

Montour SD

Special Education Plan Report

07/01/2018 - 06/30/2021

District Profile

Demographics

225 Clever Road
 Mc Kees Rocks, PA 15136
 (412)490-6500
 Superintendent: Christopher Stone
 Director of Special Education: Robert Isherwood

Planning Committee

Name	Role
Sheri Sumpter	Elementary School Teacher - Special Education : Professional Education Special Education
Michael Migliozi	High School Teacher - Special Education : Professional Education Special Education
Neal Martin	Middle School Teacher - Special Education : Professional Education Special Education
Julianne Carr	Parent : Special Education
Robert Isherwood	Special Education Director/Specialist : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 399

Identification Method

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

Montour utilizes the Discrepancy Model to identify students with Specific Learning Disabilities (SLD). Eligibility for IDEA services as a student with a Specific Learning Disability is determined when a student evidences a significant discrepancy between intellectual functioning and achievement levels in one or more of the following: basic reading, reading comprehension, mathematics calculations, mathematics reasoning, written expression, oral expression or listening comprehension. Data yielding patterns of strengths and weaknesses relative to intellectual ability and academic achievement are considered via the results of formalized testing by a certified school psychologist. Montour School District also ensures that the SLD was not the result of a visual, hearing or orthopedic disability, intellectual disability, emotional disturbance, cultural factors, environment/economic disadvantage, or limited English proficiency. Additionally, data is collected from parent, teachers, and related personnel to provide information on the student's medical, social, cultural and academic history. In addition as a pre-referral process, Montour uses the Student Assistance Program to review and work with students who are in academic distress or are having difficulty with behavior. The Student Assistance Program (SAP) team reviews data including grades, attendance, student work, and documentation that demonstrates a variety of instructional strategies proven effective or ineffective. Once the SAP process is exhausted, a referral is made for a formal evaluation with the School Psychologist. The multidisciplinary team then makes decisions of eligibility by coupling results of formal testing or evidence of disability with the student's academic performance. It is only when student exhibits both disability and academic distress that student is considered IDEA eligible.

Enrollment

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

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>

1.

Disability	MSD Student Numbers	MSD Percentage of Special Education Population	PA Percentage of Special Education Population
		December 1, 2016	State Levels Dec 2016
Autism		13.0% (high by 2.3%)	10.7%
Deaf-Blind		---	0
Emotional Disturbance		13.3% (high by 4.8%)	8.5%
Hearing Impairment including Deafness		---	1.0%
Intellectual Disability		5.5% (low by 1.0%)	6.5%
Multiple Disabilities		---	1.1%
Orthopedic Impairment		---	0.2%
Other Health Impairment		13.0% (low by 1.9%)	14.9%
Specific Learning Disability		36.8% (low by 5.0%)	41.8%
Speech and Language		12.8% (low by 1.9%)	14.7%
Traumatic Brain Injury		---	0.2
Visual Impairment Including Blindness		---	0.4%
Total Students Receiving Services/Student Body		399/2887 = 13.8% (Low by 2.7%)	16.5%

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?

Locations include The Bradley Center and Allegheny Valley School: MSD follows BEC 22. Pa Code Section 14.102 (a) (2) (ziii) Educational Programs for Students in "Non-Educational" Placement.

Montour meets the 1306 obligations as the host district by providing literature and documentation to children who are being admitted to these facilities for residential treatment. The Bradley Center notifies Montour School District when a school-aged child or youth is admitted to their facility and, at intake, offers the family the option of maintaining education in their home district, attending Montour School District, or depending on treatment needs, attending the Bradley School. This is completed through the Notification of Admission to Facility or Institution and School Enrollment form accessed through the PA Dept. of Education. Montour reviews the form to see if the child has an IEP or 504 Service Plan or has requested a comprehensive evaluation. Notification occurs before the date of placement when possible, but in no event later than one business day after child is admitted.

Montour School District's duty is to educate students especially students with disabilities who reside in residential facilities within the school district's boundaries. School-aged children are sometimes placed in residential programs for reasons not related to the child's educational needs. This means that, when a "non-educational" placement is made, such placement is presumed to determine where the child lives, and where the child may receive non-educational services, but the residential placement is not presumed to determine where the child is to be educated. In reviewing educational placement for a child with a disability, this determination is made through the special education system's IEP process or through a 504 Service Agreement, unless a court order explicitly prescribes how educational services are to be provided.

The Montour School District is not significantly disproportionate in its enrollment based on 2018 Penn Data.

The Montour School District monitors FAPE and LRE for all students as they move in and out of residential facilities on a weekly basis.

Montour understands the students' right to attend the local school and provides access the public school as per the IEP team decision. MSD sends a Local Education Agency Representative to all IEP meetings for special education students residing in Bradley and Allegheny Valley School. Documentation is reviewed for compliance, key questions are asked of the team for all sections of the IEP, and training invitations are extended to personnel in these settings. Montour School District LEA is active and present in IEP meetings for students residing in the Bradley School that need special education services. Montour School District also ensures that an appropriate educational program is provided for all eligible students. MSD recognizes its Child Find responsibility for children "thought-to-be" eligible for special education services and /or accommodations within the host school district. MSD also maintains responsibility along with the residential facility to maintain contact with the resident school with respect to the student's placement and progress. Upon discharge

from the facility the host district, the resident district and the residential facility work together to prepare the student for discharge beginning two weeks prior. This ensures a smooth transition and communication with all parties to make proper educational decisions. This sometimes involves students transitioning into Montour SD for a period of time to prepare the student for enrollment back in the home district.

NOTE: Allegheny Valley School, located within the MSD boundaries, receive fewer students under the age of 21 entering their facility. However; with their school-aged students, MSD's LEA attends all IEP meetings and monitors their FAPE and LRE.

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).

Montour School District provides general oversight to ensure FAPE for our resident students in placement and services for individuals thought-to-be eligible for special education services. Provisions are made to provide records and intensive interagency collaboration. The Montour School District utilizes the Allegheny Intermediate Unit AIU 3 to provide educational services for the school districts in Allegheny County regarding students who are incarcerated within Allegheny County. These settings may potentially include Shuman Detention Center or Allegheny County Jail. Schools are operated by those settings or a Regional Alternative Support Program designed for the alternative education of juvenile offenders. Montour sends the IEPs and ERs to the AIU, who then forwards the documentation to the correctional institute.

For incarcerated students placed outside Allegheny County, MSD upon receipt of PDE-4605A will complete and return the form to the educating LEA within 15 days. MSD will remove the student from the active rolls as of the date that education was first provided to the student by the educating LEA.

When students are returning from incarcerated placement, a transition meeting is convened for the purposes of assisting the student and the school to collaborate and communicate regarding support needs and services.

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.

Least Restrictive Environment

1. Procedures to ensure LRE:

IDEA of 2004 along with Chapter 14 of the PA State Code are upheld to the fullest. The district recognizes the significance of segregating students from their non-disabled peer group and makes continual efforts to include students with disabilities when at all possible. School Administration and personnel review LRE data, plan for and engage in professional development related to inclusion, encourage proper procedures related to LRE and reinforce consistent pathways and programming for all students eligible for services.

Placement decisions and programming for students occurs in the context of an IEP meeting and includes parents, teachers, students who are age-appropriate for transition planning, guidance, school leadership and any other agencies as appropriate. Within these meetings, each section of the IEP is carefully considered with the goal of recognizing the student's disability and identifying appropriate supplemental aids and related services that would be necessary for the student to be educated in the general education environment.

With this goal in mind, the team examines present- levels data and dialogues about specially designed instructional strategies, measureable annual goals, options for supplementary aides and services and the possibility for Extended School Year Services. Teams are encouraged at the conclusion of the IEP to then determine placement given decisions made throughout the IEP meeting.

Emphasis is on provision of services in the general education classroom as supported by supplementary aides and services.

Once the team makes a recommendation for placement and programming, progress monitoring continually occurs to determine the effectiveness of the SDIs and if proper placement has occurred. If the student is not demonstrating success in the current placement the IEP teams assembles to reconsider services and possible removal from the general education environment to provide increased levels of support. The Reevaluation process for all students ensures that appropriate programming and services for students are implemented and monitored for growth.

2. Describe successful programs to enhance this, continuation of options, plans to expand continuum:

Co-teaching

continues to be an area of focused training and support. Collaborative planning, instruction and assessment by special and general education teachers encourages the successful existence of many students in the Least Restrictive Environment which is the general education classroom and curriculum. The majority of our secondary special education faculty co-teaches with a general educator for a significant portion of the instructional day. The models of co-teaching are expected as is differentiated instruction and differentiated assessment.

Assistive Technology

programming efforts have been significant to allow students to use AT as a support to maintain their placement in the general education environment. In addition to coupling with AIU3 for basic consultation, the district has developed an internal system for accessing assistive technology for students. With the support of our technology department, the district has and will continue to train ALL staff on the use of assistive technology supports from web-based devices to hardware for students. Some of the commonly used AT in the district includes Snap and Read, Write-Out-Loud, Read-Out -Loud, Co-Writer and FM systems in many of the classrooms in the district. All of these devices assist students with disabilities and when utilized increase the probability of them staying in the general education environment.

Paraprofessionals

are an invaluable support for our students who are included in the general education environment. Emphasis this year has been given to developing a substantial infrastructure for training and support for our paraprofessional staff. Training goals include the input of paraprofessionals, administrators and teachers. The district works with Keystone Educational Consulting Group (Special Education Professors from Slippery Rock University) to provide an array of relevant topics including disability awareness, special education law and procedure, psychiatric disorders of childhood, reading and math interventions, autism and crisis prevention intervention including verbal de-escalation and non-harmful restraint training. Paras provide specific support services such as re-teaching, remediation, and behavior support and data collection.

Autistic Support Classrooms

- Montour School District has worked for the past three years with PATTAN on the Verbal Behavioral Program Initiative started by the state to help support children in public schools with Autism. Montour has two Autistic Support Classrooms at the elementary level which utilize the VB methodology founded on the principles of Applied Behavior Analysis. Utilizing this program has allowed the district to educate children with Autism in Montour that previously would have been sent out to Approved Private Schools. In 2017-18 school year, the VB Program was introduced at the middle school level. Future plans include expanding it into the high school as students from the middle school move to the high school.

Sensory Integration Labs-

Montour SD invested \$30,000 in a state of the art sensory integration lab for children with disabilities including Autism, Anxiety Disorder,

ADHD and other common disorders of childhood. This lab was planned and implemented to be used as a strategy to help students with sensory processing disorder and for children with emotional and behavioral disorders to use as a calming down and relaxation area.

Deaf and Hard of Hearing Program-

Montour continues to build their Deaf/Hard of Hearing students to serve students who are IDEA eligible within the district. Surround Sound systems are in every high school classroom, FM systems are available throughout middle and elementary buildings for students who require such assistive technology as a supplementary aide. This program also continues to couple with the AIU for hearing evaluations as well as ordering required equipment. These efforts have allowed for services to occur throughout the continuum, but especially within the general education classrooms. The district also hires sign language interpreters from Steel City Interpreting Service for students in need of ASL as their primary mode of communication. We use a sign language interpreter at district events as well including concerts, plays and graduation ceremony.

Adaptive Physical Education Best Buddies Program-

The Montour High School offers a unique experience for our students with disabilities including an adaptive physical education program in which one general education student in the district is partnered with a student with a disability in a physical education class. The general education students must volunteer to be in the program and the intent of the program is to provide a normalized physical education class experience.

Community Based Instruction-

Life Skills teachers and Autistic Support teachers routinely take students out into the community on a monthly basis to help students learn to generalize skills taught in the classroom and apply to real world environments/contexts. Each year money is budgeted to support this program.

Prevention Specialist Support-

The Montour School contracts with the University of Pittsburgh Medical Center's (UPMC) Western Psychiatric Institute and Clinic to provide site based services to assist with preventing students from engaging in at-risk behaviors. Weekly individual or group sessions are conducted to discuss school, home, and family issues.

Academic Study Hall-

Students that have a failing grade in a core class receive academic assistance and counseling services in a structured study hall setting. Peer tutors are provided to assist students with difficult concepts and re-teaching of necessary skills. Teachers and counselors are available to assist with more intense academic and social/ emotional issues.

Bully Free Friday Program-

Upper middle school students conduct lessons to teach lower middle school students the importance of healthy relationships, developing and maintaining friendships, and how to deal with bullies in the school and community setting. We believe this program provides a more tolerant and nurturing school climate so that students with differences including disability will feel welcomed in the school setting and

will acclimate to the school culture.

Keystone Educational Consulting Group-

Provided training to the Montour School District special education staff on how to correctly implement, manage, and maintain effective co-teaching practices. This was very beneficial to the adoption and diffusion process between staff and administration. Teachers were more equipped to handle the daily challenges of differentiating daily lessons, individual behavior intervention, and implementing district wide initiatives with fidelity.

Study Skills Elective-

A supervised class where students practice eligible content and skills through the Study Island and IXL web based programs. Students can practice areas of academic weakness and receive assistance with homework and assignments. Students that did meet with success on the PSSA reading or math exam are eligible for enrollment in this elective.

Personal Learning Time-

Students in the learning support, emotional support, or autistic support programs have the opportunity to receive support services during activity time in the areas of classwork and homework completion, testing, and social skills. The special education staff work individually or in small groups while identified students complete their assigned work. This support is not made mandatory so as to provide students with disabilities time to engage in an activity if so desired.

School Psychologists-

The district hired a trained school psychologist/clinical psychologist, Dr. Jessica Weister, to provide psychological services, counseling and social skills training to address the needs of students with mental health issues as well as our students with Autism.

Healthy Relationships Curriculum-

The school district approved the adoption of the Healthy Relationship Curriculum to be used in our Life Skills and Autistic Support Classrooms. This curriculum is a comprehensive K-12 program that addresses important developmentally appropriate topics related to transitioning from school age to adulthood. The curriculum content includes lessons on personal hygiene, developing friendships, occupational skills, social skills, sex education and various other important life skills.

Relaxation Room-

The school district invested monies and resources into the creation of a relaxation room for students with mental health needs. The room is equipped with a heavy bag, padded walls and floor, a ball pit and several other items to allow students who are experiencing increased aggression and agitation to calm down and relax in a safe and non-harmful way. The room is located in the Montour Elementary School.

3. Discussion of SPP targets and the district's percentages in Indicator 5 - Education Environments. Discussion of the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

December, 2016: **60.2%**

of Montour students are inside the regular class 80% or more of the day (SPP target 62.4%); 5.8% of Montour students are no more than 79% in the regular class and no less than 40% (SPP Target 9 %) ; 9.1%

of Montour Students are in other settings (SPP Target is 4.9%). Given this review of numbers, the district needs to continue working to bring students back to the district from outside placements. All other settings are slightly below state averages.

Currently, MSD has 32 students who are receiving services outside of the district. An emotional support program was started in the school district so that students can remain in district and receive levels of support as determined by their IEP Teams. Also, the district is carefully monitoring the successful implementation of the Autistic Support Classrooms at the elementary level and middle school level and planning for the expansion of this program in the High School. The combination of the Emotional Support Program and Autistic Support Program will ensure more students are educated in their home district and will also possibly serve to bring some students back to the district from APs. Students with severe disabilities who are receiving support services outside of the district have ongoing IEP meetings in which the district attends to encourage a review of supplemental aides and services as well as to review current progress of students. These procedures ensure that appropriate LRE is decided for students at each IEP meeting. The district encourages accurate representation of data and action taken accordingly. Of importance is managing any IEP team discrepancies related to placement. The district has increased efforts to utilize The Individualized Education Program Facilitation, Mediation and Due Process as supported by the Office of Dispute Resolution. The district recognizes that in working to provide LRE for students, it is critical to interpret data and provision of services with the ultimate goal of movement on the LRE continuum toward the general education classroom. Accessing these resources and following procedures throughout the process will help IEP teams resolve issues that are related to movement between placement and services.

Notably, a review of data over the year substantiates movement of students in and out of levels of service due to community-based placement and need of mental health support. In response to this, the district has implemented School-Based Mental Health services. The district reviewed numerous responses from local providers and has coupled with Holy Family Institute who will situate a satellite office within the district allowing increased access to mental health services and compliance with treatment recommendations. The district will monitor and review efficacy data that may demonstrate early access to preventative levels of intervention for students with such need. The district also hired a clinical psychologist from KeySource Educational Staffing to work 140 days in the district providing therapy, counseling and social skills groups. Dr. Jessica Weister is currently serving in that capacity.

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.

Specific to MSD: No. 113.2, Behavior Support Policy adopted 10-17-06, revised 10-2009, reviewed 1-2014 - This policy supports the district-wide use of positive behavior supports and interventions to address behaviors that interfere with learning. Positive, rather than negative, behavior strategies must form the basis of a Positive Behavior Support Plan to ensure all students are free from demeaning treatment, use of aversive techniques and unreasonable use of restraints. Positive Behavior Plans are developed based on a completed Functional Behavioral Analysis that identifies a hypothesis for the function of the behavior. This is part of a student's IEP and used to shape the behavior eliminating the negative behavior and replacing with an appropriate behavior. Examples of evidenced based strategies for use as a positive intervention include praise, planned ignoring, a behavior contract, the Good Behavior Game, token economies, self-monitoring, use of student reinforcement surveys and variable reinforcement schedules.

The application of physical force, with or without the use of any device, for the purpose of restraining the free movement of a students' body is prohibited.

Mechanical restraints governed by this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets for balance and safety, safety harnesses in busses and positioning devices are permitted. The IEP team must be in agreement for these devices to be utilized.

In each of Montour's district buildings there is a student code of conduct/handbook that outlines rules, procedures, expectations and safety of all students and adults in the buildings. Each classroom has a related set of rules and each teacher adheres to a classroom or grade level behavior plan including both positive and negative consequences. Disaggregated behavioral data is analyzed on a regular basis by building and by grade revealing to school leaders any significant patterns or concerns.

Training for conducting a Functional Behavior Assessment and developing a Behavior Intervention Plan is scheduled for school year 2018-19. Formal training for staff was provided in October 13, 2014. Formal training in Restraint and Verbal De-escalation is scheduled every year and has been carried out in 2014, 2015, 2016 and 2017. All staff members are given training in nonviolent intervention, safe restraint techniques and verbal de-escalation strategies. Additionally, ongoing individual training is conducted with special education teachers as behavior plans are developed. The special education supervisor and school psychologist work with individual teachers to develop plan and monitor progress.

As stated earlier, the district has engaged in a search to situate a satellite office within the district to provide mental health services to families. Researching options to address the mental health issues was conducted by a core team of district and community professionals: Principal, guidance counselors, special education supervisor, teachers, community providers and the Allegheny County Bureau for Child and Adolescent Mental Health. The district anticipates this to be a significant support for students and families who, for many reasons, may not be able to access counseling services in the community outside of the school day.

Funding for this program is provided through the student's medical insurance provider, not the school district. The MSD also hired a clinical psychologist from Keysource Educational Staffing to work with students who need mental health support on an ongoing basis for 140 school days per year.

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. Montour School District couples with the Allegheny Intermediate Unit to encourage remedies for cases that are at-risk Cordero cases. Upon discovery of a case involving a student that is increasing in absences or a case where programming decisions are deferred for numerous reasons, a referral form is completed and sent with the student's IEP and RR to the assigned AIU Intensive Interagency person. This individual reviews the case and either consults with the district or attends the IEP meeting with parental permission. A review of cases proves that cases warranting Intensive Interagency consultation or intervention seem to be students who experience anxiety related mental health concerns or physical health concerns which impact their attendance or ability to manage socially or academic course work. Furthermore, a review of recent students at-risk for Intensive Interagency cases reveals that a gap existed in the continuum at both high school and middle school settings. This gap was in the area of supplemental emotional support. As a result, an ES Program was started in all three buildings including Montour Elementary School, David E. Williams Middle School and Montour High School. The program was started in the 2017-18 school year. All placement decisions and programming decisions are made by the IEP team and always with input from parents.

2. Outside of the LEA, programs

with which Montour couples in order to secure services and transition back to district include Wesley Spectrum Services, PACE School, Pressley Ridge School for Autism, Watson Institute, Tillotson School, School for the Blind, Bradley School, Longmore Academy and Holy Family Institute. An example of recent successful partnering with an outside APS includes the Watson Institute. This setting offers intensive behavioral and academic services for students with Autism and with multiple and severe disabilities. The district makes efforts to identify successful programs, attend transition and IEP programming meetings, encourage accurate progress monitoring, and eventually transition students back to the district. They also offer a "transition" classroom which readies the student for levels of behavior that will help ensure the student success in the district setting. Finally, in utilizing the Intensive Interagency Collaboration process, the district is able to support options the family may be facing as community based mental health recommends levels of treatment including residential treatment. When families are working through these mental health decisions, the Intensive Interagency process is invaluable. All of our guidance counselors have received training regarding Intensive Interagency Intervention.

3. Discussion of expansion of the continuum of services planned during the life of this plan

: In order to address the gap in supplemental emotional support that existed across the school district, personnel continue to assess how students are rostered, examine the utility of regular education and special education teachers, reinforcing IEP meeting procedures and

determination of amount and type of services. This review of procedures as well as consideration of staffing will allow the district to better serve students who are eligible for special education, have high rates of attendance issues, and have difficulty organizing, socializing and managing their course schedule and work load.

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 Montour School District Special Education Program focuses on quality, efficacy of evidence-based interventions as supported by data, and services provided in the Least Restrictive Environment. Teams of personnel work with families to locate, evaluate, and implement effective interventions for students with disabilities impacting their academic progress. The district strives towards its goal of delivering effective services across a continuum of program options starting with timely screenings and evaluations to implementation of IEPs with fidelity. It is within this context that the district highlights its current strengths.

Emotional Support Program Expansion:

The Montour School District has been evaluating data related to students identified with emotional and behavioral disorders over the past three school years. In 2017-18 MSD developed three emotional support classrooms for each level of education (elementary, middle school and high school). The district purchases social skills curriculum trained all personnel in CPI and hired a clinical psychologist to work with students in the ES classrooms. This has reduced the referrals to outside placements and has developed opportunity for self-advocacy for students and the development of strategies and coping mechanism to stay in the LRE.

ESY Services:

MSD offers an excellent ESY program for students that qualify. Emphasis is placed on IEP goals as well as social skills development and leisure activities opportunity. The ESY program is fully supported with faculty from the Montour SD as well as para education support. Students are granted full use of the facilities and engage in arts and crafts, physical education and academics through traditional methods and technology. Additionally students are offered outside ESY programs if necessary including Camp AIM, Camp WISP, Total Learning Center and Quest Academy. Students who attend APSs during the school year are able to attend APS ESY programs when the IEP team believes it is beneficial to students. Montour SD ESY program offers all related services to students including OT, PT, Speech and Language Support and Behavioral Support through a BSS.

Co-teaching:

The co-teaching framework is offered extensively in the middle school and high school for students with disabilities. The program is well developed and personnel utilize all of the models of co-teaching. Students spend a great deal of time with their non-disabled peers as a result of the co-teaching program. The middle school and high school are almost extensively inclusive school environments as a result of the co-teaching framework the district adopted ten years ago.

CPI Training:

CPI Training is an ongoing process in the MSD. Each year the para education support staff is trained/retrained on CPI techniques as well as other staff and faculty. This training has proven to be invaluable at the elementary level as many students come to the district without

developed skills in understanding the hidden curriculum and without developed appropriate prosocial skills and coping mechanisms. CPI training has helped to keep students safe as well as staff safe.

Autistic Support Program/VB Program:

The adoption of the VB Program at the elementary level five years ago has led to a state of the art, high quality Autistic Support Program. Many students who would have previously been transitioned out of the district to APSs are now able to stay put in their home district as a result of the VB Program. Staff works closely with the consultants from PATTAN on a monthly basis to continue sharpening the skills of the teachers and support staff in the classroom. The program was recognized as an exemplary program in PA in 2017 and was showcased at the National Autism Conference.

Sensory Lab:

Students in our elementary school are exposed to a state of the art Sensory Lab. The lab has been featured in PA School Administrator magazine and many PA school districts have visited the lab to gain an understanding of how it is used with our AS population as well as in our PT Program.

Psychological Services:

Psychological services through the use of a clinical psychologist and social worker/psychologist are provided to any student in the Special Education Program that has a need. Mr. Matt Williams is a certified school psychologist and social worker and Dr. Jessica Weister is a certified school psychologist and clinical psychologist who provide intervention, training, counseling and therapy to students.

Training for faculty and staff members is ongoing and occurs during designated professional development days during the year, periodically scheduled 2 hour delays and through conferences and workshops. MSD provides training in areas relevant to professional needs and job position and will support staff members attending local and national conferences to ensure professional development. Parents receive special education training on 3 designated days during the school year. Workshops are offered both mid-day and in the evenings to accommodate family schedules. Topics include special education procedures and law, Autism, Gifted Education and the Healthy Relationships Curriculum.

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
The Bradley Center	Nonresident	The Bradley Center - Licensed Private School	94
Allegheny Valley School	Nonresident	Allegheny Valley School	0

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
The Bradley Center	Other	Emotional Support	4
Community College of Allegheny County	Other	Community Based Instruction - Work Experience - Autism	1
The Watson Institute	Approved Private Schools	Autism, Multiple Disabilities, Traumatic Brain Injury	7
PACE School	Approved Private Schools	Emotional Support and Autistic Support	5
Pressley Ridge Day School	Approved Private Schools	Autistic Support and Emotional Support	1
St Anthony's School Pittsburgh	Other	Community Based - Instruction - Intellectual Disability	3
ACLD Tillotson School	Other	Specific Learning Disability	1
Wesley Spectrum - Highlands	Other	Emotional Support	1
Western PA School for the Blind	Special Education Centers	Blind-Visually Impaired	1
Longmore Academy	Other	Emotional Support/OHI	4
Pathfinder	Special Education Centers	Autism, Multiple Disabilities, Traumatic Brain Injury	6
Holy Family Institute	Other	OHI	1
UPMC Project Search	Other	ASD	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: September 4, 2017

Reason for the proposed change: Montour School District is currently building a new elementary school to serve all students in the district in grades K to 4. It will open in the 2017-18 school year.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	4	0.1
Locations:				
Montour 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 7	18	0.9
Locations:				
Montour Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: September 4, 2017

Reason for the proposed change: The Montour School District is opening a new elementary school in 2017-18. It will serve all children in the district in grades K to 4.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	8	0.2
Locations:				
Montour 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 7	16	0.8
Locations:				
Montour Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: September 4, 2017

Reason for the proposed change: Montour School District is constructing a new elementary school that will serve all students in the district from K to grade 4. the building will open in the 2017-18 school year.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 7	3	0.2
Locations:				
Montour 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%)	Autistic Support	5 to 7	5	0.6
Locations:				
Montour 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%)	Life Skills Support	5 to 7	4	0.2
Locations:				
Montour Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: September 4, 2017

Reason for the proposed change: The Montour School District constructed a new elementary school that will serve all children from grades K to 4 currently residing in the district. The school will open in 2017-18.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 7	6	0.3
Locations:				
Montour 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%)	Autistic Support	5 to 7	6	0.7
Locations:				
Montour Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: September 4, 2017

Reason for the proposed change: Montour SD is constructing a new elementary school that will serve all children residing in the district in grades K to 4. The building will open in 2017-18.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	15	0.3
Locations:				

Montour Elementary School	An Elementary School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	14	0.7
Locations:				
Montour Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: September 4, 2017

Reason for the proposed change: Montour School District is opening a new elementary school to serve all children in the district in grades K to 4. The building will open in 2017-18 school year.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	15	0.3
Locations:				
Montour 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	8 to 10	14	0.7
Locations:				
Montour Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: September 4, 2017

Reason for the proposed change: Montour School District is opening a new elementary school in the 2017-18 school year. The building serve all children living in the school district in grades K to 4.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 10	5	0.3
Locations:				
Montour 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
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Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 10	6	0.7
Locations:				
Montour Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 4, 2017

Reason for the proposed change: There is not a need for the learning support teacher to work with the student with vision impairment. We have a vision support specialist from the AIU working with the student.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	25	0.5
Locations:				
DEW Middle School	A Middle School Building	A building in which General Education programs are operated		

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

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	10 to 11	15	0.3
Locations:				
DEW Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	7	0.7
Locations:				
DEW Middle School	A Middle School Building	A special education Center in which no general education programs are operated		

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2017*Reason for the proposed change:* We will not be servicing children with emotional disturbance in the learning support classrooms any longer. There will be an ES program for students with EBDs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	20	0.4
Locations:				
DEW Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* September 4, 2017*Reason for the proposed change:* The district is moving all elementary programs into a new elementary school.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	15	0.7
Locations:				
DEW Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	5	0.3
Locations:				
DEW Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position

Implementation Date: September 4, 2017

Reason for the proposed change: Learning Support will no longer service ES children mixed into a class with student with SLDs.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	15	0.7
Locations:				
DEW Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	6	0.3
Locations:				
DEW Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #13

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 4, 2017

Reason for the proposed change: Position will be an emotional support position and will serve both ES and AS populations.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 15	8	0.4
Locations:				
DEW Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 15	5	0.6
Locations:				
DEW Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #14

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: September 4, 2017

Reason for the proposed change: The Life Skills class at the DEW Middle School will be a part of the expanding verbal behavioral program the district is adopting to service students moving from the elementary level that have received VB programming. This includes both Life Skills students and Autistic Support students.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 14	8	0.4
Locations:				
DEW Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 14	5	0.6
Locations:				
DEW Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2017*Reason for the proposed change:* Class will include students with Autism Spectrum Disorders.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 19	10	0.5
Locations:				
Montour High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 19	4	0.5
Locations:				
Montour High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #16*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	15	0.3
Locations:				
High School	A Senior High School	A building in which General Education		

	Building	programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	15	0.3
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	5	0.4
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #17*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	11	0.5
Locations:				
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	16 to 18	12	0.5
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #18*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* September 4, 2017*Reason for the proposed change:* High School is opening an ES classroom. Learning Support teachers will not have ES students on their caseloads any longer.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	25	0.5
Locations:				
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	16 to 19	25	0.5
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #19*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* September 4, 2017

Reason for the proposed change: The high school is opening an ES classroom for students with EBDs. The learning support teachers will no longer have ES students on their rosters.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	25	0.5
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	10	0.5
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #20*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* September 4, 2017

Reason for the proposed change: Montour High School is opening a new ES program to support students identified with behavioral disorders and mental health issues. This will be a new position.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	16 to 18	5	0.1
Locations:				
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%)	Emotional Support	16 to 18	12	0.6

but More Than 20%)				
Locations:				
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	Autistic Support	15 to 19	4	0.3
Locations:				
Montour High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #21*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2017*Reason for the proposed change:* Montour School District is opening a new elementary school for children in grades K to 4. The building will open in 2017-18.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 8	17	0.4
Locations:				
Montour 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	Deaf and Hearing Impaired Support	9 to 13	15	0.3
Locations:				
DEW 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	Deaf and Hearing Impaired Support	14 to 18	14	0.3
Locations:				
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
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Supplemental (Less Than 80% but More Than 20%)	Blind or Visually Impaired Support	12 to 15	1	0.06
Locations:				
DEW Middle School	A Junior High School Building	A building in which General Education programs are operated		

Program Position #23*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2017*Reason for the proposed change:* Montour School District is opening a new elementary school for students in grades K to 4. The building will open in 2017-18 school year.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	65	1
Locations:				
Montour Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #24*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2017*Reason for the proposed change:* The Montour School District is opening a new elementary school for all children living in the district from grades K to 4. The building will open in 2017-18 school year.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	9 to 11	65	1
Locations:				
Montour Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #25*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* September 4, 2017*Reason for the proposed change:* Montour School District is reorganizing the special education personnel as a result of opening a new elementary school in 2017-18 school years.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language	11 to 14	45	0.7

	Support			
Locations:				
DEW 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	Speech and Language Support	15 to 19	20	0.3
Locations:				
Montour High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #26

Operator: School District

PROGRAM DETAILS

Type: Class and Position

Implementation Date: September 4, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 10	10	0.2
Justification: Montour SD is opening an emotional support classroom to serve all students in a K-4 building. Enrollment does not justify two emotional support classrooms in the building. One ES classroom with support from para-educators and a behavior specialist along with an Emotional Support teacher will provide a program for students that meets FAPE.				
Locations:				
Montour 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%)	Emotional Support	5 to 10	14	0.7
Justification: Montour Elementary School is a new building serving students in grades K to 4. Enrollment does not justify two ES classrooms for this building. The ES program will include a behavior support specialist as well as a special education teacher and para-educator support.				
Locations:				
Montour Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	Administration Building	1
Paraprofessionals	Montour Elementary School, DEW Middle School and High School	32
Pupil Services Clerical Staff	Administration Building	1
School Psychologist	Montour Elementary, DEW	2

	Middle School and High School	
Occupational Therapist- Hope Learning Academy	Montour Elementary School, DEW Middle School and High School	1
Physical Therapy- Hope Learning Academy	Montour Elementary, DEW Middle School and High School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapist- Hope Learning Academy	Outside Contractor	40 Hours
Physical Therapy- Hope Learning Academy	Outside Contractor	30 Hours
Mr. Matt Williams	Outside Contractor	5 Days
Supervisory of Special Education / Keystone Educational Consultants	Outside Contractor	5 Days
Clinical/School Psychologist- Keysource Educational Staffing	Outside Contractor	4 Days

District Level Plan

Special Education Personnel Development

Autism

Description	The district will expand services available for students with autism through trainings and consultation provided by experts in the field. This effort is two-fold and includes a state monitored classroom (VB-MAPP/ABA classroom(s)) as well as transitioning students back to the district who have been receiving autistic support outside of the district. Evidence of successful implementation will be: 1) for VB/MAPP classrooms, ongoing fidelity check data and student progress 2) for transition of students back into district, a decrease in the percentage of children with autism served outside the district as well anecdotal data from community, families, students, school leadership and all teachers.
Person Responsible	Robert Isherwood
Start Date	7/1/2014
End Date	6/30/2018
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	6
# of Participants Per Session	10
Provider	PATTAN
Provider Type	PATTAN
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional</p>

	<p>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	Department Focused Presentation
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Paraprofessional</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p>
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>Peer-to-peer lesson discussion</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>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Use of VB-MAPP - individual student progress data</p>

Behavior Support

Description	<p>The implementation of a district-wide comprehensive behavioral intervention program focusing on 3 areas:</p> <p>1) Accurate Functional Behavioral Analysis - behavior intervention plans are only as effective as the data on which they are designed. This foundational data and understanding of a student's behaviors are discovered through the FBA process. Failure to accurately identify the function of the aversive behavior will result in an ineffective plan and ultimately a loss of instructional time and academic growth. Evidence of successful implementation will be in a review of procedures for FBAs as well as a review of FBAs themselves. Baseline data for this is minimal.</p> <p>2) Positive Behavior Support Plans - writing and implementation of an effective behavior plan for student's whose behaviors impeded their academic growth is critical to their overcoming behavioral challenges. Training for teachers will include interpretation of FBAs, selecting evidence-based interventions that will address student behavior, and monitoring student progress in light of implemented plan. Successful implementation will be determined by using teacher feedback and a decrease in the number of school code violations by students with behavior plans.</p> <p>3) Management of physical aggression - Crisis Prevention Institute's principals of verbal de-escalation as a way to reduce the frequency of physical restraints will be a training scheduled for staff. Coupling verbal de-escalation with proper and safe management of physical aggression will contribute to the district's goal of serving students who present needs in the eligibility category, Emotional Disturbance and Autism. It is within these two eligibility categories that many Montour students are placed outside of the district for such services.</p>
Person Responsible	Robert Isherwood
Start Date	7/1/2014
End Date	6/30/2018
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	10
# of Participants Per Session	20
Provider	School District, Consultants, PaTTAN
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.

<p>For classroom teachers, school counselors and education specialists</p>	<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>
<p>For school or LEA administrators, and other educators seeking leadership roles</p>	<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>Training Format</p>	<p>Series of Workshops Department Focused Presentation</p>
<p>Participant Roles</p>	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional</p>
<p>Grade Levels</p>	<p>Elementary - Primary (pre K - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p>Follow-up Activities</p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Peer-to-peer lesson discussion Lesson modeling with mentoring</p>
<p>Evaluation Methods</p>	<p>Standardized student assessment data other than the PSSA Classroom student assessment data</p>

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Paraprofessional

Description	The district will expand the effective utilization of paraprofessionals supporting students to promote independence and education in the regular education classroom. Energies will focus on increasing paraprofessional climate of support and training, building of resources and procedural infrastructure for paraprofessional personnel, and review of procedures to implement such a supplementary aide within the context of an IEP meeting. Efficacy of successful implementation will include survey responses from families, paraprofessionals, students and teachers.
Person Responsible	Robert Isherwood
Start Date	7/1/2014
End Date	6/30/2018
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	7.0
# of Sessions	4
# of Participants Per Session	35
Provider	Pupil Services Staff
Provider Type	For Profit Company
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>

Training Format	Series of Workshops Department Focused Presentation
Participant Roles	Classroom teachers Paraprofessional
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 Peer-to-peer lesson discussion
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

Reading NCLB #1

Description	English Language Arts curriculum and instruction professional development for the district is attended by both regular and special education teachers. This ensures comprehensive implementation of the curriculum across all settings. Evidence of successful implementation will be an increase of X % for every year of this plan. Baseline data 2012-2013 is X % of students who receive special education services performing at or above basic level on English Language Arts PSSAs and Literature Keystone Exams.
Person Responsible	Robert Isherwood
Start Date	7/1/2014
End Date	6/30/2018
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	6.0
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# of Sessions	6
# of Participants Per Session	30
Provider	School District, Consultants, AIU
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Other educational specialists</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p>

	High (grades 9-12)
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>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>
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>Review of participant lesson plans</p>

Transition

Description	<p>Implementation of Transition Program that addresses student transition starting with the IEP Team consideration of the "Transition Grid" to prevocational and vocational skills assessment and training opportunities. Evidence of successful implementation of Transition Program will include 1) an increase of organized transition events scheduled annually in the district, 2) a completed transition assessment grid for teacher reference reflecting transition tools across all transition domains for assessment grades 7 - 12 and 3) parent/teacher/student survey data showing an increase in communication of transition understanding and opportunities.</p>
Person Responsible	Robert Isherwood
Start Date	7/1/2014
End Date	6/30/2018
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	4
# of Participants Per Session	12
Provider	School District, AIU
Provider Type	School Entity
PDE Approved	No

Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	Instructs the leader in managing resources for effective results.
Training Format	<p>Series of Workshops</p> <p>Department Focused Presentation</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	Lesson modeling with mentoring
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>Participant survey</p>

Special Education Affirmations

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer