

Montgomery Area SD  
**Special Education Plan Report**  
07/01/2019 - 06/30/2022

# District Profile

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## Demographics

120 Penn St  
 Montgomery, PA 17752  
 (570)547-1608  
 Superintendent: Daphne Bowers  
 Director of Special Education: Kyle Brown

## Planning Committee

Name	Role
Daphne Bowers	Administrator : Professional Education Special Education
<b>Karen</b> Snyder	Administrator : Professional Education Special Education
Joe Stoudt	Administrator : Professional Education Special Education
<b>Samantha</b> Mix	Elementary School Teacher - Regular Education : Special Education
Randi Jo Preston	Elementary School Teacher - Special Education : Professional Education Special Education
<b>Katie</b> Nichols	High School Teacher - Special Education : Special Education
<b>Kyle</b> Brown	Special Education Director/Specialist : Professional Education Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 114

### *Identification Method*

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

The Montgomery Area School District utilizes an Ability/Achievement Discrepancy model for the identification of students with a specific learning disability. The criterion for identification under this model includes two inclusionary factors and two exclusionary factors.

**Inclusionary Factor 1: Significant Underachievement-** The student does not achieve adequately for his/her age or meet grade level standards in one or more of the following areas when provided with learning experiences and instruction appropriate for the child's age or state-approved grade level standards: Oral Expression; Listening Comprehension; Written Expression; Basic Reading Skills; Reading Fluency Skills; Reading Comprehension; Mathematic Calculation; and Mathematic Problem Solving.

The Montgomery Area School District has established the following criteria to document significant underachievement: The student is performing at or below the 10th percentile on a standardized, norm referenced achievement test and is performing below proficient levels on state and/or local assessments.

**Inclusionary Factor 2: Severe Discrepancy -** The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both relative to age, state-approved grade level standards, or intellectual development, that is determined to be relevant to the identification of a specific learning disability, using appropriate assessments.

The Montgomery Area School District has established the following criteria to document the presences of a severe ability/achievement discrepancy:

An ability/achievement discrepancy analysis indicates that a student's achievement level is significantly below the level predicted for a student based on his/her overall ability level as indicated by standardized, norm referenced assessments of ability and achievement and the documented discrepancy is considered to be highly unusual compared to the norm sample. In order to meet this criterion, the following must be documented within the evaluation report.

The difference between actual and predicted achievement scores is statistically significant and occurs in less than or equal to 10 percent of the normative sample.

OR

The difference between actual and predicted achievement scores has a standard deviation discrepancy of less than or equal to -1.35 and standard deviation percentile rank of less than or equal to 10.

Additionally, the Montgomery Area School District uses cognitive assessment data to determine if a student presents with a deficit in one or more basic psychological processes related to the suspected areas of disability that is consistent with the identification of a SLD.

The following exclusionary factors are also considered when determining the presence of a specific leaning disability:

The presenting academic and/or performance problems are not a result of lack of appropriate instruction

The Presenting academic and/or performance problems are not a primary result of another disability, condition, or other factors.

The Montgomery Area School District gathers detailed information from a variety of sources throughout the pre-referral screening process and evaluation process to document these exclusionary factors. Data gathered may include: pre-referral intervention data and progress monitoring; student medical/developmental/background history; behavioral/social/emotional data; observational data; teacher and parent input; ecological assessment data; and other data unique to the individual child.

## ***Enrollment***

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

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

The Montgomery Area School District utilizes strong school wide supports to help ensure student's needs are met within their general education placements. These supports start with the district's pre-k program that provide high quality services to at-risk 3-4 year old children.. The district also utilizes a Mutli-Tiered System of Support for academic and behavior/social/emotional functioning that targets at-risk students through early intervening services. With these early intervening practices in place, the Montgomery Area School District is able to support at-risk students through general education initiatives. This may be one factor contributing to the disproportionality between the district average 12.3% total special education population and the state average of total special

education enrollment of 16.9%, Other discrepancies between disability categories may be in part due to the district's high transient population, which can influence data from year to year. The Montgomery Area School District will review enrollment data yearly and make needed adjustments to instruction, intervention, and referral processes in order to support the needs of all students.

### *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?

The Montgomery Area School District serves as the host district for Clear Vision Residential Treatment Facility, which is located within the district's boundaries. The school district contracts with the BLaST Intermediate Unit 17 to provide special education and related support services to qualifying students placed at Clear Vision.

The Montgomery Area School District works closely with Clear Vision and IU17 staff to ensure student needs, as outlined in their Individualized Education Plans, are being adequately addressed and that all students who attend the Clear Vision program have access to a free appropriate public education. The Montgomery Area School District also completes evaluations for students who are thought to be exceptional when individual student data indicates a student who has been placed at Clear Vision may be in need of special education and related services.

At this time, no problems or barriers exist which limit the Montgomery Area School District's ability to meet the obligations under Section 1306 of the Public School Code.

### *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).

There are no correctional facilities located within the Montgomery Area School District that house minors. When Montgomery Area School District students are incarcerated in the county correctional institution, the Williamsport Area School District provides the educational component. A student is educated, while incarcerated in the facility, until the students meets graduation requirements set forth by the Montgomery Area School District, or ages out at the age of 21.

The Montgomery Area School District's Director of Special Education collaborates closely with the educators responsible for the fulfillment of IEP goals while the student is incarcerated.

### *Least Restrictive Environment*

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

1. The Montgomery Area School District implements a continuum of programs and services to ensure that students with disabilities are educated with non-disabled children. The district utilizes a data-based decision making process to determine supports for individual students based on their unique needs. The IEP team analyzes data related to the student's learning style, strengths, interests, environmental preferences, and presents levels of academic achievement and functional performance. Based on this analysis, the IEP team makes recommendations for supplementary aids and services that will allow the student to make progress within the general education curriculum and general education environment. Placement decisions are made by considering the level of student need and intensity of service necessary to support progress towards individualized goals. Placement considerations always begin with the least restrictive environment. The IEP team determines changes to services and placement after careful review of all data and a re-evaluation is completed if necessary.

2. The Montgomery Area School District utilizes research-based curriculum and instruction to target academic development within the least restrictive environment. The Montgomery Area School District promotes collaboration between general education and special education teachers. This strong team approach allows educators to utilize evidence-based inclusive practices and provide differentiated instruction that matches student characteristics to instruction and assessment. Multi-Tiered Systems of Academic and Behavioral/Social/Emotional Support are also in place K-12 to target student needs in the general education setting. Furthermore, the Montgomery Area School District continues to enhance educational opportunities for all students through the district's technology initiative. The district provides the professional development necessary for staff to

develop content that inspires student learning and creativity, increases collaboration, and encourages students to leverage the technology they use daily to solve real-world problems through efforts in their homes, school, and community. Additionally, the Montgomery Area School District utilizes resources from the local intermediate unit, PaTTAN, and PDE to support the development of best practices for teachers, staff, and administrators.

3. The District's Child Count data indicated that 78.8 percent of the Montgomery Area School District's special education population is educated inside the regular class 80 percent or more of the time. A decision to educate a student in a more restrictive environment is determined by the student's IEP team and is based on an analysis of data which indicates a child is not progressing from the instruction provided in the regular educational setting even when supplementary aides and services are provided. The district currently has 12.4 students inside regular class less than 40%. This is slightly higher than the state average of 9.3%. The district addresses this difference in education placement by providing continued professional development activities for regular and special education teacher on support students with disability in the least restrictive environment.

### *Behavior Support Services*

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

Montgomery Area School District has established the following policy regarding behavior support for students with Individualized Education Plans. Policy 113.2 Behavior Support:

The IEP team for a student with a disability shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraint or other aversive techniques. The use of restraint shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional behavior assessment and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

The Montgomery Area School District utilizes school wide positive behavior support as a primary method for reinforcing expectations and addressing problem behaviors. The Raider Pride League program is used in Pre-K -6th grade and the PRIDE program is used at the Jr./Sr. High School Level. The district's PK-6 program has been recognized at the state level for Tier I Implementation Fidelity. Additionally, the Montgomery Area School District utilizes a continuum of evidence-based interventions to support the needs of students who may need more intensive behavioral, social,

emotional support within the general education setting. These supports are provided through a Multi-Tiered framework for service delivery, and include externalizing and internalizing problems instructional groups, check in/check out behavioral intervention, peer coaching, mentoring, and individualized behavior plans. Additionally, the district partners with outside agencies to provide outpatient counseling, behavior consultation, and therapeutic supports for students during the school day.

The district provides staff training on prevention, de-escalation techniques, incident management, and post incident procedures. Ongoing training on school wide positive behavior supports is provided through district in service training and IU and Pattan professional development opportunities.

### *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 Montgomery Area School District utilizes a data-based decision making process for making placement recommendations for students with disabilities based on the unique needs of the child. The district has a continuum of services available within the district to meet the individual needs of most students. However, at times, data analysis completed by the IEP team indicates the need for more intensive services. Due to the small size of the Montgomery Area School District, the district does not have in-house programs that meet the needs of all students with severe disabilities. In order to ensure that students with more severe needs are provided with FAPE, the district collaborates closely with the local intermediate unit and neighboring school districts to find appropriate placement options and services. Additionally, the district works closely with local agencies, (Children & Youth, BHRS agencies, Partial Hospitalization Programs, MH/ID) in an effort to build programs that provide students with FAPE.

2. The Montgomery Area School District successfully utilizes programs through the BLaST IU 17 located in neighboring school districts to service students with needs that cannot be met through in-house district services. The Montgomery Area School District personnel work closely with staff from the IU to ensure that needs outlined in IEPs are being addressed appropriately and that supplementary aids and services continue to be available to support student progress towards IEP goals. The Montgomery Area School District will continue to strengthen collaboration and communication with personnel servicing students who are in out-of-district placements in order to enhance the opportunities for those students.



3. The Montgomery Area School District plans to continue developing the continuum of services offered through programs within district buildings. A focus during the life of this plan will be supporting students in need of life skills and providing evidence based instruction and intervention to meet each individuals academic and functional needs in the least restrictive environment .

# 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
Clear Vision Residential Treatment Center	Nonresident	BLaST Intermediate Unit #17	10

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Montoursville Area School District	Neighboring School Districts	Life Skills	3
Williamsport Area School District	Neighboring School Districts	Multiple Disabilities Support	1
Lycoming Day Treatment	Other	Learning Support	1
Behavior Specialist Inc.	Other	Emotional Support	2
Compass Academy/Justice Works	Other	Learning Support	2

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* March 19, 2019

*Reason for the proposed change:* Updating teacher caseload.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 9	16	1
Justification: Whenever a student falls outside the three year age range it is justified within the student's IEP.				
Locations:				
Montgomery Elementary	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #2

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class and Position

*Implementation Date:* July 1, 2019

*Reason for the proposed change:* Add life skills in order to meet up coming needs of the district

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 11	6	0.75
Justification: Whenever a student falls outside the 3 year age range it is justified in the student's IEP.				
Locations:				
Montgomery Elementary	An Elementary	A building in which General		

	School Building	Education programs are operated		
Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 11	2	0.25
Justification: Whenever a student falls outside the 3 year age range it is justified in the student's IEP.				
Locations:				
Montgomery Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #3***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 19, 2019*Reason for the proposed change:* Update teacher caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	13	1
Locations:				
Montgomery Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #4***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 19, 2019*Reason for the proposed change:* Update teacher caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	10	1
Locations:				
Montgomery Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #5***Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* March 18, 2019*Reason for the proposed change:* Update teacher caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 18	5	0.35
Justification: Whenever a student falls outside the 4 year age range it is justified in the student's IEP.				
Locations:				

Montgomery Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 15	4	0.65
Locations:				
Montgomery Jr/Sr. High	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #6***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 19, 2019*Reason for the proposed change:* Update teacher caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	17	0.6
Locations:				
Montgomery Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 15	1	0.2
Locations:				
Montgomery Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	2	0.2
Locations:				
Montgomery Area Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #7***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 19, 2019*Reason for the proposed change:* Update teacher caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	15	0.6
Locations:				
Montgomery Jr/Sr	A Junior/Senior High	A building in which General		

High School	School Building	Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 16	1	0.2
Locations:				
Montgomery Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	1	0.2
Locations:				
Montgomery Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #8***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 19, 2019*Reason for the proposed change:* Update teacher caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 19	14	1
Locations:				
Montgomery Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #9***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 19, 2019*Reason for the proposed change:* Update teacher caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	43	0.75
Justification: This position is not servicing students within the same instructional group that are exceeding age range restrictions.				
Locations:				
Montgomery Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	13 to 19	13	0.25
Justification: This position is not servicing students within the same instructional group that are exceeding age range restrictions.				

Locations:				
Montgomery Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #10***Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* March 19, 2019*Reason for the proposed change:* Update teacher caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	7	0.5
Locations:				
Montgomery Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 11	1	0.25
Locations:				
Montgomery Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 10	3	0.25
Locations:				
Montgomery Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Special Education Support Services**

Support Service	Location	Teacher FTE
Director of Special Education/School Psychologist	Districtwide	1
Paraprofessional	Montgomery Elementary	6.25
Paraprofessional	Jr./Sr. High School	2.5

**Special Education Contracted Services**

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Outside Contractor	1 Days
Physical Therapy	Outside Contractor	1 Hours

Audiology	Intermediate Unit	30 Minutes
Hearing Support	Intermediate Unit	7 Hours



# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	The Montgomery Area School District staff will complete training on best practices in the field of Autism in order to increase knowledge of evidence-based instruction and intervention and enhance skills needed to services students with Autism. The following areas will be addressed - Academic, Behavioral/Social/Emotional, and Communication.
<b>Person Responsible</b>	Special Education Director, Building Principals
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, 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>	District Staff, IU Staff, PaTTAN
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Staff will gain knowledge needed to enhance services, supports, and programs for students with Autism.
<b>Research &amp; Best Practices Base</b>	Trainings will focus on evidence-based strategies and practices for students with Autism.
<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</p>

	<p>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> <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>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Other educational specialists</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>
<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>

	Participant survey
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## Behavior Support

<b>Description</b>	The Montgomery Area School District staff will participate in ongoing training opportunities that focus on positive behavior support, prevention, de-escalation, safe crisis management, and implementation of evidence-based behavioral interventions in order to increase behavior/social/emotional functioning and improve academic achievement for all students.
<b>Person Responsible</b>	Special Education Director, Building Principals
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<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>	6
<b># of Participants Per Session</b>	85
<b>Provider</b>	District Staff, IU Staff, PaTTAN
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Staff will gain knowledge needed to support students who display a range of behavioral/social/emotional needs utilizing positive behavior support strategies in order to enhance educational outcomes for all students.
<b>Research &amp; Best Practices Base</b>	Trainings will be based on state led initiatives in positive behavior support.
<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>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</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>Analysis of student work, with administrator and/or peers</p> <p>Joint planning period activities</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>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p>

	Participant survey Review of participant lesson plans
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## Paraprofessional

<b>Description</b>	Paraprofessionals will participate in ongoing training in order to enhance skills needed to effectively support students with unique needs across a variety of educational settings. Training will focus on special education processes including, supporting students in inclusive settings, effective behavioral management, supporting the use of assistive technology, and assessment and progress monitoring.
<b>Person Responsible</b>	Special Education Director, Building Principals, Special Education Teachers
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services, Educational Technology

## Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	7
<b># of Participants Per Session</b>	15
<b>Provider</b>	District Staff, IU Staff, PaTTAN
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Paraprofessionals will gain knowledge needed to effectively meet the needs and support the implementation of individualized education plans.
<b>Research &amp; Best Practices Base</b>	The district will utilize evidence-based training opportunities to enhance the skills of paraprofessionals working within the district.
<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</p>

	<p>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> <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>Live Webinar</p> <p>Online-Synchronous</p> <p>Online-Asynchronous</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Paraprofessional</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>Journaling and reflecting</p> <p>Individual feedback</p>
<b>Evaluation Methods</b>	<p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of written reports summarizing instructional activity</p>

## Reading

<b>Description</b>	Montgomery Area School District staff will engage in professional development
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	activities related to assessment, research-based intervention, progress monitoring, and data analysis for students with reading disabilities. Additionally, training will be completed on supporting reading development for all students through a Multi-Tiered System of Support framework.
<b>Person Responsible</b>	Special Education Director, Building Principals
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services, Educational Technology

### Professional Development Details

<b>Hours Per Session</b>	6.0
<b># of Sessions</b>	6
<b># of Participants Per Session</b>	30
<b>Provider</b>	District Staff, IU Staff, PaTTAN
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Staff will gain important knowledge needed to support academic needs of all students including those with disabilities using evidence-based instructional techniques and a Multi-Tiered System of Support. Staff will also gain knowledge in data analysis and the use of data in making high stakes academic decisions.
<b>Research &amp; Best Practices Base</b>	Training will be based on research and best practices in supporting students through the use of a Multi-Tiered System of Support.
<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 community partners.</p>
<b>For school or LEA administrators, and other</b>	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional

<b>educators seeking leadership roles</b>	<p>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>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</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>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Lesson modeling with mentoring</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>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p>



	Review of participant lesson plans
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## Transition

<b>Description</b>	Montgomery Area School District staff will engage in professional development to improve post-secondary outcomes of employment, post-secondary education and training for students with disabilities.
<b>Person Responsible</b>	Special Education Director, Building Principals
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<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>	6
<b># of Participants Per Session</b>	10
<b>Provider</b>	District Staff, IU Staff, PaTTAN
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Staff will increase skills needed to assess individual transition needs and interests; increase knowledge of available resources; improve transition planning process; and develop appropriate transition IEPs.
<b>Research &amp; Best Practices Base</b>	Training will be based on state led initiatives on transition and best practices related to indicator 13.
<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 community partners.</p>
<b>For school or LEA administrators, and other</b>	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional

<b>educators seeking leadership roles</b>	<p>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>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
<b>Grade Levels</b>	<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>Analysis of student work, with administrator and/or peers</p>
<b>Evaluation Methods</b>	<p>Participant survey</p> <p>Analysis of transition documentation within the IEP; Analysis of Post Secondary Student Outcomes</p>

# 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*