universal screening, but we are addressing that need. All staff are trained in de-escalation strategies and each building has a core team of staff that are re-certified annually in Crisis Prevention Intervention (CPI).
3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.
The district utilizes universal design for learning principles and supplementary supports and services for all grade levels. We offer a continuum of service levels from itinerant to full time in both buildings. Primary K-3 classrooms utilize a resource model for special education supports. Co-teaching supports are available in 4 - 12th grade (as well as resource supports). We have 20 paras employed to work in classrooms and with specific students as needed. We utilize MDS and autism supports in neighboring districts and the IU. We also utilize local agencies for BHT supports and nursing supports. In recent years, we have added in-district classes for Life Skills (K-12) and Emotional Support (7-12). We contract with RIU 6 for vision support, hearing support, OT, PT, behavior specialist and social worker services. We use a variety of assistive technology options and AIM compliant materials to ensure access to the regular education curriculum for all students. All students 7-12 have individual Chromebooks and students in K-6 can be assigned a Chromebook for individual AT needs. Cranberry partners with our TAC team from IU6 and PaTTAN for training in transition, behavioral supports, common core, UDL and effective instructional strategies, school safety, co-teaching and assistive tech.
4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.
Cranberry ensures that all students have access to extra-curricular activities of their choosing. We provide specialized transportation, nursing, paraprofessional support, behavioral support and curricular specific accommodations (such as reading aloud the PA Game Commission Hunter Safety test). Our staff is also very adept at finding regional resources that can assist our students with financial support to attend costly activities such as prom, homecoming and class trips.
5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?
District students who are in out-of-district placements are permitted to participate in all district extra curricular

activities and events. We utilize the supports listed above to ensure that those students have equal access to participation. The only exception to this are students who are court-ordered into residential placements that we cannot override.

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)

The district recognizes a regional trend in the need for social emotional and mental health supports across all grade levels. The superintendent and director of special programs have met with representatives of the Regional Counseling Center. The current plan is to establish counseling services K-12 in district for students in need starting in the fall of 2022 (our original target date was January 2022, but the Counseling Center was unable to staff). Other initiative include implementing a K-12 social emotional learning curriculum (Character Strong) and conducting updated staff training in UDL.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
St. Stephen's Academy	Licensed Private Academic		Glade Run Lutheran Services	Emotional Support	1
Hope Academy - Wexford	Licensed Private Academic		The Hope Centers	Autistic Support	1

Positive Behavior Support

Date of Approval

2020-12-14

Uploaded Files

Discipline of Students with Disabilities Policy.pdf

Positive Behavior Support Policy.pdf

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

At the elementary level, student needs are met through our guidance counselor, instructional support team, school nurse, school psychologist and collaboration with regional behavioral health services agency. At the high school level, student needs are met through our guidance department, child study team, CARE team, SAP team, county SAP liaisons, school nurse, school psychologist and collaboration with regional behavioral health service agencies. In the past year, the district contracted for social worker services (1 day per week) and behavior specialist services (2.5 days per week) through RIU 6. We will continue those services moving forward. Two years ago, the district implemented a high school social skills class. This class is taught four days a week by two of our learning support teachers. Initially it was targeted to our life skills population but has been expanded to include other special education students. This year, the district took over operations of an in-house high school emotional support program (from the IU 6). The Director of Special Programs just finished the initial training for Quality Indicators of Emotional Support Services and Programs and will be working our high school team through the process of evaluating the program this fall. Our high school is in its second year of School Climate study as well. The district is also implementing a new K-12 social emotional learning curriculum this fall, Character Strong. Our building level implementation coordinators are receiving training this summer and the rest of the staff will be trained this fall. This program will feature daily lessons across all grade levels in the areas of courage, perseverance, honesty, respect, gratitude, kindness, responsibility, cooperation, creativity and empathy.

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.

All district staff receive routine training in the use of positive behavior supports and de-escalation strategies. In each building (high school and elementary) a core team of readily available staff are trained and certified yearly in Crisis Prevention Intervention (CPI) and they compose a crisis team that responds to behavioral situations that escalate. All district paraprofessionals are also certified annually in CPI as they are often first responders (along with the teacher) in our special education classrooms. All staff are trained in suicide awareness and prevention and in child abuse and mandated reporting. All staff will receive training this fall in our new SEL curriculum. Our building principals have all attended PaTTAN trainings involving alternatives to suspension and expulsion.

