

Profile and Plan Essentials

LEA Name		AUN	
Cranberry Area SD		106611303	
Address 1			
3 Education Dr			
Address 2			
City		State	Zip
Seneca		PA	16346
Director of Special Education Name			
Jodie Chittester			
Director of Special Education Email			
jchittester@cranberrysd.org			
Director of Special Education Phone Number		Director of Special Education Ext	
814-676-8787		1523	
Chief Administrator Name			
Mr William C Vonada II			
Chief Administrator Email			
bvonada@cranberrysd.org			

Special Education Students

Total Number of Students Receiving Special Education 227

School District Total Student Enrollment 1151

Percent of Students Receiving Special Education 19.7

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
Camille Rombold	Other	Cranberry Area SD	crombold@cranberrysd.org
Kayla Loll	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 Kaye	Special Education Teacher	Cranberry Area JSHS	jkaye@cranberrysd.org
Michael Boston	Other	Cranberry Area SD	mboston@riu6.org
Brad Clayton	General Education Teacher	Cranberry El Sch	bclayton@cranberrysd.org
Logan McMahon	General Education Teacher	Cranberry Area JSHS	lmcmahon@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)

Improvement and Planning Activity
Based on the 2021 SEDR Dashboard, Cranberry did not meet the target for 2020-2021. Cranberry has met or exceeded the state graduation target every year since.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Improvement and Planning Activity
Training will be provided to all staff in Universal Design for Learning and co-teaching.
The high school special education department is teaming with Dr. Richard Sabowski (Grove City College) to reorganize and make sure we are maximizing use of our special education personnel and supports.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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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 through graduation or until the student's twenty-second birthday. For some students, Cranberry may consider providing an education program or alternative program housed in the facility, or an IU classroom placement if appropriate. If an alternative placement is determined by the IEP team to be appropriate, Cranberry would still be responsible for ensuring that all needed special education supports and FAPE are provided to the student as we are the host district. When a new student who has an IEP or service agreement enters the facility, that student must receive services indicated in their current IEP until the facility and host district can convene an IEP meeting to determine appropriate placement and support. Students must have services in place (based on their current IEP) within 5 days with an IEP meeting held as soon as possible. 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. Cranberry must obtain consent for evaluation from a parent, surrogate or court appointed guardian. Throughout that process, we are also responsible for keeping the student's parents resident school district informed and involved in the decision making regarding their student. We would invite the parent and host district LEA to participate in all meetings either in person or virtually. 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. A transition planning meeting should be held at least two weeks prior to a student's anticipated discharge.

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.**

The district continues to have very few students who are served in "other settings". This is due to the majority of services being provided in district for students with higher levels of needs. We host our own life skills and offer a high school emotional support classroom. We are consistently below the state average in this category. In the category of students in the regular education classroom less than 40% of the day, our district had an upward trend in percentages over the last several years (from 10.4% - 13.8%). We reversed that trend this year, dropping to 12.9%. We will hope to see that trend continue - our raw data indicates it is 11.9% for this year.

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 English Language Arts and Math. At the elementary level we conduct universal screenings using Acadience, STAR, curriculum imbedded assessments and the CDTs. Student attendance, behavior and academic progress can also be monitored through the EdInsight program. 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. Students can also be referred to the IST team by parents or teachers. Guidance support is available in K-6. Title 1 Reading services are available in K - 4th and a math coach supports students and staff in grades 3rd - 6th. At the high school, students are screened utilizing STAR, curriculum imbedded assessments and CDTs. Student progress, attendance and behavior are also monitored through EdInsight tracking. At-risk students are referred to the Child Study Team for additional assessments and targeted interventions. Supports come through staff interventions and accommodations, 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. 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). All district paraprofessionals are trained in CPI as well. The district uses the Character Strong program in K - 9th grades for social emotional learning and character development. Staff were trained and the program was implemented last year district wide. The district has two resource officers who support grades K - 12th. The district used grant funding to contract a social worker from the local United Way and she supports grades K-12. She assists families in making connections to regional supports and services as well as working with students on a daily basis. Cranberry maintains a strong working relationship with regional behavioral health providers, county services and agencies, and local medical providers in an effort to ensure our students receive the services they need to be successful.

