

Montrose Area SD

**Special Education Plan Report**

07/01/2016 - 06/30/2019

# District Profile

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## Demographics

273 Meteor Way  
 Montrose, PA 18801  
 (570)278-3731  
 Superintendent: Carol Boyce  
 Director of Special Education: Kelly-jo Riker

## Planning Committee

| Name                | Role   |
|---------------------|--|
| Greg Adams          | Administrator : Professional Education Special Education                           |
| Charlene Kempa      | High School Teacher - Regular Education : Professional Education Special Education |
| Petrina Gregory     | High School Teacher - Special Education : Professional Education Special Education |
| Jennifer Strickland | Parent : Special Education   |

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 284

### *Identification Method*

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

Currently, the Montrose Area School District identifies students with specific learning disabilities using the discrepancy model. This model is used in all three buildings. The district is currently using the RTII model in both elementary buildings in grades K through 6. Students are moved through the tier levels with appropriate progress monitoring. If adequate progress is not made, the instructional Support Team convenes and determines the need for testing. In addition to the RTII model, the district is currently implementing a Professional Learning Community model which allows to teacher to meet and discuss the needs of students even before a student moves through the tier system.

### *Enrollment*

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

The data is publicly available via the PennData website. You can view your most recent report. The link is: <http://penndata.hbg.psu.edu/BSEReports>

Montrose Area School District has no significant disproportionate enrollment difference.

### *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?

This does not apply to us.

### *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).

The Montrose Area School District currently has a process in place to identify newly incarcerated inmates who had previously received Special Education Services. New inmates fill out a questionnaire on which they indicate whether they have received Special Education (currently or in the past) and in which district the services were provided. The warden contacts the Special Education Director with information regarding the student's request for services. The Montrose Area Special Education Department contacts the District of Residence of the family and requests the necessary information (evaluation report, IEP, NOREP, and psychological report). Once records are received a meeting is called with the established committee in charge of determine which services will be provided. The special education teacher makes sure that all paperwork is updated and parent signatures are obtained. The inmate receives services as soon as possible. The Montrose School District has posted information on how to access Special Education services in the lobby. There are also handouts explaining our offered program in the lobby as well.

### *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.

The following procedures are used:

1. Accommodations for students are made through the IST process at the Elementary level and through the child study process at the High school level. This is a 60 day process. The process can be extended if more time is required within the regular education classroom. The district has adopted the Response to Instruction and Intervention model at the elementary schools. Students

have the opportunity to participate in regular education before receiving additional instruction through Title 1. The Instructional Support team intervenes if those approaches remain unsuccessful. Finally, we evaluate a student for Special Education Services. Once the child is tested, the psychologist determines the areas of exceptionality and the IEP team convenes to determine the level of intervention that the child needs to be successful within the regular school environment.

2. Montrose Area School District has an instructional support teacher in place to assist teachers and students as they move through the continuum of services provided through the RTII model. The district has a teacher who is dedicated to overseeing the RTII process in both elementary buildings. The Fountas and Pinnell reading program is used along with readers workshop, literacy groups, and a basal reading series to aid in the instruction of reading. Math is also on a "tier system" with teachers using the same math program across the board to help students who need more/different instruction than their grade level achieving peers. This program is used with both students with and without IEP's. In addition, a reading program which combines both phonemic awareness and comprehension skills is taught in middle school and high school. Opportunity for students to remain with their regular education peers is provided by using SDI within the regular classroom for instruction and assessment. We have paraprofessionals who are trained to assist students in their classrooms as well as in the special ed setting. The District dedicates 5 days of staff development every year to increase the knowledge base of the teachers in pertinent areas. Trainings through PDE/PATTAN are encouraged. Some specialized groups (autistic support for example) receive content specific training in relation to their needs. Teachers are encouraged to belong to organizations and to attend conferences related to their field.
3. Montrose has 6 students receiving services offsite. The programs available at the school were not meeting the needs of these students. We use services at a local school and programs through the NEIU to educate these students. We have one student at New Story to receive specialized instruction and counseling due to his autism and emotional support needs. We also have one student at the Scranton School for the Deaf and Hard of Hearing as well as one medically fragile student on home teaching. We are in constant communication with the offsite staff in regards to our students and their programs.

### *Behavior Support Services*

Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS). Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. If the district also has School-Based Behavioral Health Services, please discuss it.

Montrose Area School District currently has a relationship with NHS. NHS provides counselors that help to create a School-Based Behavior Health team in each elementary school. The district uses a

positive behavior support system in each elementary school. It is based on positive behavior techniques to ensure students are treated with respect. Restraints are only used as a last resort after all other less restrictive measures have been exhausted. Individual behavior support plans are based on a functional assessment of behavior and include a variety of research based techniques. Plans include methods that use positive techniques and related services as required to enhance students' opportunity for learning and self-fulfillment. Students may have goals developed for their IEP's. These goals are monitored by a special education teacher. The high school has a Dean of Students and a Crisis counselor. While the crisis counselor is connected to the Emotional Support programs, in both the elementary and high school buildings, she is available on an as needed basis for students who are struggling emotionally and behaviorally. The crisis counselor also has groups targeting students who need social skills training, students who are at risk for self harm, students who are being treated for mental illness and students who have experienced trauma or come from a family that has had issues with PTSD. Every attempt is made to handle behavior in a proactive manner. Teachers receive staff development on inservices days in regards to expectations of the positive behavior support system and paraprofessionals and special ed teachers have participated in a training through the IU in regards to deescalating and restraining techniques.

### *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. The Montrose Area School District continues to recognize the significance of providing FAPE to all students in the least restrictive environment. The Montrose Area School district is committed to the evolution of programs to meet the needs of our students within their neighborhood schools whenever possible. Currently, we implement the following programs: Elementary and Secondary Autistic Support. Elementary and Secondary Life Skills, and Elementary and Secondary Emotional Support Classes.
  2. Any students requiring services that are not currently provided by the Montrose Area School District are insured appropriate programming as follows: multidisabled students attend a program at Elk Lake through the NEIU19, a student who has issues with elopement and emotional outbursts receives services through New Story, students who are deaf or Hard of Hearing attend the Scranton School for the Deaf and Hard of Hearing which is a private approved school, Secondary Life Skills is provided at the Elk Lake School and finally our medically fragile student is home taught with district

employees and staff from the NEIU. We currently have 5 students evolved in the previously mentioned programs.

3. Recently the district has added an additional class at the elementary level for students with needs causing them to have communication problems. This class had students with autism, tourette's and speech apraxia all learning within a language rich environment. We also returned our elementary emotional support students to our district in a program created and implemented at one of our elementary schools. Should additional program needs arise, Montrose is always willing to expand our continuum of services.

### *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 Administrative Staff at the Montrose Area School District continues to provide necessary services in a timely manner to identified students. This is reflected in classroom space, the willingness to provide time and resources for inservice and training, and the addition of personnel, when necessary, to meet the letter of the law. The school district contracts through the Intermediate Unit for various services including, Physical Therapy, Vision Therapy, Hearing Impaired Therapy, Orientation and Mobility Therapy, and Itinerant emotional support Services. We contract with a private company called Tier Occupational Therapy Services.

The two elementary schools are staffed with three learning support teachers per building along with one paraeducator assigned to each teacher, for a total of four paraeducators in each school. One elementary school has opened a class for student with high needs in the area of communication. This class is taught by a highly qualified teacher and has a paraeducator assigned to the students. It also has a Primary Life Skills class with a teacher and a paraeducator. We also have an emotional support class with student receiving services from itinerant to supplemental. This class has a teacher and paraeducator meeting the needs of the students. The other elementary school has an elementary Autistic Support Class with a teacher and two paraeducators. There is also four personal care aides assigned to students at the elementary buildings.

The Junior-Senior High School has eight Special Education Teachers teachers which includes 5 Learning Support Teachers, a Transition Coordinator, Life Skills teacher, Autistic Support Teacher, an Emotional Support Teacher and a Crisis Counselor. There are six paraeducators assigned to the high school. The Montrose Area School District is committed to staff development of paraeducators. Paraeducators attend trainings on site, through the IU and via webinars.

There is close collaboration with the general education staff and the general education curriculum. There continues to be an increase in Direct Instruction at the reading and math skill levels for those requiring it, as well as allowing the inclusion of students based on individual need rather than the "one size fits all" inclusion policy. The districts adoption of the RTII process has been integral for helping students remain with their regular education peers while receiving intervention and SDI

through the special education staff.

At the high school, math classes are including a special ed teacher and cohort of learning support students to allow access and success in our Algebra and Geometry classes.

The district continues to provide a strong Instructional Support Team in the two elementary buildings. These teams are effective in working with referred students, their teachers and parents developing strategies for success in the general education classroom. Both academic and behavior difficulties are addressed. The new Professional Learning Communities include special ed teachers on grade level teams for additional dialogue and conversation in regards to students, content and differentiation.

Effective interagency collaboration is made possible by the frequent and regularly scheduled presence of mental health, probation, a drug and alcohol counselor, Susquehanna County Career and Technology Center, Office of Vocational Rehabilitation Staff, Tre-Hab (career link) at IEP meetings. Students and their parents are invited to bi-annual County Transition Cabinet meetings. Our transitional coordinator works through Penn State and their PAWS program to introduce some of our college bound seniors to expectations and requirements college life has to offer.

The Administrative Staff at the Montrose Area School District is committed to providing necessary resources to educate identified students in the least restrictive environment. This is reflected in the willingness to provide time and resources in staff development, the addition of new staff and programs, and research based materials (DI, SRA reading, WILSON READING, CARS, FOCUS comprehension programs, STUDY ISLAND, and SAXON math) in special education programs as well as effective research based materials in general education programs.

Communication with parents occurs on an on going basis. Due to these open lines of communication between home and school, positive resolution occur without a significant number of complaints and due process.

All Montrose Area School District Special Education Teachers are highly qualified. The district utilizes responsible inclusion and has established models of coteaching to address the areas of the curriculum to comply with highly qualified requirements.



# Assurances

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## 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 |
|--|---------------|-------------------------------|---------------|
| Susquehanna County Correctional Facility | Incarcerated  | Montrose Area School District | 1             |

## Least Restrictive Environment Facilities

| Facility Name  | Type of Facility             | Type of Service                | Number of Students Placed |
|--|------------------------------|--------------------------------|---------------------------|
| The Scranton School for the Deaf and Hard of Hearing | Approved Private Schools     | Full Time Elementary           | 1                         |
| Elk Lake School District                             | Neighboring School Districts | Multihnadicated Secondary      | 1                         |
| Elk Lake School District                             | Neighboring School Districts | Secondary Life Skills          | 2                         |
| INstruction in the Home                              | Instruction in the Home      | Multidisabilities              | 2                         |
| New Story  | Approved Private Schools     | emotional support/ life skills | 1                         |

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:*

*Implementation Date:*

#### PROGRAM SEGMENTS

| Location/Building                 | Grade                         | Building Type   | Support   | Service Type     | Age Range | Caseload | FTE |
|-----------------------------------|-------------------------------|---|-----------|------------------|-----------|----------|-----|
| Choconut Valley Elementary School | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 5 to 9    | 14       | 1   |

Justification: Students are grouped with similar age peers in small groups throughout the day.

### Program Position #2

*Operator:* School District

#### PROGRAM DETAILS

*Type:*

*Implementation Date:*

#### PROGRAM SEGMENTS

| Location/Building               | Grade                         | Building Type   | Support   | Service Type     | Age Range | Caseload | FTE |
|---------------------------------|-------------------------------|---|-----------|------------------|-----------|----------|-----|
| Choconut Valley School District | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 8 to 12   | 17       | 1   |

Justification: Every effort is made to group students throughout the day and within the classroom with similar age peers.

**Program Position #3***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

| Location/Building               | Grade                         | Building Type   | Support   | Service Type     | Age Range | Caseload | FTE |
|---------------------------------|-------------------------------|---|-----------|------------------|-----------|----------|-----|
| Choconut Valley School District | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 10 to 12  | 7        | 1   |

**Program Position #4***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

| Location/Building  | Grade                         | Building Type   | Support   | Service Type                | Age Range | Caseload | FTE |
|--|-------------------------------|---|-----------|-----------------------------|-----------|----------|-----|
| Choconut Valley School District  | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Speech and Language Support | 5 to 13   | 26       | 1   |
| Justification: Speech and Language services are delivered individually or in small group with similar age peers. |                               |   |           |                             |           |          |     |

**Program Position #5***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

| Location/Building  | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|--|-------------------------------|---|--|------------------|-----------|----------|-----|
| Choconut Valley School District  | An Elementary School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Autistic Support | 6 to 11   | 6        | 1   |
| Justification: Every effort is made to group students throughout the day and in small groups with similar age peers. |                               |   |  |                  |           |          |     |

**Program Position #6***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

| Location/Building                | Grade                         | Building Type   | Support   | Service Type     | Age Range | Caseload | FTE |
|----------------------------------|-------------------------------|---|-----------|------------------|-----------|----------|-----|
| Lathrop Street Elementary School | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 5 to 8    | 16       | 1   |

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

| Location/Building                | Grade                         | Building Type   | Support   | Service Type     | Age Range | Caseload | FTE |
|----------------------------------|-------------------------------|---|-----------|------------------|-----------|----------|-----|
| Lathrop Street Elementary School | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 9 to 10   | 18       | 1   |

**Program Position #8***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

| Location/Building                | Grade                         | Building Type   | Support   | Service Type     | Age Range | Caseload | FTE |
|----------------------------------|-------------------------------|---|-----------|------------------|-----------|----------|-----|
| Lathrop Street Elementary School | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 10 to 11  | 17       | 1   |

**Program Position #9***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

| Location/Building                | Grade                         | Building Type   | Support   | Service Type                | Age Range | Caseload | FTE |
|----------------------------------|-------------------------------|---|-----------|-----------------------------|-----------|----------|-----|
| Lathrop Street Elementary School | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Speech and Language Support | 5 to 13   | 21       | 1   |

Justification: Speech and Language services are provided individually or in a small group with similar age peers.

**Program Position #10***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

| Location/Building                | Grade                                | Building Type   | Support                           | Service Type        | Age Range | Caseload | FTE |
|----------------------------------|--------------------------------------|---|-----------------------------------|---------------------|-----------|----------|-----|
| Lathrop Street Elementary School | A Junior/Senior High School Building | A building in which General Education programs are operated | Full-Time Special Education Class | Life Skills Support | 6 to 9    | 8        | 1   |

**Program Position #11***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

| Location/Building  | Grade                                | Building Type   | Support   | Service Type     | Age Range | Caseload | FTE |
|--|--------------------------------------|---|-----------|------------------|-----------|----------|-----|
| Montrose Aera Junior Senior High School                                    | A Junior/Senior High School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 14 to 19  | 16       | 1   |
| Justification: Students attend small group classes with similar age peers. |                                      |   |           |                  |           |          |     |

**Program Position #12***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

| Location/Building                       | Grade                                | Building Type   | Support   | Service Type     | Age Range | Caseload | FTE |
|---|--------------------------------------|---|-----------|------------------|-----------|----------|-----|
| Montrose Area Junior Senior High School | A Junior/Senior High School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 13 to 15  | 16       | 1   |

**Program Position #13***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

| Location/Building | Grade | Building Type | Support | Service Type | Age Range | Caseload | FTE |
|-------------------|-------|---------------|---------|--------------|-----------|----------|-----|
|-------------------|-------|---------------|---------|--------------|-----------|----------|-----|

|   |                                      |   |           |                  |          |    |   |
|---|--------------------------------------|---|-----------|------------------|----------|----|---|
| Montrose Area Junior Senior High School   | A Junior/Senior High School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 15 to 20 | 14 | 1 |
| Justification: Students attend classes in small groups throughout the day with similar age peers. |                                      |   |           |                  |          |    |   |

**Program Position #14***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

| Location/Building                       | Grade                                | Building Type   | Support   | Service Type     | Age Range | Caseload | FTE |
|---|--------------------------------------|---|-----------|------------------|-----------|----------|-----|
| Montrose Area Junior Senior High School | A Junior/Senior High School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 13 to 17  | 11       | 1   |

**Program Position #15***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

| Location/Building   | Grade                                | Building Type   | Support   | Service Type                | Age Range | Caseload | FTE |
|---|--------------------------------------|---|-----------|-----------------------------|-----------|----------|-----|
| Montrose Area Junior Senior High School   | A Junior/Senior High School Building | A building in which General Education programs are operated | Itinerant | Speech and Language Support | 13 to 18  | 10       | 1   |
| Justification: Speech and Language services are provided individually and in small groups with similar age peers. |                                      |   |           |                             |           |          |     |

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

| Location/Building                       | Grade                                | Building Type   | Support  | Service Type      | Age Range | Caseload | FTE |
|---|--------------------------------------|---|--|-------------------|-----------|----------|-----|
| Montrose Area Junior Senior High School | A Junior/Senior High School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Emotional Support | 15 to 18  | 7        | 1   |

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

| Location/Building                       | Grade                                | Building Type   | Support                           | Service Type        | Age Range | Caseload | FTE |
|---|--------------------------------------|---|-----------------------------------|---------------------|-----------|----------|-----|
| Montrose Area Junior Senior High School | A Junior/Senior High School Building | A building in which General Education programs are operated | Full-Time Special Education Class | Life Skills Support | 14 to 18  | 5        | 1   |

**Program Position #18***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

| Location/Building                       | Grade                                | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|---|--------------------------------------|---|--|------------------|-----------|----------|-----|
| Montrose Area Junior Senior High School | A Junior/Senior High School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Autistic Support | 14 to 16  | 3        | 1   |

**Program Position #19***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 27, 2014*Average square feet in regular classrooms:* 750 sq. ft.*Square footage of this classroom:* 750 sq. ft. (25 feet long x 30 feet wide)**PROGRAM SEGMENTS**

| Location/Building         | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|---------------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Lathrop Street Elementary | An Elementary School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Autistic Support | 6 to 10   | 6        | 1   |

Justification: Students work in small groups or individually with grade level peers

**Program Position #20***Operator:* School District**PROGRAM DETAILS**

Type: Class

Implementation Date: August 24, 2016

Average square feet in regular classrooms: 750 sq. ft.

Square footage of this classroom: 750 sq. ft. (25 feet long x 30 feet wide)

#### PROGRAM SEGMENTS

| Location/Building         | Grade                         | Building Type   | Support   | Service Type      | Age Range | Caseload | FTE |
|---------------------------|-------------------------------|---|-----------|-------------------|-----------|----------|-----|
| Lathrop Street Elementary | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Emotional Support | 9 to 12   | 4        | 1   |

### Special Education Support Services

| Support Service  | Location                          | Teacher FTE |
|--|-----------------------------------|-------------|
| Classroom Paraeducators                                  | District Wide                     | 21          |
| Personal Care Aid  | Montrose JR/SR High School        | 2           |
| Personal Care Aid  | Choconut Valley Elementary School | 2           |
| Special Education Director                               | District Wide                     | 1           |
| Special Education Secretary                              | District Wide                     | 1           |
| Speech Language Therapists                               | District Wide                     | 2           |
| School Psychologist/Crisis Counselor/Behavior Specialist | District wide                     | 1           |
| Personal Care Aid  | Lathrop Street Elementary         | 2           |

### Special Education Contracted Services

| Special Education Contracted Services | Operator           | Amt of Time per Week |
|---------------------------------------|--------------------|----------------------|
| Early Intervention                    | Intermediate Unit  | 5 Days               |
| Hearing Therapy                       | Intermediate Unit  | 3 Days               |
| Occupational Therapy                  | Outside Contractor | 5 Days               |
| Occupational Therapy                  | Intermediate Unit  | 3 Days               |
| Physical Therapy                      | Intermediate Unit  | 2 Days               |
| Vision Therapy                        | Intermediate Unit  | 1 Days               |
| Orientation and Mobility Therapy      | Intermediate Unit  | 1 Days               |
| NHS Human Services                    | Outside Contractor | 5 Days               |



# District Level Plan

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## Special Education Personnel Development

### Autism

|                           |   |
|---------------------------|---|
| <b>Description</b>        | The district will work collaboratively at creating a better understanding of working with students with autism: instructional strategies, social strategies. recognizing progress (socially and academically), working with parents, working with staff, role of the paraeducator, proactive behavior management techniques. This will be measured by the positive impact it has on our students academically, socially and behaviorally. |
| <b>Person Responsible</b> | Special Education Director  |
| <b>Start Date</b>         | 7/1/2016  |
| <b>End Date</b>           | 6/30/2019   |
| <b>Program Area(s)</b>    | Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology  |

### Professional Development Details

|  |  |
|--|--|
| <b>Hours Per Session</b>   | 3.0  |
| <b># of Sessions</b>   | 3  |
| <b># of Participants Per Session</b>                                       | 20   |
| <b>Provider</b>  | PATTAN, IU, Independent Consultant, MASD Staff   |
| <b>Provider Type</b>   | We will be accessing a variety of presentors to create a more global view of Autism  |
| <b>PDE Approved</b>  | No   |
| <b>Knowledge Gain</b>  | This is an optional narrative for Special Education.   |
| <b>Research &amp; Best Practices Base</b>                                  | This is an optional narrative for Special Education.   |
| <b>For classroom teachers, school counselors and education specialists</b> | <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</p> |

|   |   |
|---|---|
|   | community partners.   |
| <b>For school or LEA administrators, and other educators seeking leadership roles</b> | <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> |
| <b>Training Format</b>  | <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>   |
| <b>Participant Roles</b>  | <p>Classroom teachers</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Related Service Personnel</p> <p>Parents</p>   |
| <b>Grade Levels</b>   | <p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>   |
| <b>Follow-up Activities</b>   | <p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p>   |
| <b>Evaluation Methods</b>   | <p>Classroom student assessment data</p> <p>Participant survey</p>  |

|  |   |
|--|---|
|  | attendance and feedback from parents and support groups |
|--|---|

## Behavior Support

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|---------------------------|--|
| <b>Description</b>        | The staff at the Montrose Area School District will continue to participate in workshops and programs geared towards positive behavior supports and de-escalation techniques. This training will result in a continued drop in office referrals and suspensions. Our goal is zero use of restraints. |
| <b>Person Responsible</b> | Superintendent   |
| <b>Start Date</b>         | 7/1/2016   |
| <b>End Date</b>           | 6/30/2019  |
| <b>Program Area(s)</b>    | Professional Education, Teacher Induction, Special Education   |

## Professional Development Details

|   |  |
|---|--|
| <b>Hours Per Session</b>  | 3.0  |
| <b># of Sessions</b>  | 6  |
| <b># of Participants Per Session</b>  | 15   |
| <b>Provider</b>   | Montrose Area School District  |
| <b>Provider Type</b>  | The IU no longer does training. Our Special Ed Director and School psychologist will attend a train the trainer workshop and return to staff and train.  |
| <b>PDE Approved</b>   | No   |
| <b>Knowledge Gain</b>   | This is an optional narrative for Special Education.   |
| <b>Research &amp; Best Practices Base</b>   | This is an optional narrative for Special Education.   |
| <b>For classroom teachers, school counselors and education specialists</b>            | <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>   |
| <b>For school or LEA administrators, and other educators seeking leadership roles</b> | <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> |

|                             |   |
|-----------------------------|---|
|                             |   |
| <b>Training Format</b>      | Series of Workshops<br>Department Focused Presentation<br>Professional Learning Communities<br>Offsite Conferences  |
| <b>Participant Roles</b>    | Classroom teachers<br>Principals / Asst. Principals<br>School counselors<br>Paraprofessional<br>New Staff<br>Other educational specialists<br>Related Service Personnel |
| <b>Grade Levels</b>         | Elementary - Primary (preK - grade 1)<br>Elementary - Intermediate (grades 2-5)<br>Middle (grades 6-8)<br>High (grades 9-12)  |
| <b>Follow-up Activities</b> | Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers   |
| <b>Evaluation Methods</b>   | A reduction in office referrals, detentions and suspensions   |

## Paraprofessional

|                           |   |
|---------------------------|---|
| <b>Description</b>        | Training of our paraeducators through a series of workshops identified by both the praeducators and special education staff as being current and necessary. Creating a community for the paraeducators to grow in their knowledge base and their relationships with one another. This would be in additions to training received by our paraeducators through staff inservice days, and trainings provided by the NEIU and PATTAN. Participants would answer both interest surveys and participation evaluations throughout the workshops. Growth will be evidenced through application of knew knowledge as seen by the teachers and administration. |
| <b>Person Responsible</b> | Kelly-jo Riker  |
| <b>Start Date</b>         | 7/1/2016  |

|                        |   |
|------------------------|---|
| <b>End Date</b>        | 6/30/2019   |
| <b>Program Area(s)</b> | Professional Education, Special Education, Student Services |

### Professional Development Details

|   |  |
|---|--|
| <b>Hours Per Session</b>  | 3.0  |
| <b># of Sessions</b>  | 4  |
| <b># of Participants Per Session</b>  | 15   |
| <b>Provider</b>   | Montrose Area School District  |
| <b>Provider Type</b>  | The district will find resources within the community to address current needs of paraprofessional staff   |
| <b>PDE Approved</b>   | No   |
| <b>Knowledge Gain</b>   | This is an optional narrative for Special Education.   |
| <b>Research &amp; Best Practices Base</b>   | This is an optional narrative for Special Education.   |
| <b>For classroom teachers, school counselors and education specialists</b>            | Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.   |
| <b>For school or LEA administrators, and other educators seeking leadership roles</b> | 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. |
| <b>Training Format</b>  | Series of Workshops  |
| <b>Participant Roles</b>  | Classroom teachers<br>Paraprofessional<br>New Staff<br>Related Service Personnel   |
| <b>Grade Levels</b>   | Elementary - Primary (preK - grade 1)<br>Elementary - Intermediate (grades 2-5)<br>Middle (grades 6-8)<br>High (grades 9-12)   |

|                             |                           |
|-----------------------------|---------------------------|
| <b>Follow-up Activities</b> | Journaling and reflecting |
| <b>Evaluation Methods</b>   | Participant survey        |

### Reading NCLB #1

|                           |  |
|---------------------------|--|
| <b>Description</b>        | Montrose Area School District continues to strive for increased educational results in all academic areas for students who have been identified as qualifying for specially designed instruction under IDEA. Through continued training, study groups, and training on current research based strategies, the district strives to increase the percentage of proficient/advanced students as reported by the PSSA's. |
| <b>Person Responsible</b> | Director of Special Education  |
| <b>Start Date</b>         | 7/1/2016   |
| <b>End Date</b>           | 6/30/2019  |
| <b>Program Area(s)</b>    | Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology   |

### Professional Development Details

|  |   |
|--|---|
| <b>Hours Per Session</b>   | 3.0   |
| <b># of Sessions</b>   | 6   |
| <b># of Participants Per Session</b>                                       | 20  |
| <b>Provider</b>  | Montrose Area School District   |
| <b>Provider Type</b>   | The Montrose district will arrange trainings through the IU. PATTAN, district personel and private consultants.   |
| <b>PDE Approved</b>  | No  |
| <b>Knowledge Gain</b>  | This is an optional narrative for Special Education.  |
| <b>Research &amp; Best Practices Base</b>                                  | This is an optional narrative for Special Education.  |
| <b>For classroom teachers, school counselors and education specialists</b> | <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> |

|   |  |
|---|--|
|   | Empowers educators to work effectively with parents and community partners.  |
| <b>For school or LEA administrators, and other educators seeking leadership roles</b> | <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> |
| <b>Training Format</b>  | <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>  |
| <b>Participant Roles</b>  | <p>Classroom teachers</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p>  |
| <b>Grade Levels</b>   | <p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>  |
| <b>Follow-up Activities</b>   | <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p>  |
| <b>Evaluation Methods</b>   | <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>Classroom student assessment data</p>  |

## Transition

|                           |   |
|---------------------------|---|
| <b>Description</b>        | The Montrose Area School District continues to provide students with a transition program to aid them in transitioning to school age work programs, post secondary education and/or adult work related programs. Our students will complete transition surveys and post-transition surveys. Data will be maintained as to graduation rate, drop out rate and attendance rate at the local career center and the yearly career fair. The district has hired a transition coordinator to oversee the programs and IEP goals of students in grades 7-12. |
| <b>Person Responsible</b> | Director of Special Education / Transition Coordinator  |
| <b>Start Date</b>         | 7/1/2016  |
| <b>End Date</b>           | 6/30/2019   |
| <b>Program Area(s)</b>    | Teacher Induction, Special Education, Student Services  |

## Professional Development Details

|   |  |
|---|--|
| <b>Hours Per Session</b>  | 1.5  |
| <b># of Sessions</b>  | 5  |
| <b># of Participants Per Session</b>  | 20   |
| <b>Provider</b>   | Montrose Area School District  |
| <b>Provider Type</b>  | The Montrose Area School District will provide opportunity for training through the IU, PATTAN, school district personel and outside organizations/                  |
| <b>PDE Approved</b>   | No   |
| <b>Knowledge Gain</b>   | This is an optional narrative for Special Education.   |
| <b>Research &amp; Best Practices Base</b>   | This is an optional narrative for Special Education.   |
| <b>For classroom teachers, school counselors and education specialists</b>            | Empowers educators to work effectively with parents and community partners.  |
| <b>For school or LEA administrators, and other educators seeking leadership roles</b> | Provides leaders with the ability to access and use appropriate data to inform decision-making.<br>Instructs the leader in managing resources for effective results. |
| <b>Training Format</b>  | Series of Workshops<br>Department Focused Presentation   |



|                             |  |
|-----------------------------|--|
|                             |  |
| <b>Participant Roles</b>    | Classroom teachers<br>Paraprofessional<br>Classified Personnel<br>New Staff<br>Related Service Personnel<br>Parents          |
| <b>Grade Levels</b>         | Elementary - Primary (preK - grade 1)<br>Elementary - Intermediate (grades 2-5)<br>Middle (grades 6-8)<br>High (grades 9-12) |
| <b>Follow-up Activities</b> | teacher input for transition opportunities for students  |
| <b>Evaluation Methods</b>   | Participant survey   |

# Special Education Affirmations

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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*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*