

Profile and Plan Essentials

LEA Name		AUN	
Carbondale Area SD		119351303	
Address 1			
101 Brooklyn St			
Address 2			
City		State	Zip
Carbondale		PA	18407
Director of Special Education Name			
Mrs. Heather Tolerico			
Director of Special Education Email			
heather.tolerico@carbondaleara.org			
Director of Special Education Phone Number		Director of Special Education Ext	
570-282-5656		1230	
Chief Administrator Name			
Mrs Holly W Sayre			
Chief Administrator Email			
holly.sayre@carbondaleara.org			

Special Education Students

Total Number of Students Receiving Special Education

469

School District Total Student Enrollment

1574

Percent of Students Receiving Special Education

29.8

Steering Committee

Name	Position/Role	Building	Email
Holly Sayre	Superintendent	Carbondale Area SD	holly.sayre@carbondalearea.org
Heather Tolerico	Director of Special Education	Carbondale Area SD	heather.tolerico@carbondalearea.org
Anna Magistro	Other	Carbondale Area SD	anna.magistro@carbondalearea.org
Joseph Farrell	Building Principal	Carbondale Area JSHS	joseph.farrell@carbondalearea.org
Meg Duffy	Building Principal	Carbondale El Sch	meg.duffy@carbondalearea.org
Rita Lopera	Special Education Teacher	Carbondale El Sch	rita.lopera@carbondalearea.org
Alyssa Mayne	General Education Teacher	Carbondale Area JSHS	alyssa.mayne@carbondalearea.org
Angela Pollits	Parent	Carbondale Area JSHS	
Dave Osborne	Board Member	Carbondale Area SD	dave.osborne@carbondalearea.org

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Improvement and Planning Activity
The school district added a guidance counselor with a certification/training in cooperative education 7-12 to facilitate career opportunities for students in a co-op setting.
Utilize the pathways to graduation to evaluate student progress and success. These pathways are evaluated often through the guidance department and opportunities are provided to students that may need additional artifacts within the pathways.
Offer in-person credit recovery and summer school opportunities for students to obtain credits necessary for graduation.
Offer flexible learning opportunities through options such as modified schedules, cyber learning, and co-op placements to meet students needs and promote completion of high school graduation criteria.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Improvement and Planning Activity
The LEA worked with PaTTAN and has implemented a core ELA curriculum with integrated intervention components designed to support diverse learners. Within a co-taught instructional environment, the student can engage in grade-level content when provided with necessary modifications.
The LEA will continue to collaborate with teachers to facilitate inclusion opportunities in the general education classroom and ensure necessary staffing supports are in place.
The LEA will continue to provide comprehensive professional development opportunities for all staff across the school year, addressing inclusion practices, special education regulations, the MTSS framework, and least restrictive environment (LRE) requirements.

Implement targeted supports, such as paraprofessional assistance and assistive technology, to support meaningful participation in core instructional settings.
Create and maintain a co-teaching schedule that promotes collaboration between general and special education teachers to increase student participation in inclusive learning environments.
Facilitate weekly co-planning between special and general education teachers to ensure coordinated instruction and effective implementation of accommodations.
Use collaborative data team meetings to examine student progress and make adjustments to intervention intensity and placement.
Provide staff training on differentiating instruction and designing accessible materials using UDL principles. Include professional development on effective collaboration, with emphasis on co-teaching models to support inclusive instruction.

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)

Improvement and Planning Activity
Ensure that agencies are involved in IEP meetings and student planning. Facilitate opportunities for families to meet with these agencies and complete as necessary paperwork to ensure supports post-secondary.
Provide opportunities through the Office of Vocational Rehabilitation for students to visit/work in businesses throughout the community with proper supports in place.
Provide opportunities within the district and outside events that provide additional information on colleges, trade schools, job openings, and career options to increase student exposure to post-secondary pathways.
Support student centered IEP's in which students take the lead in transition planning and their post-secondary plans. Provide specific opportunities for each student to research and shadow or obtain work experience in their desired field.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