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 -3rd learning support classrooms utilize a resource model for special education supports. Co-teaching learning supports are available in 4th - 12th grade (as well as resource supports). We have 22 paras employed to work in classrooms and with specific students as needed. We provide life skills support K - 12th and emotional support for grades 7th-12th in district. We utilize MDS, elementary emotional supports and autism supports in neighboring districts and the IU. We also utilize local agencies for BHT supports and nursing supports. We contract with RIU 6 for vision support, hearing support, OT, PT, behavior specialist and social worker services. The district uses standards based instruction in all classrooms. Staff are trained in SAS and 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. If a student requires assistive technology equipment, materials and batteries they are provided at no cost to the family. 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. Our staff is involved in Act 55 Structured Literacy trainings and just completed their first round of inservice training in January. We currently use Haggerty as a universal reading intervention K-2. Our Title I teachers are now using the Soudy System and our learning support teachers utilize the Soudy System and the Wilson Reading System. Our life skills classes have been using the Teach Town curriculum and will be adding the Soudy and Wilson instruction. A recent area of focus for the district has been the expansion of transition based services for students ages 14 and older. The district is utilizing the new PAES (Practical Assessment Exploration System) work skills lab and living skills apartment at RIU 6 with our life skills students and some learning support and emotional support students. All seniors in the district now participate in the Venango Ready program. This is a collaboration with local businesses in Venango County that teaches students specific job skills: communication, teamwork, work ethic, tactfulness/manners, critical thinking/problem solving, and working with supervisors. Our students also receive instruction in Financial Literacy (money management, budgeting, banking, credit cards, etc).

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 previously recognized a trend in the rise of students requiring mental health supports and social emotional learning and we implemented the Character Strong program and added social work services in the district. At this time, mental health supports and behavior supports are still a high need area in our region and a definite concern for our staff. We plan to offer additional supports and training in these areas. Idealistically, the district would like to expand our emotional support classroom (currently offered 7th-12th) to include an elementary classroom (either district operated or hosting an IU 6 classroom), but we do not currently have classroom space available.

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	2
The Education Center	Licensed Private Academic		The Watson Institute (Pittsburgh)	Life Skills Support	1
The Education Center	Licensed Private Academic		The Watson Institute (Pittsburgh)	Life Skills Support	1

Positive Behavior Support

Date of Approval

2020-12-14

Uploaded Files

Positive Behavior Support.pdf

Discipline of Special Education Students.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 agencies. 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. The district contracts for social worker services (1 day per week in our ES class) and behavior specialist services (2.5 days per week in district) through RIU 6. We also now contract social worker services through the United Way for student K - 12th. 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. The district continues to operate an in district emotional support program for grades 7 - 12th. The district utilizes the social emotional learning curriculum, Character Strong. This program features 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. Staff have received training in the Character Strong program. Staff also received training in trauma awareness and the impact of trauma on students. The special education plan team is recommending additional trainings in Youth First Aid Mental Health for staff at both the elementary and high school level as well as continued trainings in de-escalation, classroom behavior management strategies and trauma awareness.

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
IU 6 ES Class	Secondary	Full-time (1.0)	03/25/2024 02:19 PM

Building Name		
Cranberry Area SD		
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
Intermediate Unit	Secondary	14 to 16
Age Range Justification		FTE %
IU ES class 7th - 10th. IU obtains age waivers as needed.		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IU 6 MDS Support	Secondary	Full-time (1.0)	03/25/2024 02:12 PM

Building Name		
Cranberry Area SD		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		1

Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	14 to 19
Age Range Justification		FTE %
IU MDS class grades 7-12. IU obtains age waivers as needed		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IU MDS K-12	Multiple	Full-time (1.0)	03/25/2024 02:08 PM

Building Name		
Cranberry Area SD		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Multiple	5 to 22
Age Range Justification		FTE %
K-12 MDS class run by IU 6. IU will obtain age waivers.		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IU 6 AS 7-12	Secondary	Full-time (1.0)	03/25/2024 02:06 PM

Building Name		
Cranberry Area SD		
Support Type		

Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	12 to 16
Age Range Justification		FTE %
*IU classroom grades 7-12. IU will obtain all age waivers as needed		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IU 6 AS K-5	Elementary	Full-time (1.0)	03/25/2024 01:55 PM

Building Name		
Cranberry Area SD		
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
Intermediate Unit	Elementary	8 to 12
Age Range Justification		FTE %
*This is an IU class and will cover K-6. IU will obtain age waivers as appropriate.		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IU 6 Vision Support	Multiple	Full-time (1.0)	03/25/2024 02:09 PM

Building Name		
Cranberry Area SD		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Multiple	5 to 21
Age Range Justification		FTE %
Students are seen individually		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3-4 Resource	Elementary	Full-time (1.0)	03/21/2024 11:09 AM

Building Name		
Cranberry El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.06

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%)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS Speech	Secondary	Part-time (0.5)	03/21/2024 11:10 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)		26
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 21
Age Range Justification		FTE %
One provider servicing students in age appropriate groupings.		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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HS Life Skills 7-10	Secondary	Full-time (1.0)	03/21/2024 11:13 AM
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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%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 18
Age Range Justification		FTE %
Small numbers in HS Life Skills - balancing caseload numbers between two classrooms. All students have waivers.		0.3

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	Age Range
School District	Secondary	12 to 18
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
7th Grade Support	Secondary	Full-time (1.0)	03/21/2024 11:13 AM

Building Name		
Cranberry Area JSHS		
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	Secondary	11 to 14
Age Range Justification		FTE %
		0.04

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%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
10th Grade Support	Secondary	Full-time (1.0)	03/21/2024 11:14 AM

Building Name		
Cranberry Area JSHS		
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	Secondary	15 to 19
Age Range Justification		FTE %
		0.26

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	15 to 19
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IU 6 Hearing Support	Multiple	Full-time (1.0)	03/25/2024 02:09 PM

Building Name		
Cranberry Area SD		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Multiple	5 to 21
Age Range Justification		FTE %
Students are seen individually		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3-4 Co-Teacher	Elementary	Full-time (1.0)	03/21/2024 11:21 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	9 to 12
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%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5-6 Co-Teacher A	Elementary	Full-time (1.0)	03/21/2024 11:19 AM

Building Name		
Cranberry 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	10 to 13
Age Range Justification		FTE %
		0.08

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%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
12th Grade Support	Secondary	Full-time (1.0)	03/21/2024 11:22 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	17 to 21
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%)		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
K-2 Resource	Elementary	Full-time (1.0)	03/21/2024 11:23 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%)		12

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS Emotional Support	Secondary	Full-time (1.0)	03/21/2024 11:24 AM

Building Name		
Cranberry 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 21
Age Range Justification		FTE %
Not enough students in ES to create two classes - all students have waivers signed.		0.02

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%)		7
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.	0.35

Building Name		
Cranberry Area JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		5
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.		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5-6 Co-Teacher B	Elementary	Full-time (1.0)	03/21/2024 11:25 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%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elementary Speech	Elementary	Full-time (1.0)	03/21/2024 11:26 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)		63
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.		0.97

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9th Grade Support	Secondary	Full-time (1.0)	03/21/2024 11:27 AM

Building Name		
Cranberry Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 17
Age Range Justification		FTE %
		0.1

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%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 17
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5-6 Resource	Elementary	Full-time (1.0)	03/21/2024 11:33 AM

Building Name		
Cranberry El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		0
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
		0

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	10 to 13
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8th Grade Support	Secondary	Full-time (1.0)	03/21/2024 11:27 AM

Building Name		
Cranberry Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.24

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%)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS Life Skills 10 - 12+	Secondary	Full-time (1.0)	03/21/2024 11:28 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%)		6
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.		0.3

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)		0
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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
11th Grade Support	Secondary	Full-time (1.0)	03/21/2024 11:29 AM

Building Name
Cranberry Area JSHS

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 20
Age Range Justification		FTE %
		0.1

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	16 to 20
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elementary Life Skills	Elementary	Full-time (1.0)	03/21/2024 11:33 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)		0
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

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

Building Name		
Cranberry El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		2
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)		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elementary Speech - NS	Elementary	Part-time (0.5)	07/27/2023 02:17 PM

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)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
Students are taken for speech services in age appropriate groupings (small group and individual)		0.23

Special Education Facilities

Building Name		Room #
Cranberry Area JSHS		115
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Cranberry El Sch		209
School Building		Building Description
		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		

2 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Cranberry Area JSHS		202
School Building		Building Description
		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		

3 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Cranberry Area JSHS		Conf - Speech
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Cranberry Area JSHS		101
School Building		Building Description
		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

5 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Cranberry Area JSHS		107
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Cranberry El Sch		Suite C - Intervention S
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Cranberry Area JSHS		210
School Building		Building Description
		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

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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Cranberry El Sch		109
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Cranberry El Sch		SGI B - Speech
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Cranberry El Sch		305
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Cranberry Area JSHS		108
School Building		Building Description
		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		

12 Assurance Check

Assurance Check	Yes	No
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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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Cranberry El Sch		301
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.		No

Building Name	Room #
Cranberry Area JSHS	209

School Building		Building Description
		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		

14Assurance 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	
The location of the class has been maintained for at least 3 school years.		No

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	22	District Wide	District
Guidance Counselor	1	Elementary	District
Guidance Counselor	2	Secondary	District
Behavior Specialist	.5	District Wide	Contractor
Social Worker	.2	Secondary	Contractor
Social Worker	1.0	District Wide	Contractor
Physical Therapist	.1	District Wide	Contractor
Occupational Therapist	.1	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Social Skills Training			
Lead Person/Position		Year of Training	
Riverview Intermediate Unit TAC		2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	Intermediate Unit	Paraprofessionals Special Education Teachers

Description of Training			
Tourette's and Neurodiversity Training			
Lead Person/Position		Year of Training	
Tourette's Association of America (Western Chapter - Pittsburgh)		2024	
Hours Per Training	Number of Sessions	Provider	Audience
3 hour	2	Other	General Education Teachers Parents Special Education Teachers

Positive Behavior Support

Description of Training			
Youth Mental Health First Aid			
Lead Person/Position		Year of Training	
PaTTAN personnel		2025	
Hours Per Training	Number of Sessions	Provider	Audience

Online Course	Online Course	PaTTAN	Building Administrators General Education Teachers Special Education Teachers Other
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Description of Training			
Crisis Prevention Intervention - Cerification and Annual Recertification Training			
Lead Person/Position		Year of Training	
IU 6 TAC Team		2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
8 (full course), 4 hr (recert)	1 yearly	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
Disabilities Awareness			
Lead Person/Position		Year of Training	
Riverview Intermediate TAC		2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	Paraprofessionals

Description of Training

Crisis Prevention Intervention - Full Course (and yearly recertification)			
Lead Person/Position		Year of Training	
IU 6 TAC Personnel		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
8 (full course), 4 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		2025	
		2027	
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		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience

6	5-6 per year	Intermediate Unit	Special Education Teachers
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Description of Training			
The Grid Drives the IEP			
Lead Person/Position		Year of Training	
Riverview IU6 TAC personnel		2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	Special Education Teachers

Science of Literacy

Description of Training			
PA LETRS Modules			
Lead Person/Position		Year of Training	
PaTTAN		2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
6-7 per module	6	PaTTAN	General Education Teachers Special Education Teachers

Description of Training	
PaTTAN Science of Literacy Trainings	
Lead Person/Position	Year of Training
PaTTAN, IU 6 TAC - in person or online	2024 2025

		2026	
Hours Per Training	Number of Sessions	Provider	Audience
Varies by topic	Multiple	Intermediate Unit PaTTAN	General Education Teachers Paraprofessionals Special Education Teachers

Parent Training

Description of Training			
OVR and College Transition Night			
Lead Person/Position		Year of Training	
Clarion University Academic Supports Office / OVR		2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Other	General Education Teachers Parents Special Education Teachers

Description of Training			
PA Elks Home Service - Supports and Advocacy			
Lead Person/Position		Year of Training	
PA Elks Home Service		2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Other	General Education Teachers Parents Special Education Teachers

Description of Training			
Tourette's and Neurodiversity Training			
Lead Person/Position			Year of Training
Tourette's Association of America (Western Chapter - Pittsburgh)			2024
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Other	Parents

IEP Development

Description of Training			
Essentials of IEP Writing (new special education staff)			
Lead Person/Position			Year of Training
PaTTAN Personnel			2024 2025 2026
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			2024 2025 2026
Hours Per Training	Number of Sessions	Provider	Audience

3	2	District Intermediate Unit	General Education Teachers Special Education Teachers Other
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Description of Training			
PA Special Education Leadership Academy			
Lead Person/Position		Year of Training	
PaTTAN/PDE Presenters		2025 2026	
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

2024-04-22

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

Bill Vonada

Date

2022-08-09

