

Profile and Plan Essentials

Special Education Students

Total Number of Special Education Students 847

Total Student Enrollment 5324

Percent of Special Education Students 15.9

Steering Committee

Name	Position/Role	Building	Email
Becky Lieb	Director of Special Education	Canon-McMillan SD	liebb@cmsd.k12.pa.us
Kelsey Oberly	Other	Canon-McMillan SD	oberlyk@cmsd.k12.pa.us
Brian Anderson	Other	Canonsburg MS	andersonb@cmsd.k12.pa.us
Marella McConnell	Building Principal	Borland Manor El Sch	mcconnellmarella@cmsd.k12.pa.us
Breann Kemp	Special Education Teacher	Muse El Sch	kempb@cmsd.k12.pa.us
Courtney Laskowski	General Education Teacher	Cecil Intrmd Sch	laskowskic@cmsd.k12.pa.us
Ellen Cicconi	Parent	Canon-McMillan SHS	ellencicconi@gmail.com
Makenzie Buhman	General Education Teacher	Muse El Sch	buhmanm@cmsd.k12.pa.us
Rosalja Wyrostek	Parent	North Strabane Intrmd Sch	rdwyrostek@gmail.com

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

1. Is your district currently a host district for a 1306 facility?

Yes

24 P.S. 306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Southwood	Resident Treatment Facility		Licensed Private Academic	52

1. Describe the host’s educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

Canon-McMillan ensures that students are educated within their least restrictive environment while at the 1306 by determining each student's LRE individually. 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 CM 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 the 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 specific procedures that are included in a Procedural Manual which was provided to Southwood LPA to set expectations and provide consistency throughout the process.

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

As host district, Canon-McMillan's LEA schedules weekly meetings with Southwood LPA so meetings are held promptly when a student completes intake or discharge. In addition, Canon-McMillan's LEA and Special Education Secretary communicate weekly with Southwood LPA regarding students, paperwork, etc. Upon discharge, Southwood LPA communicates with the home district, sends the paperwork back, and makes a recommendation as to what type of environment works best for the student based on the most current data. Southwood LPA answers any questions that the home district may have to assist in the transition.

Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?

No

1. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).
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. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.

According to the 2020-2021 Special Education Data Report, Canon-McMillan is slightly higher than the state percentage for Special Education students being educated inside the regular classroom 80% or more of their day, which reflects the importance that CM places on meaningful inclusion. CM's inclusion model ensures that students with disabilities will be provided with the opportunity to participate with non-disabled peers in the least restrictive environment to the maximum extent possible. Canon-McMillan is at 62.5%, while the state average is 62.1%. Conversely, Canon-McMillan is right at the state average of 14.5% of students being placed outside of their regular classroom for some amount of their day, whether that be more than 60% of the time or in an other setting which reflects the above mentioned practices. When that data is broken down, CM has fewer students outside of the regular classroom 60% or more of the time than the state average, but has more students placed in other settings due to their needs exceeding the supports and services that are able to be provided in a public school setting. Canon-McMillan is educating students in their Least Restrictive Environments.

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

Canon-McMillan also utilizes rigorous intervention processes to help struggling learners prior to them being identified as needing special education support through RTII/Well Check at the elementary and intermediate levels and Pupil Focus at the secondary level. 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, one of our elementary schools has been honored for sustaining Tier I supports and is currently implementing at Tier II. A second elementary school has submitted to be recognized for implementing Tier I at fidelity this school year. 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.

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

Canon-McMillan has a wide variety of academic programming that is designed to ensure meaningful participation of students with disabilities in the general education curriculum. We currently utilize multi-level curriculum which include both remediation and enrichment built in to allow for a variety of learning needs to be met through one curriculum. In addition, we utilize Reading Foundations at the core for all students in grades K, 1, and 2 as a multi-tiered prevention program to help to provide a solid foundation for reading and spelling. From there, if a student requires additional intervention, they may receive a double dose of Foundations, which is available in grades K-6 for those who meet the reading remediation requirements, Soudy which is available for grades 1 or above, or Wilson reading which is available for grades 2 and above. In addition, 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 aids 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. With regards to training efforts, C-M staff are extensively trained on the above mentioned curriculum to ensure meaningful participation of students with disabilities in the general education curriculum and settings. Canon-McMillan has proudly trained all of their K-6 special education teachers and reading specialists on the Wilson Reading System. Many of these teachers not only engaged in training, but the majority completed a year-long practicum to be officially certified. In addition, uniquely, Canon-McMillan has hired a half-day Wilson Certified Trainer to provide ongoing coaching, training, support, and direct consultation to our certified Wilson Teachers. This trainer travels across the district to all K-8 buildings to provide direct support to ensure the curriculum is being implemented with fidelity. Canon-McMillan also contracts out for some professional development to train and support teachers who work with students that receive special education services. 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, crisis prevention, etc., all of which are imperative to successfully providing meaningful participation and inclusion for our students with disabilities. In addition, Canon-McMillan High School has an established club called the SEC Club, Society for Exceptional Children, which is designed to encourage high school students to become actively involved with our special education students by hosting and engaging in various in-school and out-of-school activities and outings.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. Canon-McMillan provides necessary supplementary aids and services to ensure meaningful participation of students with disabilities in extra curricular activities, which includes, but is not limited to, participation in athletics, student clubs, or school sponsored activities. When the need arises, we will provide necessary aids and services to allow these students to participate in extracurricular activities which could include paraprofessional support, physical modifications when appropriate, special transportation, etc.

5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities? Students who are placed in private institution are educated with non-disabled children to the maximum extent appropriate. This is considered on an individual basis. All students who are placed in private intuitions have the opportunity to participate in the district-lead extracurricular activities. This includes opportunities to participate in all school clubs, athletics, school sponsored activities, and other extracurricular activities. In addition, students placed in private institutions have the opportunity to attend our vocational and technical education centers.

6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)

Canon-McMillan continually looks for ways to build capacity and expand programs and services in an effort to provide a continuum of services, for both students educated within the district and placed outside of the district. Since the last special education plan, Canon-McMillan has created and implemented two new Autistic and Life Skills Support classrooms, one at the elementary level and one at the middle school level. The middle school program allowed for a better continuum of supports and services from the intermediate programs to the high school programs. We have also added another Therapeutic Emotional Support classroom to our elementary level. With regards to services within these programs, we have expanded upon our behavioral intervention services by adding a behavioral specialist to our staff. We schedule these individuals to provide as much continuity to our students as possible by having them follow some students from one building to the next in some instances. Next year at Canon-McMillan High School, two new courses will begin which promote inclusion and a continuum of services to bridge the gap between high school and post secondary options for our Autistic and Life Skills students. Both courses promote inclusion as they're courses that are for students with exceptionalities with regular education students acting as peer mentors. These

include a C-M Store Partners course which allows the students to create products and sell them a school store, and PE Partners which builds social skills among athletes. In addition, from an early age, we provide some education in prevocational skills beginning in elementary school that progresses to more specific transitional services at the high school level to allow students to gradually progress their skills in preparation for their life after high school. Within our district, we provide a wide range of supports and services within our specialized programming to not only increase our students who can remain in the public school setting as their LRE, but also to allow for a smoother transition from our setting to an out of district setting. Our staff and teams coordinate services and communicate with all necessary parties when a student is being placed out of the district or is coming back to the district from an outside placement. This allows the transition and continuum of services to happen more seamlessly and with as little disruption to the student as possible.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
The Watson Institute - Education Center South	Approved Private School (APS)		The Watson Institute	Autistic Support	13
The Watson Institute Social Center for Academic Achievement (WISCA)	Licensed Private Academic		The Watson Institute	Autistic Support	8
Transformation Learning Center	Licensed Private Academic		Transformation Learning Center	Emotional Support	4
Pathfinders School	Licensed Private Academic		Allegheny Intermediate Unit 3	Life Skills Support	7
The Watson Institute Friendship Academy	Licensed Private Academic		The Watson Institute	Autistic Support	1
Wesley Spectrum High School	Approved Private School (APS)		Wesley Spectrum	Emotional Support	10
Wesley Spectrum K-8	Approved Private School (APS)		Wesley Spectrum	Emotional Support	3
Western PA School for the Blind	Approved Private School (APS)		Western PA School for the Blind	Blind and Visually Impaired Support	3
Western PA School for the Deaf	Approved Private School (APS)		Western PA School for the Deaf	Deaf and Hard of Hearing Support	1
DePaul Institute	Approved Private		DePaul Institute	Deaf and Hard of Hearing	1

	School (APS)			Support	
Bentworth Partial Hospitalization Program through Centerville Clinics	Licensed Private Academic		Bentworth School District	Emotional Support	3
Pressley Ridge School for Autism	Approved Private School (APS)		Pressley Ridge	Autistic Support	1
Bradley Center	Licensed Private Academic		Bradley Center	Autistic Support	4
Laboratory School	Licensed Private Academic		Intermediate Unit 1	Multiple Disabilities Support	1
Hope Learning Center	Licensed Private Academic		Hope Learning Center	Emotional Support	3
ACLD Tillotson	Licensed Private Academic		ACLD Tillotson	Autistic Support	3

Positive Behavior Support

Date of Approval
2018-02-15

Uploaded Files

Behavior Support Policy.pdf

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

Canon-McMillan contracts with service providers for site based mental health services for students with identified needs in these areas, to include psychiatric services. The district also has four full-time behavior specialist consultants, two full-time mental health therapists, and three full-time social workers to help address student emotional, social, and behavioral needs throughout the district. In addition to providing direct services, the social workers help to connect students and families to outpatient resources within Washington County. The mental health therapists provide additional on-site mental health therapy through our Therapeutic Emotional Support program. A county mental health provider also provides on site mental health services to students outside the TES program. During the year 2021-2022, we also contracted out for 3 COVID-19 Reintegration Behavioral Coaches to help with the increased demands in behavioral, social, and emotional needs in students and staff after everyone was at home due to the pandemic.

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.

Canon-McMillan provides training to staff in the use of positive behavior supports, de-escalation techniques, responses to behavior that may require immediate intervention, and crisis interventions. 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 staff members trained as Certified Trainers in Crisis Prevention and Intervention (CPI). These individuals provide training to our district professional and support staff members, as well as our contracted staff. We keep diligent records of when each individual was trained so we can maintain their CPI certifications. Our staff that work directly with our specialized programs (Autistic and Life Skills Support and Therapeutic Emotional Support) maintain current certifications as they utilize the de-escalation techniques more frequently within their programs. This may include the principals, regular education teachers, special education teachers, paraprofessionals, and related service providers. Various other staff members and schools are trained as well. During the year 2021-2022, we also contracted out for 3 COVID-19 Reintegration Behavioral Coaches to help with the increased demands in behaviors after students and staff were at home due to the pandemic. These individuals helped students reintegration back into the physical buildings by providing behavioral support, completing behavior consultations for specific students as well as whole classrooms, and also additional on-site direct training to our teachers and support staff. They also assist in the development and implementation of individualized positive behavior support plans. Lastly, provide professional development to all staff on positive behavior support practices both school-wide and for individual classrooms. 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, Mental Health Therapists, and their respective agencies. 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 Trainings, etc. Lastly, our contract with our psychiatric provider allows us to consult on an as needed basis for students who are struggling with their mental and behavioral health.

3. Describe the district positive school wide support programs.

Canon-McMillan's Behavioral 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. 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. Canon-McMillan has fully implemented School-Wide Positive Behavior Interventions and Supports (SWPBIS) in all of our elementary schools district-wide. The schools each engaged in in-depth training from IU1 on appropriate implementation of School-Wide PBIS. Through PBIS, the schools collect detailed data regarding office discipline referrals to aide in data driven decision making. The school teams establish and utilize a tiered model for all students to determine appropriate supports necessary. A universal screener is administered district-wide to help with child find and identifying those in need of higher level supports. The use of the Team Initiated Problem Solving (TIPS) model is utilized for Tier 1 meetings. The use of the IM4 system is utilized in our elementary school that is implementing at Tier 2 with fidelity to help determine intervention programming for these higher need students. PBIS fidelity checks are completed annually to assist the schools in continuing to improve our positive school-wide behavioral practices and implementation.

4. Describe the district school-based behavior health services.

Canon-McMillan contracts out for fully-integrated behavioral support within our specialized programs, including our Autistic and Life Skills Support and Therapeutic Emotional Support Programs. We currently employ four full-time behavior specialist consultants in the district. These specialists are highly trained in various areas including Crisis Prevention and Intervention, Applied Behavior Analysis, Positive Behavior Supports, etc. Canon-McMillan also employs three full-time Social Workers who work in conjunction with various team members to provide a team approach to school-based behavioral, social, and mental health services. Our therapeutic emotional support program gives students access to services provided by one of our two full time mental health therapists, as well as our contracted psychiatrist. Our psychiatric services include monthly treatment team meetings with the school-based team and psychiatrist. The school based team meets a at least one additional time per month or as needed depending on student mental and behavioral stability.

5. Describe the district restraint procedure.

As mentioned, the Canon-McMillan Behavior Support Policy clearly delineates that the use of restraints is considered as a measure fo the last resort, only to be used after less intrusive measures, including de-escalation techniques. All necessary staff are trained in Crisis Prevention and Intervention Techniques via our certified trainers. Staff within our specialized programs maintain certification so they're always abreast with the correct processes if and when the restraint of a student is necessary. Following every restraint, appropriate staff members document the restraint and provide it to the Canon-McMillan Special Education Supervisor. As per state requirements, Canon-McMillan then reports all of the restraints quarterly into the state reporting system.

Intensive Interagency

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

n/a

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 53	Secondary	Part-time (0.5)	04/07/2022 10:27 AM

Building Name		
Canon-McMillan SHS		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	15 to 18
Age Range Justification		FTE %
		0.06

Building Name		
Cecil Intrmd Sch		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 13
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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Position 52	Multiple	Part-time (0.5)	04/07/2022 10:27 AM
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Building Name		
Canon-McMillan SHS		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	15 to 18
Age Range Justification		FTE %
		0.04

Building Name		
North Strabane Intrmd Sch		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	11 to 14
Age Range Justification		FTE %
		0.04

Building Name		
Hills-Hendersonville El Sch		
Support Type		
Blind And Visually Impaired Support		

Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	6 to 8
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 51	Multiple	Part-time (0.5)	04/07/2022 10:27 AM

Building Name		
North Strabane Intrmd Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	9 to 12
Age Range Justification		FTE %
		0.06

Building Name		
Cecil Intrmd Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		

Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	10 to 13
Age Range Justification		FTE %
		0.06

Building Name		
Canonsburg MS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 50	Secondary	Full-time (1.0)	03/03/2022 09:56 AM

Building Name	
Canonsburg MS	
Support Type	
Speech And Language Support	
Support Sub-Type	
Speech And Language Support	
Level of Support	Case Load
Itinerant (20% or Less)	35

Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 17
Age Range Justification		FTE %
Students aren't educated in the same class at the same time.		0.54

Building Name		
Canon-McMillan SHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 17
Age Range Justification		FTE %
Students aren't educated in the same class at the same time.		0.46

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 49	Elementary	Full-time (1.0)	03/03/2022 09:55 AM

Building Name		
Hills-Hendersonville El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12

Age Range Justification	FTE %
Students aren't educated in the same class at the same time.	0.38

Building Name		
Cecil Intrmd Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		40
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
Students aren't educated in the same class at the same time.		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 48	Elementary	Full-time (1.0)	03/03/2022 09:54 AM

Building Name		
South Central El		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Students aren't educated in the same class at the same time.		0.54

Building Name		
Borland Manor El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Students aren't educated in the same class at the same time.		0.46

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 47	Elementary	Full-time (1.0)	03/03/2022 09:52 AM

Building Name		
Wylandville El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 12
Age Range Justification		FTE %
Students aren't educated in the same class at the same time.		0.38

Building Name		
North Strabane Intrmd Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		40
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 12
Age Range Justification		FTE %
Students aren't educated in the same class at the same time.		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 46	Secondary	Full-time (1.0)	03/03/2022 09:53 AM

Building Name		
Muse El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		40
Identify Classroom	Classroom Location	Age Range
School District	Secondary	5 to 10
Age Range Justification		FTE %
Students aren't educated in the same class at the same time.		0.62

Building Name		
Borland Manor El Sch		

Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Secondary	5 to 10
Age Range Justification		FTE %
Students aren't educated in the same class at the same time.		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 45	Elementary	Full-time (1.0)	03/03/2022 09:51 AM

Building Name		
Muse El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		65
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Students aren't educated in the same class at the same time.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 44	Elementary	Full-time (1.0)	03/03/2022 09:50 AM

Building Name		
Wylandville El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
Students aren't educated in the same class at the same time.		0.23

Building Name		
South Central El		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
Students aren't educated in the same class at the same time.		0.77

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 43	Secondary	Full-time (1.0)	03/03/2022 09:49 AM

Building Name		
Canon-McMillan SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.2

Building Name		
Canon-McMillan SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 42	Secondary	Full-time (1.0)	01/11/2022 01:48 PM

Building Name		
Canon-McMillan SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
Students aren't educated in the same class at the same time.		0.5

Building Name		
Canon-McMillan SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 21
Age Range Justification		FTE %
		0.12

Building Name		
Canon-McMillan SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range

School District	Secondary	14 to 20
Age Range Justification		FTE %
Students aren't educated in the same class at the same time.		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 41	Secondary	Full-time (1.0)	03/03/2022 09:48 AM

Building Name		
Canon-McMillan SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
		0.62

Building Name		
Canon-McMillan SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 20
Age Range Justification		FTE %

Students aren't educated in the same class at the same time.	0.3
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Building Name		
Canon-McMillan SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
		0.07

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 40	Secondary	Full-time (1.0)	03/03/2022 09:47 AM

Building Name		
Canon-McMillan SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Students aren't educated in the same class at the same time.		0.3

Building Name		
Canon-McMillan SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Students aren't educated in the same class at the same time.		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 39	Secondary	Full-time (1.0)	03/03/2022 09:47 AM

Building Name		
Canon-McMillan SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Students aren't educated in the same class at the same time.		0.1

Building Name		
Canon-McMillan SHS		

Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 20
Age Range Justification		FTE %
Students aren't educated in the same class at the same time.		0.2

Building Name		
Canon-McMillan SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Students aren't educated in the same class at the same time.		0.1

Building Name		
Canon-McMillan SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %

Students aren't educated in the same class at the same time.	0.6
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 38	Secondary	Full-time (1.0)	03/03/2022 09:46 AM

Building Name		
Canon-McMillan SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Students aren't educated in the same class at the same time.		0.3

Building Name		
Canon-McMillan SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Students aren't educated in the same class at the same time.		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 37	Secondary	Full-time (1.0)	03/03/2022 09:46 AM

Building Name		
Canon-McMillan SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Students aren't educated in the same class at the same time.		0.1

Building Name		
Canon-McMillan SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Students aren't educated in the same class at the same time.		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 36	Secondary	Full-time (1.0)	03/03/2022 09:45 AM

Building Name		
Canon-McMillan SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.3

Building Name		
Canon-McMillan SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 35	Secondary	Full-time (1.0)	03/03/2022 09:45 AM

Building Name		
Canon-McMillan SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Students aren't educated in the same class at the same time.		0.3

Building Name		
Canon-McMillan SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
Students aren't educated in the same class at the same time.		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 34	Secondary	Full-time (1.0)	03/03/2022 09:45 AM

Building Name		
Canon-McMillan SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Students aren't educated in the same class at the same time.		0.2

Building Name		
Canon-McMillan SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Students aren't educated in the same class at the same time.		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 33	Secondary	Full-time (1.0)	03/03/2022 09:44 AM

Building Name		
Canon-McMillan SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.2

Building Name		
Canon-McMillan SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
Students aren't educated in the same class at the same time.		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 32	Secondary	Full-time (1.0)	03/03/2022 09:44 AM

Building Name
Canon-McMillan SHS

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.3

Building Name		
Canon-McMillan SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 31	Secondary	Full-time (1.0)	03/03/2022 09:43 AM

Building Name		
Canonsburg MS		
Support Type		
Autistic Support		

Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.5

Building Name		
Canonsburg MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.4

Building Name		
Canonsburg MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.07

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 30	Secondary	Full-time (1.0)	03/03/2022 09:36 AM

Building Name		
Canonsburg MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.2

Building Name		
Canonsburg MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.45

Building Name		
Canonsburg MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.1

Building Name		
Canonsburg MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 29	Secondary	Full-time (1.0)	03/03/2022 09:21 AM

Building Name
Canonsburg MS

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.2

Building Name		
Canonsburg MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 28	Secondary	Full-time (1.0)	03/03/2022 09:20 AM

Building Name		
Canonsburg MS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.3

Building Name		
Canonsburg MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 27	Secondary	Full-time (1.0)	03/03/2022 09:20 AM

Building Name		
Canonsburg MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.2

Building Name		
Canonsburg MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 26	Secondary	Full-time (1.0)	03/03/2022 09:19 AM

Building Name		
Canonsburg MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10

Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
		0.2

Building Name		
Canonsburg MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 25	Secondary	Full-time (1.0)	03/03/2022 09:19 AM

Building Name		
Canonsburg MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14

Age Range Justification	FTE %
	0.3

Building Name		
Canonsburg MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 24	Secondary	Full-time (1.0)	03/03/2022 09:18 AM

Building Name		
Canonsburg MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.3

Building Name		
Canonsburg MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 23	Elementary	Full-time (1.0)	03/03/2022 09:18 AM

Building Name		
Cecil Intrmd Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.3

Building Name		
Cecil Intrmd Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 22	Elementary	Full-time (1.0)	03/03/2022 09:17 AM

Building Name		
Cecil Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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Position 21	Elementary	Full-time (1.0)	03/03/2022 09:16 AM
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Building Name		
Cecil Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
		0.4

Building Name		
Cecil Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 20	Elementary	Full-time (1.0)	03/03/2022 09:16 AM

Building Name		
Cecil Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.3

Building Name		
Cecil Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 19	Elementary	Full-time (1.0)	01/11/2022 11:06 AM

Building Name		
North Strabane Intrmd Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.75

Building Name		
North Strabane Intrmd Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	49 to 12
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 18	Elementary	Full-time (1.0)	03/03/2022 09:15 AM

Building Name		
North Strabane Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 17	Elementary	Full-time (1.0)	03/03/2022 09:14 AM

Building Name		
North Strabane Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.3

Building Name		
North Strabane Intrmd Sch		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 16	Elementary	Full-time (1.0)	03/03/2022 09:14 AM

Building Name		
North Strabane Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
		0.3

Building Name		
North Strabane Intrmd Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 15	Elementary	Full-time (1.0)	03/03/2022 09:14 AM

Building Name		
Muse El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.16

Building Name		
Muse El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.35

Building Name		
Muse El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.14

Building Name		
Muse El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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Position 14	Elementary	Full-time (1.0)	03/03/2022 08:51 AM
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Building Name		
Muse El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.3

Building Name		
Muse El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 13	Elementary	Full-time (1.0)	03/03/2022 08:50 AM

Building Name		
Muse El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.1

Building Name		
Muse El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 12	Elementary	Full-time (1.0)	03/03/2022 08:50 AM

Building Name		
Muse El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.4

Building Name		
Muse El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 11	Elementary	Full-time (1.0)	03/03/2022 08:49 AM

Building Name		
Muse El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.3

Building Name		
Muse El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 10	Elementary	Full-time (1.0)	03/03/2022 10:32 AM

Building Name
South Central El

Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 12
Age Range Justification		FTE %
Students are not educated in the same room at the same time.		0.88

Building Name		
South Central EI		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 9	Elementary	Full-time (1.0)	01/11/2022 10:42 AM

Building Name		
South Central EI		
Support Type		
Autistic Support		

Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Students are not educated in the same class at the same time.		0.75

Building Name		
South Central EI		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Students are not educated in the same class at the same time.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 8	Elementary	Full-time (1.0)	03/03/2022 08:48 AM

Building Name
South Central EI
Support Type
Learning Support
Support Sub-Type
Learning Support

Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.3

Building Name		
South Central El		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
Students aren't educated in the same class at the same time.		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 7	Elementary	Full-time (1.0)	03/03/2022 08:48 AM

Building Name	
South Central El	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	15

Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.3

Building Name		
South Central El		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 6	Elementary	Full-time (1.0)	03/03/2022 08:47 AM

Building Name		
Borland Manor El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10

Age Range Justification	FTE %
	0.17

Building Name		
Borland Manor El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.38

Building Name		
Borland Manor El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.25

Building Name		
Borland Manor El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.1

Building Name		
Borland Manor El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 5	Elementary	Full-time (1.0)	03/03/2022 08:44 AM

Building Name		
Borland Manor El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3

Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.25

Building Name		
Borland Manor El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.5

Building Name		
Borland Manor El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.12

Building Name		
Borland Manor El Sch		
Support Type		
Life Skills Support		

Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 4	Elementary	Full-time (1.0)	03/03/2022 08:40 AM

Building Name		
Borland Manor El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.2

Building Name		
Borland Manor El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.3

Building Name		
South Central El		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
Students are not educated in the same class at the same time.		0.2

Building Name		
South Central El		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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Position 3	Elementary	Full-time (1.0)	03/03/2022 08:39 AM
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Building Name		
Borland Manor El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
Students are not educated in the same class at the same time.		0.3

