

Montoursville Area SD
Special Education Plan Report

07/01/2018 - 06/30/2021

District Profile

Demographics

50 N Arch St
 Montoursville, PA 17754
 (570)368-2491
 Superintendent: Christina Bason
 Director of Special Education: Michele Williamson

Planning Committee

Name	Role
Christina Bason	Administrator : Professional Education Special Education
Curt Myers	Administrator : Special Education
Diana Logan	Community Representative : Special Education
Amber Logan	Community Representative : Special Education
Chris Gemberling	Ed Specialist - School Counselor : Special Education
Alice Weiler	Ed Specialist - School Counselor : Professional Education Special Education
Terri Hill	Ed Specialist - School Nurse : Special Education
Melissa Martens	Ed Specialist - School Psychologist : Special Education
Karissa Jones	Elementary School Teacher - Regular Education : Special Education
Kim Sauers	Elementary School Teacher - Special Education : Special Education
Shanna Keefer	High School Teacher - Special Education : Special Education
Tim Hanner	Intermediate Unit Staff Member : Special Education
Erica Logan	Intermediate Unit Staff Member : Special Education
Shelly Mattie	Parent : Special Education
Krista Wise	Parent : Special Education
Michele Williamson	Special Education Director/Specialist : Professional Education Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 263

Identification Method

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

The Montoursville Area School District uses a discrepancy model when identifying students with learning disabilities. Once a request is initiated by either the parent or the school district, a Prior Written Notice for Initial Evaluation and Request for Consent Form are sent to the family to secure permission to evaluate the child. Upon receiving permission from the parent/guardian, the Montoursville Area School District will then conduct an initial evaluation within 60 calendar days. The school psychologist administers a series of assessment tools to determine if there is a discrepancy between the student's academic ability and academic achievement. If the multi-disciplinary evaluation team determines the gap between the student's academic achievement and academic ability is substantially affecting the child's ability to learn, the team will then determine that the child is eligible for special education services under the learning disability category. The team will also address the ten questions required by the Pennsylvania Department of Education in order to determine whether or not the learning disability is a result of the school district's failure to implement adequate instructional practices from the perspective of teachers, instructional methodologies, and social and environmental factors/barriers.

Enrollment

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

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

The Montoursville Area School District does not show a significant disproportionality in any of the thirteen disability categories from the 2016-2017 data report. Overall, only 13% (263) of the total student population is identified as having a disability. The only three disability categories that are above the state average include Intellectual Disability (LEA-6.8% State-6.5%), Specific Learning Disability (LEA - 48.3% State - 41.8%) and Speech and Language Impairment (LEA - 17.1% State - 14.7%). While none of the categories show a significant disproportionality, this will continue to be monitored.

Non-Resident Students Oversight

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

1. Currently, there are not any institutions, residential placements, alternative education placements, or partial hospitalization programs housed within the Montoursville Area School District. If such locations were to exist within the Montoursville Area School District, the district would ensure that all students in such programs would receive a free and appropriate public education in the least restrictive environment by assuring that highly qualified special education teaching staff were responsible for providing instruction to identified students. The district would assure that identified students had access to the general education curriculum, and all specially designed instruction within the current IEP would be fulfilled. The district would take full responsibility for providing the special education services to identified students. The district would also consider contracting through the BLaST Intermediate Unit to secure necessary resources (i.e teaching staff, related service providers) for such programs. Currently, the Montoursville Area School district has two "1306 students" in the district.

2. The Montoursville Area School District implements an IEP team approach to assure all students are receiving a free and appropriate public education in the least restrictive environment. Each IEP team makes this determination through the IEP process. When deemed necessary, the IEP team may use the 'Supplementary Aides and Services' Toolkit to help guide these decisions. The IEP team always begins its placement decisions with the least restrictive environment in mind, which is inclusion within the regular education classroom to the maximum extent possible. Once the determination of FAPE in the LRE is determined by the IEP Team, the LEA will then issue a NOREP during the initial placement meeting as documentation that the parents are in agreement with the program and placement the student will receive. NOREP's are also issued to parents when the level or amount of special education support changes (i.e. from supplemental to itinerant, or supplemental to full-time).

3. Barriers that can exist in servicing students that fall under Section 1306 include the limited resources available related to the geographical location of the Montoursville Area School District. Often times, it is difficult to secure service providers to provide quality services that meet the requirements for FAPE in such cases. One of our biggest concerns is assuring that all students, who fall under the "1306" category are provided with educational services from highly qualified special education staff and the IEP's are being implemented with fidelity. Finally, financial and budgetary constraints make the hiring and/or contracting of service providers a huge barrier on service delivery models and ways to address specific student needs.

Incarcerated Students Oversight

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

Once the Montoursville Area School District is made aware of such situations, the Special Education Supervisor would immediately contact the facility where the child is incarcerated and speak to members of its educational department. If the facility is within the state, the LEA would then see that a consent to release information was made available, and forward all necessary documentation to the facility. If the child is deemed in need of an evaluation, the LEA would assure that a licensed school psychologist performed such an evaluation or a highly qualified special education teacher provided a re-evaluation. If the district felt there was no need for an evaluation, a waiver would then be issued to the parent. Finally, the LEA would work with the district to assure the local LEA where the facility is located is willing and able to implement the current IEP and has all the available resources and related services to do so. If not, the Montoursville Area School District would help the local LEA secure such services. The Montoursville Area School District would also encourage the facility to accept the current IEP on an interim basis and look to review the current IEP after 30 calendar days have passed to review and revise the IEP once baseline data has been collected.

Least Restrictive Environment

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

1. When all IEP teams meet for all students with disabilities, the team always begins with the least restrictive environment in mind. The Montoursville Area School District implements a variety of supplementary aides and services in the regular education classroom setting to provide scaffolded 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 assistive technology where necessary, various methods of presenting content material to students, specific classroom management strategies, use of technology components, and positive behavioral support plans within IEPs which are implemented in the regular education classroom. When progress monitoring data shows that regression is occurring

on IEP goals after all supplementary aides and services are considered, the IEP team will reconvene, implement the Supplementary Aides and Service toolkit, and then base educational placement changes on the outcome of the toolkit meeting. Currently, there are no private institutions within the school district; however, the same approach would be followed if such institutions existed. In order to meet such needs, the district utilizes the BLaST Intermediate Unit to help facilitate the SAS Toolkit meetings when necessary. The IU has certified individuals on staff to lead such meetings.

2. The district utilizes training through the BLaST Intermediate Unit and PaTTAN, along with Montoursville Area School District staff, to professionally develop the teachers within the district on special education services and issues. Examples of such trainings include a three year professional development plan where the special education supervisor is educating all district teaching and support staff on "hot issues" such as inclusion, differentiated instruction, legal issues, policies, and procedures, and processes within special education. The district consults with the Intermediate Unit for assistive technology support, vision support, hearing support, and orientation and mobility support. Currently, one of our IU operated programs is involved with meeting the needs of the more complex students through participation in the state's Project Max initiative. The district has taken advantage of the PaTTAN short term loan program for assistive technology devices. Finally, the district has trained classroom paraprofessionals and parents in the district using the Parent Task Force created by the Intermediate Unit to build awareness of support groups and resources for families. Parents have also participated in local advocacy groups through SASSY (autism), G.A.P.S (special education), and The Jones Foundation through Bloomsburg University. The district has developed a close partnership with the Lycoming County MHID Program and the managed care program, Community Care. Finally, the district continues to use a local grant agency, First Community Foundation, in order to purchase technology for students with disabilities that are part of the supplementary aides and services the child uses in the regular education and special education classrooms.

3. According to our Special Education Data Report for 2016-2017 School Year, 73.1% of the students with disabilities, district wide, receive less than 21% of their education in the special education environment on a daily basis (State comparison is 62.4%). 13% of the students are in special education for more than 60% of the school day (state comparison 9.0%), and no data is displayed for students who receive their education in "other settings" due to the small group size (state comparison 4.9%). The district, as previously mentioned, is always seeking means to maintain students within their least restrictive environment.

Behavior Support Services

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.

3. If the district also has School-Based Behavioral Health Services, please discuss it.

Although the district has not been approved by PDE as a schoolwide positive behavioral support district, the district currently uses behavioral approaches that mirror this initiative. For example, all functional behavioral assessments completed on students with disabilities are followed up with the development of a positive behavioral support plan, if determined necessary. The majority of special education staff in the district have been trained to conduct functional behavior assessment on students. If the student is deemed to be a "complex case" the district will work through the behavioral support specialist at the Intermediate Unit to conduct an FBA and develop a Positive Behavioral Support plan. Regular education and special education teaching staff implement such plans. Various classrooms within the district have positive behavioral support plans implemented at the classroom level. The elementary schools have specific initiatives and programs (Bucket Filler Program) that students participate in that are based on positive behavior. The district uses a behavioral specialist from the IU to assist with developing and implementing PBSP for individual students. The district does not currently have any School-Based Behavioral Health Services on site; however, the Montoursville Area School District utilizes various agencies within the county to provide behavioral support. The agencies are Lycoming Therapeutic, Northwest Human Services, Community Service Group, BSI, and The Meadows (UCBH). Such agencies provide behavioral support through providing therapeutic support staff (TSS), Behavioral Specialists (BSC's) and Mobile Therapist to behaviorally challenging students. The district also actively participates in student ISPT meetings held by the agencies where the Community Care organization approves/disapproves the level of TSS, BSC and Mobile Therapy supports for each student.

The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques as evidenced in policy 113.2. The use of restraint shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques have been attempted. Behavior-based training that administrators, teachers, and paraprofessionals have had within the district, as provided by the IU, include Crisis Prevention Intervention (CPI) training and Quality Behavior Solutions (QBS) training with annual training being provided to maintain updated certifications. Teams have been developed for each building and plans are in place should there be an immediate need for the team to respond.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

1. If the Montoursville Area School District is having difficulty ensuring FAPE for particular students or disability categories, a variety of options do exist. The first placement options always considered is a program "in house." The levels of support provided in the district at this time include itinerant and

supplemental levels of learning support and emotional support, itinerant and supplemental autistic support, middle and high school supplemental life skills support, and an elementary multi-disability and autistic support programs. Some of these programs are offered through Intermediate Unit classrooms that are located within the Montoursville Area School District. The district relies on IU programs and other out of district placements for students to receive FAPE in the LRE. As with any placement decision, the IEP team will consider all options and variables when placing students. Geographically, some of the programming options can be limited to the distances between school districts. The IU also has various alternative education placements which are located in a nearby school district (Lycoming Day Treatment, Compass Learning Academy) and a private alternative education program through PA Treatment and Healing. A Partial Hospitalization Program exists in South Williamsport School District for students in grades kindergarten through 9th grade. Finally, residential placements, such as Beacon Light, Southwood, George Junior Republic, Bucks County IU 22, and Woods have also been utilized as placements where some of our more challenging students receive(d) services through court ordered directives or team based decisions. The IEP team will explore all relevant options for settling on one placement decision, constantly working from the least to most restrictive.

2. Successful programs for our students outside of the Montoursville Area School District include BSI Partial Hospitalization Program, PA Treatment and Healing, Lycoming Day Treatment and Compass Learning Academy. The Meadows has a Partial Hospitalization program, however, due to no special education support provided in this program, the district tries to not place students here with disabilities. These programs, collaboratively, do an excellent job assisting the Montoursville Area School District with ensuring that FAPE is being met while services are being provided in these classrooms. The Partial Hospitalization Program has been successful for some of our students whose mental health needs require assistance outside of the school setting. Gaps within services include the need for emotional support programs for middle and high school age students and students with emotional disabilities and intellectual disabilities (combined) placements for students. Finally, partial hospitalization program options for 10th to 12th grade students would be beneficial to the district.

3. The district may pursue opening an emotional support program at the middle and high school level, with for the district students only or through the Intermediate Unit, which in turn, could drastically cut expenses to partial hospitalization placements.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

The strengths within the special education program in the Montoursville Area School district include a strong curricular model to deliver instruction (using a tiered approach to education). Strengths within the department are the ability to meet diverse learning needs through learning support programs, life skills programs, autistic support programs, and multi-disability support programs. At the high school level, we use an IU program called the EXPLORE program where students who are looking to become meaningfully employed upon graduation can receive on the job training with job coaches. Students who are interested in two-four year colleges have the opportunity to complete educational programming through the Lycoming

County Vocational Technical Facility in a neighboring school district. Our life skills and MDS populations have the ability to work on life skills activities through our Teen Link house. Each month, each program visits the house twice to focus on implementing daily life skills such as cleaning, cooking, personal hygiene and maintaining a safe home environment. These students also travel on various community outings where they help at the local food bank, learn how to use the public transportation system, and explore job locations in the community to learn about specific job skills needed for specific jobs. At all district levels, we have a full inclusion model where all students receive some level of regular education support on a daily basis. The local vocational technical program has been a very successful program for many of our students with disabilities. Additionally, the district offers its own Aricultural program in which many students thrive. Trainings to staff members are provided during professional development and in-service days. Support staff are all highly qualified and fulfill that requirement on a yearly basis. Finally, parents are always invited to participate in back to school night, Title One Nights, and Parent Task Force meetings at the IU Office.

Assurances

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of 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.
- Implementation of 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 District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of 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.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following 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.
- Assurance of 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.

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
George Junior Republic - Private Facility	Nonresident	Neighboring School District	1
Bucks County IU 22-Private Facility	Nonresident	Neighboring School District	1

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
BSI Partial Hospitalization Program	Neighboring School Districts	Learning Support and Emotional Support	3
Schick Elementary School - IU Program	Neighboring School Districts	Emotional Support	4
Schick Elementary School - IU Program	Neighboring School Districts	Life Skills	3
Schick Elementary School - IU Program	Neighboring School Districts	Learning Support	3
Compass Learning Academy	Other	Alternative Education Facility	3
Jersey Shore Middle School-IU Program	Neighboring School Districts	Multidisabilities Support	1
Williamsport Area High School-IU Program	Neighboring School Districts	Multidisabilities Support	1
South Academy-IU Program	Neighboring School Districts	Emotional Support	4

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 25, 2014

Reason for the proposed change: Move this program into the ebb and flow of the school building

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 18	8	0.85
Locations:				
Montoursville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	19 to 19	1	0.15
Locations:				
Montoursville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #2*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 25, 2014*Reason for the proposed change:* Move classroom to the ebb and flow of regular education classrooms.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	14	0.8
Locations:				
Montoursville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	3	0.2
Locations:				
Montoursville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #3*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 25, 2014*Reason for the proposed change:* Move classroom to the ebb and flow of regular education classrooms. This classroom will never exceed 24 students.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	14	0.8
Locations:				
Montoursville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 16	3	0.2
Locations:				
Montoursville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 25, 2016

Reason for the proposed change: Due to the varying needs of the students, this staff member will remain at the high school full time to support her student's emotional needs.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 19	11	0.8
Justification: These students are serviced at various times throughout the day and receive itinerant emotional support from one teacher at different scheduled times.				
Locations:				
Montoursville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 15	1	0.1
Locations:				
Montoursville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 15	1	0.1
Locations:				
Montoursville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #5

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 25, 2017

Reason for the proposed change: Staff reduction

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	18	1
Locations:				
C.E. McCall Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #6

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	30	1
Locations:				
C.E. McCall Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 15	30	1
Justification: Teacher may cover multiple grade levels to provide learning support services. Students are included in classes in which push in support is provided.				
Locations:				
C.E. McCall Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 25, 2016

Reason for the proposed change: This position used to be considered 1.0 FTE at McCall but since student's with more significant needs moved to the high school, this position now floats between the elementary schools to provide itinerant emotional support along with McCall.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 15	8	0.5
Locations:				
C.E. McCall Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 10	2	0.2
Locations:				
Lyter Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 10	2	0.2
Locations:				
Loyalsock Valley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	10	0.1
Justification: With the reduction of staff, this staff member will also be assigned to provide some itinerant learning support services.				
Locations:				

McCall Middle School	A Middle School Building	A building in which General Education programs are operated		
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Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 9	20	1
Locations:				
Lyter Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 21, 2015

Reason for the proposed change: It is my understanding that due to a teacher retirement, one teaching position was absorbed and the district feels the needs of students can be met with one special education teacher at Loyalsock Valley.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 10	14	0.65
Justification: This is a itinerant learning support position which provides services to students in grades k-4, at separate grade level times throughout the day in which no age range justification is required.				
Locations:				
Loyalsock Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 10	10	0.35
Justification: This position provides services for students, at different times throughout the day, in grades k-4 and age range justification is not needed since these students are not serviced at the same time.				
Locations:				
Loyalsock Valley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 25, 2016

Reason for the proposed change: This was previously an IU operated program however the district decided to take on the responsibility of operations since there were only district students in the classroom for the upcoming school year.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	15	1
Locations:				
Montoursville Area School District	A Senior High School Building	A building in which General Education programs are operated		

Program Position #14*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 21	15	1
Justification: Due to students who will be graduating based on IEP goals and "aging out" these students exceed the age range requirements. There are no other programs within the district or IU that meet her educational, social, and emotional needs, which is what drives this placement decision. The IEP Teams have determined this to be the least restrictive environment for these students to receive a free appropriate public education.				
Locations:				
Montoursville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #15*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	20	1
Locations:				
C.E. McCall Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #16*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 16	11	1

Justification: Due to students who will be graduation based on IEP goals and "aging out" these students exceed the age range requirements. There are no other programs within the district or IU that meet the educational, social, and emotional needs, which is what drives this placement decision. The IEP Teams have determined this to be the least restrictive environment for these students to receive a free appropriate public education.				
Locations:				
C.E. McCall Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #17*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 21, 2017*Reason for the proposed change:* Due to proposed Administrative staffing changes and the needs of the students served in this classroom, we would like to move this classroom closer to town and proximity to additional supports, should they be needed.*Present Class Location:* Loyalsock Valley Elementary-B11*Proposed Class Location:* Lyter Elementary*Length of time class has been in present location:* 3 years**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 11	7	1
Justification: This is a k-4 program for Autistic Support students who may repeat a grade in order to receive services through age 21.				
Locations:				
Loyalsock Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	6 to 10	8	1
Justification: The IEP Team determined the children's most appropriate placement and programming options were in the elementary multi-disability support room due to health related and developmental concerns.				
Locations:				
Loyalsock Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #19*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 21	13	0.2
Justification: Because this is speech and language support, there is not a need for an age range justification.				
Locations:				
Montoursville High School/C.E. McCall Middle School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #20*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 15	5	0.15
Justification: This position provides services for identified students anywhere from K through 12th grade.				
Locations:				
C.E. McCall Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #21*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 28, 2017*Reason for the proposed change:* Newly identified student and this position provides services for students in grade k through 12.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	11 to 14	1	0.15
Locations:				
C.E. McCall Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 10	1	0.05
Justification: This staff member provides services to students in grades K through 12.				
Locations:				
Loyalsock Valley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 10	1	0.05
Justification: This staff member provide services to students in grades K through 12.				

Locations:				
Lyter Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	14 to 19	2	0.05
Justification: Services provided for this staff member include grades K through 12.				
Locations:				
Montoursville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #22*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	5	0.1
Locations:				
Montoursville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 15	4	0.1
Locations:				
C.E. McCall Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #23*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 25, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	20	1
Locations:				
Lyter Elementary	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
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Paraprofessionals	Montoursville Area High School	4.65
Paraprofessionals	McCall Middle School	3.1
Paraprofessionals	Lyter Elementary	3.45
Paraprofessionals	Loyalsock Valley Elementary School	2.4
Speech and Language Support Teacher	Lyter Elementary, Loyalsock Valley Elementary, C.E. McCall Middle School, and Montoursville Area High School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Supervisor of Special Education	Intermediate Unit	5 Days
School Psychologist	Intermediate Unit	4 Days
Physical Therapy	Intermediate Unit	1 Days
Occupational Therapy	Intermediate Unit	2 Days
Speech and Language Support	Intermediate Unit	2 Days
Emotional Support	Intermediate Unit	1 Days
Transition Coach	Intermediate Unit	3 Days

District Level Plan

Special Education Personnel Development

Autism

Description	<p>Autism Training - Students identified with a Autism Spectrum diagnosis will be provided with appropriate services designed to meet their individualized needs. The personnel providing these services will receive necessary professional development designed to enhance their knowledge, skill base and increase their ability to provide services required of these students. Implementation of research based practices within the Montoursville Area School District will support this action step and serve as evidence of successful implementation. Trainings provided over the three year period may include participation in the Autism conference sponsored by the PA Department of Education Bureau of Special Education, how to support students with Autism through classroom based professional development offered through the IU TaC staff, professional development through our IU for offerings of site, parent/family workshops offered at various locations throughout the IU.</p> <p>Staff members working with students with autism will continue to be trained in QBS crisis prevention strategies.</p>
Person Responsible	Principals, Special Education Supervisor, Curriculum assistance through BLaST IU
Start Date	8/20/2018
End Date	8/20/2021
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	7.0
# of Sessions	3
# of Participants Per Session	10
Provider	BLaST Intermediate Unit #17
Provider Type	IU
PDE Approved	Yes

Knowledge Gain	This training is approved as a restraint approach by PDE.
Research & Best Practices Base	This research is based on of information through the Competent Learner Model and presented by an instructor with ABA behavioral certification.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	Elementary - Primary (preK - grade 1)

	<p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Refresher course will be completed each year for each participant, Parent workshops</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p> <p>Portfolio</p> <p>Review of data on incident reports to PDE</p>

Behavior Support

Description	<p>The Montoursville Area School District will continue to address behavior concerns through implementation of a school wide behavior support program based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. This program will have a focus in both elementary school, Lyter and Loyalsock Valley. Verbal de-escalation techniques will be instituted first as a means of preventing physical restraints. The use of restraints shall be considered a measure of last resort and shall only be utilized after all other less restrictive measures have been implemented. Training will be provided using QBS and/or CPI approaches. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance the student's opportunity for learning and self-fulfillment. Evidence that this action step has been implemented includes students with disabilities will interact with their typically developing peers</p>
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	within the school environment in an effective manner so that their behavior does not impede their learning or the learning of others.
Person Responsible	Special Education Supervisor
Start Date	7/2/2018
End Date	9/2/2021
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	7.0
# of Sessions	3
# of Participants Per Session	10
Provider	BLaST, District Personnel
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	QBS and CPI crisis prevention strategies
Research & Best Practices Base	QBS and CPI behavioral support approaches, IDEA and Chapter 14.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	Series of Workshops Department Focused Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional New Staff Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Lesson modeling with mentoring
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data Participant survey

