

## Profile and Plan Essentials

### Special Education Students

Total Number of Students Receiving Special Education 257

School District Total Student Enrollment 1202

Percent of Students Receiving Special Education 21.4

### Steering Committee

Name	Position/Role	Building	Email
Greg Adams	Director of Special Education	Montrose Area SD	gadams@masd.info
Sarah Briggs	Special Education Teacher	Choconut Valley El Sch	sbriggs@masd.info
Heather Smith	Special Education Teacher	Montrose Area JSHS	hsmith@masd.info
Kim Fruehan	General Education Teacher	Choconut Valley El Sch	kfruehan@masd.info
Pat Matthews	Building Principal	Lathrop Street El Sch	pmatthews@masd.info
Alison Lucas	Other	Montrose Area SD	alucas@masd.info
Taylor Warner	Board Member	Montrose Area SD	twarner@masd.info

### School District Areas of Improvement and Planning - Indicators

#### Suspension/Expulsion by Race/Ethnicity (Indicator 4B)

Indicator not flagged at this time.

#### Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

### Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)

Indicator not flagged at this time.

### Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

### Secondary Transition (Indicator 13)

Indicator not flagged at this time.

### Graduation (Indicator 1)

Indicator not flagged at this time.

### Drop Out (Indicator 2)

Indicator not flagged at this time.

### Assessment (Indicator 3)

Indicator not flagged at this time.

## Education Environments (Indicator 5)

### Improvement and Planning Activity

Least Restrictive Environment: The LEA will continue to review discussion points in the IEP under Educational Placement. The LEA has already started looking at resources necessary to ensure least restrictive environment. Specifically, we reviewed the need for more support staff to accompany students into the regular education classroom if they needed that support to be successful in the regular education environment. We currently have posted for a new position of paraeducator to support the challenging paraeducator scheduling conflicts that can occur. We will continue to look for ways to support our students in an inclusive environment. The LEA will continue review SDI's to be used across the curriculum. The LEA will continue to look at Professional Development for general education staff regarding supporting students within the general education curriculum. We have had ongoing administrative discussions this year. Next week will meet with a consultant who provides professional development in this area. This effort will be an ongoing effort. The LEA will look at professional development in the areas of Calculating Educational Environment and IEP development. The LEA began the year with a professional development in IEP writing for all special education teachers. This emphasis on professional development for all sections of the IEP will continue. The LEA will provide professional development to all teachers on topics relevant to the inclusion of students with disabilities in the regular education classroom. We are currently designing what this professional development looks like from a district perspective and meetings are being scheduled with professional developers.

## Parent Involvement (Indicator 8)

Indicator not flagged at this time.

## Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

## Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

## Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

## Mediation (Indicator 16)

Indicator not flagged at this time.

## School District Areas of Improvement and Planning - Monitoring

Corrective Action	Improvement and Planning Activities
Least Restrictive Environment	<p>The LEA will continue to review discussion points in the IEP under Educational Placement. The LEA has already started looking at resources necessary to ensure least restrictive environment. Specifically, we reviewed the need for more support staff to accompany students into the regular education classroom if needed for students to be successful in the regular education environment. The LEA will continue review SDI's to be used across the curriculum. The LEA will continue to look at Professional Development for both regular and special education staff regarding supporting students within the general education curriculum. The LEA will look at professional development in the areas of calculating Educational Environment and IEP development. The LEA began the 2021-2022 school year with a professional development in IEP writing for all special education teachers. This emphasis on professional development for all sections of the IEP will continue. The LEA will provide professional development to all teachers on topics relevant to the inclusion of students with disabilities in the regular education classroom.</p>
Public School Enrollment	<p>- The LEA has identified two categories to be targeted for the Improvement Plan including Speech and Language and Specific learning disability (SLD). The LEA will meet with all Speech-Language Pathologists to review its procedures regarding identification and discuss trends and potential patterns and barriers. Each elementary speech pathologist has instituted a new RTI initiative within their school called the Speech Improvement Program. Students will receive speech therapy services at a frequency based upon their needs. Emphasis will be placed on learning to produce misarticulated sounds correctly in isolation, syllables, phrases, and sentences. The LEA will review its procedures and practices regarding identification of students with SLD. A review and restructure of the pre-referral MTSS process is currently underway with a focus on the tiered supports and review of interventions and curriculum students are receiving before they are referred to special education. The LEA- MTSS restructuring will continue to look at the regular education curriculum to meet the needs of students. Teachers are implementing a new math series for students in grades K-5. The Big Ideas Math program has been adopted. Teachers will continue to be trained in diagnostic tools such as i-Ready and AIMS Web which is currently being used by the district to identify struggling students early and implement appropriate interventions at the general education level.</p>

## Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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## Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

## Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

## Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

## Non-Resident Students Oversight

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

No

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

There are no facilities under Section 1306 of the Public School Code in the Montrose Area School District. In the event that a facility moves into our district, the district will fully comply with the requirements of IDEA 2004 and PA Chapter 14 to meet its obligations under Section 1306 of the Public School Code. If a facility providing services to 1306 students were to move into the MASD, we would follow the state guidelines as follows: Described in the Basic Education Circular Under § 1306 of the PA School Code, the host school district (the school district where the children's institution is physically located) is required to allow a nonresident student in a children's institution to attend the public schools of the host school district until the student receives a diploma or completes the school term in which they turn 21. The host school district is responsible for providing the educational program for students, including students with disabilities who are placed in that facility, and for ensuring the provision of a free appropriate public education (FAPE) for eligible children with IEPs in accordance with the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. § 1400 et seq.) and for qualified handicapped students with Service Agreements in accordance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 701 et seq.) and 22 PA Code Chapter 15. For a child with a disability with an IEP or Service Agreement, when not prohibited by court order, the host school district must consider the educational placement options to educate the student in the host school district's public schools. If the host school district and parent through the IEP or Service Agreement process determine that an alternative educational setting will appropriately address the student's educational needs, the host school district is responsible for providing the student with FAPE and any needed special education or services consistent with 22 PA Code Chapter 14 and the IDEA or with 22 PA Code Chapter 15 and Section 504 of the Rehabilitation Act of 1973. For students eligible for services under 22 PA Code Chapter 14, this means the host school district is responsible for making decisions regarding the goals, specially designed instruction, and educational placement for each student through the IEP Team process. In addition to ensuring that an appropriate educational program is provided, the host school district has a Child Find responsibility per 34 CFR § 300.111 Child Find for children thought-to-be-eligible for special education services and/or accommodations within the host school district's jurisdiction.

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

To facilitate a smooth transition and return to the student's school district of residence, when the residential facility provides notice that a student is to be released from the facility, and a transition timeline is determined the Montrose Area School District, district of residence, and the 1306 facility meet to discuss the student's transition back to the district of residence.

## Incarcerated Students Oversight

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

Yes

§1306.2 Facilities			
Facility Name	Facility Type	Services Provided By	Student Count
Susquehanna County Correctional	Correctional Facility	District	0

1. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).  
 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 department 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, and NOREP.). Once records are received, a meeting is called with the established committee in charge of determining 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 of the facility. There are also handouts explaining our offered program in the lobby of the facility as well. Currently, there are no incarcerated individuals who are eligible for services. The district has recently been in contact with the correctional facility ensuring educational forms are being utilized during the intake process. In the event an incarcerated individual qualifies for services, the district would provide services through the experienced qualified staff of special educators, speech and language pathologists, and occupational and physical therapists. If the district is unable to provide FAPE, we would work collaboratively with various outside agencies or facilities to meet our students' needs successfully. We would keep open lines of communication with probation and parole officers to ensure that they are at all special education meetings. Evaluations, reevaluations, progress reports, and IEPs received are filed at the district office. Information is sent as needed to the incarceration facilities to ensure an appropriate education is provided. The district would maintain contact with the facility to check on student progress toward graduation, including reviewing graduation plans within student IEPs. The Montrose Area School District issues diplomas to students who show evidence of completing course requirements or completion of IEP goals and objectives in an adult correctional facility. Procedures have been reviewed within the past year with the correctional facility.

## Least Restrictive Environment

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

In the Special Education Data Report (SEDR) for the 2021-22 school year, the district educated 51.2 percent of the students in the regular education classroom for more than 80% of the school day. This was below the state average of 61.2 %. Although the district is currently working to improve this number, a look back at data shows steady district improvement. A positive trend or trajectory can be seen as the district in the 2017/2018 school year had 40.4 percent of the students in the regular education classroom for more than 80% of the school day compared to the state average of 62 percent. The district began professionally developing teachers in the inclusion model and in the 2019/2020 school year 53.8 percent of the students were in the regular education classroom for more than 80% of the school day compared to the state average of 62 percent. The 2020/2021 school year saw 56.7 percent compared to 62.1 percent state average while the 2021 2022 school year had 51.2 percent of the students in the regular education classroom for more than 80% of the school day compared to the state average of 61.8 percent. The trend continues to be positive, and we continue to look for opportunities to improve our numbers in this area. The improvement to date can be attributed to the co-teaching initiative the district put in place. We have provided formal and informal training to staff on co-teaching to provide more inclusive practices for our students. In the SEDR for the 2021 2022 school year, the district educated 7% of the students with IEPs in the regular classroom for less than 40% of the day. The state average was 9.9%. In the SEDR for 2020-2021, the district educated 7.1% of students with IEPs in the regular classroom for less than 40% of the day. The state average is 9.6%. In the SEDR 2021-2022 School Year 21.6 percent of students in the district were in special education compared to a state average of 18.6 percent. These numbers have remained consistent over the last several years. The district is committed to providing students with the appropriate education based on their individual needs.

2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?

Accommodations for students are made through the MTSS process at the Elementary level and through the child study or "SET" process at the High school level. The district has adopted the MTSS model at elementary schools. The Multi-Tiered System of Support (MTSS) is a 3-tiered intervention for students. The MTSS support team intervenes when students are not being successful at the school-wide tier one programming. The tier one level is a school wide approach. Teachers use core academic curriculum for all students as well as a School Wide Positive Behavior Supports for all students. At tier two the core curriculum and PBIS model are supplemented in a small group setting. At this level specialized professionals such as school counselors or social workers have a more active role in meeting needs of students within a tier two model. Tier three provides an environment of more intensive and specific intervention for the students not responding to tier two interventions. MTSS follows a pyramid model where the base (tier 1) has the highest percentage of students being taught core curriculum and school wide positive behavior support model. Ideally tier 1 has at least 80 percent of students. Tier 2 could have 15 percent of students utilizing supplemental instruction according to the model while tier 3 has the fewest students with the highest level of intervention (5 percent of students). If a student is ultimately unsuccessful in a tier 3 model, the district will likely recommend evaluation 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.

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

At all level's students with IEPs participate with non-disabled peers to the maximum extent possible. Various classrooms in the elementary school have incorporated a co-teaching model bringing together Special Education students and their non-disabled peers in the same learning environment. Additionally, homeroom, lunch, recess, and assemblies are all inclusive environments. Co-teaching is a frequently used model at the jr/sr. high school.

Students at the high school level participate in an inclusion environment for electives and career center opportunities. The district offers all levels of support, itinerant, supplemental, and full-time. Expanding the co-teaching model has included students more in the general education curriculum. At all levels, students with IEPs participate with non-disabled peers to the maximum extent possible. At the elementary level, students participate through inclusion in homeroom, recess, assemblies, and other activities with their nondisabled peers. Special education teachers also push into the general education classroom and co-teach with general education teachers when possible. The district still provides a supplemental level of support in ELA and mathematics in which students can be pulled out based on an IEP team decision. At the secondary level, general education classes are supported using a co-teaching model in many circumstances, giving students more opportunities to succeed in the regular education environment. The district also offers a supplementary level of support at the secondary level for ELA and mathematics that students can use based on an IEP team decision.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. If student participation requires supplementary aid and services, this is provided by the district. Currently if a student needs supplementary aides and services beyond the school day to meaningfully participate in extracurricular activities, the district provides those services.
5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?  
In compliance with the Individual with Disabilities Act the district provides each student identified with a disability, without discrimination, an equal opportunity to participate and obtain an education in the least restrictive environment with the provision of supplementary aides and services and to participate in extracurricular activities to the maximum extent appropriate considering the individual needs of each student. The Montrose Area School District in limited circumstances places students outside the district only if the IEP team has determined that the needs of the students have extended beyond the continuum of services offered within the district. When a program is needed that is outside the continuum of services offered, a center-based placement could be considered. For those students placed in out of district placements, students are invited to participate in extracurricular activities at Montrose Area School District. The LEA ensures transportation or other support arrangements are made for the student to participate.
6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)

Both the jr./sr. high school and the elementary level have autistic support, emotional support, and life skills classrooms. The elementary emotional support, autistic support and life skills programs have all started team approaches and meet weekly for team meetings. A major focus is on professional development, keeping updated support plans, brainstorming strategies, and revising IEPs, with parent input, when necessary. The autistic support team focuses on 4 major component supports including, communication, sensory, academic, and behavioral. Each area has a dedicated team professional to take part in the team process. These professionals include the autistic support teacher, speech therapist, occupational therapist, and social worker,, and school principal. The emotional support program focuses on the component areas for behavior, academic and sensory needs . The emotional support team consists of the emotional support teacher, social worker, occupational therapist, school counselor, and school principal. The life skills team consists of the life skills teacher, speech therapist and physical therapist. The district offers a continuum of services for all exceptionalities and place students out of the district only when we cannot support them. We have autistic support programs at the elementary and secondary levels to effectively program for the increasing number of students identified with Autism Spectrum Disorder. Co-teaching opportunities are increasingly being utilized at all levels for instructional delivery within the least restrictive environment, when appropriate. If we were to experience an issue with placing a student at any time, we would work with our Intermediate Unit for support. Our Autistic Support and Emotional Support Teams have extensive experience working with interagency teams when a higher level of support is needed. Because the district has an extensive continuum of services, most student needs are met within the

district. The district primarily maintains our low incidence population of students. However, the district could seek a placement with the local Intermediate Unit or private placement if the needs of the student are outside the scope of the district programs. The district contracts with several providers of related services. Private providers contract with the district to provide occupational therapy and physical therapy services. The district uses the intermediate resources when providing Hearing, Vision, and Orientation and Mobility. The district maintains successful programs for students requiring learning support, emotional support, autistic support, and life skills support.

### Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Merakey	Licensed Private Academic		Merakey	Emotional Support	3
Dunmore Learning Campus	Other	Other Public Facility	IU 19	Emotional Support	1
Scranton School For the Deaf	Approved Private School (APS)		Western Pennsylvania School for the Deaf	Deaf and Hard of Hearing Support	1

### Positive Behavior Support

Date of Approval

2021-05-10

Uploaded Files

Behavior Support Policy.html

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

The Montrose Area School District consists of two elementary buildings and a jr/sr. high school. Each elementary building has a school counselor and a social worker while the high school has a crisis counselor on staff in addition to school counselors. The emotional support program is located at Lathrop Street Elementary school and includes a social worker as part of the Emotional Support Team. The Emotional Support Team meets on a weekly basis to ensure that the emotional and social needs of students in that program are being met as well as maintaining Positive Behavior support plans. 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. Students may have behavior goals developed for their IEP's. These goals are monitored by a special education teacher. In addition, the elementary schools have one social worker each to help our students who would not qualify for services through the CSBBH program. The Social worker at

Lathrop Street Elementary is the team leader for the Emotional Support Team, where behavioral support is continually being reviewed. The junior/senior high school has an assistant principal and a crisis counselor. While the crisis counselor is connected to the emotional support program in junior/senior high school, 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, and/or students who are at risk for self-harm, and students who have experienced trauma. Every attempt is made to handle behavior in a proactive manner. The Choconut Valley elementary school houses the autistic support program for elementary students. The autistic support team includes a social worker that is partly responsible for the social emotional well-being of students in the program in addition to other students with disabilities. Both elementary schools utilize Review 360, a universal screener for social emotional health. The guidance counselors play a critical role in this process which includes our students with disabilities. The Jr/Sr High School contains a grades 7-12 emotional support program. This program has a dedicated counselor to meet the needs of the students with additional crisis counseling offered to any student in need. Additionally, both the elementary schools and the junior senior high school have a dedicated CSBBH team to support the emotional and social needs of our students.

2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.

The entire faculty was trained in de-escalation techniques. The district recently had two employees trained as trainers by Handle With Care Behavior Management. Positive Behavioral Intervention and Support (PBIS) program is implemented in both elementary schools, and staff received training on the program prior to its implementation. Select members of the Montrose Area School district received training in restraint techniques in addition to de-escalation training. Restraint is only used as a measure of last resort and only when a student demonstrates an imminent danger to self or others. If a student's behavior interferes significantly with their and or another student's ability to learn, a Positive Behavior Support Plan will be incorporated into the child's Individualized Educational Program. Special education students who demonstrate behaviors that impede their learning and that of others must have positive behavior intervention plans incorporated into their IEPs. Positive Behavior Support Plans are developed based upon a Functional Behavioral Assessment. The district adheres to the processes outlined in 22 Pa. Code § 711.46. Positive behavior supports. Whereby Positive, rather than negative, measures must form the basis of behavior support programs to ensure that all students and eligible young children shall be free from demeaning treatment, the use of aversive techniques, and the unreasonable use of restraints. Several teachers in the past year have been trained in Functional Behavior Assessments.

3. Describe the district positive school wide support programs.

Montrose Area School District currently has a relationship with Friendship House. Friendship House provides counselors, through the CSBBH program that help to create a School-Based Behavior Health team in each elementary school and at the Jr/Sr High 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 within a school-wide system. Students can receive more intensive behavioral interventions in a tier-two model if they are not responding to tier one, school-wide model. Student's with IEP's and behavioral support challenges can have individual behavior support plans which 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.

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

Friendship House provides counselors that help to create a School-Based Behavior Health team in each elementary school and at the Jr.Sr. High School. CSBBH (Community and School Based Behavioral Health) has integrated into the MTSS (Multi-tiered System of Support) process in the school district. The MTSS process can best be described as a three-tiered system where at the lowest tier, all students receive a school wide positive behavioral approach. If

students require behavioral intervention outside of tier one, they will receive more intensive behavioral intervention in a tier two model. If tier two is inappropriate or unsuccessful and students need even more intensive intervention, a tier three model of intervention would be recommended. It is at the tier three level that the school based behavioral health team integrates into the school system. The CSBBH team in addition to providing in-school student support, also provides in home family support. The CSBBH teams are currently providing services in both elementary schools and the Jr/Sr High School in The Montrose Area School District. Additionally, all three schools currently employ social workers who are assigned specific counseling responsibilities to students in programs such as emotional support and autistic support in addition to counseling responsibilities with students outside of those programs.

5. Describe the district restraint procedure.

According to 22 Pa. code Chapter 14 restraints are considered a measure of last resort, only after other less restrictive measures have been used. The district adheres to the following based on the Pennsylvania Department of Education, the use of physical restraints is limited to controlling acute or episodic aggressive or self-injurious behavior when the student is acting in a manner as to be a clear and present danger to himself, to other students, or to employees, and only when less restrictive measures and techniques have proven to be less effective. Restraints are not to be used for punishment or incidents of non-compliance that do not pose a clear and present threat of harm to the student or others. The use of prone restraints is prohibited in educational programs. Prone restraints are those in which a student with a disability is held face down on the floor. In the event a restraint is used as a method of last resort, LEAs shall collect and report data on the use of restraints as prescribed by the Secretary of Education. A physical restraint as defined above must be reported regardless of the length of time used, the role of the adult performing the restraint, or the employer of that adult. The LEA must report the use of restraints within 30 days to the Pennsylvania Department of Education (PDE) through the Restraint Information System of Collection (RISC), a secure website.

## Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

The district provides programs and services that include, learning support, life skills support, emotional support, speech and language therapy, and counseling. There are currently no students who have been at substantial risk for waiting more than 30 days for an appropriate educational placement. LEAs must also report students with disabilities who are placed on instruction conducted in the home or who receive homebound instruction in accordance with BEC 34 CFR §300.26(a)(1), Instruction Conducted in the Home, in the Special Education Students @ Home Reporting System, so that the Department can determine whether these students require intensive interagency coordination. This system is also aimed at helping students who are at substantial risk of waiting more than 30 days for an appropriate educational placement.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LATHVPOOK-2	Elementary	Full-time (1.0)	03/13/2023 11:09 AM

<b>Building Name</b>		
Lathrop Street El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>Building Name</b>		
Lathrop Street El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
Students scheduled in age appropriate settings.		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSKB00AS	Secondary	Full-time (1.0)	02/20/2023 04:31 PM

<b>Building Name</b>		
Montrose Area JSHS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Montrose Area JSHS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
Teacher provides services for students in grades 7-12. Student are grouped within approved age ranges.		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSJF00ELA	Secondary	Full-time (1.0)	02/20/2023 04:31 PM

<b>Building Name</b>		
Montrose Area JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
Teacher provides services for students in grades 7-12. Student classes are within approved age ranges.		0.22

<b>Building Name</b>		
Montrose Area JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
Teacher provides services for students in grades 7-12. Student classes are within approved age ranges.		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSDF00SLP	Secondary	Part-time (0.5)	02/20/2023 03:52 PM

<b>Building Name</b>		
Montrose Area JSHS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 20
<b>Age Range Justification</b>		<b>FTE %</b>
Speech provider delivers services for students in grades 7-12. Student classes are within approved age ranges. Students are provided either individual or group sessions depending on need.		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSJH00ELA	Secondary	Full-time (1.0)	02/20/2023 03:49 PM

<b>Building Name</b>
Montrose Area JSHS
<b>Support Type</b>
Learning Support
<b>Support Sub-Type</b>
Learning Support

<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Montrose Area JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
Teacher provides services for students in grades 7-12. Student classes are within approved age ranges.		0.18

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
HSMM00MATH	Secondary	Full-time (1.0)	02/20/2023 04:30 PM

<b>Building Name</b>		
Montrose Area JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
Teacher provides instruction for students in grades 7-12. Student classes are within approved age ranges.		0.14

<b>Building Name</b>		
Montrose Area JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
HSMV00ELA	Secondary	Full-time (1.0)	02/20/2023 04:15 PM

<b>Building Name</b>		
Montrose Area JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 17

<b>Age Range Justification</b>	<b>FTE %</b>
Teacher provides services for students in grades 7-12. Student classes are within approved age ranges.	0.3

<b>Building Name</b>		
Montrose Area JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
Teacher provides services for students in grades 7-12. Student classes are within approved age ranges.		0.22

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
HSKS00MATH	Secondary	Full-time (1.0)	02/20/2023 04:28 PM

<b>Building Name</b>		
Montrose Area JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>Building Name</b>		
Montrose Area JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
Teacher provides instruction for students in grades 7-10. Student classes are within approved age ranges.		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSHS00ES	Secondary	Full-time (1.0)	02/20/2023 04:03 PM

<b>Building Name</b>		
Montrose Area JSHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
na		0.05

<b>Building Name</b>		
Montrose Area JSHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Teacher provides services for students in grades 7-12. Student classes are within approved age ranges.		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSAD00LS	Secondary	Full-time (1.0)	02/20/2023 04:23 PM

<b>Building Name</b>		
Montrose Area JSHS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Montrose Area JSHS		

<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
Teacher provides instruction for students in grades 7-12. Student classes are within approved age ranges.		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CHOCMM00AS	Elementary	Full-time (1.0)	03/06/2023 12:02 PM

<b>Building Name</b>		
Choconut Valley El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
The district has one Elementary Autistic Support class. Services are provided within appropriate age ranges.		0.3

<b>Building Name</b>		
Choconut Valley El Sch		
<b>Support Type</b>		
Life Skills Support		

<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
The district has one Elementary Autistic Support class. Services are provided within appropriate age ranges.		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CHOCSEB00SLP	Elementary	Full-time (1.0)	03/06/2023 02:30 PM

<b>Building Name</b>		
Choconut Valley El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		36
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Teacher works with individual or age appropriate small group.		0.72

<b>Building Name</b>		
Montrose Area SD		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	17 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CHOCAF00K-2	Elementary	Full-time (1.0)	03/06/2023 12:05 PM

<b>Building Name</b>		
Choconut Valley El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Students are taught in age appropriate classrooms.		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CHOCCL003-4	Elementary	Full-time (1.0)	03/06/2023 12:46 PM

<b>Building Name</b>		
Choconut Valley El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Choconut Valley El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CHOCSB005-6	Elementary	Full-time (1.0)	03/13/2023 10:37 AM

<b>Building Name</b>		
Choconut Valley El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Choconut Valley El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LATHAB00ES	Elementary	Full-time (1.0)	03/06/2023 01:03 PM

<b>Building Name</b>		
Lathrop Street El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
The district has one Elementary Emotional Support class. Services are provided within appropriate age ranges. Waivers are issued when appropriate.		0.06

<b>Building Name</b>		
Lathrop Street El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
The district has one Elementary Emotional Support class. Services are provided within appropriate age ranges. Waivers are issued when appropriate.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LATHKS00SLP	Elementary	Full-time (1.0)	03/06/2023 02:40 PM

<b>Building Name</b>		
Lathrop Street El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		41
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
SLP works with individual or age appropriate small groups		0.63

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LATHBP00LS	Elementary	Full-time (1.0)	03/13/2023 11:09 AM

<b>Building Name</b>		
Lathrop Street El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
The district has one Elementary Life Skills Support class. Services are provided within appropriate age ranges. Waivers are issued when appropriate.		0.3

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LathCH006	Elementary	Full-time (1.0)	03/13/2023 11:58 AM

<b>Building Name</b>		
Lathrop Street El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	12 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>Building Name</b>		
Lathrop Street El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LATHMK005	Elementary	Full-time (1.0)	03/13/2023 11:08 AM

<b>Building Name</b>		
Lathrop Street El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>Building Name</b>		
Lathrop Street El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>

	0.15
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LATHMB003-4	Elementary	Full-time (1.0)	03/13/2023 11:43 AM

<b>Building Name</b>		
Lathrop Street El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>Building Name</b>		
Lathrop Street El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Choconut Valley El Sch		4
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
36 feet, 10 inches x 16 feet, 0 inches	589sqft	21
<b>Implementation Date</b>		
2023-03-07		
<b>Uploaded Files</b>		

### 1Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Choconut Valley El Sch		25
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 0 inches x 30 feet, 0 inches	660sqft	23
<b>Implementation Date</b>		
2023-03-07		

<b>Uploaded Files</b>

2 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Choconut Valley El Sch		10
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
34 feet, 11 inches x 17 feet, 7 inches	613sqft	21
<b>Implementation Date</b>		
2023-03-07		
<b>Uploaded Files</b>		

3 Assurance Check

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

<b>Building Name</b>	<b>Room #</b>
Choconut Valley El Sch	16

<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
35 feet, 0 inches x 21 feet, 0 inches	735sqft	26
<b>Implementation Date</b>		
2023-03-07		
<b>Uploaded Files</b>		

#### 4Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Choconut Valley El Sch		2
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
36 feet, 0 inches x 23 feet, 0 inches	828sqft	29
<b>Implementation Date</b>		
2023-03-07		
<b>Uploaded Files</b>		

#### 5Assurance Check

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

The class is composed of at least 28 square feet per student	Yes	
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<b>Building Name</b>		<b>Room #</b>
Lathrop Street El Sch		12
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 23 feet, 0 inches	644sqft	23
<b>Implementation Date</b>		
2023-03-07		
<b>Uploaded Files</b>		

6Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Lathrop Street El Sch		45
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
36 feet, 0 inches x 23 feet, 0 inches	828sqft	29
<b>Implementation Date</b>		
2023-03-07		
<b>Uploaded Files</b>		

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7 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Lathrop Street El Sch		23
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
21 feet, 0 inches x 31 feet, 0 inches	651sqft	23
<b>Implementation Date</b>		
2023-03-07		
<b>Uploaded Files</b>		

8 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Lathrop Street El Sch		48
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 0 inches x 23 feet, 0 inches	621sqft	22
<b>Implementation Date</b>		
2023-03-07		
<b>Uploaded Files</b>		

#### 9Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Lathrop Street El Sch		24
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 0 inches x 21 feet, 0 inches	672sqft	24
<b>Implementation Date</b>		
2023-03-07		
<b>Uploaded Files</b>		

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10 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Lathrop Street El Sch		26
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 0 inches x 21 feet, 0 inches	672sqft	24
<b>Implementation Date</b>		
2023-03-07		
<b>Uploaded Files</b>		

11 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Lathrop Street El Sch		33
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 0 inches x 21 feet, 0 inches	420sqft	15
<b>Implementation Date</b>		
2023-03-07		
<b>Uploaded Files</b>		

12Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Montrose Area JSHS		73
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 30 feet, 0 inches	750sqft	26
<b>Implementation Date</b>		
2023-03-07		

<b>Uploaded Files</b>

13 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Montrose Area JSHS		39
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
33 feet, 3 inches x 22 feet, 2 inches	737sqft	26
<b>Implementation Date</b>		
2023-03-07		
<b>Uploaded Files</b>		

14 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Montrose Area JSHS		10
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 0 inches x 25 feet, 7 inches	818sqft	29
<b>Implementation Date</b>		
2023-03-07		
<b>Uploaded Files</b>		

15Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Montrose Area JSHS		35
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
47 feet, 0 inches x 20 feet, 5 inches	959sqft	34
<b>Implementation Date</b>		
2023-03-07		

<b>Uploaded Files</b>

16 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Montrose Area JSHS		15
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A special education center where no general education are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
31 feet, 3 inches x 20 feet, 1 inches	627sqft	22
<b>Implementation Date</b>		
2023-03-07		
<b>Uploaded Files</b>		

17 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Montrose Area JSHS		60
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A special education center where no general education are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
31 feet, 4 inches x 38 feet, 0 inches	1190sqft	42
<b>Implementation Date</b>		
2023-03-07		
<b>Uploaded Files</b>		

18Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Montrose Area JSHS		13
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
31 feet, 3 inches x 20 feet, 1 inches	627sqft	22

<b>Implementation Date</b>
2023-03-07
<b>Uploaded Files</b>

19 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Montrose Area JSHS		24-25
<b>School Building</b>		<b>Building Description</b>
Junior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
31 feet, 3 inches x 20 feet, 1 inches	627sqft	22
<b>Implementation Date</b>		
2023-03-07		
<b>Uploaded Files</b>		

20 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	

The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

## Special Education Support Services

### 21Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
School Psychologist	1	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Behavior Specialist	2	Elementary	District
Guidance Counselor	4	Secondary	District
Guidance Counselor	2	Elementary	District
Paraprofessionals	12	Secondary	District
Paraprofessionals	17	Elementary	District

## Special Education Personnel Development

### Autism

Description of Training	
National Autism Conference Live Session	
Lead Person/Position	Year of Training
Greg Adams/Director of Special Education	

Hours Per Training	Number of Sessions	Provider	Audience
6	4	District	Paraprofessionals Special Education Teachers

Description of Training			
National Autism Conference Archived Sessions			
Lead Person/Position		Year of Training	
Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	NA	District PaTTAN Other	Paraprofessionals Special Education Teachers

Description of Training			
PESI "Break Through Self Regulation Interventions for Children and Adolescents with Autism, ADHD, Sensory or Emotional Challenges			
Lead Person/Position		Year of Training	
Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Other	Special Education Teachers

### Positive Behavior Support

Description of Training	
Creating Positive Behavior Support Plans	
Lead Person/Position	Year of Training

Greg Adams/Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	PaTTAN	Paraprofessionals Special Education Teachers

Description of Training			
Utilizing a Behavioral Response Tool: Creating a Plan for Deescalating Student Behavior			
Lead Person/Position		Year of Training	
Greg Adams/Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	PaTTAN	Paraprofessionals Special Education Teachers

Description of Training			
Various archived PaTTAN trainings selected for staff on topic. Non-Facilitated sessions will be offered as a professional development menu option for teachers.			
Lead Person/Position		Year of Training	
Special Education Director			
Hours Per Training	Number of Sessions	Provider	Audience
1	na	District PaTTAN	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

## Paraprofessional

<b>Description of Training</b>			
The Master Teacher Paraprofessional Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Greg Adams/Director of Special Education			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
20 hrs/year	NA	Other	Paraprofessionals

<b>Description of Training</b>			
CPR and First Aide			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
8	1	District	Paraprofessionals Special Education Teachers

## Transition

<b>Description of Training</b>			
PA Community on Transition Webinar Series			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Greg Adams/Director of Special Education			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>

1	1	PaTTAN	Special Education Teachers
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<b>Description of Training</b>			
2023 PA Community of Practice Transition Conference Our Voice, Our Plan, Our Future August 9-10, 2023			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Greg Adams/Director of Special Education			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	2	PaTTAN	Special Education Teachers

### Science of Literacy

<b>Description of Training</b>			
2022 PaTTAN Literacy Symposium . (Archived Sessions)			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Greg Adams/Director of Special Education			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	8	PaTTAN	General Education Teachers Special Education Teachers

<b>Description of Training</b>			
Science of Reading: Putting Research into Action			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Curriculum Associates			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	various	District PaTTAN	General Education Teachers Special Education Teachers

<b>Description of Training</b>			
Various archived PaTTAN trainings selected for staff on topic. Facilitated sessions will be held via zoom with a host facilitator.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Special Education Director			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	PaTTAN	Special Education Teachers

<b>Description of Training</b>			
Various archived PaTTAN trainings selected for staff on topic. Non-Facilitated sessions will be offered as a professional development menu option for teachers			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	wide variety	District PaTTAN	Special Education Teachers

### Parent Training

<b>Description of Training</b>			
Process and Procedures In Special Education			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

## IEP Development

Description of Training			
Best Practices in Writing Reevaluations and IEP's			
Lead Person/Position		Year of Training	
Alison Lucas/School Psychologist			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers

Description of Training			
SSDVE Presents: Spring IEP Season			
Lead Person/Position		Year of Training	
Greg Adams/Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District PaTTAN	Paraprofessionals Special Education Teachers

Description of Training			
Various archived PaTTAN trainings selected for staff on topic. Facilitated sessions will be held via zoom with a host facilitator.			
Lead Person/Position		Year of Training	
Special Education Director			
Hours Per Training	Number of Sessions	Provider	Audience
1	na	District PaTTAN	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers

Description of Training			
Various archived PaTTAN trainings selected for staff on topic. Non-Facilitated sessions will be offered as a professional development menu option for teachers.			

Lead Person/Position		Year of Training	
Special Education Director			
Hours Per Training	Number of Sessions	Provider	Audience
1	na	District PaTTAN	Building Administrators General Education Teachers Special Education Teachers

### Handle With Care. Behavior Management De-escalation and Restraint Techniques

Description of Training			
De-Escalation and Restraint Training			
Lead Person/Position		Year of Training	
HS Assistant Principal			
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District Other	Building Administrators Paraprofessionals Special Education Teachers

### Signatures & Affirmations

Approval Date

Uploaded Files

- There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
- The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.

- The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Superintendent/Chief Executive Officer

Date