3. Describe the district positive school wide support programs.

Cranberry utilizes a school wide positive behavior support system K-12. Basic principles for the program are: Be Ready, Be Respectful, Be Responsible. The school wide positive behavior plan has stated behavioral expectations for the following environments: bus, hallways, classrooms, lunch room, playground, arrival/dismissal times. Individual classroom and building level reinforcement for appropriate behaviors is provided. The policy is reviewed at the beginning of each school year and expected behaviors are modeled and taught. Copies of the SWPBS policy are included in the elementary and high school student handbooks and are posted in classrooms. Cranberry has defined disciplinary actions that are part of a four level system. All levels and consequences are listed in the student handbooks. All administrators are trained in appropriate disciplinary options for students with disabilities. The district has established policies for student discipline, discipline of students with disabilities, drug/weapons violations, bullying and harassment. As part of MTSS, all students are monitored on Tier one through discipline record reviews and monitoring built into the EdInsight system. Students with Level 2 and 3 behaviors, or students

identified as needing more intensive supports, are referred to the IST or Child Study Teams for additional assessment (direct observation, BASC, BRIEF, other rating scales) and intervention - referral to guidance, CARE, SAP, BHRS services, social worker or behavior specialist. Students can be referred for a multidisciplinary evaluation. Students who are already identified as special education can be referred for a functional behavioral assessment and development of a individual Positive Behavior Support Plan.

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

Cranberry Area School District has always worked cooperatively with our regional behavior health service providers. We allow open access to behavior consultants, behavioral health therapeutic staff, and mobile therapists to work with students in our facilities. Our teachers, director of special programs and school psychologist will participate in BHS team meetings, CASSP meetings and CYS meetings. We have active partnerships with regional partial and inpatient program providers (Venango Partial, Sharon Regional, Clarion Psychiatric and Millcreek). Several years ago, we began the process of trying to implement school based BHS. Covid delayed that process over the past two years. The district is currently contracting with Venango Regional Counseling Center to provide in-school counseling hours for students. This was anticipated to be a January 2022 implementation, but was delayed due to lack of personnel at the counseling center. In addition to the partnership with Venango Regional Counseling, the district has also received equipment and training (through IU 6 and USDA) for the implementation of tele-medicine appointments with regional providers.

5. Describe the district restraint procedure.

Cranberry District Policy is that "restraints to control acute aggressive behavior may only be used when the student is acting in a manner that represents a clear and present danger to the student, other students or employees and only when less restrictive measures and techniques have proven to be ineffective". Only staff trained in Crisis Prevention Intervention are permitted to engage in a restraint. If a restraint occurs it must be as minimal in duration as possible. Immediately following a restraint, the staff need to report the restraint to the Director of Special Programs and fill out a restraint report form. The Director will notify parents within 24 hours and schedule an IEP meeting unless the parent chooses to waive their right to an IEP. A re-evaluation will be considered to pursue and updated functional behavior assessment and positive behavior support plan.

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.

The school district currently has no students or disability categories for whom we are having difficulty ensuring FAPE. Cranberry utilizes a team approach with Riverview Intermediate Unit 6 and outside service providers to ensure that all students have access to appropriate educational placements. We also work in conjunction with other local school districts to share a variety of support classrooms regionally (we provide support in our high school ES class for two local districts). The district also offers several cyber options which can allow students access to services by parent choice or by short term medical necessity (homebound). When we do experience difficulty in providing appropriate services, we can work with our regional TAC Intensive Interagency contact from IU 6 to explore less common options.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS Speech	Secondary	Part-time (0.5)	05/23/2022 09:03 AM

Building Name		
Cranberry Area JSHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		27
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 21
Age Range Justification		FTE %
One provider servicing students in age appropriate groupings.		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS Emotional Support	Secondary	Full-time (1.0)	05/23/2022 09:00 AM

Building Name		
Cranberry 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	12 to 21
Age Range Justification		FTE %
Not enough students in ES to create two classes - all students have waivers signed.		0.04

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

Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 21
Age Range Justification		FTE %
Not enough students in ES to create two classes - all students have waivers signed.		0.4

Building Name		
Cranberry Area JSHS		
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 21
Age Range Justification		FTE %
Not enough students in ES to create two classes - all students have waivers signed.		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS Life Skills 10 - 12+	Secondary	Full-time (1.0)	05/23/2022 08:52 AM

Building Name		
Cranberry 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%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Small numbers in HS Life Skills - balancing caseload numbers between two classrooms. All students have waivers.		0.45

Building Name		
Cranberry 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	15 to 21
Age Range Justification		FTE %
Small numbers in HS Life Skills - balancing caseload numbers between two classrooms. All students have waivers.		0.07

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS Life Skills 7-10	Secondary	Full-time (1.0)	05/23/2022 08:52 AM

Building Name	
Cranberry 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%)	4
Identify Classroom	Classroom Location
School District	Secondary
Age Range Justification	FTE %
Small numbers in HS Life Skills - balancing caseload numbers between two classrooms. All students have waivers.	0.2

Building Name	
Cranberry 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)	2
Identify Classroom	Classroom Location
School District	Secondary
Age Range Justification	FTE %
Small numbers in HS Life Skills - balancing caseload numbers between two classrooms. All students have waivers.	0.13

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
12th Grade Support	Secondary	Full-time (1.0)	05/23/2022 08:38 AM

Building Name		
Cranberry Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 21
Age Range Justification		FTE %
		0.2

Building Name		
Cranberry 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	17 to 21
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
11th Grade Support	Secondary	Full-time (1.0)	05/23/2022 08:28 AM

Building Name		
Cranberry Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range

School District	Secondary	16 to 20
Age Range Justification		FTE %
		0.16

Building Name		
Cranberry Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 20
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
10th Grade Support	Secondary	Full-time (1.0)	05/23/2022 08:24 AM

Building Name		
Cranberry Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.12

Building Name		
Cranberry 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	15 to 19

Age Range Justification	FTE %
	0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9th Grade Support	Secondary	Full-time (1.0)	05/23/2022 08:20 AM

Building Name	
Cranberry Area JSHS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	10
Identify Classroom	Classroom Location
School District	Secondary
Age Range	FTE %
	0.2

Building Name	
Cranberry Area JSHS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Supplemental (Less Than 80% but More Than 20%)	4
Identify Classroom	Classroom Location
School District	Secondary
Age Range	FTE %
	0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8th Grade Support	Secondary	Full-time (1.0)	05/23/2022 08:16 AM

Building Name	
Cranberry Area JSHS	
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	Secondary	12 to 15
Age Range Justification		FTE %
		0.28

Building Name		
Cranberry 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 15
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7th Grade Support	Secondary	Full-time (1.0)	05/23/2022 08:09 AM

Building Name		
Cranberry Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.12

Building Name		
Cranberry Area JSHS		
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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elementary Speech	Elementary	Full-time (1.0)	05/23/2022 08:03 AM

Building Name		
Cranberry El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		62
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 13
Age Range Justification		FTE %
One provider servicing K-6. Students are seen in age appropriate groupings.		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elementary Life Skills	Elementary	Full-time (1.0)	05/23/2022 08:00 AM

Building Name		
Cranberry El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 13
Age Range Justification		FTE %
Only enough students for one class of Life Skills K-6 (waivers for all students kept on file)		0.05

Building Name		
Cranberry 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%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 13
Age Range Justification		FTE %
Only enough students for one class of Life Skills K-6 (waivers for all students kept on file)		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5-6 Co-Teacher A	Elementary	Full-time (1.0)	05/23/2022 07:54 AM

Building Name		
Cranberry El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
		0.16

Building Name		
Cranberry 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 13
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5-6 Co-Teacher B	Elementary	Full-time (1.0)	05/23/2022 09:04 AM

Building Name		
Cranberry El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
		0.14

Building Name		
Cranberry 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 13
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4-5 Co-Teacher	Elementary	Full-time (1.0)	05/23/2022 07:43 AM

Building Name		
Cranberry El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range

School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.12

Building Name		
Cranberry 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
5-6 Resource	Elementary	Full-time (1.0)	05/23/2022 09:05 AM

Building Name		
Cranberry 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	10 to 13
Age Range Justification		FTE %
		0.02

Building Name		
Cranberry 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	10 to 13

Age Range Justification	FTE %
	0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3-4 Resource	Elementary	Full-time (1.0)	05/23/2022 09:05 AM

Building Name		
Cranberry El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.04

Building Name		
Cranberry El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
K-2 Resource	Elementary	Full-time (1.0)	05/23/2022 07:14 AM

Building Name		
Cranberry El Sch		
Support Type		
Learning Support		

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

Building Name		
Cranberry El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.5

Special Education Facilities

Building Name		Room #
Cranberry El Sch		109
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 30 feet, 0 inches	840sqft	30
Implementation Date		
2022-05-23		
Uploaded Files		
Elem Map.pdf		

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 #
Cranberry El Sch		209
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 30 feet, 0 inches	840sqft	30
Implementation Date		
2022-05-23		
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 #
Cranberry El Sch		301
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 34 feet, 0 inches	952sqft	34
Implementation Date		
2022-05-23		
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 #
Cranberry El Sch		305
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 26 feet, 0 inches	936sqft	33
Implementation Date		
2022-05-23		
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 #
Cranberry El Sch		Suite C - Intervention S
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 16 feet, 0 inches	448sqft	16
Implementation Date		
2022-05-23		
Uploaded Files		

5Assurance Check

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

Building Name		Room #
Cranberry El Sch		SGL B - Speech
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, 6 inches x 12 feet, 6 inches	231sqft	8
Implementation Date		
2022-05-23		
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 #
Cranberry Area JSBS		101
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 31 feet, 0 inches	744sqft	26
Implementation Date		
2022-05-23		
Uploaded Files		
HS Map.pdf		

7 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 #
----------------------	---------------

Cranberry Area JSHS		107
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 31 feet, 0 inches	744sqft	26
Implementation Date		
2022-05-23		
Uploaded Files		

8 Assurance Check

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

Building Name		Room #
Cranberry Area JSHS		108
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 20 feet, 0 inches	400sqft	14
Implementation Date		
2022-05-23		
Uploaded Files		

9 Assurance Check

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

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

Building Name		Room #
Cranberry Area JSHS		115
School Building		Building Description
JR/SR High		A special education center where no general education are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 31 feet, 0 inches	744sqft	26
Implementation Date		
2022-05-23		
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 #
Cranberry Area JSHS		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
24 feet, 0 inches x 31 feet, 0 inches	744sqft	26
Implementation Date		
2022-05-23		
Uploaded Files		

11Assurance Check

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

Building Name		Room #
Cranberry Area JSHS		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
24 feet, 0 inches x 30 feet, 0 inches	720sqft	25
Implementation Date		
2022-05-23		
Uploaded Files		

12Assurance Check

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

Building Name		Room #
Cranberry Area JSHS		224
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 24 feet, 0 inches	744sqft	26
Implementation Date		
2022-05-23		

Uploaded Files

13 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 #
Cranberry Area JSHS		Conf - Speech
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
6 feet, 6 inches x 14 feet, 6 inches	94sqft	3
Implementation Date		
2022-05-23		
Uploaded Files		

14 Assurance Check

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

Special Education Support Services

15Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
School Psychologist	1	District Wide	District
Paraprofessionals	20	District Wide	District
Guidance Counselor	1	Elementary	District
Guidance Counselor	2	Secondary	District

Special Education Personnel Development

Autism

Description of Training			
National Autism Conference			
Lead Person/Position		Year of Training	
Penn State University		Summers 2023- 2027	
Hours Per Training	Number of Sessions	Provider	Audience
Varies per year	3 days per year	Intermediate Unit PaTTAN Other	Special Education Teachers

Description of Training			
Online Training Modules - Virginia Commonwealth University - Autism Center for Excellence			
Lead Person/Position		Year of Training	
VCU		2022 - 2024	
Hours Per Training	Number of Sessions	Provider	Audience
16 modules (5 hr per module)	Staff choice	District Other	General Education Teachers Special Education Teachers

Positive Behavior Support

Description of Training			
Character Strong (SEL Program) Staff Implementation Training			
Lead Person/Position		Year of Training	
SEL Building Coordinators		2022 - 2024	
Hours Per Training	Number of Sessions	Provider	Audience
3 hr initial (ongoing coaching)	1 initial	District	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
Crisis Prevention Intervention - Cerification and Annual Recertification Training			
Lead Person/Position		Year of Training	
IU 6 TAC Team		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
16 (full course), 6 hr (recert)	1 yearly	Intermediate Unit	Building Administrators General Education Teachers Special Education Teachers

Paraprofessional

Description of Training			
The Many Faces of Autism			
Lead Person/Position		Year of Training	
Online - AutismCertificationCenter.org		2022	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	1	District	Paraprofessionals

Description of Training			
Crisis Prevention Intervention - Full Course (and yearly recertification)			
Lead Person/Position		Year of Training	
IU 6 TAC Personnel		2022 - 2024	
Hours Per Training	Number of Sessions	Provider	Audience
16 (full course), 6 hr (recert)	1 yearly	Intermediate Unit	Paraprofessionals

Description of Training			
First Aid and CPR/AED Recertification (bi-annual)			
Lead Person/Position		Year of Training	
Community Ambulance Personnel		2023	
Hours Per Training	Number of Sessions	Provider	Audience
4	1	District Other	Paraprofessionals

Transition

Description of Training			
Monthly Transition Coordinators Meeting			
Lead Person/Position		Year of Training	
IU TAC		2022-2024	
Hours Per Training	Number of Sessions	Provider	Audience
6	5-6 per year	Intermediate Unit	Special Education Teachers

Description of Training
Pa Community of Practice Transition Conference

Lead Person/Position		Year of Training	
PaTTAN/PDE presenters		2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
Varies by year	Varies by year	PaTTAN	Special Education Teachers

Science of Literacy

Description of Training			
PA LETRS Modules			
Lead Person/Position		Year of Training	
PaTTAN		2022 - 2024	
Hours Per Training	Number of Sessions	Provider	Audience
6-7 per module	6	PaTTAN	General Education Teachers Special Education Teachers

Description of Training			
PaTTAN Literacy Quick Picks			
Lead Person/Position		Year of Training	
PaTTAN - online training topics		2022-2024	
Hours Per Training	Number of Sessions	Provider	Audience
30 min per session	Multiple	PaTTAN	General Education Teachers Special Education Teachers

Description of Training			
PaTTAN Literacy Symposium			
Lead Person/Position		Year of Training	
PaTTAN		2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
Varies by year	Varies by year	PaTTAN	General Education Teachers Special Education Teachers

Parent Training

Description of Training			
National Autism Conference (parent attendees can get grants)			
Lead Person/Position		Year of Training	
Penn State University		Summers 2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience

Varies yearly	Varies yearly	Other	Parents
---------------	---------------	-------	---------

Description of Training			
Character Counts - SEL program - Parent Orientation			
Lead Person/Position		Year of Training	
SEL Building Coordinators		2022 - 2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Parents

Description of Training			
Introduction to OVR Services			
Lead Person/Position		Year of Training	
OVR representatives - Director of Special Programs		2022 - 2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1 per year	District Other	Parents

IEP Development

Description of Training			
Essentials of IEP Writing (new special education staff)			
Lead Person/Position		Year of Training	
PaTTAN Personnel		2022-2024	
Hours Per Training	Number of Sessions	Provider	Audience
Self paced online modules	12 modules	PaTTAN	Special Education Teachers

Description of Training			
Quality Indicators of Emotional Support Services and Programs (Team Program Process)			
Lead Person/Position		Year of Training	
Director of Special Ed and RIU TAC		2022-2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District Intermediate Unit	General Education Teachers Special Education Teachers Other

Description of Training

PA Special Education Leadership Academy			
Lead Person/Position		Year of Training	
PaTTAN/PDE Presenters		2022, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
varies each year	varies each year	PaTTAN	Central Office Administrators 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