CANTON AREA SCHOOL DISTRICT

SPECIAL EDUCATION PLAN 2023-2026

APPROVED 9 MARCH 2023

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# Profile and Plan Essentials

### Special Education Students

**Total Number of Students Receiving Special Education** 191
**School District Total Student Enrollment** 858
**Percent of Students Receiving Special Education** 22.3

# Steering Committee

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Position/Role** | **Building** | **Email** |
| Amy L. Repard | Director of Special Education | Canton Area SD | arepard@canton.k12.pa.us |
| Amy Martell | Superintendent | Canton Area SD | amartell@canton.k12.pa.us |
| Mike Wells | Building Principal | Canton Area El Sch | mwells@canton.k12.pa.us |
| Donnie Jacopetti | Building Principal | Canton JSHS | djacopetti@canton.k12.pa.us |
| Mark Jannone | Other | Canton Area SD | mjannone@canton.k12.pa.us |
| Dave Loomis | Other | Canton Area SD | dloomis@canton.k12.pa.us |
| Judy Sourbeer | Board Member | Canton Area SD | jsourbeer@canton.k12.pa.us |
| Arica Jennings | Board Member | Canton Area SD | ajennings@canton.k12.pa.us |
| Deb Fitzwater | Special Education Teacher | Canton Area El Sch | dfitzwater@canton.k12.pa.us |
| Jenna Boyce | General Education Teacher | Canton Area El Sch | jboyce@canton.k12.pa.us |
| Sheila Wesneski | Special Education Teacher | Canton JSHS | swesneski@canton.k12.pa.us |
| Stacey Segur | General Education Teacher | Canton JSHS | ssegur@canton.k12.pa.us |
| Pam Engel | Parent | Canton Area SD | surebet5@yahoo.com |
| Darryl Jannone | Other | Canton Area SD | djannone@canton.k12.pa.us |
| Casandra Blaney, Esquire | Parent | Canton Area SD | cblaney@bwcs-law.com |
| Lianne Landis | Parent | Canton Area SD | liannelandis@hotmail.com |
| Deb Maurer | Parent | Canton Area SD | dmaurer916@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**
Discrepancy Model

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Building Name | AUN | Branch Number | RTI | Approved RTI Use |

# Significant Disproportionality - Placement

Significant Disproportionality: **District Not Flagged for Significant Disproportionality in this area.**

# Significant Disproportionality - Discipline

Significant Disproportionality: **District Not Flagged for Significant Disproportionality in this area.**

# Significant Disproportionality - Identification

Significant Disproportionality: **District Not Flagged for Significant Disproportionality in this area.**

# Non-Resident Students Oversight

1. **Is your district currently a host district for a 1306 facility?** No
2. **Describe the host’s educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)**As a 1306 host to ensure students with disabilities are educated in the least restrictive environment, we would consider supplementary aids and services, utilize specially designed instruction in the regular education classroom, and allow for opportunities to strategically increase skills as promoted by individualized education goal setting.
3. **Describe the district’s procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?**At a minimum, weekly communication of student progress/status would be essential between the 1306 facility and the District. Opportunities to gradually transition back into the District will be offered and increased as deemed appropriate. Communication will be consistently scheduled throughout the transition period.

# Incarcerated Students Oversight

1. **Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?**
No
2. **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).**

