

# Profile and Plan Essentials

## Special Education Students

Total Number of Students Receiving Special Education 284  
School District Total Student Enrollment 1956  
Percent of Students Receiving Special Education 14.5

## Steering Committee

Name	Position/Role	Building	Email
Christina Bason	Superintendent	Montoursville Area SD	cbason@montoursville.k12.pa.us
Timothy Hanner	Director of Special Education	Montoursville Area SD	thanner@montoursville.k12.pa.us
Curtis Myers	Building Principal	C E McCall MS	cmyers@montoursville.k12.pa.us
Brenda Frazier	Other	Montoursville Area SD	bfrazier@iu17.org
Vanessa Lorson	Other	Lyter El Sch	vlorson@montoursville.k12.pa.us
Terri Hill	Other	Montoursville Area SHS	thill@montoursville.k12.pa.us
Krista Wise	Special Education Teacher	Montoursville Area SHS	kwise@montoursville.k12.pa.us
Kim Sauers	Special Education Teacher	Loyalsock Valley El Sch	ksauers@montoursville.k12.pa.us
Julia Edler	Other	Lyter El Sch	jedler@montoursville.k12.pa.us
Brandy Smith	Parent	Montoursville Area SD	bsmith@montoursville.k12.pa.us
Erica Hoyt	Other	Montoursville Area SD	ehoyt@iu17.org
Desiree Ulmer	General Education Teacher	Lyter El Sch	dulmer@montoursville.k12.pa.us
Joe LeCrone	Board Member	Montoursville Area SD	jlecrone@montoursville.k12.pa.us
Kiersha Whitehead	Other	C E McCall MS	kwhitehead@iu17.org
Alison Stroop	Parent	Montoursville Area SHS	astroop10@gmail.com
Amber Logan	Other	Montoursville Area SD	dlogan57@verizon.net

## 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
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# Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities



**Significant Disproportionality - Discipline**

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

# Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

## Non-Resident Students Oversight

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

No

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

There are no 1306 facilities located within the Montoursville Area School District.

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

There are no 1306 facilities located within the Montoursville Area School District. The Montoursville Area School District works with the placement facility and the host district through IEP meetings to determine that the student's educational program is implemented within the Least Restrictive Environment while attending the 1306 facility. The Montoursville Area School District makes every effort to participate in meetings with the 1306 facility and host district when transition back to the school district is determined appropriate so that supports are in place when the student returns

## Incarcerated Students Oversight

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

No

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

## Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.

Based on the Special Education Data Report (SEDR), the district's percentages are very similar to the state percentages. With regard to Indicator 5, Educational Environments, Montoursville Area School District is above the state average for students served in the regular education setting for more than 80% of the day. Montoursville Area School District serves 74.9% of the students receiving special education in the regular education setting while the state average is 61.5%. For students receiving services in the regular education setting for less than 40% of the day, Montoursville Area School District was slightly higher than the state average at 10.1%. While the state average is 9.6% based on the SEDR data. The Montoursville Area School District is slightly above the state average in the "SE in Other Settings" category at 4.9%. The state average is 4.8%. The data points can be impacted by the overall small population of the Montoursville Area School District. When comparing the Indicator 5 data from the 2018-2019 school year to the 2019-2020 school year, the LEA percentages in the areas of "Inside Regular Class Less Than 40%" and "SE in Other Settings" have decreased.

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?

The Montoursville Area School District uses a universal screening in reading via Acadience and DIBELS and in math via Acadience. The Montoursville Area School District uses a Multi-Tiered System of Supports (MTSS) framework at the elementary schools (K-4). The school district employs two MTSS Intervention Specialists at both elementary schools. The MTSS team meets on a monthly basis to review student data and discuss any concerns. The MTSS team discusses educational strategies that can be implemented to assist the targeted students. The Montoursville Area School District refers students with social/emotional needs to the Student's Assistant Program (SAP). The elementary and middle schools use a variety of research based social/emotional curriculum in grades K-8 including Suite 360, Super Flex, Zones of Regulation, and Everyday Speech. Positive Behavioral Intervention and Supports (PBIS) is used at the elementary and middle schools grades K-8. The school district has participated in the Path to Graduation (P2G) check and connect program at the middle school to pair emotional support students with staff, as a mentor program.