Corrective Action	Improvement and Planning Activities
FSA- 17- Public School Enrollment	The LEA will follow an updated MTSS framework to ensure data-driven academic and behavioral interventions are provided prior to special education referral. Updates to core curriculum and tier 1 & 2 supports have been guided through the support of consultants within PaTTAN and the local IU. Behavioral and academic data will be used to identify at-risk students and guide intervention planning. The LEA will provide ongoing staff training and monitor implementation to ensure fidelity, while using data team processes to review progress and adjust supports as needed. The BSE Adviser will review Penn Data to determine if sufficient progress has been made.
FSA- 11- Least Restrictive Environment	The LEA will implement the action plan developed with the BSE Adviser to improve LRE practices, including providing professional development on inclusive instruction, differentiation, the use of artificial intelligence, expanding co-teaching opportunities, and supporting staff through mentoring, coaching, and additional staff support, when appropriate. The LEA will also implement peer support programs and review differentiation to curriculum to ensure accessibility. Progress will be monitored through data analysis, including Penn Data, to assess progress toward SPP targets.

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.)

The Carbondale Area School District does not currently serve as a host for a §1306 facility; however, if one were established, the district would assume all responsibilities as the host LEA in alignment with Pennsylvania Department of Education regulations. The district would ensure that all students, including those with disabilities, receive a free appropriate public education (FAPE) and access to educational services through graduation or until age 21, as appropriate. Placement decisions would be guided by the principle of the least restrictive environment (LRE), prioritizing inclusion in general education settings with appropriate supports and only considering more restrictive placements when criteria are met. The district would provide a full continuum of services, including the development and implementation of IEPs or Service Agreements with necessary accommodations, modifications, and related services. Carbondale Area would also meet its Child Find obligations by actively identifying, locating, and evaluating students suspected of having disabilities within its jurisdiction. In cases where a parent or guardian cannot be identified, a surrogate parent would be appointed to safeguard the student's educational rights. The district would collaborate closely with facility staff and regularly monitor student progress and placement to ensure appropriate services and compliance. Through these efforts, the district would promote equitable access to education and maintain adherence to all special education requirements.

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

The Carbondale Area School District will establish and maintain ongoing communication with §1306 facilities and the student's resident school district to ensure continuity of educational programming. During a student's placement, the district will ensure access to education for all students and provide a free appropriate public education (FAPE) in accordance with IEPs or Service Agreements, while adhering to all procedural safeguards. The district will regularly collaborate with the resident school district to share updates on student progress, programming, and educational planning. Communication with facility staff will be ongoing to ensure alignment of academic instruction, behavioral supports, and transition goals. To support a successful transition back to the resident district, Carbondale Area will begin transition planning at least two weeks prior to the student's anticipated discharge. This process will include the exchange of educational records, progress monitoring data, and recommendations to promote continuity of

services. The district will work collaboratively with the resident school district to develop a reentry plan that addresses the student's academic and social-emotional needs. If the student is transferring to another residential placement, the district will coordinate with the receiving LEA to ensure a smooth transfer of services and documentation.

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.**

According to the most recent Penn Data SEDR report based on the December 1, 2023 Special Ed Enrollment, Carbondale Area School District currently educates 51.7% of special education students inside of the regular education classroom for 80% or more of the school day. The state average in this area is 61.7% of students. The Carbondale Area School District currently educates 22.5% of special education students in a regular education setting for less than 40% of the school day. The state average in this area is 10.3% of students. In the area of educating students in an alternate setting, this data is not reportable. The state average for other settings is 4.4% of students. After reviewing the data obtained from Penn Data SEDR report for the 2023-24 school year, Carbondale Area School District needs to increase the percentage of special education students that are in general education classes for 80% or more of the school day. Our focus is on moving special education students from inside the general education classroom for less than 40% of the school to inclusion for 80% or more of the day. We currently do not have reportable amounts of students outside of the district in other 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 Carbondale Area School District utilizes a comprehensive system of universal practices to address the academic and social-emotional needs of all students requiring accommodations. The district implements a Multi-Tiered System of Supports (MTSS) and child study teams, including administrators and specialized staff, to collaboratively address academic and behavioral concerns. At the elementary level, universal screening tools such as DIBELS 8th Edition and the Feifer Assessment of Reading are used to monitor reading achievement, while at the secondary level, assessments such as the Classroom Diagnostic Tool and Study Island inform instructional decision-making. To support social-emotional needs, the district administers the Pupil Attitudes toward Self and School and implements a schoolwide Positive Behavioral Interventions and Supports model, allowing for proactive identification of student needs and the implementation of targeted supports within an inclusive learning environment. The elementary school has also adopted the Second Step curriculum to build competencies in behavior, belonging, and readiness to learn.

- 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 Carbondale Area School District has included eight professional development days throughout the school year. Professional Development topics discussed include MTSS (data focus), behavior and deescalation, a reading initiative (high school), restorative practices, artificial intelligence, differentiation/UDL, inclusion/co-teaching, as well as department level data meetings. The Carbondale Area School District also provides supports through co-teaching and paraprofessional academic assistance within general education classes for students that receive special education services.

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

All students are provided equitable access to extracurricular activities, regardless of disability, with necessary accommodations communicated to coaching staff. The LEA collaborates with coaches and families to plan for and implement appropriate supports to ensure student success. With parent consent, a copy of the students positive behavior support plan and any other relevant information is shared with coaching staff. This may include coordinating staff assistance or peer supports, as well as providing assistive technology or interpreter services when needed. Transportation home from activities is available for students who receive it as part of their program, supporting consistent participation. Additionally, the Carbondale Area School District partners with Special Olympics to offer Unified Sports opportunities, including bocce and track and field.

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.

When a student is suspected of having a disability, the Carbondale Area School District initiates the evaluation process in accordance with Pennsylvania Department of Education procedures. A Permission to Evaluate (PTE) is issued to obtain parent consent, after which a multidisciplinary evaluation is conducted, including assessments by the school psychologist and other relevant team members. The evaluation determines eligibility under one or more of the recognized disability categories and identifies the student's educational needs. If the student is found eligible, results are reviewed with the IEP team, including the parent, and appropriate programming, services, and supports are developed. The team considers the full continuum of placement options, prioritizing education within the district and the least restrictive environment (LRE). Placement outside of the district is considered only when the student's needs cannot be appropriately met within district programs. For students placed outside the district, the LEA ensures transportation is provided and maintains opportunities for participation in extracurricular activities alongside same-age peers. Necessary supports, accommodations, and coordination are provided to promote successful participation in school-sponsored activities and ensure access to a free appropriate public education (FAPE).

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).

The Carbondale Area School District provides a comprehensive continuum of supports and services designed to meet the diverse needs of its student population. Programmatic decisions are driven by ongoing analysis of student data, including disability categories, grade levels, and individual learning and behavioral needs. The district remains responsive to these needs by expanding staffing, supports, and classroom programs as enrollment and student needs evolve. Most recently, the district has added supplemental emotional support classrooms, autistic support programming, and an intensive outpatient program to enhance in-district capacity. Placement decisions are made by the IEP team and prioritize educating students within the district and in the least restrictive environment. Out-of-district placements are considered only when a student’s needs cannot be appropriately met within the existing continuum of services or feasibly replicated in-district. In some cases, students may be placed in more restrictive settings based on medical or clinical recommendations, such as partial hospitalization or residential treatment programs. Additionally, some students attend Approved Private Schools when deemed appropriate by the team to ensure access to a free appropriate public education (FAPE).

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
NEIU #19 Learning Campus	Other	Intermediate Unit	NEIU 19	Autistic Support	1
Graham Academy	Licensed Private Academic		Graham Academy	Autistic Support	8
Scranton School for the Deaf and Hard of Hearing Students	Approved Private School (APS)		Western Pennsylvania School for the Deaf	Deaf and Hard of Hearing Support	2
Children's Service Center	Licensed Private Academic		Children's Service Center	Emotional Support	2
Woods	Other	Residential Facility	Woods System of Care	Emotional Support	1
NEIU 19- Partial Hospitalization	Other	Intermediate Unit	NEIU 19- Local Intermediate Unit	Emotional Support	1
Mayfield Elementary	Other	Public School	Lakeland School District	Multiple Disabilities Support	1
New Story	Other		New Story	Learning Support	1

Positive Behavior Support

Date of Approval

2019-03-18

Uploaded Files

Behavior Policy 113.2.pdf

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

The emotional and social needs of students with disabilities are supported through a comprehensive, data-driven approach that integrates assessment, targeted interventions, and ongoing support. When students demonstrate social-emotional or behavioral needs, a Functional Behavior Assessment (FBA) is conducted to identify underlying factors contributing to behaviors, and the results are used to develop a Positive Behavior Support Plan as well as inform individualized goals within the Individualized Education Program (IEP). Students with identified needs participate in structured social skills groups using evidence-based curricula to build communication, peer interaction, self-awareness, and problem-solving skills, while also having opportunities to practice these skills in supportive settings. Additionally, based on the level of need, students may receive group or individual counseling services provided by qualified school professionals (guidance counselor, behavior specialist, school social worker) to further develop emotional regulation, coping strategies, and self-management. The District ensures that all supports remain flexible and responsive, with adjustments made as needed to promote student well-being and access to learning.

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.

Training in the use of positive behavior supports, de-escalation techniques, and appropriate responses to behaviors requiring immediate intervention through a multi-tiered approach is provided yearly for identified district staff. At the elementary level, staff are trained in the implementation of a schoolwide Positive Behavioral Interventions and Supports (PBIS) framework, which promotes consistent expectations and reinforces positive student behavior through data tracking and incentives. Across all grade levels, teachers and support staff are given access to and guidance on implementing individual students' Functional Behavior Assessments (FBAs) and Positive Behavior Support Plans to ensure consistent, proactive strategies are used. In addition, designated staff members—particularly those working in classrooms with higher behavioral needs—are trained in Safe Crisis Management (SCM), equipping them with skills in de-escalation, crisis prevention, and safe intervention techniques; these staff members participate in annual training and recertification. The District also ensures compliance with state regulations by

documenting and reporting any use of restraint through the RISC system on a quarterly basis, reinforcing accountability and the ongoing review of practices.

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

A comprehensive schoolwide positive behavior support program is continuously implemented at the elementary level through its Positive Behavioral Interventions and Supports (PBIS) framework, which was revised and strengthened during the 2018–2019 school year to support Tier 1 behavioral interventions. The program is centered on the core expectations of being Ready, Respectful, and Responsible, which are explicitly taught, modeled, and reinforced across all school settings. A representative PBIS team—comprised of members from each grade level, special education, non-core/specials, school counseling, and administration—meets monthly to review behavioral data, monitor program effectiveness, and plan schoolwide initiatives. The team coordinates activities such as monthly celebrations, weekly incentives, and the operation of a school store, while also assigning responsibilities to ensure consistent implementation. A key reinforcement system, “Charger Cash,” is used to recognize and reward students who demonstrate expected behaviors aligned to the PBIS matrix. While the District had begun planning for Tier 2 interventions prior to the pandemic, implementation was delayed; however, renewed efforts toward training and the rollout of Tier 2 supports have been identified as a priority and are actively being revisited.

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

Comprehensive school-based behavioral health services are provided through a multi-tiered system of supports designed to address a wide range of student needs. Districtwide, each building (elementary and high school) is staffed with two school counselors, and students have access to a school-based therapist who provides individual counseling, particularly for those requiring a higher level of support (full time emotional support program). In addition, the District employs a behavior specialist who supports staff in developing and implementing behavior intervention plans, conducts observations, and assists with proactive and responsive strategies, as well as a districtwide school social worker who helps address barriers to learning by connecting students and families with community resources and providing social-emotional support. At the elementary level (K–6), the District partners with an outside agency, Friendship House, to provide a school-based behavioral health team consisting of behavioral health technicians and master’s-level counselors. This program offers eligible students a continuum of services including outpatient therapy, behavioral interventions, onsite psychiatric services, and medication management. In response to an increased need for mental health supports, the District also partners with Friendship House to provide outpatient services, within the school setting (high school building). Additionally, the District maintains an active Student Assistance Program (SAP), with trained team members who meet regularly to identify student needs, coordinate services both within and outside of school, and provide targeted supports, including group interventions for students.

13. Describe the School District's restraint procedure.

Carbondale Area School District maintains a clearly defined restraint procedure that prioritizes prevention, safety, and compliance with state regulations. Trained personnel—including administrators, teachers, paraprofessionals, and the School Resource Officer—are certified in Safe Crisis Management (SCM), with a designated district trainer providing initial training and annual recertification. Staff receive ongoing instruction in de-escalation strategies, emphasizing the use of verbal and non-verbal interventions as the first response to student behavior. For students identified as having a potential need for physical intervention, the use of restraint is addressed within the Individualized Education Program (IEP) under specially designed instruction and is determined by the IEP team. Restraint is used only as an emergency safety intervention when a student poses an immediate risk to themselves or others. Following any incident, the student is assessed by the school nurse to ensure their well-being, and parents are promptly notified. An IEP team meeting is convened within 10 school days to review the incident and determine next steps; if a meeting cannot be scheduled, a waiver form is provided along with documentation of the incident and planned supports. The IEP team may also consider conducting or revising a Functional Behavior Assessment (FBA) if behaviors change or increase in frequency. All incidents involving restraint are documented and reported to the state on a quarterly basis through the RISC reporting system to ensure accountability and ongoing monitoring of practices.

Intensive Interagency

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

Due to the current mental health crisis, there is an increase in the amount of students needing a higher level of care based on their mental health needs. We have seen an increase in students with medically necessary, partial hospitalization recommendations/placements. With the limited resources within the county for partial Due to the ongoing increase in student mental health needs, the District has identified a growing number of students requiring a higher level of care, including those with medically necessary recommendations for partial hospitalization programs (PHP). Limited availability of these programs within the county, combined with high demand, has resulted in delays in securing appropriate placements, placing some students at risk of exceeding the 30-day timeline. To address this concern and ensure continuity of education, the District provides Instruction Conducted in the Home (ICH) for students awaiting placement. During this time, the District closely monitors each student's status through its student information and special education systems, with regular review and collaboration among school counselors, special education staff, school social worker, and administrators. The school social worker plays a key role in supporting these students and families by coordinating community-based mental health resources, assisting with service referrals, helping reduce barriers to care, and maintaining ongoing communication between home, school, and outside providers. The District continues to maintain consistent communication with families and external agencies to expedite appropriate placement, while ensuring that students receive academic instruction and individualized support aligned with their needs until a suitable educational setting becomes available.

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	Secondary	District
Paraprofessionals	20	Elementary	District
Paraprofessionals	15	Secondary	District
School Psychologist	1	District Wide	District
Occupational Therapist	2	District Wide	District
Behavior Specialist	1	District Wide	District
Guidance Counselor	2	Elementary	District
Guidance Counselor	2	Secondary	District
Other	1	District Wide	District
Social Worker	1	District Wide	District

1 Special Education Support Services

Special Education Personnel Development

Autism

Description of Training			
Establishing Component Skills Through Evidence-Based Practices			
Lead Person/Position		Year of Training	
PaTTAN Analyst Consultant- PAI		2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	PaTTAN	Paraprofessionals Special Education Teachers

Description of Training			
Vector Solutions training- Working with Verbal Students with Autism Spectrum Disorder (ASD), Intervention Strategies, and ABA approaches			
Lead Person/Position		Year of Training	
Special Education Director		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
30 minutes- 1 hour	3	District	General Education Teachers Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
MTSS and PBIS tiered supports			
Lead Person/Position		Year of Training	
NEIU consultants and Mrs. Dorothy Hahn/Behavior Specialist		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1-3 hours	multiple	District Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Vector Solutions training- Restorative Practices and School-Wide Positive Behavioral Interventions and Supports			

Lead Person/Position		Year of Training	
Building level administrators		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
40 minutes- 1 hour	2	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Safe Crisis Management			
Lead Person/Position		Year of Training	
Mrs. Dorothy Hahn/Behavior Specialist		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
15-18	2-3	District	Building Administrators Paraprofessionals Special Education Teachers

Description of Training			
Social-Emotional and Skill Building- Second Step Curriculum			
Lead Person/Position		Year of Training	
Elementary Guidance Counselors		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1-2	multiple	District Other	General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
Book study/PLC- Lost at School and The Behavior Code			
Lead Person/Position		Year of Training	
Mrs. Anna Magistro/Assistant to the Director of Special Education		2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1-3	multiple	District	Paraprofessionals

Description of Training			
Data in real time			
Lead Person/Position			Year of Training
Mrs. Anna Magistro/ Assistant to the Director of Special Education and Mrs. Dorothy Hahn/Behavior Specialist			2026 2027 2028 2029
Hours Per Training	Number of Sessions	Provider	Audience
1-2 hours	multiple	District	Paraprofessionals

Description of Training			
Prompting & Fading (Don't Overhelp!)			
Lead Person/Position			Year of Training
Mrs. Anna Magistro/ Assistant to the Director of Special Education and Mrs. Dorothy Hahn/Behavior Specialist			2026 2027 2028 2029
Hours Per Training	Number of Sessions	Provider	Audience
1-2	multiple	Other	Paraprofessionals

Description of Training			
Supporting inclusion in general education classrooms			
Lead Person/Position			Year of Training
Mrs. Anna Magistro/ Assistant to the Director of Special Education			2026 2027 2028 2029
Hours Per Training	Number of Sessions	Provider	Audience
1	multiple	District	Paraprofessionals