# Least Restrictive Environment

1. **Review the district’s data for Least Restrictive Environment. Highlight areas of improvement.**
Within our current education programming, we continue to strive to ensure that our students are able to access the LRE in their neighborhood school. All supports and services are considered and applied.
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?**
Canton Area School District utilizes universal screening methods that are recognized by positive behavior intervention and supports. Restorative Practices are also utilized to address the social/emotional needs of all students in need of accommodations to their learning environments. The Supplementary Aids and Services Toolkit is also utilized by the team when other interventions and/or resources have not been successful.
3. **Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.**
As a school focused on learning, Canton Area School District also utilizes a co-teaching element and engages in professional development to increase fidelity of delivery of instruction. The district utilizes trainings through the BLaST Intermediate Unit and PaTTAN, along with Canton Area School District staff, to professionally develop the teachers within the district about special education services and issues. Examples of such trainings include PBIS (district wide), Trauma Informed Care trainings, social/emotional learning, QBS (Quality Behavior Solutions), UDLs, and TAC consultation with the BLaST IU (Check and Connect). The District also consults with the Intermediate Unit for assisted technology support, hearing support, vision support, and orientation and mobility support. The Canton Area School staff have access to a full range of ongoing professional development targeting data collection and analysis, alternative assessments, evidence-based practices, differentiated instruction, autism, positive behavior support, executive skills functioning, progress monitoring, curricular adaptations, and modifications, and writing legally defensible IEP's. The Canton Area School District has provided training in the areas of Student Transition and OVR (Office of Vocational Rehabilitation) services. Finally, the Parent Task Force which was created by the Intermediate Unit to build awareness of support groups and resources for families within the Northern Tier is available to parents.
4. **Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.**The list of supplementary aids and services utilizes to ensure meaningful participation of students with disabilities in extracurricular activities includes, but is not limited to, the following: sensory modifications, Assistive Technology, PBIS, Paraprofessional, and BOCCE Ball.
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?**
Currently, there are no private institutions within the school district; however, if such circumstance arose, CASD would work with the institution and family to ensure the students’ education would be appropriate, and opportunities to participate in extracurricular activities would be made available at CASD to provide equitable access. Examples of supplementary aides and services include classroom aides; physical, environmental, and sensory modifications to the learning environment; adaptations to learning materials; the use of assisted technology where necessary; various methods of presenting content material to students; specific classroom management strategies, and positive behavioral support plans within IEPs, which are implemented in the regular education classroom.
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)**
The District has plans of the expansion of the continuum of services during the life of this plan through differentiating the educational programming to address instructional skills at the individuals' educational level versus building general functional skills. Additionally, Visual Phonics is being implemented to facilitate success within the Speech and Language Therapy services.

### Out-of-District Placements

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Facility Name | Facility Type | Other | Operated By | Service Type | Number of Students Placed |
| J. Andrew Morrow | Other  | Public School | BLaST IU | Autistic Support  | 1 |
| North Academy | Other  | IU Program | BLaST IU | Emotional Support  | 1 |
| North Academy | Other  | Partial Hospitalization | BLaST IU | Autistic Support  | 1 |
| Warren L. Miller Elementary School | Other  | Partial Hospitalization | BLaST IU | Autistic Support  | 1 |
| Troy Area Jr./Sr. High School | Other  | Public School | BLaST IU | Autistic Support  | 1 |

# Positive Behavior Support

Date of Approval
2021-02-11

Uploaded Files
[Policy 113.2.pdf](http://go.boarddocs.com/pa/cant/Board.nsf/goto?open&id=BTXNEC5DF070)

1. **How does the district support the emotional, social needs of students with disabilities?**
When IEP teams meet for all students with disabilities, the team always begins with the least restrictive environment in mind. The Canton Area School District implements a variety of supplementary aides and services in the regular education classroom setting to provide scaffolding learning experiences for all students. Examples of supplementary aides and services include classroom aides; physical, environmental, and sensory modifications to the learning environment; adaptations to learning materials; the use of assisted technology where necessary; various methods of presenting content material to students; specific classroom management strategies, and positive behavioral support plans within IEPs, which are implemented in the regular education classroom. If all resources and supplementary aids and services are not facilitating success, the Supplementary Aids and Services Tool Kit will be considered to determine further recommendations. As well, related services, such as Speech and Language therapy, OT, PT, Hearing, Vision, O & M, and Assistive Technology, are considered as necessary.
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.**
Some teachers, administrators, and paraprofessionals within the District have had Behavior-Based Training, including Quality Behavior Solutions (QBS) and Train- the-Trainer Model for QBS, and Trauma Informed Care training as provided by Finding New Hope Counseling. All of the teachers in the District have had training for the school-wide Positive Behavioral Support. Tier II Team members have also been involved with Check and Connect training.
3. **Describe the district positive school wide support programs.**
At the start of the 2017-2018 school year, the Canton Elementary School began implementation of school wide positive behavior interventions and supports, and a school wide positive behavior support was implemented in the Canton High School at the start of the 2019-2020. All functional behavioral assessments that are done on students with disabilities are followed up with the development of a positive behavioral support plan, as determined necessary. Regular education and special education teaching staff implement such plans. The classrooms within the District have positive behavioral support plans that are implemented at the classroom level. Our plans use positive rather, than negative or aversive techniques, and ensure that students are free from the unreasonable use of restraints. Additionally, the use of restraints is a measure of last resort when a clear and present danger occurs.
4. **Describe the district school-based behavior health services.**
Community and School Based Behavioral Health (CSBBH) is an innovative model that creates an accountable clinical home for children's behavioral health care. CSBBH teams provide services that span the home, school, and community and are available at any time. The Friendship House currently works with our School District and providers to offer this service. The provider and school partner with the family to create a treatment plan that meets the child's needs. The Friendship House Team consists of a behavioral health clinician with a Master's and two clinicians with four-year college degrees. The caseload maximum for our team that serves students in grade K-6 is 24 students. The Friendship House also offers a summer program for students and their siblings who are eligible for the program. With this program, we have been able to add another tier of support through our PBIS program as a school-based intervention, limiting the number of students we would recommend for out-of-the district placement options.
5. **Describe the district restraint procedure.**
The use of restraints is a measure of last resort when a clear and present danger occurs. If a situation arises in which a restraint needs to be used, QBS techniques are employed.

# 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.**
We do not have any students 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; therefore, we do not have areas of concern related to this topic.

# Education Program (Caseload FTE)

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| CES-SA  | Elementary  | Full-time (1.0)  | 01/16/2023 01:23 PM  |

|  |
| --- |
| **Building Name** |
| Canton Area El Sch  |
| **Support Type** |
| Learning Support  |
| **Support Sub-Type** |
| Learning Support  |
| **Level of Support** | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | 8  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 6 to 10 |
| **Age Range Justification** | **FTE %** |
| Justification: Three students fall outside the age range for the class. The IEP team determined and indicated in the IEP that this placement is the most appropriate to meet these students’ needs. These students will not be educated in the same educational grouping at any point in time unless a variance is issued.  | 0.4  |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| CHS-CS  | Secondary  | Part-time (0.5)  | 12/08/2022 03:08 PM  |

|  |
| --- |
| **Building Name** |
| Canton JSHS  |
| **Support Type** |
| Learning Support  |
| **Support Sub-Type** |
| Learning Support  |
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | 14  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 14 to 16 |
| **Age Range Justification** | **FTE %** |
|  | 0.28  |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| CES-CB  | Elementary  | Part-time (0.5)  | 12/08/2022 03:08 PM  |

|  |
| --- |
| **Building Name** |
| Canton Area 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  | 10 to 11 |
| **Age Range Justification** | **FTE %** |
|  | 0.3  |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| CES-SS  | Elementary  | Part-time (0.5)  | 12/08/2022 03:09 PM  |

|  |
| --- |
| **Building Name** |
| Canton Area El Sch  |
| **Support Type** |
| Learning Support  |
| **Support Sub-Type** |
| Learning Support  |
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | 12  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 8 to 9 |
| **Age Range Justification** | **FTE %** |
|  | 0.24  |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| CES/CHS-JT  | Multiple  | Full-time (1.0)  | 01/10/2023 02:52 PM  |

|  |
| --- |
| **Building Name** |
| Canton Area SD  |
| **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  | 6 to 16 |
| **Age Range Justification** | **FTE %** |
| Justification: Age range justification does not apply to itinerant speech/language services and services are provided to students that fall within the age range restriction guidelines. Students beyond the age range restriction guidelines will not be in the same educational grouping.  | 1  |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| CHS-CB  | Secondary  | Full-time (1.0)  | 01/16/2023 01:23 PM  |

|  |
| --- |
| **Building Name** |
| Canton JSHS  |
| **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  | 12 to 20 |
| **Age Range Justification** | **FTE %** |
| Justification: Six students fall outside the age range for the class. The IEP team determined and indicated in the IEP that this placement is the most appropriate to meet these students’ needs. These students will not be educated in the same educational grouping at any point in time unless a variance is issued.  | 0.9  |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| CHS-SW  | Secondary  | Full-time (1.0)  | 12/08/2022 03:11 PM  |

|  |
| --- |
| **Building Name** |
| Canton JSHS  |
| **Support Type** |
| Learning Support  |
| **Support Sub-Type** |
| Learning Support  |
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | 14  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 15 to 16 |
| **Age Range Justification** | **FTE %** |
|  | 0.28  |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| CHS-CG  | Secondary  | Full-time (1.0)  | 12/08/2022 03:11 PM  |

|  |
| --- |
| **Building Name** |
| Canton JSHS  |
| **Support Type** |
| Learning Support  |
| **Support Sub-Type** |
| Learning Support  |
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | 21  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 16 to 19 |
| **Age Range Justification** | **FTE %** |
|  | 0.42  |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| CHS-SJ  | Secondary  | Full-time (1.0)  | 12/08/2022 03:11 PM  |
| **Building Name** |
| Canton JSHS  |
| **Support Type** |
| Learning Support  |
| **Support Sub-Type** |
| Learning Support  |
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | 18  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 13 to 15 |
| **Age Range Justification** | **FTE %** |
|  | 0.36  |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| CHS-MH  | Secondary  | Full-time (1.0)  | 12/08/2022 03:12 PM  |

|  |
| --- |
| **Building Name** |
| Canton JSHS  |
| **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 14 |
| **Age Range Justification** | **FTE %** |
|  | 0.3  |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| CES-DW  | Elementary  | Full-time (1.0)  | 12/08/2022 03:12 PM  |
| **Building Name** |
| Canton Area El Sch  |
| **Support Type** |
| Learning Support  |
| **Support Sub-Type** |
| Learning Support  |
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | 21  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 9 to 11 |
| **Age Range Justification** | **FTE %** |
|  | 0.42  |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| CES-DF  | Elementary  | Full-time (1.0)  | 12/08/2022 03:12 PM  |

|  |
| --- |
| **Building Name** |
| Canton Area El Sch  |
| **Support Type** |
| Learning Support  |
| **Support Sub-Type** |
| Learning Support  |
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | 13  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 5 to 8 |
| **Age Range Justification** | **FTE %** |
|  | 0.26  |

# Special Education Facilities

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Canton Area El Sch  | B148 |
| **School Building** | **Building Description** |
| Elementary  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 46 feet, 0 inches x 20 feet, 0 inches | 920sqft | 32 |
| **Implementation Date** |
| 2022-12-09 |
| **Uploaded Files** |
| CAES.pdf |

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 #** |
| Canton Area El Sch  | C115 |
| **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 30 feet, 0 inches | 840sqft | 30 |
| **Implementation Date** |
| 2022-12-09 |
| **Uploaded Files** |
|  |

2Assurance 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 #** |
| Canton Area El Sch  | C111 |
| **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 30 feet, 0 inches | 840sqft | 30 |
| **Implementation Date** |
| 2022-12-09 |
| **Uploaded Files** |
| CAES.pdf |

3Assurance 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 #** |
| Canton Area El Sch  | B109 |
| **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 30 feet, 0 inches | 840sqft | 30 |
| **Implementation Date** |
| 2022-12-09 |
| **Uploaded Files** |
| CAES.pdf |

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 #** |
| Canton Area El Sch  | B130 |
| **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, 0 inches x 32 feet, 0 inches | 768sqft | 27 |
| **Implementation Date** |
| 2022-12-09 |
| **Uploaded Files** |
| CAES.pdf |

5Assurance 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 #** |
| Canton Area El Sch  | C106 |
| **School Building** | **Building Description** |
| Elementary  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 20 feet, 0 inches x 28 feet, 0 inches | 560sqft | 20 |
| **Implementation Date** |
| 2022-12-09 |
| **Uploaded Files** |
| CAES.pdf |

6Assurance 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 #** |
| Canton JSHS  | 107/109 |
| **School Building** | **Building Description** |
| JR/SR High  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 22 feet, 0 inches x 39 feet, 0 inches | 858sqft | 30 |
| **Implementation Date** |
| 2022-12-09 |
| **Uploaded Files** |
| CHS First Floor.pdf |

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 #** |
| Canton JSHS  | 213 |
| **School Building** | **Building Description** |
| JR/SR High  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 21 feet, 0 inches x 40 feet, 0 inches | 840sqft | 30 |
| **Implementation Date** |
| 2022-12-09 |
| **Uploaded Files** |
| CHS Second Floor.pdf |

8Assurance 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 #** |
| Canton JSHS  | 114 |
| **School Building** | **Building Description** |
| JR/SR High  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 30 feet, 0 inches x 30 feet, 0 inches | 900sqft | 32 |
| **Implementation Date** |
| 2022-12-09 |
| **Uploaded Files** |
| CHS First Floor.pdf |

9Assurance 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 #** |
| Canton JSHS  | 205 |
| **School Building** | **Building Description** |
| JR/SR High  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 21 feet, 0 inches x 38 feet, 0 inches | 798sqft | 28 |
| **Implementation Date** |
| 2022-12-09 |
| **Uploaded Files** |
| CHS Second Floor.pdf |

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 #** |
| Canton JSHS  | 202 |
| **School Building** | **Building Description** |
| JR/SR High  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 21 feet, 0 inches x 30 feet, 0 inches | 630sqft | 22 |
| **Implementation Date** |
| 2022-12-09 |
| **Uploaded Files** |
| CHS Second Floor.pdf |

11Assurance 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 #** |
| Canton JSHS  | 206 |
| **School Building** | **Building Description** |
| JR/SR High  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 24 feet, 0 inches x 30 feet, 0 inches | 720sqft | 25 |
| **Implementation Date** |
| 2022-12-09 |
| **Uploaded Files** |
| CHS Second Floor.pdf |

12Assurance 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 #** |
| Canton JSHS  | 108 |
| **School Building** | **Building Description** |
| JR/SR High  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 21 feet, 0 inches x 30 feet, 0 inches | 630sqft | 22 |
| **Implementation Date** |
| 2022-12-09 |
| **Uploaded Files** |
| CHS Second Floor.pdf |

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  |  |

# Special Education Support Services

14Special Education Support Services

|  |  |  |  |
| --- | --- | --- | --- |
| Special Education Support Services | Numerical Value | Primary Location | Contractor or District |
| Director of Special Education  | 1  | District Wide  | District  |
| School Psychologist  | 1  | District Wide  | District  |
| Guidance Counselor  | 1  | Elementary  | District  |
| Guidance Counselor  | 1  | Secondary  | District  |
| Paraprofessionals  | 10  | Elementary  | District  |
| Paraprofessionals  | 9  | Secondary  | District  |
| Transition Coordinator  | 1  | Secondary  | District  |
| Other  | 1  | District Wide  | District  |
| Social Worker  | 1  | District Wide  | Contractor  |
| Physical Therapist  | 1  | District Wide  | Contractor  |
| Occupational Therapist  | 1  | District Wide  | Contractor  |

# Special Education Personnel Development

## Autism

|  |
| --- |
| **Description of Training** |
| Autism |
| **Lead Person/Position** | **Year of Training** |
| CASD Special Education Supervisor | 2023-2026 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 3 | DistrictIntermediate UnitPaTTAN | Building AdministratorsGeneral Education TeachersParentsParaprofessionalsSpecial Education Teachers |

## Positive Behavior Support

|  |
| --- |
| **Description of Training** |
| PBIS; Behavioral Support |
| **Lead Person/Position** | **Year of Training** |
| Building Principals, PBIS Team, Special Education Supervisor | 2023-2026 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 3 | DistrictIntermediate UnitPaTTAN | Building AdministratorsGeneral Education TeachersParentsParaprofessionalsSpecial Education TeachersOther |

## Paraprofessional

|  |
| --- |
| **Description of Training** |
| Paraprofessional Overview |
| **Lead Person/Position** | **Year of Training** |
| CASD Special Education Supervisor | 2023-2026 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 3 | DistrictIntermediate UnitPaTTAN | Paraprofessionals |

## Transition

|  |
| --- |
| **Description of Training** |
| Transition Staffing Meetings |
| **Lead Person/Position** | **Year of Training** |
| CASD Special Education Supervisor and Transition Coordinator | 2023-2026 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 3 | DistrictIntermediate UnitPaTTANOther | General Education TeachersParentsSpecial Education TeachersOther |

## Science of Literacy

|  |
| --- |
| **Description of Training** |
| Structured Literacy |
| **Lead Person/Position** | **Year of Training** |
| Canton Area SD Administration | 2023-2026 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 10 | 1 | District | General Education TeachersSpecial Education Teachers |

## Parent Training

|  |
| --- |
| **Description of Training** |
| All Things IEP |
| **Lead Person/Position** | **Year of Training** |
| Special Education Supervisor | 2023-2026 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 3 | District | Parents |

## IEP Development

|  |
| --- |
| **Description of Training** |
| IEP Development |
| **Lead Person/Position** | **Year of Training** |
| Special Education Supervisor | 2023-2026 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 3 | DistrictIntermediate UnitPaTTAN | General Education TeachersSpecial Education Teachers |

# Signatures & Affirmations

Approval Date: **9 MARCH 2023**

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* 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: Dr. Amy Martell, Superintendent

Date: 9 MARCH 2023