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

Regular and special education staff and support staff are encouraged to attend professional development opportunities offered through PDE, PaTTAN, and BLaST IU 17 in order to enhance their knowledge and ability to support the inclusion of children with learning disabilities within the general education setting. Montoursville Area School District collaborates with BLaST IU 17, PaTTAN and PDE to bring training to the school district during scheduled in-service days. In addition to inservice training, the special education department meets monthly after school for training purposes and to discuss interventions and strategies that may benefit some students, as well as PDE regulations and responsibilities. In addition, the Supervisor of Special Education attends monthly meeting with BLaST IU 17 and the annual PDE Conference to keep abreast of current evidence-based models and practices as well as to discuss successful programs, services, and options with colleagues. The special education teachers and Supervisor of Special Education work closely with the regular education teachers to ensure student success.

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

Montoursville Area School District utilizes a variety of supplementary aids and services based on the individual student's needs as determined by the IEP team. Examples of supplementary aids and services currently being used include: collaboration between IEP team members, paraprofessional supports, modified curriculum, assistive technology, adaptive equipment, sensory supports, social and emotional instruction, individualized behavior supports,

providing research based supplemental materials, and environmental adaptations. The examples provided are a small sample of the supplementary aids and services provided to students.

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?

At this time the Montoursville Area School District has a low number of students receiving educational services in private institutions. Periodically, a student may be placed in a private institution through an outside agency. The Supervisor of Special Education participates in all IEP meetings and consideration is always given to the least restrictive environment and including students with non-disabled children whenever possible. When a student with disabilities is placed in a private institution, the LEA will make all attempts to include the student in extracurricular activities based on school district policies and administrative regulations.

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)

Montoursville Area School District continues to evaluate and assess special education programming options within the school district. By contracting with the BLaST Intermediate Unit 17 and other local resources, the Montoursville Area School District is able to provide a continuum of services for the special education students to meet their individual academic and behavioral needs. When determining the most appropriate placement, the IEP team evaluates all the student's special education records including the most recent Evaluation Report and IEP.

### Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Academy for Integrated Studies - South	Other	IU operated program	BLaST Intermediate Unit 17	Emotional Support	6
Schick Elementary School	Other	IU operated program	BLaST Intermediate Unit 17	Life Skills Support	4
Loyalsock Township High School	Other	IU operated program	BLaST Intermediate Unit 17	Autistic Support	1
Hughesville Area High School	Other	IU operated program	BLaST Intermediate Unit 17	Autistic Support	2
New Story Schools in Selinsgrove	Licensed Private Academic		New Story Schools	Emotional Support	1

Pennridge High School	Other	IU classroom	Bucks County Intermediate Unit	Multiple Disabilities Support	1
Warrior Online Academy (2021-2022 ONLY)	Other	Virtual Learning	Montoursville Area School District	Emotional Support	3

## Positive Behavior Support

Date of Approval  
2018-12-04

### Uploaded Files

Behavior Support Services Board Policy.pdf

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

The Montoursville Area School District is committed to supporting students with behavioral needs in the least restrictive environment. The school district will only consider placing students in other outside of district settings when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal law and regulations. When students exhibit behaviors that impede their learning or that of other students, the school district will complete a Functional Behavior Assessment to determine the function of the student's behavior. The results of the Functional Behavior Assessment will be the foundation of the student's Positive Behavior Support Plan that the IEP team will develop to address specific research based techniques and modifications that can be used to help the student with his/her behavior(s). The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques have been tried. The district also works closely with several behavioral health agencies who may provide supports to students to ensure continuity and fidelity of services. The district also has an Outreach Counselor who serves three days a week in our schools to provide supports and can recommend varying levels of behavioral health services for our students.

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.

The Montoursville Area School District will select staff members in each building, which include administrators, teachers and paraprofessionals, to receive ongoing training that addresses positive behavior supports, deescalation techniques, and school based behavioral health. The school district employs two on-site district staff member that are certified Quality Behavioral Solutions trainers to train staff annually. Dependent upon availability of training and district needs, companies other than Quality Behavioral Solutions may be used to provide staff training. The district maintains a team of professionals trained in behavioral de-escalation and managing behavioral crises. Additionally, all staff working with individual students are trained with regard to individual positive behavior support plans.

3. Describe the district positive school wide support programs.

The Montoursville Area School District has implemented a School Wide Positive Behavior Support Program at one of the elementary schools and middle school. The focus of the program is teaching students school-wide expectations and the students' exhibiting positive behaviors. Positive behaviors are taught at the beginning of the school year, re-taught throughout the school year when needed, and modeled by others. Students have the opportunity to earn PRIDE tickets based on their positive behavior and can win prizes throughout the year. The schools also hold assemblies throughout the year to encourage and reteach appropriate behaviors.



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

The Montoursville Area School District works closely with several behavioral health agencies who may provide supports to students. The school district also has an Outreach Counselor who serves approximately three days a week in our schools to provide supports and can recommend varying levels of behavioral health services for our students. Additionally, the school district contracts with a community mental health agency that provides counseling services to students in need.

5. Describe the district restraint procedure.

The Montoursville Area School Board directs that the school district's behavior support programs shall be 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. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. The district maintains a team of professionals trained in behavioral de-escalation and managing behavioral crises. The use of restraints are only used as last resort and in accordance with individualized education plans. All notifications and reporting are completed in accordance with state guidelines

## 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.

The Montoursville Area School District is committed to ensuring a free and appropriate education to all students within the least restrictive environment. The district utilizes supplementary aids and services to allow for students to succeed in the regular education classroom while simultaneously offering a continuum of service options for students. The district also contracts with the Intermediate Unit 17 for the provision of services that cannot be supported by our internal resources. The school district works collaboratively with the IEP team and local community agencies utilizing an interagency approach to determine appropriate supports and services for difficult to place students. The MASD utilizes the Lycoming County CASSP coordination and supports for difficult to place students. Parents, along with assistance from school staff, may be referred to outside agencies for additional services such as BHT, mobile therapy, MH/ID support, partial hospitalization, or residential treatment which will assist our students to achieve success. The school district will continue to foster a collaborative working relationship with all community agencies to develop appropriate programs and provide support for students who demonstrate significant need. The school district will continue to monitor our local needs regarding the provision of appropriate educational programming.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Autistic Support - Grades K-4	Elementary	Full-time (1.0)	03/11/2022 11:51 AM

<b>Building Name</b>		
Lyter El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Elementary	7 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Students will be educated in age appropriate groupings and any age restriction variance that occurs will be addressed in individual IEP's.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Multiple Disabilities Support - Grades K-4	Elementary	Full-time (1.0)	03/11/2022 11:37 AM

<b>Building Name</b>		
Loyalsock Valley El Sch		
<b>Support Type</b>		
Multiple Disabilities Support		
<b>Support Sub-Type</b>		
Multiple Disabilities Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		3

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Elementary	6 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Students will be educated in age appropriate groupings and any age restriction variance that occurs will be addressed in individual IEP's.		0.38

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Itinerant Emotional Support - Grades K-8	Multiple	Full-time (1.0)	05/11/2022 11:04 AM

<b>Building Name</b>		
Montoursville Area SD		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		32
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	6 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
The teacher has students within the appropriate age range at one time. The teacher has different groups of students at different times in the other age ranges.		0.64

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Itinerant Speech & Language Support	Elementary	Full-time (1.0)	05/11/2022 11:04 AM

<b>Building Name</b>
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Montoursville Area SD		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		65
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
The teacher has students within the appropriate age range at one time. The teacher has different groups of students at different times in the other age ranges.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Itinerant Speech & Language Support - Grades 5-12	Secondary	Full-time (1.0)	05/11/2022 11:05 AM

<b>Building Name</b>		
Montoursville Area SD		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		46
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Secondary	10 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
The teacher has students within the appropriate age range at one time. The teacher has different groups of students at different times in the other age ranges.		0.71

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Supplemental Learning Support - Grades K-4	Elementary	Full-time (1.0)	03/11/2022 11:00 AM

<b>Building Name</b>		
Loyalsock Valley El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Elementary	7 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Students will be educated in age appropriate groupings and any age restriction variance that occurs will be addressed in individual IEP's.		0.6

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Itinerant Learning Support - Grades K-4	Elementary	Full-time (1.0)	05/11/2022 11:05 AM

<b>Building Name</b>		
Loyalsock Valley El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>

Itinerant (20% or Less)		24
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
The teacher has students within the appropriate age range at one time. The teacher has different groups of students at different times in the other age ranges.		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Itinerant Learning Support - Grades 1-3	Elementary	Full-time (1.0)	03/11/2022 10:27 AM

<b>Building Name</b>	
Lyter El Sch	
<b>Support Type</b>	
Learning Support	
<b>Support Sub-Type</b>	
Learning Support	
<b>Level of Support</b>	<b>Case Load</b>
Itinerant (20% or Less)	25
<b>Identify Classroom</b>	<b>Classroom Location</b>
School District	Elementary
<b>Age Range Justification</b>	<b>FTE %</b>
	0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Itinerant Learning Support - Grades K & 4	Elementary	Full-time (1.0)	03/11/2022 10:10 AM

<b>Building Name</b>		
Lyter El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Teacher services kindergarten and fourth grade at different times throughout the day.		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Supplemental Life Skills - Grades 7-8	Secondary	Part-time (0.5)	03/11/2022 09:58 AM

<b>Building Name</b>		
C E McCall MS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Secondary	14 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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Supplemental Life Skills - Grades 5-6	Secondary	Part-time (0.5)	03/11/2022 09:56 AM
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<b>Building Name</b>		
C E McCall MS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Secondary	10 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Supplemental Learning Support - Grades 5-8	Secondary	Full-time (1.0)	03/11/2022 09:45 AM

<b>Building Name</b>		
C E McCall MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Secondary	11 to 16

<b>Age Range Justification</b>	<b>FTE %</b>
Students will be educated in age appropriate groupings and any age restriction variance that occurs will be addressed in individual IEP's.	0.55

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Itinerant Learning Support - Grade 5	Secondary	Full-time (1.0)	03/11/2022 09:47 AM

<b>Building Name</b>		
C E McCall MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		22
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.44

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Itinerant Learning Support - Grades 5-6	Secondary	Full-time (1.0)	03/11/2022 09:47 AM

<b>Building Name</b>		
C E McCall MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		

Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		16
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.32

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Itinerant Learning Support - Grades 7-8	Secondary	Full-time (1.0)	03/11/2022 09:27 AM

<b>Building Name</b>		
C E McCall MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		18
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.36

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Itinerant Emotional Support - Grades 9-12	Secondary	Full-time (1.0)	03/11/2022 09:21 AM

<b>Building Name</b>		
Montoursville Area SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
The teacher has students within the appropriate age range at a time. The teacher has different groups of students at different times in the other age range.		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Itinerant Learning Support - Grade 9-11	Secondary	Full-time (1.0)	03/10/2022 01:54 PM

<b>Building Name</b>		
Montoursville Area SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		24
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
The teacher has students within the appropriate age range at a time. The teacher has different groups of students at different times in the other age range.		0.48

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Itinerant Learning Support - Grades 9-11	Secondary	Full-time (1.0)	03/10/2022 01:45 PM

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<b>Building Name</b>		
Montoursville Area SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		23
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.46

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Itinerant Learning Support - Grades 11-12	Secondary	Part-time (0.5)	03/10/2022 01:43 PM

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<b>Building Name</b>		
Montoursville Area SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>

Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Supplemental Learning Support	Secondary	Full-time (1.0)	03/10/2022 01:24 PM

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<b>Building Name</b>		
Montoursville Area SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 20
<b>Age Range Justification</b>		<b>FTE %</b>
Students will be educated in age appropriate groupings and any age restriction variance that occurs will be addressed in individual IEP's.		0.5

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Supplemental Life Skills - Grades 9-12	Secondary	Full-time (1.0)	03/11/2022 10:39 AM

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<b>Building Name</b>
Montoursville Area SHS

<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Secondary	18 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Loyalsock Valley El Sch		B1
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 4 inches x 38 feet, 4 inches	1009sqft	36
<b>Implementation Date</b>		
2022-03-11		
<b>Uploaded Files</b>		

### 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	

<b>Building Name</b>		<b>Room #</b>
Lyter El Sch		A-7
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 6 inches x 38 feet, 0 inches	893sqft	31
<b>Implementation Date</b>		
2022-03-14		
<b>Uploaded Files</b>		



2 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Lyter El Sch		B-20
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
21 feet, 0 inches x 23 feet, 0 inches	483sqft	17
<b>Implementation Date</b>		
2022-03-14		
<b>Uploaded Files</b>		

3 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Loyalsock Valley El Sch		B6
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 31 feet, 0 inches	806sqft	28
<b>Implementation Date</b>		
2022-03-17		
<b>Uploaded Files</b>		

#### 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	

<b>Building Name</b>		<b>Room #</b>
Lyter El Sch		Speech Room
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 0 inches x 18 feet, 8 inches	429sqft	15
<b>Implementation Date</b>		
2022-03-17		
<b>Uploaded Files</b>		

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5 Assurance Check

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

Building Name		Room #
C E McCall MS		141
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 33 feet, 6 inches	1005sqft	35
Implementation Date		
2022-03-17		
Uploaded Files		

6 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
C E McCall MS		155
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 32 feet, 6 inches	845sqft	30
<b>Implementation Date</b>		
2022-03-17		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
C E McCall MS		208
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 32 feet, 6 inches	845sqft	30
<b>Implementation Date</b>		
2022-03-17		
<b>Uploaded Files</b>		

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8 Assurance Check

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

Building Name		Room #
C E McCall MS		211
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 14 feet, 6 inches	275sqft	9
Implementation Date		
2022-03-17		
Uploaded Files		

9 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
C E McCall MS		231
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 32 feet, 6 inches	845sqft	30
<b>Implementation Date</b>		
2022-03-17		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
C E McCall MS		157
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 14 feet, 4 inches	372sqft	13
<b>Implementation Date</b>		
2022-03-17		
<b>Uploaded Files</b>		

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**11 Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
C E McCall MS		226
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
19 feet, 0 inches x 14 feet, 4 inches	272sqft	9
<b>Implementation Date</b>		
2022-03-17		
<b>Uploaded Files</b>		

**12 Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
C E McCall MS		165
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 32 feet, 6 inches	845sqft	30
<b>Implementation Date</b>		
2022-03-17		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Montoursville Area SHS		215
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
<b>Implementation Date</b>		
2022-03-17		
<b>Uploaded Files</b>		



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**14 Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Montoursville Area SHS		219
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
<b>Implementation Date</b>		
2022-03-17		
<b>Uploaded Files</b>		

**15 Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Montoursville Area SHS		300
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 28 feet, 0 inches	784sqft	28
<b>Implementation Date</b>		
2022-03-17		
<b>Uploaded Files</b>		

16Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Montoursville Area SHS		303
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
<b>Implementation Date</b>		
2022-03-17		
<b>Uploaded Files</b>		

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**17 Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Montoursville Area SHS		310
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
<b>Implementation Date</b>		
2022-03-17		
<b>Uploaded Files</b>		

**18 Assurance Check**

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



## Special Education Support Services

### 19Special 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	Contractor
Physical Therapist	2 (1 PT/1 PTA)	District Wide	Contractor
Occupational Therapist	3 (1 OTR/ 2 COTA)	District Wide	Contractor
Guidance Counselor	2	Elementary	District
Guidance Counselor	4	Secondary	District
Other	1 - Educational Audiologist	District Wide	Contractor
Other	1 - Hearing Support Teacher	District Wide	Contractor
Other	1 - Vision Support Teacher	District Wide	Contractor
Paraprofessionals	5	Elementary	District
Other	1 - Educational Interpreter	Elementary	District
Other	1 - Orientation/Mobility Specialist	District Wide	Contractor
Paraprofessionals	16	Secondary	District

## Special Education Personnel Development

### Autism

<b>Description of Training</b>			
Students diagnosed with Autism will receive a continuum of services offered by the district with staff being trained to meet their individual needs. The teachers and paraprofessionals servicing students with Autism will receive training to help enhance the learning to help ensure that they are using best practices in servicing students with Autism. Training will include, least restrictive environment, behavioral strategies/modifications, curriculum adaptations, Supplementary Aids and Services, best practices for supporting students with Autism.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Supervisor of Special Education		2022-2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
Minimum of 1 hour	1	Intermediate Unit PaTTAN	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

### Positive Behavior Support

<b>Description of Training</b>			
QBS: Training will be on Quality Behavior Solutions (QBS). This will be to maintain a low number of restraints and continue to minimize the number of restraints for all students including students that are receiving special education services. This training will teach both verbal de-escalation strategies and physical interventions. Physical interventions will only be used at times that a student is a danger to himself/ herself or others.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Supervisor of Special Education		2022-2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
7 hours per day	Minimum of 4 sessions	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
De-escalation Strategies: This will provide the teachers de-escalation techniques, prevention and intervention strategies that will help them to manage and maintain student behaviors within their classrooms.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Supervisor of Special Education		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3 hours	2	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

### Paraprofessional

<b>Description of Training</b>			
The Paraprofessionals will participate in their required 20 hours of professional development training annually. Topics selected will be related to best practices, behavioral strategies, understanding student needs, and instructional strategies			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Supervisor of Special Education		2022-2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
Up to 6.5 hours	To equal 20 hours annually	District Intermediate Unit PaTTAN Other	Paraprofessionals

### Transition

<b>Description of Training</b>
Review of transition planning resources/development of transition plans for secondary students

<b>Lead Person/Position</b>		<b>Year of Training</b>	
Supervisor of Special Education		2022-2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District Intermediate Unit	Parents Special Education Teachers Other

<b>Description of Training</b>			
Transition Council Meetings			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Transition Coordinator		2022-2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
45 minutes per meeting per student	4 per school year	District Intermediate Unit Other	Parents Special Education Teachers Other

<b>Description of Training</b>			
Annual Transition Conference-Pennsylvania College of Technology			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Transition Coordinator, Supervisor of Special Education		2022-2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6 hours/conference	once yearly	Intermediate Unit	Central Office Administrators Parents Special Education Teachers Other



## Science of Literacy

<b>Description of Training</b>			
Applying research based instructional strategies and interpreting data to meet the needs of our diverse learners			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
School Administrators		2022-2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

## Parent Training

<b>Description of Training</b>			
Parent Local Task Force			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Jeff Pelly, IU 17		2022-2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1 hour per training	4 sessions per school year	Intermediate Unit	Parents

## IEP Development

<b>Description of Training</b>			
IEP review/revisions/file review & training on changes needed on IEPs in the school district			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Supervisor of Special Education		2022-2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
at least 4 hours per school year	at least 8 sessions per school year	District	Central Office Administrators

		Intermediate Unit PaTTAN	Special Education Teachers
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## Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