Transition

Description of Training			
Transition Network- Review and Reminders			
Lead Person/Position		Year of Training	
Transition Coordinator		2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1 hour	4-6 per school year	District Intermediate Unit	Parents Special Education Teachers

Description of Training	
Indicator 13 compliance and common errors	
Lead Person/Position	Year of Training

NEIU Training and Consultation and Transition Coordinator		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1-2 hours	3-4	District Intermediate Unit	Central Office Administrators Special Education Teachers

Description of Training			
Secondary Transition Relevant Professional Learning			
Lead Person/Position		Year of Training	
PaTTAN lead online resources		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1-2 hours	3-4 sessions	District Other	Special Education Teachers

Description of Training			
Opening Doors: College & Careers for Students with Disabilities			
Lead Person/Position		Year of Training	
National Technical Assistance Center on Transition		2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Other	Special Education Teachers

Description of Training			
Vector Solutions training- Transition Planning and Transition Services			
Lead Person/Position		Year of Training	
Special Education Department		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
30 mins-1 hour	2	District Other	Special Education Teachers

Science of Literacy

Description of Training			
Structured Literacy for School Leaders			
Lead Person/Position		Year of Training	
NEIU 19 Training and Consultation		2026 2027	

Hours Per Training	Number of Sessions	Provider	Audience
6	5	Intermediate Unit	Building Administrators Central Office Administrators

Description of Training			
Pennsylvania Literacy Network- High School			
Lead Person/Position		Year of Training	
High School Principal		2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
6 hours	multiple	District PaTTAN	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
MTSS Tiered supports through structured literacy			
Lead Person/Position		Year of Training	
Reading Specialist and Building Principals		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
2-3 hour	multiple	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Parent Training

Description of Training			
Local Task Force			
Lead Person/Position		Year of Training	
Director of Special Education and NEIU Liason		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1 hour	5-7	Intermediate Unit Other	Central Office Administrators Parents Other

Description of Training	
Transitioning to Adult Life- OVR services	
Lead Person/Position	Year of Training

Transition Coordinator and Special Education Director		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
1-2 hours	2	District Other	Parents

Description of Training			
PaTTAN resources/trainings			
Lead Person/Position		Year of Training	
Special Education Department		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	1-2	PaTTAN	Parents

Description of Training			
PEAL center trainings			
Lead Person/Position		Year of Training	
Special Education Department		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
1-2	based on available topics	District Other	Central Office Administrators Parents Special Education Teachers

IEP Development

Description of Training			
Vector Solutions training- IEP compliance, IEP meeting and team collaboration, and IEPs and Common Core, IEP progress monitoring and Reporting			
Lead Person/Position		Year of Training	
Director of Special Education		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
45 minutes-1 hour	4 different sessions	District	Special Education Teachers

Description of Training	
The Essentials of IEP Writing	
Lead Person/Position	Year of Training

PaTTAN		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
Self Paced	12 modules	PaTTAN	Special Education Teachers

Description of Training			
Student-Led IEP process			
Lead Person/Position		Year of Training	
Special Education Department		2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1-2	3	District	Central Office Administrators Special Education Teachers

Description of Training			
District level procedures and resources			
Lead Person/Position		Year of Training	
Special Education Department		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1-2	3	District	Central Office Administrators Special Education Teachers

Special Education Facilities

Building Name		Room #
Carbondale El Sch		128
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 23 feet, 4 inches	700sqft	25
Implementation Date		
2023-03-24		
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.		No

2 Assurance Check

Building Name		Room #
Carbondale El Sch		134
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 7 inches x 28 feet, 0 inches	660sqft	23
Implementation Date		
2023-03-24		
Uploaded Files		

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

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

Building Name		Room #
Carbondale Area JSHS		131
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 36 feet, 0 inches	864sqft	30
Implementation Date		
2023-03-28		
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.		No

4 Assurance Check

Building Name		Room #
Carbondale Area JSHS		142
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
64 feet, 0 inches x 36 feet, 0 inches	2304sqft	82
Implementation Date		
2023-03-28		
Uploaded Files		

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

The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

5 Assurance Check

Building Name		Room #
Carbondale Area JSHS		112
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 32 feet, 0 inches	896sqft	32
Implementation Date		
2023-03-28		
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.		No

6 Assurance Check

Building Name		Room #
Carbondale Area JSHS		131
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 35 feet, 0 inches	1050sqft	37
Implementation Date		
2023-03-28		
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.		No

7 Assurance Check

Building Name		Room #
Carbondale Area JSHS		154
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 35 feet, 0 inches	875sqft	31
Implementation Date		
2023-03-28		
Uploaded Files		

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

8 Assurance Check

Building Name		Room #
Carbondale Area JSHS		136
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 38 feet, 0 inches	836sqft	29
Implementation Date		
2023-03-28		
Uploaded Files		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	

The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

9 Assurance Check

Building Name		Room #
Carbondale Area JSHS		119
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 20 feet, 0 inches	520sqft	18
Implementation Date		
2023-03-28		
Uploaded Files		

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

10 Assurance Check

Building Name		Room #
Carbondale Area JSHS		225
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 36 feet, 0 inches	1080sqft	38
Implementation Date		
2023-03-28		
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.		No

11 Assurance Check

Building Name		Room #
Carbondale Area JSHS		123
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 26 feet, 0 inches	780sqft	27
Implementation Date		
2023-03-28		
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.		No

12 Assurance Check

Building Name		Room #
Carbondale Area JSHS		126
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 32 feet, 0 inches	960sqft	34
Implementation Date		
2023-03-28		
Uploaded Files		

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

13 Assurance Check

Building Name		Room #
Carbondale Area JSHS		128
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 36 feet, 0 inches	864sqft	30
Implementation Date		
2023-03-28		
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.		No

14 Assurance Check

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

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

15 Assurance Check

Building Name		Room #
Carbondale El Sch		223
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 7 inches x 28 feet, 0 inches	660sqft	23
Implementation Date		
2023-03-28		
Uploaded Files		

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

16 Assurance Check

Building Name		Room #
Carbondale El Sch		114
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, 8 inches x 38 feet, 0 inches	823sqft	29
Implementation Date		
2023-03-28		
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.		No

17 Assurance Check

Building Name		Room #
Carbondale El Sch		202
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 23 feet, 4 inches	700sqft	25
Implementation Date		
2023-03-28		
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.		No

18 Assurance Check

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

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

19 Assurance Check

Building Name		Room #
Carbondale El Sch		222
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 23 feet, 0 inches	736sqft	26
Implementation Date		
2023-03-28		
Uploaded Files		

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

20 Assurance Check

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

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

21 Assurance Check

Special Education Facilities

Building Name		Room #
Carbondale El Sch		230
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 30 feet, 0 inches	720sqft	25
Implementation Date		
2023-03-28		
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.		No

22 Assurance Check

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

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

23 Assurance Check

Building Name		Room #
Carbondale El Sch		201
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 6 inches x 28 feet, 0 inches	574sqft	20
Implementation Date		
2023-03-28		
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.		No

24 Assurance Check

Building Name		Room #
Carbondale El Sch		220
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 14 feet, 0 inches	392sqft	14
Implementation Date		
2023-03-28		

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.		No

25 Assurance Check

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

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

26 Assurance Check

Building Name		Room #
Carbondale Area JSHS		154
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 35 feet, 0 inches	875sqft	31
Implementation Date		

2024-08-12
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	

27 Assurance Check

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KM	Secondary	Full-time (1.0)	03/16/2026 10:55 AM

Building Name		
Carbondale Area JSHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
Multiple grade levels within the classroom		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MMonahan	Elementary	Full-time (1.0)	03/16/2026 10:54 AM

Building Name		
Carbondale El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range

School District	Elementary	8 to 11
Age Range Justification		FTE %
Speech Clinician		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WK	Elementary	Full-time (1.0)	03/16/2026 11:46 AM

Building Name		
Carbondale El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
Same grade level		0.5

Building Name		
Carbondale El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
Same grade level		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RY	Elementary	Full-time (1.0)	03/16/2026 11:48 AM

Building Name		
Carbondale El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		

Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Speech Clinician		0.49

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RL	Elementary	Full-time (1.0)	03/16/2026 11:51 AM

Building Name		
Carbondale El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
Same grade level		0.65

Building Name		
Carbondale El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RO	Secondary	Full-time (1.0)	03/16/2026 11:55 AM

Building Name		
Carbondale Area JSHS		
Support Type		

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
Reflects case load assignment, students are not with teacher at the same time during the school day.		0.3

Building Name		
Carbondale Area JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
Reflects case load assignment, students are not with teacher at the same time during the school day.		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RG	Elementary	Full-time (1.0)	03/16/2026 11:59 AM

Building Name		
Carbondale El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 13
Age Range Justification		FTE %

Multiple grade level within the classroom	0.75
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Building Name		
Carbondale El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 12
Age Range Justification		FTE %
		0.12

Building Name		
Carbondale El Sch		
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	Elementary	8 to 8
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NL	Secondary	Full-time (1.0)	03/16/2026 12:13 PM

Building Name		
Carbondale Area JSHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18

Age Range Justification	FTE %
Secondary students, IEP team for any student outside the range has decided that placement is appropriate to meeting student's needs. Waivers were signed by parents of any students outside of age range of class.	0.65

Building Name		
Carbondale Area JSHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
Secondary students, IEP team for any student outside the range has decided that placement is appropriate to meeting student's needs. Waivers were signed by parents of any students outside of age range of class		0.07

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MMurphy	Secondary	Full-time (1.0)	03/16/2026 12:15 PM

Building Name		
Carbondale Area JSHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MG	Elementary	Full-time (1.0)	03/16/2026 12:34 PM

Building Name

Carbondale El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LBohlig	Elementary	Full-time (1.0)	03/16/2026 12:38 PM

Building Name		
Carbondale El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
Services multiple grade level		0.6

Building Name		
Carbondale El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
Services multiple grade level		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JKane	Secondary	Full-time (1.0)	03/17/2026 01:02 PM

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

Building Name		
Carbondale Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 20
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JT	Elementary	Full-time (1.0)	07/01/2025 08:26 AM

Building Name		
Carbondale El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %

Students receiving Itinerant level of support, caseload reflects case load assignment, students are not with teacher at the same time during the school day.	0.28
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JKIELAR	Secondary	Part-time (0.5)	07/01/2025 08:26 AM

Building Name		
Carbondale Area JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.04

Building Name		
Carbondale Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	14 to 18
Age Range Justification		FTE %
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GN	Elementary	Full-time (1.0)	07/01/2025 08:26 AM

Building Name		
Carbondale El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GR	Elementary	Full-time (1.0)	07/01/2025 08:26 AM

Building Name		
Carbondale El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.04

Building Name		
Carbondale El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.02

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

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ED	Secondary	Full-time (1.0)	07/01/2025 08:26 AM

Building Name		
Carbondale Area JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 16
Age Range Justification		FTE %
		0.58

Building Name		
Carbondale Area JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 16
Age Range Justification		FTE %
		0.02

Building Name		
Carbondale Area JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range

School District	Secondary	12 to 16
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CA	Elementary	Full-time (1.0)	07/01/2025 08:26 AM

Building Name		
Carbondale El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Reflects case load assignment, students are not with teacher at the same time during the school day.		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS	Elementary	Full-time (1.0)	07/01/2025 08:26 AM

Building Name		
Carbondale El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Students with significant emotional issues, very small caseload, IEP team for any student outside the range has decided that placement is appropriate to meeting student's needs. Waivers were signed by parents of any students outside of age range of class		0.25

Building Name		
Carbondale El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Students with significant emotional issues, very small caseload, IEP team for any student outside the range has decided that placement is appropriate to meeting student's needs. Waivers were signed by parents of any students outside of age range of class		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AM	Elementary	Full-time (1.0)	07/01/2025 08:26 AM

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

Building Name		
Carbondale El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8

Age Range Justification	FTE %
	0.25

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AP	Elementary	Full-time (1.0)	07/01/2025 08:26 AM

Building Name		
Carbondale El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.12

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

Building Name		
Carbondale El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1

Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AZ	Secondary	Full-time (1.0)	07/01/2025 08:26 AM

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

Building Name		
Carbondale Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 20
Age Range Justification		FTE %
		0.1

Building Name		
Carbondale Area JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range

School District	Secondary	16 to 20
Age Range Justification		FTE %
		0.1

Building Name		
Carbondale Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 20
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BZ	Secondary	Full-time (1.0)	07/01/2025 08:26 AM

Building Name		
Carbondale Area JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 16
Age Range Justification		FTE %
		0.33

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

Age Range Justification	FTE %
	0.08

Building Name		
Carbondale Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 16
Age Range Justification		FTE %
		0.05

Building Name		
Carbondale Area JSHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 16
Age Range Justification		FTE %
		0.12

Building Name		
Carbondale Area JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 16
Age Range Justification		FTE %
		0.2

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