

Profile and Plan Essentials

LEA Name		AUN	
Carlynton SD		103021603	
Address 1			
435 Kings Hwy			
Address 2			
City	State	Zip	
Carnegie	PA	15106	
Director of Special Education Name			
Ms. Desiree Burns			
Director of Special Education Email			
desiree.burns@carlynton.k12.pa.us			
Director of Special Education Phone Number		Director of Special Education Ext	
412-429-2500		3310	
Chief Administrator Name			
Dr John W Kreider			
Chief Administrator Email			
john.kreider@carlynton.k12.pa.us			

Special Education Students

Total Number of Students Receiving Special Education 281

School District Total Student Enrollment 1334

Percent of Students Receiving Special Education 21.1

Steering Committee

Name	Position/Role	Building	Email
Dr. John Kreider	Superintendent	Carlynton SD	jkreider@carlynton.net
Dr. Jeffrey Taylor	Director of Curriculum	Carlynton SD	jtaylor@carlynton.net
Ms. Desiree Burns	Director of Special Education	Carlynton SD	dburns@carlynton.net
Dr. Julie Franczyk	Building Principal	Carnegie El Sch	julie.franczyk@carlynton.k12.pa.us
Carrie Badger	General Education Teacher	Carlynton JSHS	carrie.badger@carlynton.k12.pa.us
Annemarie Bunch	Special Education Teacher	Carlynton JSHS	annemarie.bunch@carlynton.k12.pa.us
Brittany Bova	Board Member	Carlynton SD	brittany.bova@carlynton.k12.pa.us
.	Parent	Carnegie El Sch	
Dr. Patricia Serdy	Other	Carlynton SD	pserdy@carlynton.net

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

Identify the School 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 School 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.)

The Carlynton School District does not currently operate or host a facility that meets the criteria outlined in Section 1306 of the Pennsylvania School Code. However, pursuant to Section 1306, when applicable, the host school district (i.e., the district in which the facility is located) is responsible for providing the educational program for students placed in that facility, including students with disabilities, and for ensuring the provision of a free appropriate public education (FAPE). For students with an Individualized Education Program (IEP) or Service Agreement, and when not prohibited by court order, the host school district is responsible for considering educational placement options that allow the student to be educated in the host district's public schools to the maximum extent appropriate. If, through the IEP or Service Agreement process, the host district and parent determine that an alternative educational setting more appropriately addresses the student's educational needs, the host district remains responsible for providing FAPE and any required special education or related services. For students eligible under Chapter 14, the host school district is responsible for all educational decision-making through the IEP team process, including the development of IEP goals, provision of specially designed instruction, and determination of educational placement. The host district is also responsible for monitoring educational progress and reviewing services on an ongoing basis and at least as frequently as report cards are issued. Ongoing communication is maintained with the resident school district regarding the student's placement and progress. Similarly, for students eligible under Chapter 15, the host district is responsible for conferring with families and developing a Service Agreement for qualified handicapped students. In addition, the host school district maintains Child Find responsibility for students within its jurisdiction, including identifying, locating, and evaluating all Section 1306 students suspected of having disabilities, whether through referral or parent request. As the host school district, Carlynton School District would also ensure that all staff providing educational or related services meet applicable certification and licensure requirements.

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

The resident school district, where the student's parent(s) reside, has a duty to cooperate in the transfer of educational records and participates in student monitoring and educational planning. The host school district maintains ongoing communication with the district

of residence to inform it of the student's educational programming, progress, and placement considerations, and to seek input as appropriate. When a student transitions from a Section 1306 placement back to the home district, the school district requests and reviews all relevant educational records in advance to support appropriate placement and service planning. Communication occurs between the host and resident districts to coordinate timelines, ensure continuity of services, and facilitate a smooth transition back to the district setting. The Carlynton School District fulfills its responsibilities under Section 1306 of the Pennsylvania School Code and maintains procedures to support effective communication, record sharing, and transition planning. At this time, there are no identified barriers that limit the District's ability to meet its obligations related to Section 1306 placements and student transitions.

