

Montgomery Area SD
Special Education Plan Report
07/01/2015 - 06/30/2018

District Profile

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
Kyle Brown	Administrator : Special Education
Jennifer Johnson	Parent : Special Education
Paula Taylor	Elementary School Teacher - Special Education : Professional Education Special Education
Billie Jean Tyler	High School Teacher - Special Education : Special Education
Elizabeth Zettlemyer	Elementary School Teacher - Regular Education : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 94

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 criteria 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 criteria, 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.

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: <http://penndata.hbg.psu.edu/BSEReports>

The December 1, 2013 data count indicated that The Montgomery Area School District's total special education population of 10.5 % is disproportionate to the State average of 15.4 %. The Montgomery Area School District utilizes strong school wide supports to help ensure student's needs are met within their general education placements. This may account for the disproportionality between the district average and the state average. The December 1, 2013 data count indicated that the percentage of special education students identified with a specific learning disability is 60.6 percent. This percentage is greater than the state average of 44.3 percent. An elevated percentage of student's identified with specific learning disability may be in part due to the low percentage of overall special education population, as well as lower percentages in other disability categories at the time of the 2013 child count. The Montgomery Area School District will address

disproportionality rates of students with specific learning disability by continuing to enhance the pre-referral intervention process for academically at-risk 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. 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. 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 Special Education Case Manager 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. The placement decision is made by considering the level of student need and intensity of service necessary to support progress towards goals. Placement considerations always begin with the least restrictive environment. Changes to services and placement determined by the IEP team after careful review of progress monitoring and other relevant data.

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 teacher. This strong team approach allows educators to utilize evidence-based inclusive practices and provide differentiated instruction that matches student characteristics to instruction and assessment. School-Wide Positive Behavior Support and components of Response to Intervention are also in place K-12 to support 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 December 1, 2013 Child Count data indicated that 81.1 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. In those cases, every opportunity available is used to allow those students interact with non-disabled peers on a regular basis, including participation in extracurricular activities, graduation ceremonies, and other school functions.

Behavior Support Services

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

The Montgomery Area School District utilized School Wide Positive Behavior Supports for all students in grades K-12.

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 support within the general education setting. The district also has staff trained through Quality Behavior Solutions Safety Care Behavioral Training, which teaches minimization strategies, de-escalation techniques, incident management, and post incident procedures.

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.

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 has opened a district run Autistic Support classroom at the Montgomery Elementary School in order to service students in need of Autistic Support in their home school. The district will continue to develop best practice in Autistic Support while utilizing research-based practices to meet the needs of students placed within this classroom. The district is also using the Competent Learner Model in this classroom, which is a research-validated program for serving students with Autism and other challenging behaviors. The district provides ongoing training in the use of this model for administrators, teachers, and support staff.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

The Montgomery Area Schools District prides itself on the philosophy that all children can achieve high standards and advocates for an inclusion environment. The following outlines the highlights of our special education program in the Montgomery Area School District.

- A district run Autistic Support classroom was opened in August 2014 in order to provide students who are in need of Autistic Support appropriate services within their home school. This classroom utilizes the Competent Learner Model (CLM) to support students' individual learning needs. CLM is an evidence-based program, which includes aspects of direct instruction, precision teaching, and applied behavior analysis. The district provides ongoing training to administrators, teachers, and support staff in the use of the CLM program, as well as other research-based instructional practices.
- The district has implemented a one-to-one technology initiative for students in grades K-12. This initiative puts technology in the hands of all students in order to enhance educational opportunities and transform teaching and learning to meet the unique needs of all students, including those with disabilities.
- Implementation of inclusionary practices at the elementary and secondary level with 95% of our students within the Elementary, Middle, and High Schools participating in regular education classes and curriculum alongside non-disabled peers.
- Special and regular education staff that embrace inclusion and participate in on-going trainings, conferences, & workshops to improve knowledge and skills in differentiated instruction and co-teaching.
- Administrative and school board support in meeting LRE by reducing the number of students placed in out-of-district classes.
- Involvement of special education students in extracurricular activities and school committees (athletics, music, homecoming, National Honor Society, student operated restaurant, FBLA, & Technology Student Association).
- Participation of special education staff in conferences & workshops pertaining to state and federal initiatives and mandates, such as Progress Monitoring, and Response to Intervention.
- High percentage of special education students attaining Advanced or Proficient status on the PSSA/PASA, along with a 100% participation rate of students with disabilities.
- Participation in school to work initiatives (Explorer Program) and activities (Employability Day & Transition Council) for students with disabilities.
- Coordination of agency services (CareerLink, IU, HOPE Enterprises, OVR, MHMR) to prepare students to meet post-high school outcomes.
- Academic intervention and prereferral programs including Study Island, Read Naturally, Wilson Reading, Title I, Reading Recovery, & Fast Forward.
- Behavioral intervention and prereferral programs including a school based outreach caseworker from Children & Youth, Student Assistance Program, & School wide positive behavior program.
- Students with disabilities have access to research based core instructional programs including Everyday Math, Connected Math, Wonders, Foundations, Sitton Spelling, FOSS Science.
- Continual monitoring of student performance on state and local assessments and data driven decision making in order to provide the necessary professional development or programs to meet the needs of individual students.
- Scheduled team time for regular and special education teachers to develop action plans/strategies

to maximize student performance.

- Opportunities for parent participation in trainings and conferences offered by both the school and outside providers, related to program content , transition, (high school & preschool), specific disabilities, homework support, and behavioral support for parents.

Assurances

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Clear Vision Residential Treatment Center	Nonresident	BLaST Intermediate Unit #17	6

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	2
Behavior Specialist Inc.	Other	Emotional Support	1
KidsPeace National Centers	Other	Learning Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2015

Reason for the proposed change: Increase capacity to service students with itinerant emotional support.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Montgomery Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 9	14	0.75
Justification: Whenever a student falls outside the three year age range it is justified within the student's IEP.							
Montgomery Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 9	3	0.25
Justification: Whenever a student falls outside the 3 year age range it is justified in the student's IEP.							

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 18, 2014

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

Square footage of this classroom: 720 sq. ft. (30 feet long x 24 feet wide)

Reason for the proposed change: Age range and caseload change based on current enrollment.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Montgomery Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 11	7	1

Justification: Whenever a student falls outside the 3 year age range it is justified in the student's IEP.

Program Position #3

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2015

Reason for the proposed change: Increase capacity to service students with itinerant emotional support

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Montgomery Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	11	0.75
Montgomery Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	8 to 11	3	0.25

Program Position #4

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2015

Reason for the proposed change: Increase capacity to service students with itinerant emotional support.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Montgomery Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	11	0.75
Montgomery Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	10 to 12	2	0.25

Program Position #5

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: July 1, 2015

Reason for the proposed change: Age range change due to projected caseload.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Montgomery Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 18	6	1
Justification: Whenever a student falls outside the 4 year age range it is justified in the student's IEP.							

Program Position #6

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2015

Reason for the proposed change: Increase capacity to service students with itinerant emotional support.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Montgomery Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	10	0.75
Montgomery Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 15	3	0.25

Program Position #7

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2015

Reason for the proposed change: Increase capacity to service students with itinerant emotional support.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Montgomery Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	11	0.75

Montgomery Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 16	1	0.25
--------------------------------------	--------------------------------------	---	-----------	-------------------	----------	---	------

Program Position #8

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2015

Reason for the proposed change: Increase capacity to service students with itinerant emotional support.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Montgomery Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 19	6	0.75
Montgomery Jr/Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 19	2	0.25

Program Position #9

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2015

Reason for the proposed change: Age range and caseload change based on current enrollment.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Montgomery Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 21	52	1

Justification: This position is not servicing students within the same instructional group that are exceeding age range restrictions.

Special Education Support Services

Support Service	Location	Teacher FTE
Paraprofessionals	Montgomery Elementary	7
Paraprofessionals	Jr./Sr. High School	3

School Psychologist/Special Ed. Case Manager	Districtwide	1
--	--------------	---

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Intermediate Unit	1 Days
Physical Therapy	Intermediate Unit	1.3 Hours
Audiology	Intermediate Unit	30 Minutes
Hearing Support	Intermediate Unit	4 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	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. Additionally, the Montgomery Area School District will promote the development of skills needed to utilize advances in technology to support the unique needs of students with Autism
Person Responsible	Building Principals, Special Education Administrator
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	3.0
# of Sessions	3
# of Participants Per Session	20
Provider	District Staff, IU Staff, PaTTAN
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Staff will gain knowledge needed to enhance services, supports, and programs for students with Autism.
Research & Best Practices Base	Trainings will focus on evidence-based strategies and practices for students with Autism.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment</p>

	<p>skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Journaling and reflecting</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p>

	Participant survey
--	--------------------

Behavior Support

Description	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.
Person Responsible	Building Principals, Special Education Administrator
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	6
# of Participants Per Session	85
Provider	District Staff, IU Staff, PaTTAN
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	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.
Research & Best Practices Base	Trainings will be based on state led initiatives in positive behavior support.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and</p>

	community partners.
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>School Whole Group Presentation</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Journaling and reflecting</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p>

	Portfolio
--	-----------

Paraprofessional

Description	Paraprofessionals will participate in ongoing trainings in order to enhance skills needed to effectively support students with unique needs across a variety of educational settings. Additional focus will be placed on increasing paraprofessionals' ability to incorporate technology into instructional support for students with disabilities.
Person Responsible	Building Principals, Special Education Administrator
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	3.0
# of Sessions	7
# of Participants Per Session	15
Provider	District Staff, IU Staff, PaTTAN
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Paraprofessionals will gain knowledge needed to effectively meet the needs and support the implementation of individualized education plans.
Research & Best Practices Base	The district will utilize evidence-based training opportunities to enhance the skills of paraprofessionals working within the district.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and</p>

	community partners.
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Live Webinar</p> <p>Online-Synchronous</p> <p>Online-Asynchronous</p>
Participant Roles	Paraprofessional
Grade Levels	<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>
Follow-up Activities	<p>Journaling and reflecting</p> <p>Individual feedback</p>
Evaluation Methods	<p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Review of written reports summarizing instructional activity</p>

Reading NCLB #1

Description	Montgomery Area School District staff will engage in professional development activities related to research-based intervention and progress monitoring for students with reading disabilities. Professional development opportunities will
--------------------	---

	also focus incorporating technology into instruction and intervention in order to enhance learning opportunities and increase annual yearly progress for all students.
Person Responsible	Building Principals, Special Education Administrator
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	6.0
# of Sessions	6
# of Participants Per Session	30
Provider	District Staff, IU Staff, PaTTAN
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Staff will gain important knowledge needed to support academic needs of students with disabilities using evidence-based instructional techniques and technology.
Research & Best Practices Base	Training will focus on instructional strategies, tools, and technology that have empirical evidence for students with disabilities.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<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,</p>

	<p>with an emphasis on learning. Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation Series of Workshops</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with mentoring Journaling and reflecting</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans Portfolio</p>

Transition

Description	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.
Person Responsible	Building Principals, Special Education Administrator
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	6
# of Participants Per Session	10
Provider	District Staff, IU Staff, PaTTAN
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Staff will increase skills needed to assess individual transition needs and interests; increase knowledge of available resources; improve transition planning process.
Research & Best Practices Base	Aligned with Chapter 14 and IDEA.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<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,</p>

	with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops Department Focused Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Other educational specialists Related Service Personnel
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers Discussions and conferencing with the School Counselor
Evaluation Methods	Analysis of transition documentation within the IEP.

Special Education Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer