

Profile and Plan Essentials

LEA Name		AUN	
Clairton City SD		103021903	
Address 1			
501 Mitchell Ave			
Address 2			
City	State	Zip	
Clairton	PA	15025	
Director of Special Education Name			
Jennifer Wardropper			
Director of Special Education Email			
wardropperj@ccsdbears.org			
Director of Special Education Phone Number		Director of Special Education Ext	
412-233-9200		1162	
Chief Administrator Name			
Dr Tamara Allen-Thomas			
Chief Administrator Email			
allen-thomast@ccsdbears.org			

Special Education Students

Total Number of Students Receiving Special Education

212

School District Total Student Enrollment

790

Percent of Students Receiving Special Education

26.8

Steering Committee

Name	Position/Role	Building	Email
Dr. Tamara Allen Thomas	Superintendent	Clairton City SD	allen-thomast@clairton.k12.pa.us
Ms. Andrea Carik	Other	Clairton City SD	carika@clairton.k12.pa.us
Ms. Kelley Majersky	Other	Clairton City SD	majerskyk@clairton.k12.pa.us
Mrs. Erin Ferguson	General Education Teacher	Clairton El Sch	fergusone@clairton.k12.pa.us
Mrs. Jodie Harriman	General Education Teacher	Clairton MS/HS	harrimanjclairton.k12.pa.us
Ms. Jennifer Wells	General Education Teacher	Clairton MS/HS	wellsj@clairton.k12.pa.us
Ms. Carrie Auld	Special Education Teacher	Clairton MS/HS	auldc@clairton.k12.pa.us
Ms Jocelyn Johnson	Parent	Clairton MS/HS	j_johnson09@yahoo.com
Mrs. Jennifer Wardropper	Director of Special Education	Clairton City SD	wardropperj@ccsdbears.org

School District Areas of Improvement and Planning - Indicators

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

Improvement and Planning Activity
District has implemented restorative practices for K-12 with fidelity with the goal of a reduction in recurring suspensions by understanding the target behaviors, as well as building positive relationships peer to peer as well as peer to adult.
District has worked to increase the occurrences of IEP team meetings for students that are experiencing behavioral concerns that may impede their learning and the learning of others, so as to be reviewing data and making data based decisions surrounding a potential re-evaluation for students that may be inclusive of a Functional Behavior Assessment if warranted.
District has implemented PBIS with fidelity for K-12 levels. The district is working in conjunction with the Allegheny Intermediate Unit for training, support and collaboration surrounding the PBIS initiative.
District has been working to develop a sound MTSS platform in order to support academic and behavioral needs district wide. There has been a focus at the early elementary level to support needs at high level in order to show growth over years.
District continues to utilize multiple resources that are in place throughout the school buildings to support school based behavioral health programming, specifically, the CHILL program, as well as three provides Wesley Services, Allegheny Health Network and NISAR Health and Human services. Staff is encouraged to recommend to the school Student Assistance Program, where student cases are carefully reviewed and if data supports, students and families are referred out to the appropriate support agency, pending parental permission.

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)

Improvement and Planning Activity
The district continues to utilize with fidelity (daily in all k-8 classrooms) research and data based program (iReady) to support improvement in ELA/ mathematics to show student progress through individualized programming that targets the specific student needs and provides an individualized instructional support program to address their specific areas of need. This program has shown boosted confidence in students, encouraging higher levels of both participation and performance. The data is consistently utilized as well for IEP goal development and progress monitoring, as it supports individualized needs well. PLC team continue to analyze data from standardized testing, as well as formative assessment and curriculum based data to adjust instructional needs and close the gaps.

At the k-5 elementary level, the instructional teams have been getting supported by the Pittsburgh Literacy Foundation, using a curriculum program for intervention, known as UFLI phonics, in conjunction with a district reading specialist, to provide intervention and support growth.

District LEAs assuring discussion of testing accommodations during IEP team meetings for students with IEPs to assure appropriate supports are provided for students with IEPs.

Education Environments (Indicator 5)

Improvement and Planning Activity

Review with special education teachers the correct processes for calculation of LRE. Review of the calculation grid versus the location of services/ level of support and distinguishing between the two IEP sections.

Provide the Guidelines for Calculating Educational Environment through PATTAN resource guide for reference by IEP teams.

In order to increase the number of students that are included inside of the regular education classroom for 80% of the time, there will be training (see training) on SDI's and also the differences between modifications and adaptations and other supports for the general education classroom setting.

Review by the Special Education Supervisor of the LRE calculations in order to assure accuracy.

Consideration by all IEP teams of Supplementary Aids and Services Toolkit in order to increase level of successful inclusion in the regular education classroom and curriculum, and potentially decrease the number of students that require services outside of the general education classroom/curriculum.

Paraprofessional support utilized across classroom settings, where determined by IEP teams. Collaborative learning environments, as well as co-teaching is established and implemented in order to encourage participation in the general education setting. PBIS is being utilized with fidelity.

With students placed outside of the district, IEP teams continue to examine data through the use of a reintegration plan and the use of public school readiness assessments in order to facilitate discussion regarding returning back to the home / public school setting , with extensive review of this data by the IEP team in order to make informed decisions regarding needs and lead to plan development for a successful transition and return to the public school setting.

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

2. **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.)**

At this time, the Clairton City School District does not currently host a 1306 facility. If the district were to be a host of a 1306 facility, they would seek the proper release of record procedures, and/or IEP meetings being held. In the event of serving as a host, the district would be provided with the educational components that the child needs according to most recent IEP/ RR in order to plan and implement programming within the Least Restrictive Environment for the child, assuring the students receives a Free and Appropriate Public Education. There should be maintenance of open lines of communication between the facility, the family and the home school through multiple modalities in order to assure that the child is being educated in the LRE and all educational needs are met with fidelity. IEP teams should discuss child's needs, as well as delivery of supplementary aids and services in order to assure FAPE. When children are in 1306 facilities, they typically reach out to the district in order to assure that FAPE is being provided, but if they should not, we reach out to them in order to assure services are provided to any children that may be residing in the placement that is in need. If a child is thought to be in need of services, but it not yet eligible, the district will take the step to communicate with the home district and facilitate the proper process to conduct an evaluation in order to determine the child's needs. Once a Permission to Evaluate is obtained, the District would proceed with conducting the proper evaluation and proceed to IEP development should the student be determined to be eligible for special education services.

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

When a student in the district has been assigned to a 1306 facility, the teams from both the 1306 and the district work in conjunction with each other by sharing educational records (with appropriate signed releases) and conferring about the student needs. The 1306 will contact the district if there are IEP team needs/ questions, as well as to determine a transition plan for return to district upon release from programming, as deemed by the appropriate provider. Meetings are held to discuss transition back and the supports and services that may be needed to ensure the child's needs are met and the path is in place for a positive journey back to the neighborhood school setting in order to provide FAPE. This would include review of records, credit evaluations and IEP paperwork, as well as any post-secondary preparation. transition based needs. Representatives from the Clairton City School District will be participating in an upcoming training provided through the Allegheny Intermediate Unit TAC team, in conjunction with PDE titled "PDE Re-Entrance Guidance Training." This training will review strategies for student return from court ordered placements, as well as 45 day unilateral placement as they navigate return to the home district/ neighborhood school setting.

Incarcerated Students Oversight

4. **Does the School District have an adult correctional facility that houses juveniles within its geographical boundaries?**
No
2. **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

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

The Clairton City School District strived to include all students with disabilities in the Least Restrictive Environment to the maximum extent possible, as determined to be appropriate by their IEP teams. It is encouraged with fidelity that all students need to have exposure to the general education curriculum within the context of the regular education classroom with their general education peers to the maximum possible extent. With IEP team discussion and consideration, inclusive of an extensive review of data, inclusion in the general education classroom is always the first consideration for any student requiring special education services in the Clairton City School District. Co-teaching environments are taking place throughout many classroom settings at the k-12 grade levels. Modifications and adaptations to meet the needs of each individual student. The use of Specially Designed Instruction and supplementary aids and services to meet student needs in the general education classroom is the first consideration by IEP teams before consideration of other placements. IEP teams make data driven decisions on the appropriate placement for each child, including students that are educated in placements outside of the district. The Clairton City School District did not meet the SPP targets when compared to the state average for students in the regular education classroom for 80% or greater of the school day in 2023-24, it fell short at 47.1% when the state rate was 61.7%. In 2022-23, the district fell at 49.8% with the target of 61.6% and in 2021-2022, the 55.2% with a target of 61.8%. According to 2023-2024 data, the district does have 9.4% of students with disabilities being educated outside of the district, which is higher than the state average of 4.4%. The district has been working to improve upon taking all measures to educate students within district programming and reducing the need for outside placements. Extensive discussion takes place within the context of IEP meetings, utilizing the guiding questions to determine LRE, prior to the most appropriate levels of supports and locations for those supports being determined by each individual team. Over the next three school years, the Clairton City School District will strive to continue to implement supportive programming that may reduce the number of students being educated outside of the general education classroom, as well as outside of the neighborhood school setting in order to more closely align with the state average of 4.4% for students educated outside of the district, as well as to increase participation of greater than 80% of the school day closer to the state average of 61.7%. This will be accomplished by continuing to place emphasis on SDIs, accommodations and modifications, paraprofessional support, where determined appropriate by IEP teams. The Clairton City School District also continues to utilize with fidelity, programs, such as school based health programming (3 separate organizations are available to provide services), the Allegheny Health Network "Chill Room" Project, the intensive training in mindfulness practices as well as focus on FBAs, positive behavior support plan developments, and the focus on School Wide PBIS. These allow for children to spend more time within the classroom setting and receive supports within those environments. Outside placements are a final resource based upon data and the child's level of needs (academic and behavioral). The district has also been working in conjunction with outside placement providers to review data and develop appropriate and effective plans for students to transition back to the neighborhood school with a level of success in meeting goals. IEP teams also make determinations of whether paraprofessional support is required, and to what extent, in order for a student to access the general education classroom and/ or general education curriculum. In collaboration with IEP teams, building level administration works to develop schedules for general education classrooms to have access to paraprofessionals to provide academic and or behavioral support for students with disabilities. The primary goal of the district is to always educate our students within the Least Restrictive Environments, using SDIs to support those needs and allow for success within those settings.

4. 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 Clairton City School District consistently utilizes multiple universal practices in order to accommodate student needs across all academic settings. Within the district at a k-12 level, there are co-teaching situations established to support the needs of all students effectively within the general education classroom. In addition, IEP teams take time to consider and discuss a full range of supplementary aides and services, inclusive of curriculum modifications, adaptations per individual student needs. Options for IEP team consideration consistently include, re-evaluations where deemed appropriate and needed, Functional Behavior Assessments and Positive Behavior Supports, options for students to receive counseling and behavioral health supports, as well as access to paraprofessional support if deemed necessary by an IEP team. The district maintains regular communication between the regular education classroom teachers, the IEP case manager and the parent/guardian in order to document how the children are performing in the general education setting, these often lead to data for the IEP team. IEP teams consistently reconvene and discuss/ review any proposed changes/ revisions that may be needed to further support the needs of the students. The district uses programming such as check in/ check out to develop relationships with students that allow for daily connection and communication surrounding student strengths and needs. The district works strongly in conjunction with The Allegheny Intermediate Unit in development of a strong MTSS framework, providing many resources at all tiers. A student's needs are extensively reviewed and discussed in the capacity of IEP team meetings, where the team determines the type of service, level of intervention and percentage of time spent outside of the regular education classroom. Supplementary aides and services and related services that may support include psychological services, occupational therapy services, physical therapy services, speech and language services, vision services, orientation and mobility services, audiological services, school health services, mental health services, special transportation, assistive technology and devices, adaptive physical education, assistance from a paraprofessional or a personal care assistant. Placement decisions are not based solely on the disability category or the severity of student disability, the availability of space or the availability of special education or related services, but instead based primarily on student need and data based decision making. A schoolwide PBIS initiative has been followed and implemented with fidelity across all k-12 settings. The district does have students that have high rates of truancy. The district has worked together to support families with involvement with the school social worker, as well as referrals to county agencies that may be able to support families with concerns surrounding truancy. School Attendance Improvement Plans (SAIP) are developed to help support families and reduce barriers to learning that are a result of concerns surrounding attendance to school. The intent is to support students and families with needed resources that the district may be able to recommend/ or make connections with for the families in need.

5. 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 Clairton City School District places high emphasis on assuring that students are educated within the least restrictive environment with supplementary aides and services. The district continues to the Professional Learning Community (PLCs) model on a K-12 level district wide. It is used with the intent to improve upon student performance and increase achievement through creating a collaborative network that is focused on learning. The teachers work together to determine the most effective teaching and instructional practices that will support students and lead to ensuring the success of all learners. At this time, the district considers a range of special education services that are offered to students. The appropriate services and supports are determined by their individual needs and data reviewed by their IEP teams. A co-teaching model takes place within many regular education classroom settings in order to allow students successful access to the general education curriculum. In addition, pull-out special education services within the small group setting, may be determined to be a need if the IEP team has determined that appropriate measures and Supplementary Aids and Services have been implemented, but a student has a higher level of need, demonstrated by insufficient growth in academics, behaviors or both. The district has a strong training network with the Allegheny Intermediate Unit, as well as

PATTAN for providing needed professional development. The use of the Supplementary Aids and Services Toolkit (SaS) is an invaluable tool for supporting IEP teams with lending to success in the general education setting. The district sends teachers/ district staff to any applicable trainings and professional development sessions that may be supportive and needed that are offered through the Allegheny Intermediate Unit, Pattan or PDE. These trainings can help to support inclusion in the general education classroom/ curriculum. The District Special Education Supervisor continues to attend the monthly meetings that take place at the Allegheny Intermediate Unit, as well as weekly Liaison Meetings that take place facilitated by the AIU3, in order to encourage collaboration, sharing of best practices, and share supports, programming and services that may help to support children and IEP teams. These meeting also help to keep everyone informed of updates from important agencies, such as PDE and PATTAN. This helps to ensure the best level of involvement and ensure a level of meaningful participation for all in the general education setting.

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

The district interventions and supplementary aides and services that are used to expand the continuum of educational placements available to support meaningful participation in extracurricular activities including: Students with disabilities are encouraged to participate in extra-curricular and non-academic programming and activities in order to assist in developing special talents and build social skills with peers. These can include providing supports and services, such as Assistive Technology, sensory supports, paraprofessional support, and transportation if determined necessary for participation. Students are not excluded from any extracurricular activity, unless the IEP team has discussed and documented a valid reason such as a documented health condition or safety concern. The district would work to provide accommodations to students that may need them, such as staff support, interpreters, specialized equipment and consultation with WPIAL and PIAA. These supplementary aides and services will be discussed and determined by IEP teams and implemented with fidelity in order to fully support meaningful participation of students with disabilities in extracurricular activities

7. 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.

Within the Clairton City School District, all students with disabilities are encouraged to participate in extra-curricular and non-academic programming and activities in order to assist in developing special talents and build social skills with peers. All necessary supports and services are provided to ensure that students with disabilities have access to participation at the highest level possible. The district would provide transportation if determined necessary for participation. Students are not excluded from any extracurricular activity, unless the IEP team has discussed and documented a valid reason such as a documented health condition or safety concern. The district would work to provide accommodations to students that may need them, such as staff support, interpreters, specialized equipment and consultation with WPIAL and PIAA. (34CFR 300.107 and 300.117)

8. 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).

At this time, the Clairton City School District does provide Emotional support programming across all classroom settings according to student needs as determined by IEP teams; however, ongoing exploration of the potential to offer a higher level of Emotional Support, perhaps within a more self-contained classroom, may help the district to reduce the number of students that are outside of the district. The district makes every effort to ensure that all students are educated in the least restrictive environment with supplementary aides and services

in order to support students with disabilities as active participants with non-disabled peers, as well as to enable their access to the general education curriculum. The district will explore options to which they have received exposure, such as potential by providers such as TCV Devereux, and New Story for programming that may be able to be integrated into the district in their own school settings.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
The Bradley School	Other	Other Private Facility	Bradley	Emotional Support	1
Wesley K- 8 School	Approved Private School (APS)		Wesley Schools	Emotional Support	4
Mon Valley School	Other	Public Facility - non residential	Allegheny Intermediate Unit	Autistic Support	6
New Story School	Licensed Private Academic	Other Private Facility Non residential	New Story Schools	Emotional Support	1
Western Pennsylvania School For the Blind	Approved Private School (APS)		Western Pennsylvania School for the Blind	Blind and Visually Impaired Support	1
Pressley Ridge Day School	Approved Private School (APS)		Pressley Ridge	Emotional Support	2
Bradley Center	Licensed Private Academic		Bradley	Life Skills Support	1
Mon Valley School	Other	Public Facility Non- Residential	AIU3	Life Skills Support	2
Steel City Academies	Licensed Private Academic		Steel City Academies	Emotional Support	3
Pressley Ridge School For Autism	Licensed Private Academic		Pressley Ridge	Autistic Support	1
PLEA	Other	Licensed Private	Devereux TCV	Autistic Support	1
Devereux TCV Day Academy	Approved Private School (APS)		Devereux TCV	Emotional Support	1

Positive Behavior Support

Date of Approval

2024-11-17

Uploaded Files

Board Policy Behavior Support.pdf

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

The Clairton City School District has a wealth of programming to support the emotional and social needs of students with disabilities. Students may be supported by special education staff through social skills instruction, as well as Social Emotional Learning Programming, if determined to be an appropriate method to support their needs by their individual IEP teams. In addition, the district staffs three full time guidance counselors, one at the elementary level (k-5), one at the middle school level (6-8) and one for the high school setting (9-12). In addition, the district also employs a full time social worker that often serves as a very active member of IEP teams, meets with students and coordinates additional services that they may need. The district is actively participating and contracting with three different providers of School Based Behavioral Health Programming: Allegheny Health Network, Wesley, and NISAR. Clairton is also very fortunate to have the Allegheny Health Network "Chill Room" programming housed in two locations in our building, that children may report for meditation/ wellness activities. The district has our own full time school psychologist on staff that is able to conduct FBAs when recommended and needed permissions have been gathered, as well as the development of Positive Behavior Support Plans. The district has a trained SAP team that meets one time per week to review referrals that have come through the SAP referral process and then discuss and make recommendation to the appropriate support networks. In addition, when data exists to support behavioral concerns, emotional and social needs, an IEP team may propose a PTR for an FBA to assess these areas and how to best support through the IEP team process.

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

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

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

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

positive schoolwide programs. Students have the opportunity for more specific and targeted intervention programs inclusive of the RENEW program, the P2G initiative and Check and Connect.

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

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

13. Describe the School District's restraint procedure.

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

Intensive Interagency

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

The Clairton City School District does not currently have any active cases that are in need of support from the intensive interagency team. Over the last year, there has been only one case where the district needed to seek support and work with the intensive interagency team in order to secure a placement for a very high level need emotional support student. Upon interagency involvement, the district was able to find placement for the student at New Story, where the student has maintained stable placement. The Clairton City School District has maintained placement for all students in the district that receive special education services to ensure the provision of FAPE. The district is very comfortable to reach out to the Allegheny Intermediate Unit, as well as the Bureau of Special Education by implementing the proper application procedures for consideration for Intensive Interagency Supports. The district worked in conjunction with the Interagency Coordinators through both Pattan and the Allegheny Intermediate Unit to address each case and support the child and the family. In addition the following agencies may also be contacted to support with the team: HSAO, Wesley Family Based Services, Juvenile Court System, Children and Youth Services, Partial Hospitalization Programs and Allegheny County Department of Behavioral Health. The Intensive Interagency Coordinator is provided to students with disabilities whose school districts have determined that they cannot be appropriately educated in a public school setting and who have waited more than 30 days for an appropriate educational placement AND/OR when students who are at substantial risk of waiting more than 30 days for an appropriate educational placement. As stated above, the Clairton City School District currently does not have any active cases of students that were recommended to the Intensive Interagency Team for support. The Clairton City School District continues to work with the Intensive Interagency Coordinator from the Allegheny Intermediate Units, along with any other applicable supporting agencies in a consistent effort to serve the students. The ultimate goal remains to serve the students in the regular school setting with appropriate supports and services necessary to ensure success in the least restrictive environment.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JS - elementary	Elementary	Full-time (1.0)	03/24/2026 02:36 PM

Building Name			
Clairton El Sch			
Support Type			
Learning Support			
Support Sub-Type			
Learning Support			
Level of Support			Case Load
Supplemental (Less Than 80% but More Than 20%)			5
Identify Classroom		Classroom Location	Age Range
School District		Elementary	11 to 12
Age Range Justification			FTE %
			0.25

Building Name			
Clairton 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	10 to 11
Age Range Justification			FTE %
			0.06

Building Name			
Clairton El Sch			
Support Type			
Life Skills Support			
Support Sub-Type			
Life Skills Support (Grades K-6)			
Level of Support			Case Load
Supplemental (Less Than 80% but More Than 20%)			1
Identify Classroom		Classroom Location	Age Range
School District		Elementary	10 to 10
Age Range Justification			FTE %
			0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS- Secondary	Secondary	Full-time (1.0)	03/24/2026 02:33 PM

Building Name		
Clairton MS/HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
		0.14

Building Name		
Clairton MS/HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.2

Building Name		
Clairton MS/HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MW - SpL	Multiple	Part-time (0.5)	03/24/2026 02:20 PM

Building Name		
Clairton City SD		
Support Type		
Speech And Language Support		
Support Sub-Type		

Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Multiple	6 to 11
Age Range Justification		FTE %
Students of greater than three year age range are not receiving educational support together in a classroom in the same time slots. Speech and Language serviced in small groups or individualized sessions in appropriate age range. All students educated in classrooms are within the age requirement.		0.11

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MJ	Elementary	Full-time (1.0)	03/24/2026 01:38 PM

Building Name		
Clairton El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
Students of greater than three year age range are not receiving educational support together in a classroom in the same time slots. All students educated in classrooms are within the age requirement. This teacher provides push in support in general education classrooms only		0.3

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

Building Name		
Clairton El Sch		

Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6
Age Range Justification		FTE %
		0.12

Building Name		
Clairton El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.04

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

Building Name		
Clairton El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %

	0.05
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BD - elementary	Elementary	Full-time (1.0)	03/24/2026 01:22 PM

Building Name		
Clairton El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.35

Building Name		
Clairton 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 11
Age Range Justification		FTE %
		0.04

Building Name		
Clairton El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DV-SpL	Multiple	Full-time (1.0)	03/24/2026 02:14 PM

Building Name		
Clairton MS/HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	5 to 15
Age Range Justification		FTE %
Students of greater than three year age range are not receiving educational support together in a classroom in the same time slots. Speech and Language serviced in small groups or individualized sessions in appropriate age range. All students educated in classrooms are within the age requirement.		0.32

Building Name		
Clairton El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
Children are not serviced together outside of age range in the classroom, just caseload		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AR- Sec	Secondary	Full-time (1.0)	03/24/2026 02:04 PM

Building Name		
Clairton MS/HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.08

Building Name		
Clairton MS/HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.25

Building Name		
Clairton MS/HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
		0.3

Building Name		
Clairton MS/HS		
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	13 to 16
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AM- Secondary	Secondary	Full-time (1.0)	03/24/2026 02:23 PM

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

Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.04

Building Name		
Clairton MS/HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.15

Building Name		
Clairton MS/HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 18
Age Range Justification		FTE %
Students of greater than three year age range are not receiving educational support together in a classroom in the same time slots. All students educated in classrooms are within the age requirement.		0.25

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

	0.08
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Building Name		
Clairton MS/HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 18
Age Range Justification		FTE %
Students of greater than three year age range are not receiving educational support together in a classroom in the same time slots. All students educated in classrooms are within the age requirement.		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JM- Secondary	Secondary	Full-time (1.0)	03/24/2026 01:44 PM

Building Name		
Clairton MS/HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.14

Building Name		
Clairton MS/HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.55

Building Name		
Clairton MS/HS		
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%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.15

Building Name		
Clairton MS/HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KD- Secondary	Secondary	Full-time (1.0)	03/24/2026 02:21 PM

Building Name		
Clairton MS/HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.45

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

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.15

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

Building Name		
Clairton MS/HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.05

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CA- Middle/high	Secondary	Full-time (1.0)	03/24/2026 01:02 PM

Building Name		
Clairton MS/HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 18
Age Range Justification		FTE %
Students of greater than three year age range are not receiving educational support together in a classroom in the same time slots. All students educated in classrooms are within the age requirement.		0.14

Building Name		
Clairton MS/HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.06

Building Name		
Clairton MS/HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.08

Building Name		
Clairton MS/HS		

Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.05

Building Name		
Clairton MS/HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 12
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LP- elementary	Elementary	Full-time (1.0)	03/24/2026 02:05 PM

Building Name		
Clairton El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.1

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

Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JJ- Elementary	Elementary	Full-time (1.0)	03/24/2026 01:30 PM

Building Name		
Clairton El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.35

Building Name		
Clairton El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LR-Elementary	Elementary	Full-time (1.0)	03/24/2026 02:09 PM

Building Name		
Clairton 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	7 to 9
Age Range Justification		FTE %
		0.1

Building Name		
Clairton El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
		0.15

Special Education Facilities

Building Name		Room #
Clairton MS/HS		209
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 0 inches x 16 feet, 0 inches	272sqft	9
Implementation Date		
2026-03-21		
Uploaded Files		

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.	Yes	

1 Assurance Check

Building Name		Room #
Clairton MS/HS		208
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 0 inches x 16 feet, 0 inches	272sqft	9
Implementation Date		
2026-03-21		
Uploaded Files		

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.	Yes	

2 Assurance Check

Building Name	Room #
Clairton MS/HS	210

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, 0 inches x 19 feet, 0 inches	342sqft	12
Implementation Date		
2026-03-21		
Uploaded Files		

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.	Yes	

3 Assurance Check

Building Name		Room #
Clairton MS/HS		227
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 30 feet, 0 inches	630sqft	22
Implementation Date		
2026-03-21		
Uploaded Files		

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.	Yes	

4 Assurance Check

Building Name		Room #
Clairton MS/HS		117
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 18 feet, 0 inches	504sqft	18
Implementation Date		
2026-03-21		
Uploaded Files		

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.	Yes	

5 Assurance Check

Building Name		Room #
Clairton MS/HS		107
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 18 feet, 0 inches	540sqft	19
Implementation Date		
2026-03-21		
Uploaded Files		

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.	Yes	

6 Assurance Check

Building Name		Room #
Clairton El Sch		G03
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, 0 inches x 25 feet, 0 inches	450sqft	16
Implementation Date		
2026-03-21		
Uploaded Files		

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.	Yes	

7 Assurance Check

Building Name		Room #
Clairton El Sch		G15B
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 0 inches x 20 feet, 0 inches	240sqft	8
Implementation Date		
2026-03-21		
Uploaded Files		

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.	Yes	

8 Assurance Check

Building Name		Room #
Clairton El Sch		G08A
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 14 feet, 0 inches	462sqft	16
Implementation Date		

2026-03-26
Uploaded Files

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.	Yes	

9 Assurance Check

Building Name		Room #
Clairton El Sch		G15A
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 26 feet, 0 inches	494sqft	17
Implementation Date		
2026-03-26		
Uploaded Files		

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.	Yes	

10 Assurance Check

Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Transition Coordinator	1	District Wide	District
Paraprofessionals	10	District Wide	District
School Psychologist	1	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	2	District Wide	Contractor
Social Worker	1	District Wide	District
Guidance Counselor	1	Elementary	District
Guidance Counselor	2	Secondary	District

11 Special Education Support Services

Special Education Personnel Development

Autism

Description of Training			
Application filed for Autism Initiative Cohort with Pattan			
Lead Person/Position		Year of Training	
Special Education Supervisor		2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
all year ongoing	ongoing	District Intermediate Unit PaTTAN	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
CCM de-escalation and crisis intervention trainings			
Lead Person/Position		Year of Training	
School Psychologist/ Administration		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
8	2	District Other	Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
Multiple resources of knowledge and skill development trainings for paraprofessionals in Pennsylvania available throughout the school year			
Lead Person/Position		Year of Training	
Special Education Supervisor		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
12	12- 24	District Intermediate Unit PaTTAN Other	Paraprofessionals

Description of Training			
CPR and First Aid Training			
Lead Person/Position		Year of Training	
Special Education Supervisor		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience

8	1	District Intermediate Unit Other	Special Education Teachers Other
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Description of Training			
Opportunity for Classroom Monitor Training (Act 91)			
Lead Person/Position		Year of Training	
AIU Tac Team		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Intermediate Unit	Paraprofessionals

Transition

Description of Training			
Transition training w/ support from AIU 3			
Lead Person/Position		Year of Training	
Special Education Supervisor		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Intermediate Unit	Special Education Teachers

Science of Literacy

Description of Training			
Literacy training workshops in collaboration with the Allegheny Intermediate Unit			
Lead Person/Position		Year of Training	
Supervisor of Special Education/ Building Administrators		2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
appx 7	minimum of three	District Intermediate Unit	Special Education Teachers

Description of Training			
iREADY programming annual trainings/ updates			
Lead Person/Position		Year of Training	
Special Education Supervisor/ iReady facilitators		2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	twice a year	District Other	Special Education Teachers

Parent Training

Description of Training			
Parent Engagement Nights			
Lead Person/Position		Year of Training	
Administrative Team		2026 2027	

		2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	7	District Other	Building Administrators Parents

Description of Training			
Financial Aide night/ post-secondary preparation training for parents and families			
Lead Person/Position			Year of Training
Guidance Department/ Pennsylvania State Talent Search Program			2026 2027 2028 2029
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Other	Parents

Description of Training			
IEP basic training			
Lead Person/Position			Year of Training
Special Education Supervisor			2026 2027 2028 2029
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Transition from EI / Preschool programming to kindergarten			
Lead Person/Position			Year of Training
Special Education Supervisor			2026 2027 2028 2029
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit	Building Administrators Parents

IEP Development

Description of Training			
ER/ RR development and writing			
Lead Person/Position			Year of Training
Special Education Supervisor			2026
Hours Per Training	Number of Sessions	Provider	Audience
6-8	2	District Intermediate Unit	Special Education Teachers

Description of Training			
Writing Measurable and observable IEP goals			
Lead Person/Position		Year of Training	
Special Education Supervisor		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Special Education Teachers

Description of Training			
Distinguishing between adaptations and modifications			
Lead Person/Position		Year of Training	
Special Education Supervisor		2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Paraprofessionals Special Education Teachers

Description of Training			
Effective progress monitoring			
Lead Person/Position		Year of Training	
Special Education Supervisor		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Paraprofessionals Special Education Teachers

Description of Training			
IEP compliance procedures/ checklists			
Lead Person/Position		Year of Training	
Special Education Supervisor		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Building Administrators General Education Teachers Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date