Building Name		
Borland Manor El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
Students are not educated in the same class at the same time.		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 2	Elementary	Full-time (1.0)	03/03/2022 08:38 AM

Building Name		
Wylandville El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.3

Building Name		
Wylandville El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 1	Elementary	Full-time (1.0)	03/03/2022 08:38 AM

Building Name		
Hills-Hendersonville El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
Students are not educated in the same class at the same time.		0.3

Building Name		
Hills-Hendersonville El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
Students are not educated in the same class at the same time.		0.7

Special Education Facilities

Building Name		Room #
Canonsburg MS		408
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 30 feet, 0 inches	1200sqft	42
Implementation Date		
2022-02-16		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Canonsburg MS		108
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 30 feet, 0 inches	1200sqft	42
Implementation Date		
2022-03-03		
Uploaded Files		

2 Assurance Check

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

Building Name		Room #
Wylandville El Sch		5
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 34 feet, 2 inches	1025sqft	36
Implementation Date		
2022-03-04		
Uploaded Files		

3 Assurance Check

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

Building Name		Room #
Canonsburg MS		112
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 30 feet, 0 inches	1200sqft	42
Implementation Date		
2022-03-07		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Canonsburg MS		108
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 30 feet, 0 inches	1200sqft	42
Implementation Date		
2022-03-07		
Uploaded Files		

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5 Assurance Check

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

Building Name		Room #
Canonsburg MS		112
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 30 feet, 0 inches	1200sqft	42
Implementation Date		
2022-03-07		
Uploaded Files		

6 Assurance Check

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

Building Name		Room #
Canonsburg MS		106
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
38 feet, 0 inches x 38 feet, 0 inches	1444sqft	51
Implementation Date		
2022-03-07		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
South Central El		115
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
11 feet, 6 inches x 18 feet, 8 inches	214sqft	7
Implementation Date		
2022-03-07		
Uploaded Files		

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8 Assurance Check

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

Building Name		Room #
South Central El		213
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 24 feet, 1 inches	433sqft	15
Implementation Date		
2022-03-07		
Uploaded Files		

9 Assurance Check

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

Building Name		Room #
South Central El		214
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
11 feet, 11 inches x 26 feet, 2 inches	311sqft	11
Implementation Date		
2022-03-07		
Uploaded Files		

10Assurance Check

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

Building Name		Room #
South Central El		215
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
11 feet, 6 inches x 18 feet, 8 inches	214sqft	7
Implementation Date		
2022-03-07		
Uploaded Files		

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11 Assurance Check

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

Building Name		Room #
South Central El		230
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
10 feet, 0 inches x 7 feet, 1 inches	70sqft	2
Implementation Date		
2022-03-07		
Uploaded Files		

12 Assurance Check

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

Building Name		Room #
South Central El		220
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 1 inches x 20 feet, 2 inches	425sqft	15
Implementation Date		
2022-03-07		
Uploaded Files		

13Assurance Check

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

Building Name		Room #
Wylandville El Sch		15
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
10 feet, 0 inches x 15 feet, 0 inches	150sqft	5
Implementation Date		
2022-03-07		
Uploaded Files		

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14 Assurance Check

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

Building Name		Room #
Muse El Sch		113
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 6 inches x 25 feet, 10 inches	684sqft	24
Implementation Date		
2022-03-07		
Uploaded Files		

15 Assurance Check

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

Building Name		Room #
Muse El Sch		114
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 6 inches x 31 feet, 11 inches	973sqft	34
Implementation Date		
2022-03-07		
Uploaded Files		

16Assurance Check

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

Building Name		Room #
Muse El Sch		120
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 13 feet, 11 inches	375sqft	13
Implementation Date		
2022-03-07		
Uploaded Files		

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17 Assurance Check

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

Building Name		Room #
Muse El Sch		206
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 6 inches x 29 feet, 10 inches	492sqft	17
Implementation Date		
2022-03-07		
Uploaded Files		

18 Assurance Check

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

Building Name		Room #
Muse El Sch		223
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 11 inches x 30 feet, 11 inches	863sqft	30
Implementation Date		
2022-03-07		
Uploaded Files		

19Assurance Check

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

Building Name		Room #
Muse El Sch		115
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 5 inches x 22 feet, 2 inches	363sqft	12
Implementation Date		
2022-03-07		
Uploaded Files		

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20 Assurance Check

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

Building Name		Room #
Muse El Sch		201
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 11 feet, 6 inches	253sqft	9
Implementation Date		
2022-03-07		
Uploaded Files		

21 Assurance Check

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

Building Name		Room #
Canon-McMillan SHS		100
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
37 feet, 6 inches x 26 feet, 6 inches	993sqft	35
Implementation Date		
2022-03-10		
Uploaded Files		

22Assurance Check

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

Building Name		Room #
Canon-McMillan SHS		108
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 6 inches x 26 feet, 0 inches	741sqft	26
Implementation Date		
2022-03-10		
Uploaded Files		

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23 Assurance Check

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

Building Name		Room #
Canon-McMillan SHS		120
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 6 inches x 25 feet, 0 inches	862sqft	30
Implementation Date		
2022-03-10		
Uploaded Files		

24 Assurance Check

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

Building Name		Room #
Canon-McMillan SHS		121
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 6 inches x 24 feet, 6 inches	869sqft	31
Implementation Date		
2022-03-11		
Uploaded Files		

25Assurance Check

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

Building Name		Room #
Canon-McMillan SHS		137
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 27 feet, 0 inches	702sqft	25
Implementation Date		
2022-03-11		
Uploaded Files		

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26 Assurance Check

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

Building Name		Room #
Canon-McMillan SHS		200
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 6 inches x 35 feet, 6 inches	1224sqft	43
Implementation Date		
2022-03-11		
Uploaded Files		

27 Assurance Check

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

Building Name		Room #
Canon-McMillan SHS		201
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 6 inches x 32 feet, 6 inches	1153sqft	41
Implementation Date		
2022-03-11		
Uploaded Files		

28Assurance Check

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

Building Name		Room #
Canon-McMillan SHS		202
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
270 feet, 6 inches x 27 feet, 0 inches	7303sqft	260
Implementation Date		
2022-03-11		
Uploaded Files		

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29 Assurance Check

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

Building Name		Room #
Canon-McMillan SHS		224
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 6 inches x 25 feet, 0 inches	912sqft	32
Implementation Date		
2022-03-11		
Uploaded Files		

30 Assurance Check

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

Building Name		Room #
Canon-McMillan SHS		238
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 6 inches x 25 feet, 0 inches	687sqft	24
Implementation Date		
2022-03-11		
Uploaded Files		

31Assurance Check

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

Building Name		Room #
Cecil Intrmd Sch		205B
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 2 inches x 17 feet, 6 inches	405sqft	14
Implementation Date		
2022-03-11		
Uploaded Files		

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32 Assurance Check

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

Building Name		Room #
Cecil Intrmd Sch		312
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 2 inches x 35 feet, 8 inches	826sqft	29
Implementation Date		
2022-03-11		
Uploaded Files		

33 Assurance Check

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

Building Name		Room #
Cecil Intrmd Sch		309
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 2 inches x 36 feet, 2 inches	837sqft	29
Implementation Date		
2022-03-11		
Uploaded Files		

34 Assurance Check

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

Building Name		Room #
Cecil Intrmd Sch		301
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 2 inches x 33 feet, 2 inches	834sqft	29
Implementation Date		
2022-03-11		
Uploaded Files		

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35 Assurance Check

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

Building Name		Room #
Cecil Intrmd Sch		302
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 6 inches x 34 feet, 6 inches	1052sqft	37
Implementation Date		
2022-03-11		
Uploaded Files		

36 Assurance Check

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

Building Name		Room #
North Strabane Intrmd Sch		103
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
13 feet, 0 inches x 28 feet, 0 inches	364sqft	13
Implementation Date		
2022-03-11		
Uploaded Files		

37Assurance Check

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

Building Name		Room #
North Strabane Intrmd Sch		205
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 28 feet, 0 inches	504sqft	18
Implementation Date		
2022-03-11		
Uploaded Files		

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38 Assurance Check

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

Building Name		Room #
North Strabane Intrmd Sch		101
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 35 feet, 0 inches	980sqft	35
Implementation Date		
2022-03-11		
Uploaded Files		

39 Assurance Check

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

Building Name		Room #
North Strabane Intrmd Sch		206
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 35 feet, 0 inches	980sqft	35
Implementation Date		
2022-03-11		
Uploaded Files		

40Assurance Check

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

Building Name		Room #
Hills-Hendersonville El Sch		109
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 5 inches x 31 feet, 0 inches	756sqft	27
Implementation Date		
2022-03-11		
Uploaded Files		

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41 Assurance Check

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

Building Name		Room #
Hills-Hendersonville El Sch		116
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 12 feet, 4 inches	185sqft	6
Implementation Date		
2022-03-14		
Uploaded Files		

42 Assurance Check

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

Building Name		Room #
Borland Manor El Sch		110
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
11 feet, 9 inches x 56 feet, 0 inches	658sqft	23
Implementation Date		
2022-03-14		
Uploaded Files		

43Assurance Check

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

Building Name		Room #
Borland Manor El Sch		108
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 0 inches x 24 feet, 0 inches	288sqft	10
Implementation Date		
2022-03-14		
Uploaded Files		

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44 Assurance Check

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

Building Name		Room #
Borland Manor El Sch		213
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 10 inches x 36 feet, 6 inches	796sqft	28
Implementation Date		
2022-03-14		
Uploaded Files		

45 Assurance Check

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

Building Name		Room #
Borland Manor El Sch		208
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 10 inches x 36 feet, 6 inches	796sqft	28
Implementation Date		
2022-03-14		
Uploaded Files		

46Assurance Check

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

Building Name		Room #
Borland Manor El Sch		115
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
11 feet, 9 inches x 19 feet, 11 inches	234sqft	8
Implementation Date		
2022-03-14		
Uploaded Files		

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47 Assurance Check

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

Building Name		Room #
Borland Manor El Sch		115
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
11 feet, 9 inches x 19 feet, 11 inches	234sqft	8
Implementation Date		
2022-03-18		
Uploaded Files		

48 Assurance Check

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

Building Name		Room #
South Central El		103
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 1 inches x 30 feet, 7 inches	981sqft	35
Implementation Date		
2022-03-21		
Uploaded Files		

49Assurance Check

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

Special Education Support Services

50Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Other	1	District Wide	District
School Psychologist	5	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	5	District Wide	Contractor
Social Worker	3	District Wide	Contractor
Behavior Specialist	4	District Wide	Contractor
Paraprofessionals	55	District Wide	District
Other	2	District Wide	Contractor
Other	.25	District Wide	Contractor
Other	.25	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Canon-McMillan will continue to hold trainings with staff in the area of Autism. Staff may include regular education teachers, special education teachers, paraprofessionals, support staff, coaches, bus drivers, etc. Whole group, small group, and individual student trainings will be held based on the need, as well as continuation of consultations/observations with direct support will take place over the course of the school year. These will be provided by Canon-McMillan staff, IU1, contracted behavioral consultants through FBR, Pittsburgh Applied Behavior Analytic Therapies/Services, or other identified trainers. We will continue to monitor our students' success in our district's programs.			
Lead Person/Position		Year of Training	
Director of Special Education, Special Education Coordinator, Behavioral Consultants		2020-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	12	District Intermediate Unit PaTTAN Other	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Positive Behavior Support

Description of Training			
Canon-McMillan will continue to hold trainings with staff in the area of Positive Behavior Support. These trainings would include observation, training, implementation, and monitoring of behavior support, interventions, and plans. Our district continues to implement School-Wide Positive Behavior Supports at the Elementary K-4 buildings with the direct support of the IU1 TAC who facilitates on-sight trainings for the building teams, reviews annual data, and provides consultations as needed. Along with this training, we provide ongoing training with our teachers and paraprofessionals in the area of behavior management. Behavioral trainings are conducted either as whole group, small group, or student specific based on individual needs and behavior plans. The focus of these trainings are always centered around positive behavior support, positive proactive and reactive plans, and positive reinforcement systems.			
Lead Person/Position		Year of Training	
Director of Special Education, Special Education Coordinator, Behavioral Consultants, Building Principals		2020-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	4	District	Building Administrators

		Intermediate Unit PaTTAN Other	Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other
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Paraprofessional

Description of Training			
Canon-McMillan 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, Crisis Prevention and Intervention, assistive technology, the science of reading, and any other topics of interest that arise over the course of the school year. These trainings are provided by a number of district teachers, administrators, contracted specialists, IU1 staff, PaTTAN, and Special Education Administration. In addition, paraprofessionals are trained on an as needed and student specific basis based on student individual needs.			
Lead Person/Position		Year of Training	
Director of Special Education, Special Education Coordinator, Behavioral Consultants, Building Principals		2020-2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	20	District Intermediate Unit PaTTAN Other	Paraprofessionals

Transition

Description of Training	
Canon-McMillan School District continuously evaluates our current practices in the area of transition and looks for ways to continue to improve these practices at the secondary level. Our ultimate goal is to increase the graduation rate with students who receive special education services, while alternately decreasing the drop out rate, while preparing our students for life after high school. We also 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.	
Lead Person/Position	Year of Training

Director of Special Education, Special Education Coordinator, High School Building Principals		2020-2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	5	District Intermediate Unit PaTTAN	Building Administrators Central Office Administrators Parents Special Education Teachers

Science of Literacy

Description of Training			
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 learning basic reading skills based on their skill set. In addition, teachers will also be trained in delivering the Wilson Reading Series, Souday System, and Foundations to meet the needs of students diagnosed with dyslexia or with significant deficits in phonological awareness to improve their base with letter/sound and phonemic skills. The paraprofessionals will also be trained on the basics of Wilson and Foundations so they can assist in the carryover of skills. Lastly, parents will be trained so they have an idea of what it means to be dyslexic and also so they understand the approach to learning with this curriculum.			
Lead Person/Position		Year of Training	
Director of Special Education, Special Education Coordinator, Director of Curriculum		2020-2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	4	District Other	Central Office Administrators Parents Paraprofessionals Special Education Teachers

Parent Training

Description of Training
Canon-McMillan provides various parent trainings to keep parents abreast of what is going on in our schools, knowledgeable on specific topics of importance, engaged with their child's school, etc. Parents are administered a parent input survey regarding trainings every few years which asks for input on topics, how to

increase participation, barriers to attending, etc. Topics for these parent trainings include, but are not limited to, autism, reading skills, disability awareness, assistive technology, social emotional learning, building specific events, anxiety in school, transition, the IEP process, etc.			
Lead Person/Position		Year of Training	
Director of Special Education, Special Education Coordinator, Behavioral Consultants, Social Workers, Building Principals		2020-2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	4	District Intermediate Unit PaTTAN Other	Parents Other

IEP Development

Description of Training			
Canon-McMillan trains teachers annually on updates regarding IEP development, as well as all special education paperwork. Canon-McMillan has a procedures manual that is updated to stay current with state and federal regulations and laws.			
Lead Person/Position		Year of Training	
Director of Special Education, Special Education Coordinator		2020-2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	District	Building Administrators Central Office Administrators Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