Paraprofessional

Description	<p>The Montoursville Area School District will provide personnel having the knowledge and skills needed to best meet the needs of students with a diverse array of disabilities. Paraprofessionals will receive a multitude of training topics which may include instructional/behavioral strategies and how to support instruction, verbal de-escalation and positive behavior supports (CPI and/or QBS), and how to support students with diverse learning needs as presented by PaTTAN frameworker paraprofessional training series. Evidence that the action step has been implemented will be an analysis of PSSA and Keystone assessment scores to see if scores improve for those students with disabilities as well as a reduction in the number of physical restraints utilized with the district.</p>
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Person Responsible	Special Education Supervisor
Start Date	7/2/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	6.0
# of Sessions	10
# of Participants Per Session	15
Provider	BLaST IU #17, PATTAN, District personnel
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Professional development through a wide variety of opportunities may include but are not limited to: CPR/First Aid, confidentiality, ethical practices, LETRS, de-escalation and intervention techniques, instructional practices and accommodations, role of paraeducator in classroom and behaviorally.
Research & Best Practices Base	PDE Highly Qualified Mandate
For classroom teachers, school counselors and education specialists	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops Online-Synchronous

Participant Roles	Paraprofessional Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Journaling and reflecting
Evaluation Methods	Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Portfolio

Reading NCLB #1

Description	The Montoursville Area School District has recently purchased a new reading series, Wonders, and will begin implementation during the 2018-2019 school year. Professional development will begin at the conclusion of the 2017-2018 school year and be ongoing. Additionally, trainings started during the 2016-2017 school and have continued that relate to meeting the needs of all our students who may struggle, whether it be those identified students, Title 1 students, or those who have been referred to our MTSS teacher which is a new position for the 2017-2018 school year. Students with disabilities will demonstrate increased educational results in reading as outlined in the PA Common Core academic standards. Evidence that the action step has been implemented will include an analysis of PSSA reading assessment scores of those students identified with disabilities with the intent of an increased number of students having disabilities scoring Proficient or Advanced on the reading assessments.
Person Responsible	Administrative Team
Start Date	8/20/2018
End Date	6/30/2021

Program Area(s)	Professional Education, Special Education, Student Services
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Professional Development Details

Hours Per Session	6.0
# of Sessions	6
# of Participants Per Session	20
Provider	BLaST IU #17
Provider Type	IU
PDE Approved	No
Knowledge Gain	How to apply research based instructional strategies to meet the needs of our diverse learners.
Research & Best Practices Base	Curriculum is linked to Common Core while instructional strategies are based on various leaders in the field of practice.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>
Participant Roles	Classroom teachers

	Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir New Staff Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Journaling and reflecting
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Review of participant lesson plans Review of written reports summarizing instructional activity

Transition

Description	Students, educators and families within the Montoursville Area School District will receive training on transition resources available through the transition council meetings. Students will have the opportunity to participate in the EXPLORE Program and LYCO CTC as well as a transition planning event held in conjunction with the PA College of Technology to discuss support services available at the post-secondary level. Evidence that this action step has been implemented will include the maintenance and/or increase in the number of Montoursville Area School District graduates who obtain competitive employment and/or enroll in post-secondary education following graduation. The district also successfully completed the Indicator 13 training during the 2016-2017 school year.
Person Responsible	Special Education Supervisor and Transition Coordinator

Start Date	7/2/2018
End Date	6/30/2021
Program Area(s)	Special Education, Student Services

Professional Development Details

Hours Per Session	1.0
# of Sessions	3
# of Participants Per Session	15
Provider	BLaST IU #17
Provider Type	IU
PDE Approved	No
Knowledge Gain	Indicator 13 Training follow-up
Research & Best Practices Base	Chapter 14 and IDEA
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers</p> <p>Related Service Personnel</p> <p>Parents</p>

Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Journaling and reflecting
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

Special Education Affirmations

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer