

Profile and Plan Essentials

LEA Name		AUN
Montoursville Area SD		117415103
Address 1		
50 N Arch St		
Address 2		
City	State	Zip
Montoursville	PA	17754
Director of Special Education Name		
Timothy Hanner		
Director of Special Education Email		
thanner@montoursville.k12.pa.us		
Director of Special Education Phone Number		Director of Special Education Ext
(570) 368-3502		
Chief Administrator Name		
Mr Daniel D Taormina		
Chief Administrator Email		
dtaormina@montoursville.k12.pa.us		

Special Education Students

Total Number of Students Receiving Special Education 304

School District Total Student Enrollment 1706

Percent of Students Receiving Special Education 17.8

Steering Committee

Name	Position/Role	Building	Email
Daniel Taormina	Superintendent	Montoursville Area SD	dtaormina@montoursville.k12.pa.us
Timothy Hanner	Director of Special Education	Montoursville Area SD	thanner@montoursville.k12.pa.us
Curtis Myers	Building Principal	C E McCall MS	cmyers@montoursville.k12.pa.us
Wendy Baker	Other	Montoursville Area SD	wbaker@montoursville.k12.pa.us
Vanessa Lorson	Other	Lyter El Sch	vlorson@montoursville.k12.pa.us
Terri Hill	Other	Montoursville Area SHS	thill@montoursville.k12.pa.us
Krista Wise	Special Education Teacher	Montoursville Area SHS	kwise@montoursville.k12.pa.us
Kim Sauers	Special Education Teacher	Loyalsock Valley El Sch	ksauers@montoursville.k12.pa.us
Julia Edler	Other	Lyter El Sch	jedler@montoursville.k12.pa.us
Brandy Smith	Parent	Montoursville Area SD	bsmith@montoursville.k12.pa.us
Erica Hoyt	Other	Montoursville Area SD	ehoyt@iu17.org
Desiree Ulmer	General Education Teacher	Lyter El Sch	dulmer@montoursville.k12.pa.us
Todd Badger	Board Member	Montoursville Area SD	tbadger@montoursville.k12.pa.us
Ashley Hess	Other	Loyalsock Valley El Sch	ahess@iu17.org
Amber Logan	Other	Montoursville Area SD	dlogan57@verizon.net

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Improvement and Planning Activity
The Montoursville Area SD students with disabilities for the 11th grade ELA assessment had an 84.2% participation rate. This is higher than the Pennsylvania state average of 82.1%. This is below the SPR/APR Target of 95%. The MASD will continue to communicate with parents to ensure that parents/guardians are aware of the assessment dates and times. The school district staff will encourage all students to participate in the state assessment testing.
The Montoursville Area SD students with disabilities in comparison to students without disabilities had a gap between ratings of proficient and basic/below basic for math in 4th and 8th grades and for ELA in 4th, 8th, and 11th grades. The MASD will continue to address these gaps for special education students through targeted intervention sessions. The MASD has incorporated a new math curriculum for grades K-8 using the I-Ready math. This new math curriculum has an individual "My Path" that is to address the students' specific skills and tailor learning to the individual students' needs. The school district will be closely monitoring students' PVAAS data, their Acadience testing results for ELA and I-Ready math diagnostic results to address their specific needs. The MASD will also be hiring a new Curriculum Director for the 2024-2025 school year. This is a position that has been vacant in the school district for 7 years.

Education Environments (Indicator 5)

Improvement and Planning Activity
The MASD did not meet target in the area of special education students in the regular education classroom for less than 40% of their school day. The school district has 15% of their total special education population noted in this area compared to the target 9.6%. At that time, the supplemental learning support classrooms in the school district were operated by the Intermediate Unit #17. Since that time, the MASD has transferred both supplemental learning support classrooms (elementary and middle schools) to district operated programs. This allows the school district to better create supports for students based on their individual student needs. The school district can have students receive targeted instruction in the learning support classroom without decreasing their regular education time by only needing this level of instruction in one academic area. The school district will continue to make decisions on student needs and placements based on their individual academic needs.
During the 2022-2023 school year, the MASD focused in-service staff training on the Universal Design of Learning to better educate staff on differentiated learning. This training was designed to give teachers strategies to better accommodate all learners in the regular education classroom. During the 2024-2025 school year, the plan is to have staff receive this training per buildings to specifically address the needs of the elementary, middle, and high school grade students.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Non-Resident Students Oversight

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

No

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

The Montoursville Area School District (MASD) strives to include all stakeholders involved in every student's education. The MASD works collaboratively with foster homes, foster agencies, and educational facilities located outside when students are placed outside of the school district. Under the guidance of the Supervisor of Special Education, the MASD ensures that students in 1306 facilities are receiving a high quality education by certified General Education and/or Special Education Teachers. Comprehensive referral and identification procedures have been developed to insure that all eligible students are identified under Child Find and provided with FAPE. When students are placed in a 1306 facility, the Supervisor of Special Education or other designated Local Educational Agency Rep participates in the IEP meetings, reviews all the information, and discusses the student's educational program to determine the appropriate placement within the LRE and delivery of FAPE. The MASD works collaboratively with the placement facility and the host district through IEP meetings to determine that the student's educational program is implemented within the Least Restrictive Environment while attending the 1306 facility.

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

While the 1306 students are placed in their facility, the Montoursville Area School District (MASD) collaborates with the facility and host school district to ensure that all students have access to education; students with disabilities receive FAPE in accordance with their IEPs; and all mandated procedural protections are provided. When an identified student is placed at a 1306 facility, the contracted educational staff from that facility will notify the MASD special education department (Supervisor of Special Education and/or School Psychologist) of the court appointment, and secure the IEP from the school district of residence. Without delay, the host school district educational staff involve MASD staff and convene an IEP meeting to determine whether the student's IEP should be revised, and if the educational placement and related services are appropriate for the student's current needs. The contracted educational staff and MASD work together to ensure that the student's parent/guardian is included in the IEP meeting, including informing the parent they can participate through a teleconference call, virtual meeting, or in person. Until a new IEP is developed for the student by the IEP team including the parent/guardian, the student must receive services comparable to those in the existing IEP. MASD monitors the educational program by reviewing educational services for the student on a continuous basis and the contracted educational staff communicate student progress to the parent/guardian and to MASD on a quarterly basis. All students placed in a 1306 facility begin receiving educational services and attending the school program within five school days of the student's admission to the institution per 22 PA Code 11.11. In order to facilitate a smooth transition and return the student to Montoursville Area School District, when the residential facility provides notice that a student is to be released from the facility, MASD, the host school district, and the contracted educational staff work collaboratively to prepare for the student's discharge from the institution, if possible. If, instead of returning home, the student is moving to a residential facility in another school district, these contacts are made with the new host school district. Updated educational records, progress monitoring, record of courses taken and credits earned, as well as copies of college and career readiness artifacts are given to MASD and the new host district, if the student is being transferred to another residential treatment facility.

Incarcerated Students Oversight

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

No

1. **Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).**

There are no facilities located within the Montoursville Area School District. Should Montoursville Area School District have students that are incarcerated and in need of specially designed instruction, their services would be provided by the Williamsport Area School District along with support services being supplied through the BLAST Intermediate Unit 17. The District follows current regulation and BECs to ensure FAPE to identified students. Information regarding any Montoursville Area School District student would be shared with the service provider.

Least Restrictive Environment

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

Based on the 2022-2023 Special Education Data Report (SEDR), the district's percentages are very similar to the state percentages. With regard to Indicator 5, Educational Environments, Montoursville Area School District is above the state average for students served in the regular education setting for more than 80% of the day. Montoursville Area School District serves 76.9% of the students receiving special education in the regular education setting while the state average is 61.6%. For students receiving services in the regular education setting for less than 40% of the day, Montoursville Area School District was slightly higher than the state average. Montoursville Area School District serves 12.4% of students in the regular education setting for less than 40% of the day. While the state average is 10% based on the SEDR data. The data points can be impacted by the overall small population of the Montoursville Area School District. For SE in Other Settings, when reviewing the Indicator 5 data from the 2022-2023 school year, the LEA percentages in the area of SE in Other Settings is 3.7% which is less than the state average of 4.4%. In the area "SE Inside Regular Class less than 40% when compared to the 2021-2022 SDR, the LEA has decreased from 15% to 12.4% during the 2022-2023 school year.

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

The Montoursville Area School District uses a universal screening in reading via Acadience and in math via I-Ready diagnostics. The Montoursville Area School District uses a Multi-Tiered System of Supports (MTSS) framework at the elementary schools (K-4). The school district employs two MTSS Intervention Specialists at both elementary schools. The MTSS team meets on a monthly basis to review student data and discuss any concerns. The MTSS team discusses educational strategies that can be implemented to assist the targeted students. The Montoursville Area School District refers students with social/emotional needs to the Student's Assistant Program (SAP). The elementary and middle schools use a variety of research based social/emotional curriculum in grades K-8 including Suite 360, Super Flex, Zones of Regulation, and Everyday Speech. Positive Behavioral Intervention and Supports (PBIS) is used at the elementary and middle schools grades K-8.

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

Regular and special education staff and support staff are encouraged to attend professional development opportunities offered through PDE, PaTTAN, and BLaST IU 17 in order to enhance their knowledge and ability to support the inclusion of children with learning disabilities within the general education setting. Montoursville Area School District collaborates with BLaST IU 17, PaTTAN and PDE to bring training to the school district during scheduled in-service days. In addition to inservice training, the special education department meets monthly after school for training purposes and to discuss interventions and strategies that may benefit some students, as well as PDE regulations and responsibilities. In addition, the Supervisor of Special Education attends monthly meeting with BLaST IU 17 and the annual PDE Conference to keep abreast of current evidence-based models and practices as well as to discuss successful programs, services, and options with colleagues. The special education teachers and Supervisor of Special Education work closely with the regular education teachers to ensure student success.

4. **Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.**

The Montoursville Area School District utilizes a variety of supplementary aids and services based on the individual student's needs as determined by the IEP team that will allow students with special needs to fully participate in various extracurricular activities. Students in the Montoursville Area School District are encouraged to participate in extracurricular activities that meet their own interests. Various supplementary aids and services currently being used include: collaboration between the special education teachers and coaching, directors, and other club advisors, assistive technology, communication

devices, adaptive equipment, sensory supports, individualized behavior supports, de-escalation strategies, and environmental adaptations. The examples provided are a small sample of the supplementary aids and services provided to students. When needed the IEP team will meet and include staff that oversee the extracurricular activities to ensure that all the necessary accommodations and supplementary aides and services are in place so the students can successfully participate in the different extracurricular activities.

5. **Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?**

At this time the Montoursville Area School District has a low number of students receiving educational services in private institutions. Periodically, a student may be placed in a private institution through an outside agency. The Supervisor of Special Education participates in all IEP meetings and consideration is always given to the least restrictive environment and including students with non-disabled children whenever possible. When a student with disabilities is placed in a private institution, the LEA will make all attempts to include the student in extracurricular activities based on school district policies and administrative regulations.

6. **Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)**

Montoursville Area School District continues to evaluate and assess special education programming options within the school district. By contracting with the BLaST Intermediate Unit 17 and other local resources, the Montoursville Area School District is able to provide a continuum of services for the special education students to meet their individual academic and behavioral needs. When determining the most appropriate placement, the IEP team evaluates all the student's special education records including the most recent Evaluation Report and IEP.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Academy for Integrated Studies - South	Other	IU operated program	BLaST Intermediate Unit 17	Emotional Support	2
Loyalsock Township High School	Other	IU operated program	BLaST Intermediate Unit 17	Autistic Support	1
Schick Elementary School	Other	IU operated program	BLaST Intermediate Unit 17	Life Skills Support	4
Pennridge High School	Other	IU classroom	Bucks County Intermediate Unit	Multiple Disabilities Support	1

New Story Schools in Selinsgrove	Licensed Private Academic		New Story Schools	Emotional Support	2
New Story in Berwick	Licensed Private Academic	Virtual Learning	New Story Schools	Emotional Support	1
Hughesville Area High School	Other	IU operated program	BLaST Intermediate Unit 17	Autistic Support	1
Central Elementary School	Other	IU operated classroom	BLaST Intermediate Unit 17	Autistic Support	2

Positive Behavior Support

Date of Approval

2018-12-04

Uploaded Files

Behavior Support Services Board Policy.pdf

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

The Montoursville Area School District is committed to supporting students with behavioral needs in the least restrictive environment. The school district will only consider placing students in other outside of district settings when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal law and regulations. When students exhibit behaviors that impede their learning or that of other students, the school district will complete a Functional Behavior Assessment to determine the function of the student's behavior. The results of the Functional Behavior Assessment will be the foundation of the student's Positive Behavior Support Plan that the IEP team will develop to address specific research based techniques and modifications that can be used to help the student with his/her behavior(s). The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques have been tried. The district also works closely with several behavioral health agencies who may provide supports to students to ensure continuity and fidelity of services. The district also has an Outreach Counselor who serves three days a week in our schools to provide supports and can recommend varying levels of behavioral health services for our students.

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

The Montoursville Area School District will select staff members in each building, which include administrators, teachers and paraprofessionals, to receive ongoing training that addresses positive behavior supports, deescalation techniques, and school based behavioral health. The school district employs two on-site district staff member that are certified Quality Behavioral Solutions trainers to train staff annually. Dependent upon availability of training and district needs, companies other than Quality Behavioral Solutions may be used to provide staff training. The district maintains a team of professionals trained in behavioral de-escalation and managing behavioral crises. Additionally, all staff working with individual students are trained with regard to individual positive behavior support plans.

3. Describe the district positive school wide support programs.

The Montoursville Area School District has implemented a School Wide Positive Behavior Support Program at one of the elementary schools and middle school. The focus of the program is teaching students school-wide expectations and the students' exhibiting positive behaviors. Positive behaviors are taught at the beginning of the school year, re-taught throughout the school year when needed, and modeled by others. Students have the opportunity to earn PRIDE tickets based on their positive behavior and can win prizes throughout the year. The schools also hold assemblies throughout the year to encourage and reteach appropriate behaviors.

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

The Montoursville Area School District works closely with several behavioral health agencies who may provide supports to students. The school district also has an Outreach Counselor who serves approximately three days a week in our schools to provide supports and can recommend varying levels of behavioral health services for our students. Additionally, the school district contracts with a community mental health agency that provides counseling services to students in need.

5. **Describe the district restraint procedure.**

The Montoursville Area School Board directs that the school 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 restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. The district maintains a team of professionals trained in behavioral de-escalation and managing behavioral crises. The use of restraints are only used as last resort and in accordance with individualized education plans. All notifications and reporting are completed in accordance with state guidelines

Intensive Interagency

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

The Montoursville Area School District is committed to ensuring a free and appropriate education to all students within the least restrictive environment. The district utilizes supplementary aids and services to allow for students to succeed in the regular education classroom while simultaneously offering a continuum of service options for students. The district also contracts with the Intermediate Unit 17 for the provision of services that cannot be supported by our internal resources. The school district works collaboratively with the IEP team and local community agencies utilizing an interagency approach to determine appropriate supports and services for difficult to place students. The MASD utilizes the Lycoming County CASSP coordination and supports for difficult to place students. Parents, along with assistance from school staff, may be referred to outside agencies for additional services such as BHT, mobile therapy, MH/ID support, partial hospitalization, or residential treatment which will assist our students to achieve success. The school district will continue to foster a collaborative working relationship with all community agencies to develop appropriate programs and provide support for students who demonstrate significant need. The school district will continue to monitor our local needs regarding the provision of appropriate educational programming.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Emotional Support - Grades 5-8	Secondary	Full-time (1.0)	01/23/2024 01:49 PM

Building Name		
C E McCall MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support - Grades 9-12	Secondary	Full-time (1.0)	01/23/2024 01:45 PM

Building Name		
Montoursville Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19

Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support - Grade 6	Secondary	Full-time (1.0)	01/23/2024 01:41 PM

Building Name		
C E McCall MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		23
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.46

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support - Grades 3-4	Elementary	Full-time (1.0)	01/23/2024 01:36 PM

Building Name		
Lyter El Sch		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support - Grades K-2	Elementary	Full-time (1.0)	01/23/2024 01:32 PM

Building Name		
Lyter El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Supplemental Learning Support - Grades K-4	Elementary	Full-time (1.0)	01/23/2024 12:00 PM

Building Name		
Loyalsock Valley El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
Students will be educated in age appropriate groupings and any age restriction variance that occurs will be addressed in individual IEP's.		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Itinerant Learning Support - Grade 5	Secondary	Full-time (1.0)	01/23/2024 12:24 PM

Building Name		
C E McCall MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Itinerant Learning Support - Grades 7-8	Secondary	Full-time (1.0)	01/23/2024 12:28 PM

Building Name		
C E McCall MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		31
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Itinerant Learning Support - Grades 9-11	Secondary	Full-time (1.0)	01/23/2024 12:36 PM

Building Name		
Montoursville Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range

School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Supplemental Life Skills - Grades 5-6	Secondary	Part-time (0.5)	01/23/2024 12:38 PM

Building Name		
C E McCall MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	10 to 12
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Multiple Disabilities Support - Grades K-4	Elementary	Full-time (1.0)	01/23/2024 12:40 PM

Building Name		
Loyalsock Valley El Sch		
Support Type		
Multiple Disabilities Support		

Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	6 to 6
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Itinerant Speech & Language Support	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Montoursville Area SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		65
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
The teacher has students within the appropriate age range at one time. The teacher has different groups of students at different times in the other age ranges.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Itinerant Learning Support - Grades K-4	Elementary	Full-time (1.0)	01/23/2024 12:46 PM

Building Name		
Loyalsock Valley El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
The teacher has students within the appropriate age range at one time. The teacher has different groups of students at different times in the other age ranges.		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Supplemental Learning Support - Grades 5-8	Secondary	Full-time (1.0)	01/23/2024 12:52 PM

Building Name		
C E McCall MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range

School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Itinerant Emotional Support - Grades 9-12	Secondary	Full-time (1.0)	01/23/2024 12:57 PM

Building Name		
Montoursville Area SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		26
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.52

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Itinerant Learning Support - Grades 11-12	Secondary	Part-time (0.5)	01/23/2024 01:02 PM

Building Name		
Montoursville Area SHS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Itinerant Speech & Language Support - Grades 5-12	Secondary	Full-time (1.0)	01/23/2024 01:03 PM

Building Name		
Montoursville Area SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		58
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	10 to 18
Age Range Justification		FTE %
The teacher has students within the appropriate age range at one time. The teacher has different groups of students at different times in the other age ranges.		0.89

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Supplemental Life Skills - Grades 9-12	Secondary	Full-time (1.0)	01/23/2024 01:05 PM

Building Name		
Montoursville Area SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	16 to 20
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Supplemental Learning Support	Secondary	Full-time (1.0)	01/23/2024 01:15 PM

Building Name		
Montoursville Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %

	0.45
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Itinerant Emotional Support - Grades K-4	Multiple	Full-time (1.0)	01/23/2024 01:21 PM

Building Name		
Montoursville Area SD		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Multiple	6 to 10
Age Range Justification		FTE %
The teacher has students within the appropriate age range at one time. The teacher has different groups of students at different times in the other age ranges.		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Supplemental Life Skills - Grades 7-8	Secondary	Part-time (0.5)	01/23/2024 01:49 PM

Building Name
C E McCall MS
Support Type
Life Skills Support

Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	12 to 15
Age Range Justification		FTE %
		0.3

Special Education Facilities

Building Name		Room #
Montoursville Area SHS		219
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
Implementation Date		
2017-04-10		
Uploaded Files		

1Assurance Check

Assurance Check	Yes	No
The location of the class has been maintained for at least 3 school years.	Yes	
The class is readily accessible	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is composed of at least 28 square feet per student	Yes	
The class is located where noise will not interfere with instruction	Yes	

Building Name		Room #
C E McCall MS		208
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 32 feet, 6 inches	845sqft	30
Implementation Date		
2010-08-23		
Uploaded Files		

2Assurance Check

Assurance Check	Yes	No
The location of the class has been maintained for at least 3 school years.	Yes	
The class is composed of at least 28 square feet per student	Yes	
The class is readily accessible	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	

Building Name		Room #
Lyter El Sch		A-7
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 6 inches x 38 feet, 0 inches	893sqft	31
Implementation Date		
2004-08-23		
Uploaded Files		

3Assurance Check

Assurance Check	Yes	No
The location of the class has been maintained for at least 3 school years.	Yes	
The class is composed of at least 28 square feet per student	Yes	
The class is readily accessible	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	

Building Name		Room #
Montoursville Area SHS		310
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
Implementation Date		
2017-04-10		
Uploaded Files		

4Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is readily accessible	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is composed of at least 28 square feet per student	Yes	
The class is located where noise will not interfere with instruction	Yes	

Building Name		Room #
C E McCall MS		165
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 32 feet, 6 inches	845sqft	30
Implementation Date		
2010-08-23		

Uploaded Files

5Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is readily accessible	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is composed of at least 28 square feet per student	Yes	
The class is located where noise will not interfere with instruction	Yes	

Building Name		Room #
Lyter El Sch		B-20
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 23 feet, 0 inches	483sqft	17
Implementation Date		
2014-08-25		
Uploaded Files		

6Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

The location of the class has been maintained for at least 3 school years.	Yes	
The class is located where noise will not interfere with instruction	Yes	

Building Name		Room #
C E McCall MS		141
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 33 feet, 6 inches	1005sqft	35
Implementation Date		
2010-08-23		
Uploaded Files		

7Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	
The class is located where noise will not interfere with instruction	Yes	

Building Name		Room #
C E McCall MS		211
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 14 feet, 6 inches	275sqft	9

Implementation Date
2010-08-23
Uploaded Files

8Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	
The class is located where noise will not interfere with instruction	Yes	

Building Name		Room #
Loyalsock Valley El Sch		B6
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 31 feet, 0 inches	806sqft	28
Implementation Date		
2020-08-24		
Uploaded Files		

9Assurance Check

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

The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Montoursville Area SHS		300
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 28 feet, 0 inches	784sqft	28
Implementation Date		
2017-04-10		
Uploaded Files		

10Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Loyalsock Valley El Sch		B1
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 4 inches x 38 feet, 4 inches	1009sqft	36
Implementation Date		
2000-08-21		
Uploaded Files		

11Assurance Check

Assurance Check	Yes	No
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	

Building Name		Room #
Montoursville Area SHS		303
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
Implementation Date		
2017-04-10		
Uploaded Files		

12Assurance Check

Assurance Check	Yes	No
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The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
C E McCall MS		231
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 32 feet, 6 inches	845sqft	30
Implementation Date		
2010-08-23		
Uploaded Files		

13Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name	Room #
Montoursville Area SHS	215

School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
Implementation Date		
2017-04-10		
Uploaded Files		

14Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
C E McCall MS		155
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 32 feet, 6 inches	845sqft	30
Implementation Date		
2010-08-23		
Uploaded Files		

15Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Lyter El Sch		B14
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 6 inches x 34 feet, 6 inches	741sqft	26
Implementation Date		
2022-03-17		
Uploaded Files		

16Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name	Room #
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Loyalsock Valley El Sch		A6
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 38 feet, 0 inches	874sqft	31
Implementation Date		
2022-03-17		
Uploaded Files		

17Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Special Education Support Services

18Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
School Psychologist	1	District Wide	District
Physical Therapist	2 (1 PT/1 PTA)	District Wide	Contractor
Occupational Therapist	3 (1 OTR/ 2 COTA)	District Wide	Contractor
Guidance Counselor	2	Elementary	District
Guidance Counselor	4	Secondary	District
Other	1 - Educational Audiologist	District Wide	Contractor
Other	1 - Hearing Support Teacher	District Wide	Contractor
Other	1 - Vision Support Teacher	District Wide	Contractor
Paraprofessionals	11	Elementary	District
Other	1 - Educational Interpreter	Elementary	District
Other	1 - Orientation/Mobility Specialist	District Wide	Contractor
Paraprofessionals	15	Secondary	District

Special Education Personnel Development

Autism

Description of Training			
Students diagnosed with Autism will receive a continuum of services offered by the district with staff being trained to meet their individual needs. The teachers and paraprofessionals servicing students with Autism will receive training to help enhance the learning to help ensure that they are using best practices in servicing students with Autism. Training will include, least restrictive environment, behavioral strategies/modifications, curriculum adaptations, Supplementary Aids and Services, best practices for supporting students with Autism.			
Lead Person/Position		Year of Training	
Supervisor of Special Education		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
Minimum of 1 hour	1	Intermediate Unit PaTTAN	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training	
QBS: Training will be on Quality Behavior Solutions (QBS). This will be to maintain a low number of restraints and continue to minimize the number of restraints for all students including students that are receiving special education services. This training will teach both verbal de-escalation strategies and physical interventions. Physical interventions will only be used at times that a student is a danger to himself/ herself or others.	
Lead Person/Position	Year of Training
Supervisor of Special Education	2024
	2025
	2026
	2027

Hours Per Training	Number of Sessions	Provider	Audience
7 hours per day	Minimum of 4 sessions	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
De-escalation Strategies: This will provide the teachers de-escalation techniques, prevention and intervention strategies that will help them to manage and maintain student behaviors within their classrooms.			
Lead Person/Position		Year of Training	
Supervisor of Special Education		2025 2027	
Hours Per Training	Number of Sessions	Provider	Audience
3 hours	2	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training	
The Paraprofessionals will participate in their required 20 hours of professional development training annually. Topics selected will be related to best practices, behavioral strategies, understanding student needs, and instructional strategies	
Lead Person/Position	Year of Training
Supervisor of Special Education	2024 2025 2026 2027

Hours Per Training	Number of Sessions	Provider	Audience
Up to 6.5 hours	To equal 20 hours annually	District Intermediate Unit PaTTAN Other	Paraprofessionals

Transition

Description of Training			
Review of transition planning resources/development of transition plans for secondary students			
Lead Person/Position		Year of Training	
Supervisor of Special Education		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit	Parents Special Education Teachers Other

Description of Training			
Transition Council Meetings			
Lead Person/Position		Year of Training	
Transition Coordinator		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
45 minutes per meeting per student	4 per school year	District	Parents

		Intermediate Unit Other	Special Education Teachers Other
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Description of Training			
Annual Transition Conference-Pennsylvania College of Technology			
Lead Person/Position		Year of Training	
Transition Coordinator, Supervisor of Special Education		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
6 hours/conference	once yearly	Intermediate Unit	Central Office Administrators Parents Special Education Teachers Other

Science of Literacy

Description of Training			
Applying research based instructional strategies and interpreting data to meet the needs of our diverse learners			
Lead Person/Position		Year of Training	
School Administrators		2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit	Building Administrators General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Parent Local Task Force			
Lead Person/Position		Year of Training	
Jeff Pelly, IU 17		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1 hour per training	4 sessions per school year	Intermediate Unit	Parents

IEP Development

Description of Training			
IEP review/revisions/file review & training on changes needed on IEPs in the school district			
Lead Person/Position		Year of Training	
Supervisor of Special Education		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
at least 4 hours per school year	at least 8 sessions per school year	District Intermediate Unit PaTTAN	Central Office Administrators Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

- x 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.
- x 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.
- x 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.
- x The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- x 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.
- x The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Superintendent/Chief Executive Officer

Date

