

Canon-McMillan SD

Special Education Plan Report

07/01/2021 - 06/30/2024

District Profile

Demographics

1 N Jefferson Ave
 Canonsburg, PA 15317
 (724)746-2940
 Superintendent: Michael Daniels
 Director of Special Education: Rebecca Lieb

Planning Committee

Name	Role
Lorien Moyer	Administrator : Professional Education Special Education
Makenzie Buhman	Elementary School Teacher - Regular Education : Special Education
Sarah Shue	Elementary School Teacher - Special Education : Special Education
Katie Tyler	Elementary School Teacher - Special Education : Special Education
Ellen Cicconi	Parent : Special Education
Wendy Plank	Parent : Special Education
Bob Chuey	Special Education Director/Specialist : Special Education
Becky Lieb	Special Education Director/Specialist : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 788

Identification Method

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

Canon-McMillan School District currently utilizes the severe discrepancy (ability-achievement) model when determining if a student has a specific learning disability. The district utilizes this process to analyze student strengths and weaknesses and to determine if a student has a severe discrepancy between intellectual ability and academic achievement relative to age.

In order to determine a specific learning disability, an ability-achievement discrepancy must be present in one of eight areas of academic achievement: oral expression, listening comprehension, written expression, basic reading skills, reading fluency, reading comprehension, mathematics calculation and mathematics problem-solving.

Our school psychologists administer tests of intelligence to determine a student's IQ as well as norm-referenced tests of academic achievement to determine if a discrepancy between the two areas is present. The evaluation team then utilizes the statistical information to calculate significant statistical difference between intellectual ability and actual achievement.

The district recognizes that the existence of an ability-achievement discrepancy is not solely sufficient to determine eligibility. The evaluation team also documents the extent to which the student's achievement is discrepant from ability and differs from chance occurrence. In Canon-McMillan School District, in order for a student to be identified as a student with a specific learning disability, that student must not only display a significant discrepancy in an area of achievement compared to ability level, but they must also be achieving below age level or not meeting state-approved grade level standards. The student must also be in need of specially designed instruction.

The district also assesses and documents exclusionary criteria as set forth in federal and state regulations including: vision/ hearing/ motor problems, intellectual disability, emotional disturbance, cultural/environmental issues, limited English proficiency, and lack of appropriate instruction by qualified personnel.

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

Canon-McMillan shows significant disproportionalities for the Percent of Special Education Enrollment by Disability in the areas of Autism and Speech or Language Impairment.

Autism - Canon-McMillan is greater than the state average percentage by more than 10% of that state average. Canon-McMillan offers a wide array of services, including Autistic Support Services within multiple schools. We currently offer Autistic Support Services at 2 elementary schools, 1 intermediate school, and 1 high school. Due to the in-house programs and high level of support that we offer within our public school buildings, we often have families move into our district seeking this type of programming within the public school setting. This could result in a higher percentage of students diagnosed with Autism than the state average.

Speech or Language Impairment - Canon-McMillan is greater than the state average percentage by more than 10% of that state average. Through the use of our Child Find practices, including Well-Check and Pupil Focus teams, we have been able to identify students early in order to provide them with intervention services earlier rather than later. We also have implemented the use of screeners for students in Kindergarten, which helps us to quickly identify students in need of Speech and Language Services. This could result in a higher percentage of students than that of the state average.

Canon-McMillan will continue to monitor the data to see if any of our procedures and/or programs that have been implemented, such as well-checks, RTII, and Pupil Focus, need to be enhanced to ensure that only students who need specially designed instruction and have a disability are the students that are qualifying for special education services.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

Canon-McMillan School District serves as the host district to Southwood Residential Treatment Facility (RTF). Southwood is licensed by the Department of Public Welfare as a residential treatment facility.

Canon-McMillan meets its obligation under Section 1306 by educating the students from Southwood

RTF as the host district for Southwood Canonsburg Licensed Private Academic (LPA) facility. Canon-McMillan allows nonresident students from Southwood LPA to attend our public schools when it's determined that it is the student's least restrictive environment (LRE).