Incarcerated Students Oversight

- 1. Does the School District have an adult correctional facility that houses juveniles within its geographical boundaries?**

No

- 1. Describe the system of oversight the School District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated, and, when deemed eligible, are offered a free, appropriate public education (FAPE).**

Least Restrictive Environment

1. **Review the School District's most recent data for Least Restrictive Environment. Highlight areas of improvement.**

A historical review of the District's Special Education Data Reports from December 1, 2018 through December 1, 2024 indicates that the District has not met the state benchmark of 4.4% or fewer students with disabilities educated in other settings. Across this seven-year period, the percentage of students placed in other settings has ranged from 7.7% (2022–2023) to 10.7% (2024–2025). This trend identifies Least Restrictive Environment as a priority area for improvement within the District's special education programming. As part of the current Director's review of historical practices and placement patterns, several contributing factors have been identified. These include students enrolling in the District with pre-existing out-of-district placements from prior school districts, the extension of program eligibility through age 22, and the needs of students requiring intensive behavioral supports. Current placement data indicate that Autistic Support (8 students) and Emotional Support (8 students) represent the largest disability categories of students educated outside of the District. In addition, students in grades K–6 and those in their 13th year of eligibility represent the largest grade-band groupings (8 students each). This data review is being used to guide intentional planning aimed at reducing reliance on out-of-district placements while maintaining appropriate, individualized supports for students. The District recognizes the need to balance efforts to increase inclusion and in-district capacity with the obligation to meet individual student needs as determined by IEP teams. As such, the District has begun a focused review of current placements to identify students who may be appropriate candidates for a return to in-district programs, as well as systemic opportunities to strengthen in-district supports, particularly for students with autism and emotional support needs. Moving forward, Least Restrictive Environment data will continue to be reviewed annually to monitor progress, inform program development, and evaluate the effectiveness of strategies implemented to increase access to in-district placements. These efforts are intended to support improved outcomes while ensuring placement decisions remain student-centered and compliant with IDEA requirements.

2. **What universal practices does the School District utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?**

The District utilizes a range of universal practices to address the academic and social/emotional needs of students who require accommodations within their learning environments. These practices are implemented across general education settings and are designed to promote access, participation, and progress for all learners in support of education in the least restrictive environment. Academically, universal supports include differentiated instruction, flexible grouping, instructional and assistive technology, modified materials, visual supports, extended time, preferential seating, and alternative methods for demonstrating learning. General education teachers collaborate with special education staff and related service providers to ensure accommodations are implemented consistently and aligned to student needs. To support social, emotional, and behavioral needs, the District implements school-wide positive behavioral practices and social-emotional learning supports. Universal strategies include consistent behavioral expectations,

explicit instruction in social-emotional skills, classroom routines, regulation supports, counseling access, and proactive check-in structures. When needed, targeted interventions are provided while maintaining student participation in general education settings to the greatest extent appropriate. These universal practices are supported through ongoing collaboration, professional development, and regular data review. Student progress is monitored to inform instructional and behavioral adjustments, strengthen in-district supports, and reduce reliance on more restrictive placements.

3. Describe the academic programming and training efforts the School District utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.

The District provides academic programming and professional learning supports to ensure students with disabilities meaningfully participate in the general education curriculum. Instructional models include co-teaching, the use of paraprofessional support, and the implementation of supplementary aids and services within general education settings to promote access and engagement alongside nondisabled peers. At the secondary level, the Junior–Senior High School offers peer-to-peer programming to support social and academic inclusion. At the elementary level, students with disabilities are fully integrated into Unified Arts classes, providing access to grade-level content and opportunities for interaction within inclusive environments. IEP teams utilize the Supplementary Aids and Services worksheet to systematically consider and document the full range of supports and accommodations prior to determining the need for more restrictive settings. This structured approach supports thoughtful placement decisions and reinforces the District’s commitment to educating students in the least restrictive environment. To strengthen instructional capacity, the District provides ongoing professional development and consultation through resources such as PaTTAN, the Allegheny Intermediate Unit, and external consultants. These training efforts support staff understanding of inclusive practices, effective use of accommodations, and implementation of specially designed instruction aligned to student needs.

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

The District is committed to ensuring that students with disabilities have meaningful access to and participation in extracurricular and nonacademic activities through the provision of individualized supplementary aids and services. Supports are based on individual student needs and are designed to promote inclusion alongside nondisabled peers to the greatest extent appropriate. Supplementary aids and services may include paraprofessional support during activities such as band camp, specialized transportation, additional staff presence during rehearsals, performances, and school-sponsored events, and accommodations to support participation in social activities, including dances. These supports are planned and implemented to enable safe and meaningful participation. The District also promotes inclusive extracurricular opportunities through participation in Unified Bocce, Best Buddies, and Students Together with Athletes Reaching Success (STARS), which foster social engagement and inclusive school communities. Through individualized

planning and inclusive programming, the District works to remove barriers and ensure equitable access to extracurricular activities for students with disabilities.

5. **Describe the School District procedures that ensure, 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-led extracurricular activities.**

When students with disabilities are placed in private or out-of-district educational settings, the District follows procedures to ensure that, to the maximum extent appropriate, students have opportunities for interaction with nondisabled peers and access to district-led extracurricular activities. During IEP meetings, teams consider opportunities for participation in the general education curriculum, inclusive activities, and district-based programs, and placements are reviewed periodically to determine whether increased access to in-district settings is appropriate. Students educated in private institutions are afforded the same opportunity as district-enrolled peers to participate in district-led extracurricular and nonacademic activities, with individualized supports provided as needed. Through these procedures, the District maintains student connections to district programs while ensuring placement decisions remain individualized and student-centered.

6. **Discuss the School 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 the need to build internal capacity and expand programs and services to provide a comprehensive continuum of supports for students with disabilities. Review of Least Restrictive Environment data and placement patterns highlights the need to strengthen in-district options to better meet student needs in less restrictive settings. As part of the District's three-year Special Education Plan, a projection of program needs has been completed to guide targeted program development. Priority areas include expanding secondary Autistic Support programming by separating it from Life Skills Support, with increased differentiation to address functional and social needs, as well as restructuring the secondary Emotional Support program into grade-band models for students in grades 7–9 and 10–12 to better align services with developmental needs. Through intentional program expansion, professional development, collaborative planning, and ongoing data review, the District aims to reduce reliance on out-of-district placements and strengthen its continuum of services to support education in the least restrictive environment to the greatest extent appropriate.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Children's Institute	Approved Private School (APS)		Children's Institute	Autistic Support	1
Class Academy	Licensed Private Academic		Class Academy	Emotional Support	1
Hope Academy	Licensed Private Academic		Hope Academy	Autistic Support	1
Longmore Academy	Licensed Private Academic	Public non-residential	Longmore Academy	Emotional Support	1
Mon Valley School	Other	Other Public Facility	Allegheny Intermediate Unit 3	Emotional Support	1
New Story	Licensed Private Academic		New Story	Emotional Support	1
Pathfinder School	Other	Other Public Facility	Allegheny Intermediate Unit 3	Multiple Disabilities Support	1
Pathfinder School	Approved Private School (APS)	Other Public Facility	Allegheny Intermediate Unit 3	Autistic Support	1
Pathfinder School	Other	Other Public Facility	Allegheny Intermediate Unit 3	Multiple Disabilities Support	1
Pressley Ridge School for Autism	Other		Pressley Ridge	Multiple Disabilities Support	2
Pressley Ridge School for Deaf	Licensed Private Academic		Pressley Ridge	Life Skills Support	1
Tillotson	Approved Private School (APS)		ACL D Tillotson School	Emotional Support	1
Watson Institute	Approved Private School (APS)		Watson Institute	Emotional Support	2
Watson Institute	Approved Private School (APS)		Watson Institute	Blind and Visually Impaired Support	1

Watson Institute	Approved Private School (APS)		Watson Institute	Deaf and Hard of Hearing Support	1
Wesley K-8	Licensed Private Academic		Wesley Schools	Autistic Support	1
Wesley High School	Approved Private School (APS)		Wesley Schools	Emotional Support	2
Wesley High School	Licensed Private Academic		Wesley Schools	Emotional Support	1
Western PA School for Blind Children	Approved Private School (APS)		Western PA School for Blind Children	Blind and Visually Impaired Support	1
Western PA School for Deaf	Approved Private School (APS)		Western PA School for Deaf	Deaf and Hard of Hearing Support	1
WISCA	Licensed Private Academic		Watson Institute	Autistic Support	1

Positive Behavior Support

Date of Approval

2024-12-03

Uploaded Files

113.2 Behavior Support 12 3 2024.pdf

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

The District supports the social and emotional needs of students with disabilities through a comprehensive school-based mental health partnership with the AHN Chill Project. This program is embedded within district schools and provides proactive, evidence-based emotional and behavioral supports to students, staff, and families. Through the AHN Chill Project model, full-time mental health professionals are embedded in school buildings to deliver preventative programming, coping strategies, and therapeutic supports designed to promote emotional regulation, reduce anxiety, and strengthen student engagement and decision-making. Students have access to designated Chill Rooms, which provide structured spaces for mindfulness, emotional regulation, and brief individual support in accordance with school-based protocols. These supports allow students to address emotional needs while maintaining access to their instructional day. In addition to preventative supports, the District offers access to school-based outpatient therapy services for students requiring a higher level of intervention. These voluntary services are provided by licensed clinicians during the school day, enabling students to receive counseling support without disrupting educational access.

2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques, and responses to behavior that may require immediate intervention.

The Carlynton School District provides ongoing training to staff in the use of positive behavior supports, de-escalation techniques, and appropriate responses to behaviors that may require immediate intervention. Training is designed to promote safe, consistent, and proactive behavioral practices across school settings. Consistent with Board policy, staff are trained to implement positive, research-based behavior support strategies and to utilize de-escalation techniques prior to any restrictive intervention. The District utilizes the Crisis Prevention Institute (CPI) program to provide training in verbal de-escalation and safe, non-harmful physical intervention techniques, which are used only as a measure of last resort when a student presents a clear and present danger. An in-house CPI trainer provides initial eight-hour certification training as well as required refresher training for certified staff, with consultation available to support fidelity of implementation. Each school building maintains an identified Crisis Response Team to support staff during behavioral

emergencies and ensure coordinated, appropriate responses. In addition, the District provides de-escalation and trauma-responsive training to all paraprofessionals to support consistent behavioral practices and student safety across instructional and non-instructional settings.

3. Describe the School District's positive school wide support programs.

The Carlynton School District implements school-wide positive behavior supports and character education programs across all buildings to promote appropriate behavior, emotional regulation, and positive school climate for all students. These universal supports are designed to be preventative in nature and consistent with the District's positive behavior framework. Interdisciplinary teams—including building administration, teachers, school psychologists, guidance counselors, and trained Student Assistance Program (SAP) team members—meet regularly to review student data, monitor progress, and identify additional supports as needed. This collaborative problem-solving process allows the District to respond proactively to emerging needs and adjust supports in a timely manner. When appropriate, the District collaborates with community agencies and private providers to supplement school-based supports and ensure continuity of services across the school day. Through these coordinated, school-wide practices, the District works to maintain supportive learning environments and reduce the need for more restrictive behavioral interventions.

4. Describe the School District's school-based behavior health services.

The Carlynton School District provides a continuum of school-based behavioral health services to support the social, emotional, and behavioral needs of all students, with additional supports available for students with disabilities. These services are designed to be preventative, responsive, and coordinated across school settings. All district buildings implement the Student Assistance Program (SAP), which serves as a universal framework for identifying and responding to student needs related to mental health, behavior, and substance use. SAP teams may make referrals for mental health assessments through county agencies or for drug and alcohol screenings with parent consent, and collaborate with families and community providers to coordinate supports. The District also provides school-based mental health services through embedded partnerships with community agencies, including the Allegheny Health Network Chill Project. Through this model, students have access to preventative programming, group and individual counseling, and outpatient therapy services delivered within the school setting. School-based therapists collaborate with school staff and provide services aligned to student IEPs when counseling is identified as a required support. These services supplement the work of SAP teams, guidance counselors, and other school-based supports. In addition, the District employs three school psychologists who provide counseling services, conduct Functional Behavioral Assessments (FBAs), and consult with teachers and case managers on the development and implementation of Positive Behavior Support Plans. School psychologists also support professional development for staff and families related to behavioral strategies and mental health.

5. Describe the School District's restraint procedure.

The Carlynton School District's restraint procedures are governed by Board Policy 113.2 (Behavior Support) and are implemented in

accordance with state and federal regulations. The District emphasizes the use of positive behavior supports and de-escalation strategies and permits the use of physical restraint only as a measure of last resort. Physical restraint may be used only when a student's behavior presents a clear and present danger to the student, other students, or staff, and only after less restrictive interventions and de-escalation techniques have been attempted and proven ineffective or are deemed insufficient in the moment. Restraints are never used for convenience, discipline, or punishment, and aversive techniques are strictly prohibited. Only staff who have received appropriate training are authorized to implement restraint procedures. When restraint is used, continuous supervision is provided, and the intervention is discontinued as soon as the student regains self-control. The use of restraint is documented in accordance with District procedures, and parents/guardians are notified as soon as practicable. Following the use of restraint, the District convenes the IEP team within required timelines to review the incident and determine whether additional assessment, including a Functional Behavioral Assessment, revisions to the Positive Behavior Support Plan, or changes to programming or placement are necessary. Through these procedures, the District ensures that restraint is used safely, lawfully, and only when absolutely necessary, while prioritizing student dignity, safety, and access to education in the least restrictive environment.

Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

At this time, the Carlynton School District has no identified areas of concern related to students placed on Instruction Conducted in the Home or students at risk of waiting more than 30 days for an appropriate educational placement. The District actively monitors placement timelines to ensure continuity of educational services and timely access to appropriate programming. In the event that a student becomes difficult to place or is at risk of an extended delay in securing an appropriate educational setting, the District would engage Intensive Interagency Coordination services through the Allegheny Intermediate Unit. Intensive Interagency Coordination supports interagency problem-solving through a collaborative, team-based approach to coordinate services and identify solutions for students with complex needs and their families. Through ongoing monitoring and the use of interagency supports when necessary, the District works to ensure timely educational placements and prevent extended instructional interruptions for students with disabilities.

Special Education Support Services

1Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Director of Pupil Services	1	District Wide	District
School Psychologist	1	Secondary	District
Paraprofessionals	18	Elementary	District
Paraprofessionals	5	Secondary	District
Occupational Therapist	1	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor
School Psychologist	2	Elementary	District

Special Education Personnel Development

Autism

Description of Training			
Autism Support Consultation			
Lead Person/Position		Year of Training	
Director of Special Education		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Intermediate Unit	Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
De-escalation and Trauma Response			
Lead Person/Position		Year of Training	
District CPI Instructor		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Paraprofessionals Special Education Teachers

Description of Training			
CPI			
Lead Person/Position		Year of Training	
District CPI Instructor		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
7	1	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
CPR/First Aid			
Lead Person/Position		Year of Training	
Safety & Technology Coordinator		2027 2029	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Paraprofessionals

Transition

Description of Training			
Transition Consultation			
Lead Person/Position		Year of Training	
Transition Coordinator		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Intermediate Unit	Special Education Teachers

Science of Literacy

Description of Training			
PA Science of Reading			
Lead Person/Position		Year of Training	
Director of Special Education		2027 2029	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit PaTTAN	Building Administrators General Education Teachers Special Education Teachers

Parent Training

Description of Training	
Transition from Preschool Early Intervention to Kindergarten/Orientation	
Lead Person/Position	Year of Training

Director of Special Education		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Family Engagement Training Series			
Lead Person/Position		Year of Training	
Director of Special Education		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Intermediate Unit	Parents

IEP Development

Description of Training			
Writing Compliant IEP Goals: Data driven			
Lead Person/Position		Year of Training	
Director of Special Education		2026	
Hours Per Training	Number of Sessions	Provider	Audience

3	1	Intermediate Unit	Special Education Teachers
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Signatures & Affirmations

Approval Date

Uploaded Files

Carlynton Special Education Affirmation.pdf

- 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