Canon-McMillan ensures that students are receiving a free and appropriate public education (FAPE) in the least restrictive environment (LRE). Upon intake at Southwood RTF, designated staff from Southwood LPA will contact Canon-McMillan School District to inform them of the new student. Within three days, Southwood LPA will attempt to obtain paperwork from the Resident (Home) School District. If Southwood LPA is unable to gain necessary paperwork, they will contact Canon-McMillan Special Education Department so attempts can be made from C-M as well. Within five days of intake, Southwood LPA will schedule an IEP meeting with necessary members of the IEP team, including Canon-McMillan LEA, to determine appropriate educational placement. While deciding on which placement would provide the student with FAPE while educating them in their LRE, the team considers Canon-McMillan public schools, out-of-district placements, and educating at Southwood LPA. Once the decision is made, Canon-McMillan LEA will complete and provide the NOREP reflecting the proposed placement. Canon-McMillan developed Procedures that are include in a Procedural Manual which was provided to Southwood LPA to set expectations and provide consistency throughout this process.

An identified barrier that Canon-McMillan has come across is obtaining a new student's paperwork from the home district within the five day timeline. This is important since review of this paperwork helps the IEP team determine placement in the student's LRE. After Southwood LPA and Canon-McMillan have made several unsuccessful attempts to obtain a student's paperwork, thus impeding the team's ability to make an appropriate recommended educational placement, the team could decide on a short-term educational placement pending receipt and review of paperwork. Should this occur, another IEP team meeting would need to be held within a timely manner and another NOREP would need to be issued at that meeting reflecting the decided upon education placement.

Incarcerated Students Oversight

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

The district's annual public notice is published in the local newspaper and on the district's website thereby making the community members aware of the available screenings and services offered by the school district. When a responsible party (parent, guardian, legal representative) requests an evaluation for a student residing in the Canon-McMillan School District, the district conducts such an evaluation within 60 days to determine eligibility and whether or not the team should proceed with the identification of special education services.

When the district is aware that a student with a disability has been incarcerated, the Special Education Department contacts a representative of the correctional facility to expedite the process

and necessary paperwork to ensure an appropriate educational program is in place for that student. When the district receives Determination of District of Residence for Students in Facilities and Institutions (Form 4605) the district verifies the family's residency then signs and returns the form. This form helps to expedite contact with the institution and enhance communication about student needs and educational programming.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

The Canon-McMillan School District employs an inclusion model ensuring, to the maximum extent possible, that students with disabilities are provided with the opportunity to participate with non-disabled peers in the least restrictive setting possible. IEP teams demonstrate, through objective measures, that the general education regular school resources have been fully utilized, and no other supplementary aids and services are available to ensure student success in the general education regular school environment, before considering more restrictive programming (i.e., self-contained classroom, out-of-district placements, etc.). IEP teams work together to trial any and all successful supplementary aides and services prior to determining that a student needs a more restrictive educational placement. The teams consider implementing supplementary aids and services from all five domains: Modifications and Specially Designed Instruction, Related Services, Supports for School Personnel, Gifted Support Services, and Extended School Year (ESY) Services. Examples of Supplementary Aides and Services as implemented in Canon-McMillan School District may include, but are not limited to, the following:

Modifications and Specially Designed Instruction - Adapted tests, extended time, small group instruction, picture schedule, assistive technology, social skills instruction, staff training, support from a behavior specialist, etc.

Related Services - Speech & Language, Occupational Therapy, Physical Therapy, Mental Health, Social Work, Psychological Services, Nursing, Psychiatric, Vision, Hearing, etc.

Supports for School Personnel - Regular communication between regular education teachers and special education teachers, staff training (teacher and paraprofessional), parent training, RTII Team training/supports, etc.

Gifted Support Services - Transportation to and from gifted programming options, etc.

Extended School Year (ESY) Services - Eligibility for ESY with specific goals/short-term objectives, etc.

Canon-McMillan has developed and implemented specialized programming support to include Autistic Support, Life Skills Support, and Therapeutic Emotional Support. By having these specialized programming options within our public school setting, we're able to provide students with a higher level of support while allowing them to access the general education setting with support as determined appropriate by the IEP Team. Through these programs, we contract out for additional support to include, but not be limited to, behavioral support, mental health support, social work services, and psychiatric services.

Canon-McMillan also utilizes rigorous intervention processes to help struggling learners prior to them being identified as needing special education support through Pupil Focus at the secondary level and RTII/Well Check at the intermediate and elementary levels. During Pupil Focus/Well Check, school based teams have monthly meetings in each building to discuss any at-risk students that are demonstrating a need for a higher level of service than what is available to them currently. These students are tracked over the course of time to see if the recommended accommodations benefit the student and help them to achieve success within their current programming. The results of these focus groups is to develop individualized action plans for each student to ensure that we are doing everything possible to meet their needs within the general education setting/program.

With regards to behavioral support, Canon-McMillan has fully implemented School-Wide Positive Behavior Interventions and Supports (SWPBIS) in all of our elementary schools district wide. More specifically, two of our elementary schools were honored for sustaining fidelity at Tier I at the PaPBS Implementer's Forum. To help support our schools with the implementation and sustainability of SWPBIS, Canon-McMillan brought in support through IU1 to work directly with all of our elementary buildings. The individual from IU1 worked with teams to review discipline data, set rules, and create a positive school environment. Canon-McMillan also offers behavioral support within our specialized programs by contracting out for 3 full-time behavior specialists.

Canon-McMillan works closely to establish linkages with outside providers for vocational, transitional, and mental health support services. These include, but are not limited to, community based mental health services, on-site vocational training, and one-on-one job coaching in the community setting.

In addition, Canon-McMillan contracts out for some professional development to train and support

teachers who work with students that receive special education support. All teachers, both regular education and special education, as well as paraprofessionals and principals are offered trainings throughout the course of the school year. These trainings could be focused on various topics, which may include specially designed instruction, differentiation, co-teaching, modifications, behavioral interventions, special education laws and regulations, etc.

According to the Indicator 5 Section of the Special Education Data Report from the 2015-2016 School year, we did not meet the SPP target area for special education in other settings. The SPP target was 4.6%, while Canon-McMillan was at 6.1%. We will continue to implement the above practices and procedures to ensure that all special education students are being educated in the least restrictive environment at all times.

All students go through the evaluation or reevaluation process prior to any placement recommendations being made. This evaluation process often entails new testing, both cognitive and achievement, a Functional Behavior Assessment (FBA), data collection from current placement, input from all service providers, input from parents, etc. All special education staff are trained on the process to follow when a more restrictive placement is a consideration for the IEP team, as well as administrators. Staff know that they must make all attempts at increasing support or modifying their current placement to meet student needs prior to consideration of a more restrictive setting.

As documented in the Special Education Data Report for the 2016-2017 School Year, Canon-McMillan increased the number of Special Education students educated inside the regular classroom 80% or more by 0.7% or 12 students since the previous year. Canon-McMillan School District also exceeds the state average for the number of Special Education students educated inside the regular classroom 80% or more by 4.9%. In addition, according to the same data reports, Canon-McMillan has decreased the number of Special Education students in other settings by 0.6% or 3 students since the previous year.

Behavior Support Services

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

Canon-McMillan's Behavior Support Policy - Discipline of Students with Disabilities 113.1 states that positive rather than negative, measures must form the basis of behavior support programs to ensure that all students must be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints. Behavior support programs and plans must be based on a functional assessment of behavior and utilize positive behavior techniques. When an intervention is needed to address problem behaviors, the types of interventions chosen must be the least intrusive option.

The use of restraints is considered as a measure of the last resort, only to be used after less intrusive measures, including de-escalation techniques.

Students with disabilities who engage in inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others shall be disciplined in accordance with their Individualized Education Program (IEP), Positive Behavior Support Plan (PBSP), and Board Policy.

A student with a disability (except for intellectual disabilities) may be suspended for ten consecutive or fifteen cumulative days of school per school year, regardless of whether the student's behavior is a manifestation of their disability. Any removal from school is a change of placement for a student identified with intellectual disabilities. School personnel may remove a student with a disability, including intellectual disabilities, to an interim alternative educational setting for not more than 45 school days if the child: (1) carries a weapon to or possesses a weapon at school, (2) knowingly possesses or uses illegal drugs at school, or (3) has inflicted serious bodily injury upon another person while at school.

Canon-McMillan has fully implemented School-Wide Positive Behavior Interventions and Supports (SWPBIS) in all of our elementary schools district wide. More specifically, two of our elementary schools were honored for sustaining fidelity at Tier I at the PaPBS Implementer's Forum. Canon-McMillan also offers behavioral support within our specialized programs by contracting out for 3 full-time behavior specialists.

Canon-McMillan provides training to staff in the use of positive behavior supports, de-escalation techniques, and responses to behavior that may require immediate intervention. With regards to School-Wide Positive Behavior Intervention and Supports, our schools received support with the implementation and sustainability of SWPBIS through IU1 who worked directly with all of our elementary buildings. The individual from IU1 worked with teams to review discipline data, set rules, and create a positive school environment.

With regards to de-escalation techniques, we currently have 2 of our C-M staff members trained as Certified Trainers in Crisis Prevention and Intervention (CPI). These individuals provide training to our staff members district-wide. We keep diligent records of when each individual was trained so we can maintain their CPI certification. Our staff that works directly with our specialized programs (Autistic Support, Life Skills Support, or Therapeutic Emotional Support Programs) including the principals, regular education teachers, special education teachers, and paraprofessionals are trained yearly as they utilize the deescalation techniques more frequently within their programs. Various other staff members and schools are trained as well.

Our other special education teachers and paraprofessionals are also trained often on positive behavior supports and behavior intervention. These trainings are done by various individuals, which includes our contracted behavior specialists and their agency. Specifically, these trainings have addressed Oppositional Defiant Disorder, Passive Aggressive, Behavioral Strategies for students with Downs, Behavior Modification through Reinforcers for School and Positive

Reinforcement, Behavior Modifications/Interventions through CPI Training, etc.

Canon-McMillan contracts with service providers for site based mental health services for students with identified needs in these areas. The district also has three full-time behavior consultants and two full time mental health therapists to help address behavioral issues throughout the district. The district also collaborates with outside mental health providers to provide additional on-site mental health therapy.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

Canon-McMillan utilizes a variety of methods to ensure FAPE for students whose needs may be difficult to identify and support utilizing typical interventions. When the district recognizes that a student is having difficulty succeeding in his/her educational program, the IEP team convenes to brainstorm additional strategies and supports to address the student's difficulty and lack of progress and/or conducts a re-evaluation of the student's current needs by gathering relevant and recent data regarding the child's needs. Such data collection may include, but is not limited to, a functional behavioral assessment, cognitive testing, information from outside consultants, and other specialized assessments that address the referral question. This data is then presented to the IEP team and analyzed to help drive appropriate recommendations. If after exhausting all supplemental aids and services, the district suspects that a student requires a more restrictive educational environment than what is available in the home school setting, the district contacts other local agencies including the Intermediate Unit and Privately Licensed Academic Facilities to inquire if either can provide necessary services to the student.

Canon-McMillan makes every attempt to identify gaps in a proactive manner so as to not delay FAPE for our students. The district collaborates daily with many community and professional providers to provide a continuum of services. After the student's situation has been discussed and needs delineated, if an appropriate placement cannot be found, the district will convene an Inter-Agency team meeting with the I.U.1 and Washington County Inter-Agency team coordinators and will include all agencies that provide support to the student. Such collaboration will typically result in a satisfactory outcome for hard to place students in terms of a private placement, approved private school, or a hybrid program that meets the student's needs.

Canon-McMillan continues to work to expand our continuum of services by increasing our collaboration with outside agencies and service providers. Furthermore, the district work to identify and remediate 'gaps' on our provision of services by examining curriculum, staffing, and utilization of outside consultants. In the event that placement cannot be secured and the student has been or will be at risk for waiting 30 days or more for an appropriate educational placement, the district will report the required information to the Pennsylvania Department of Education, updating the information monthly as needed until an appropriate placement can be secured. Additionally, the district will report to the Pennsylvania Department of Education all students who are on homebound instruction or instruction in the home.

Strengths and Highlights

«SpecEducationStrengthsAndHighlights»

Assurances

Special Education Assurances

No policies or procedures have been identified.

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Southwood Hospital	Nonresident	Canon-McMillan School District serves as the host district to Southwood Residential Facility's. Southwood is licensed by the Department of Public Welfare as a shelter and group home. Southwood offers educational services provided at the facility, Southwood Licensed Private Academic Program. There are clear enrollment procedures for Southwood LPA through Canon-McMillan's Central Office and Special Education Office. For all new students, the Director of Education at Southwood LPA contacts the previous school district for records and completes a registration form for the district. All students are registered and enrolled in the Canon-McMillan School District within 5 days as required by state and federal regulations. A Free and Appropriate Public Education is provided to all students who are identified as special education. IEPs are adopted upon enrollment and new NOREPS are issued reflecting the recommended placement. All decisions are made through the IEP team process. Least Restrictive Environment is considered when determining appropriate placements including Canon-McMillan's programs, out-of-district programs, or remaining at Southwood LPA for the educational program. Canon-McMillan Special Education Office and School District are able to successfully meet the obligations under Section 1306 of the Public School Code.	37

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
The Watson Institute	Approved Private Schools	Autistic Support	9
Pathfinder School	Special Education Centers	Multiple Disabilities	8
Wesley Spectrum High School	Approved Private	Emotional Support	4

	Schools		
Wesley Spectrum K-8	Approved Private Schools	Emotional Support	10
Watson- WISCA Charter School	Other	Autistic Support	2
Western PA School for the Blind	Approved Private Schools	Vision Support	3
Transformation Learning	Other	Emotional Support	7
ARC Services	Other	Post-secondary Training Life Skills	2
McGuire Memorial	Special Education Centers	Multiple Disabilities	1
Clark Alternative School	Other	Emotional Support	1
Transition Educational Consultants (TEC)	Other	Learning Support	2
Bentworth School District Partial Hospitalization Program through Centerville Clinics	Neighboring School Districts	Emotional Support	4
Presley Ridge School for Autism	Special Education Centers	Autistic Support	1
PACE School	Approved Private Schools	Emotional Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 10	13	0.7
Locations:				
Hills-Hendersonville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 10	7	0.3
Locations:				
Hills-Hendersonville	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 24, 2015*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 10	7	0.25
Locations:				
Borland Manor	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 10	15	0.75
Locations:				
Borland Manor	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 21, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 10	2	0.2
Justification: These students require specialized programming and support based on their individualized academic and functional levels. These students are not instructed in the same class at the same time.				
Locations:				
Borland Manor	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 10	8	0.4
Justification: These students require specialized programming and support based on their individualized academic and functional levels. These students are not instructed in the same class at the same time.				
Locations:				
Borland Manor	An Elementary School Building	A building in which General Education programs are		

		operated		
Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 10	3	0.4
Justification: These students require specialized programming and support based on their individualized academic and functional levels. These students are not instructed in the same class at the same time.				
Locations:				
Borland Manor	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 15, 2014

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	10	0.4
Locations:				
Wylandville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 7	7	0.6
Locations:				
Wylandville	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	10	0.3
Locations:				
South Central	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 10	13	0.7
Justification: Students are not instructed in the same room at the same time.				
Locations:				
South Central	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: September 4, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 11	4	0.5
Locations:				
North Strabane Intermediate	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 11	2	0.1
Locations:				
North Strabane Intermediate	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	8	0.4
Locations:				
Borland Manor	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 4, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 10	6	0.75
Locations:				
South Central	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 9	1	0.15
Locations:				
South Central	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	7 to 10	2	0.1
Locations:				
South Central	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 15, 2014

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	7	0.87
Justification: These students will not be instructed at the same time in the same classroom.				
Locations:				
South Central	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	6 to 6	1	0.12
Locations:				
South Central	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 21, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	16	0.9
Locations:				
Muse Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	2	0.1
Locations:				
Muse Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 21, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	17	0.5
Locations:				
Muse	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	9	0.5
Locations:				
Muse	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 21, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 7	5	0.6
Locations:				
Muse	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Emotional Support	8 to 10	5	0.4
Locations:				
Muse	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 21, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	15	0.5
Locations:				
Muse Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	8	0.5
Locations:				
Muse Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: September 4, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 7	10	0.5
Locations:				
Muse Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 11	15	0.4
Locations:				
North Strabane	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	12	0.6
Locations:				
North Strabane	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 24, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	12	0.3
Locations:				
North Strabane	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	14	0.7
Locations:				
North Strabane	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 4, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	19	0.95
Locations:				
North Strabane	An Elementary	A building in which General		

	School Building	Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 10	2	0.05
Locations:				
North Strabane Intermediate	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 4, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 13	4	0.57
Locations:				
North Strabane	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	10 to 13	1	0.13
Locations:				
North Strabane	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 13	6	0.3
Locations:				
North Strabane Intermediate	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	11 to 12	15	0.3
Locations:				
Cecil Intermediate	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	14	0.7
Locations:				
Cecil Intermediate	An Elementary School Building	A building in which General Education programs are operated		

Program Position #19 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	15	0.3
Locations:				
Cecil Intermediate	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	14	0.7
Locations:				
Cecil Intermediate	An Elementary School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 21, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 12	8	0.4
Locations:				
Cecil Intermediate	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 12	10	0.5
Locations:				
Cecil Intermediate	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 12	4	0.1
Locations:				
Cecil Intermediate	An Elementary School Building	A building in which General Education programs are operated		

Program Position #21 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 21, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	19	0.95
Justification: Students don't receive their instruction in the classroom at the same time.				
Locations:				
Cecil Intermediate	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 11	2	0.05
Locations:				
Cecil Intermediate	An Elementary School Building	A building in which General Education programs are operated		

Program Position #22 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 21, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of	Age Range	Caseload	FTE
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	Support			
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	18	0.9
Locations:				
Canonsburg Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	5	0.1
Locations:				
Canonsburg Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #23 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 21, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 13	10	0.2
Locations:				
Canonsburg Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 15	12	0.6
Locations:				
Canonsburg Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 14	5	0.1
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 14	2	0.1
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #24 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	13	0.3
Locations:				
Canonsburg Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	12	0.7
Locations:				
Canonsburg Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #25 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	14	0.3
Locations:				
Canonsburg Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	13	0.7
Locations:				
Canonsburg Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #26 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 21, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	15	0.3
Locations:				
Canonsburg Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	14	0.7
Locations:				
Canonsburg Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #27 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	14	0.3
Locations:				
Canonsburg	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	12	0.7
Locations:				
Canonsburg	A Middle School Building	A building in which General Education programs are operated		

Program Position #28 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	12	0.25

Locations:				
Canon-McMillan High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	15	0.75
Locations:				
Canon-McMillan High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #29 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 21, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 16	10	0.2
Locations:				
Canon-McMillan High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 19	15	0.75
Justification: These students do not all receive their instruction in the classroom at the same time.				
Locations:				
Canon-McMillan High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 17	1	0.05
Locations:				
Canon-McMillan High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #30 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	15	0.3
Locations:				
Canon-McMillan High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	14	0.7
Locations:				
Canon-McMillan High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #31 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 4, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 17	9	0.5
Locations:				
Canon-McMillan High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	15 to 19	2	0.3
Justification: These students are not instructed in the same class at the same time.				
Locations:				
Canon-McMillan High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	16 to 16	1	0.2
Justification: These students require this level of support to meet their needs.				
Locations:				
Canon-McMillan High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #32 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	17	0.35
Justification: These students are not receiving instruction in the learning support classroom at the same time.				
Locations:				
Canon-McMillan School District	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	13	0.65
Locations:				
Canon-McMillan School District	A Senior High School Building	A building in which General Education programs are operated		

Program Position #33 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	15	0.3
Locations:				
Canon-McMillan High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	14	0.7
Locations:				
Canon-McMillan High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #34 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 21, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	17	0.35
Locations:				
Canon-McMillan High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	13	0.65
Locations:				
Canon-McMillan High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #35 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	15	0.3
Locations:				
Canon-McMillan High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	14	0.7
Justification: Students are not instruction in the same room or at the same time.				
Locations:				
Canon-McMillan High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #36 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 21, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 21	10	0.2
Justification: Students are not instructed in the same room or at the same time.				

Locations:				
Canon-McMillan High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	14	0.7
Locations:				
Canon-McMillan High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	19 to 19	1	0.1
Locations:				
Canon-McMillan High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #37 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 4, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 11	15	0.5
Justification: These students do not receive their instruction in the classroom at the same time.				
Locations:				
Borland Manor	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	19	0.5
Justification: These students are not receiving instruction in the same room at the same time.				
Locations:				
South Central	An Elementary School Building	A building in which General Education programs are operated		

Program Position #38 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 10	45	0.7
Justification: These students are not receiving instruction at the same time.				
Locations:				
South Central	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 10	19	0.3
Justification: These students do not receive their instruction in the same room at the same time.				
Locations:				
Wylandville	An Elementary School Building	A building in which General Education programs are operated		

Program Position #39 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 21, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 10	24	0.37
Justification: These students do not receive their instruction at the same time.				
Locations:				
Muse Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	41	0.63
Justification: These students do not receive instruction in the same room at the same time.				
Locations:				
Borland Manor	An Elementary School Building	A building in which General Education programs are operated		

Program Position #40 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 21, 2017**PROGRAM SEGMENTS**

Type of	Level of Support	Age Range	Caseload	FTE
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Support				
Itinerant	Speech and Language Support	6 to 10	65	1
Justification: These students do not receive instruction in the same room at the same time.				
Locations:				
Muse	An Elementary School Building	A building in which General Education programs are operated		

Program Position #41 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 21, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 13	35	0.75
Justification: These students do not receive instruction at the same time.				
Locations:				
North Strabane Intermediate	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 9	16	0.25
Locations:				
Wylandville Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #42 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 24, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 14	24	0.37
Locations:				
Canonsburg Middle	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 17	41	0.63
Locations:				
Canon-McMillan High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #43 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 10	30	0.5
Justification: Students are not instructed at the same time.				
Locations:				
Hills-Hendersonville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 12	30	0.5
Locations:				
Cecil Intermediate	An Elementary School Building	A building in which General Education programs are operated		

Program Position #44 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 4, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	15 to 17	3	0.2
Locations:				
Canon-McMillan High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	14 to 14	1	0.1
Locations:				
Canonsburg Middle	An Elementary School	A building in which General Education		

School	Building	programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	11 to 11	1	0.1
Locations:				
North Strabane Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	10 to 10	1	0.1
Locations:				
Muse Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	7 to 7	1	0.1
Locations:				
South Central Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Blind or Visually Impaired Support	6 to 6	1	0.4
Locations:				
South Central Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #45 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 21, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	11 to 11	1	0.05
Locations:				
North Strabane Intermediate	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%)	Blind or Visually	11 to 11	1	0.12

but More Than 20%)	Impaired Support			
Locations:				
North Strabane Intermediate	An Elementary School Building	A building in which General Education programs are operated		

Program Position #46 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 21, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 10	2	0.06
Justification: Student are not instructed at the same time.				
Locations:				
Muse Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	9 to 9	1	0.03
Locations:				
South Central	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 7	2	0.06
Locations:				
Wylandville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	13 to 13	1	0.03
Locations:				
North Strabane Intermediate	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	11 to 11	4	0.1
Locations:				

Cecil Intermediate School	An Elementary School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	16 to 16	1	0.03
Locations:				
Canon-McMillan High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #47 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 22, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	12	0.25
Locations:				
Canonsburg Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	15	0.75
Locations:				
Canonsburg Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #48 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: September 4, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	10	0.4
Locations:				
South Central Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	9	0.6
Locations:				
South Central Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #49 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: September 4, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 20	10	0.5
Justification: * These students do not receive their academic instruction at the same time.				
Locations:				
Canon-McMillan High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	18 to 20	2	0.1
Locations:				
Canon-McMillan High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 18	3	0.15
Justification: * These students do not receive their academic instruction at the same time.				
Locations:				
Canon-McMillan High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 20	2	0.25
Justification: These students are not taught academics in the same room at the same time.				
Locations:				
Canon-McMillan High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #50 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: September 4, 2018

Explain any unchecked boxes for facilities questions: Due to high caseloads, a new Learning Support teacher position was necessary to add.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	15	0.3
Locations:				
Canon-McMillan High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	14	0.7
Locations:				
Canon-McMillan High School	A Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Paraeducators	All Buildings	52
Special Education Coordinator	All Buildings	1
Director of Special Education	All Buildings	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
School Psychologists (5)	Intermediate Unit	5 Days
Social Worker (1)	Intermediate Unit	5 Days
Social Worker (1)	Intermediate Unit	1.4 Days
Occupational Therapists (5)	Outside Contractor	3 Days
Physical Therapist (1)	Outside Contractor	5 Days
Local Assistive Technology Consultant (LATC)	Intermediate Unit	0.1 Days
Autism Consultant	Outside Contractor	0.1 Days
Mental Health Therapists (2)	Outside Contractor	5 Days
Behavioral Consultant/Therapist (3)	Outside Contractor	5 Days
Psychiatric Services (1)	Outside Contractor	0.5 Days

District Level Plan

Special Education Personnel Development

Autism

Description	Canon-McMillan School District will continue to hold group trainings with teachers, bus drivers, paraprofessional staff, and contracted staff in the area of Autism. There will be whole group in-service trainings, small group specialized trainings, and individual trainings, as well as consultations/observations with direct support that will be ongoing throughout the school year. These will be provided by IU staff, contracted behavioral consultants through AERI Consulting Services, Watson Institute, and Pittsburgh Applied Behavior Analytic Therapies and Services. We will continue to monitor and gather evidence of the behavioral strategies implemented throughout each building, as well as monitor our students' success in our district's programs.
Person Responsible	Special Education Director, Special Education Coordinator, building principals
Start Date	8/1/2018
End Date	7/31/2023
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	5
# of Participants Per Session	30
Provider	Behavioral Consultant
Provider Type	Watson, AERI, Pittsburgh Applied Behavior Analytic Therapies and Services
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in</p>

	instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles	Provides leaders with the ability to access and use appropriate data to inform decision-making. Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation School Whole Group Presentation Offsite Conferences
Participant Roles	Classroom teachers School counselors Paraprofessional New Staff Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with mentoring Journaling and reflecting
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Review of participant lesson plans

Behavior Support

Description	Canon-McMillan provides continuous training and consulting in the area of Behavior Support. We contract a variety of specialists that come into the district to provide training, implementation, and monitoring of behavior support. Our district currently contracts with AERI for 3 full time behavioral consultants who help to support our students in our specialized programs daily. Our district also continues to implement School Wide Positive Behavior Supports at the Elementary K-4 buildings with the direct support of the IU TAC who conducts trainings for the building teams, reviews annual data, and provides on-site consultations as needed. Along with this training, we provide ongoing training with our teachers and paraprofessionals in the area of behavior management. We also provide various trainings to staff at in-services which typically are focused on one area of behavior support or specific behavioral support interventions which includes but are not limited to: whole group behavior management strategies, individual behavior plans, and whole-class or student specific positive reinforcement systems.
Person Responsible	Director of Special Education, Special Education Coordinator, Building Principals
Start Date	8/1/2018
End Date	7/31/2023
Program Area(s)	Teacher Induction, Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	5
# of Participants Per Session	40
Provider	Behavioral Consultants
Provider Type	IU, PaTTAN, AERI, Watson Institute
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>

For school or LEA administrators, and other educators seeking leadership roles	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Related Service Personnel</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Creating lessons to meet varied student learning styles</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p> <p>Journaling and reflecting</p> <p>Ongoing or periodic consultations by specialists as needed</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p> <p>whole building behavioral data collection</p>

Paraprofessional

Description	Canon-McMillan School District provides a minimum of 20 hours of training per year for all paraprofessional staff. This training ranges from modifications, accommodations, specific learning disabilities, autism, behavioral support, mental health, life skills, co-teaching, CPI, CPR, and a variety of current issues in the world of special education. These trainings are provided by a number of district teachers and administrators, contracted specialists, IU staff, and PaTTAN staff.
Person Responsible	Director of Special Education, Special Education Coordinator, Building Principals
Start Date	8/1/2018
End Date	7/31/2023
Program Area(s)	Special Education, Student Services

Professional Development Details

Hours Per Session	6.0
# of Sessions	15
# of Participants Per Session	55
Provider	School Staff, Specialized Consultants
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Instructs the leader in managing resources for effective results.</p>

Training Format	LEA Whole Group Presentation Series of Workshops Department Focused Presentation
Participant Roles	Paraprofessional Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers Lesson modeling with mentoring
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Para Evaluation

Reading

Description	All Special education teachers teaching reading will continue to be trained in the SRA curriculum that has been adopted and purchased by the district to ensure fidelity in instruction and utilization of the direct instruction curriculum for students who need a different approach to learn basic reading skills based on their skill set. Teachers will also be trained, as needed, in delivering the Wilson Reading Series, Sonday System, Foundations, etc. to meet the needs of students diagnosed with dyslexia or with significant deficits in phonological awareness.
Person Responsible	Director of Special Education, Special Education Coordinator, Building Principals
Start Date	8/1/2018
End Date	7/31/2023
Program Area(s)	Teacher Induction, Special Education

Professional Development Details

Hours Per Session	3
# of Sessions	4
# of Participants Per Session	20
Provider	SRA Curriculum Specialist, Wilson Reading Series Curriculum Specialist, Sonday Systems Curriculum Specialist, Foundations Curriculum Specialist
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Paraprofessional</p> <p>New Staff</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p>

	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans Review of written reports summarizing instructional activity Direct observations w/ consultations available as needed

Transition

Description	Canon-McMillan School District continuously looks at ways to improve their transition programs at the secondary levels, which will ultimately decrease the number of students with disabilities who drop out and increase our graduation rate, while preparing our students for what lies ahead in their future. We continue to look at outside resources and agencies that offer a variety of training and educational services to meet the needs of all of our students with disabilities. We will continue to offer trainings and support to our special education teachers and parents to make sure that all agency supports and services are being utilized.
Person Responsible	Director of Special Education, Special Education Coordinator, Building Principals
Start Date	8/25/2014
End Date	6/12/2017
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	3
# of Sessions	5
# of Participants Per Session	40
Provider	Outside Agencies, PaTTAN, IU

Provider Type	non-profit organizations, PaTTAN, IU
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p>

	High (grades 9-12)
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p>
Evaluation Methods	<p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of written reports summarizing instructional activity</p> <p>district-wide graduation and drop out data</p>

Special Education Affirmations

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

1. 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.
2. 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.
3. 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.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
5. 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.
6. 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.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer