

Midland Borough SD  
**Special Education Plan Report**  
07/01/2018 - 06/30/2021

# District Profile

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## Demographics

173 7th St  
 Midland, PA 15059  
 (724)643-8650  
 Superintendent: Sean Tanner  
 Director of Special Education: Margaret Migliore

## Planning Committee

Name	Role
Brenda Militello	Administrator : Professional Education Special Education
Sean Tanner	Administrator : Professional Education Special Education
Ranee D'Itri	Community Representative : Professional Education Special Education
Chris Cuddy	Ed Specialist - Other : Professional Education Special Education
Kristy Ziggas	Elementary School Teacher - Regular Education : Professional Education Special Education
Pamela Scabilloni	Elementary School Teacher - Special Education : Professional Education Special Education
Joy Tanner	Middle School Teacher - Regular Education : Professional Education Special Education
Jeremiah Curtis	Parent : Professional Education Special Education
Margaret Migliore	Special Education Director/Specialist : Professional Education Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 36

### *Identification Method*

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

To determine that a child has a specific learning disability, the district shall address whether the child does not achieve adequately for his/her age or meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and scientifically based 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, mathematics calculation, or mathematics problem solving. The process examines whether a child exhibits a pattern of strength and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement or relative to age or grade. In addition, the results of the findings cannot be the result of: a visual, hearing or orthopedic disability, multiple disabilities, emotional disturbance, cultural factors, environmental or economic disadvantage or limited English proficiency. Also, the underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics.

At the present time, the Midland Borough School District uses the IQ ability versus achievement discrepancy model to determine whether or not a student evidences a Specific Learning Disability.

The eligibility of a child for special education and related services is considered upon completion of the administration of tests and other evaluation materials. The parent of the child and a team (school administrator LEA, regular education teacher, special education teacher, certified school psychologist, related school personnel) of qualified professionals determine whether the child is a child with a disability and in need of special education and related services. The district follows strict state criteria and evaluation/reevaluation guidelines for the determination of Specific Learning Disability across the eight permissible areas.

In interpreting evaluation data for the purpose of determining if a child is a child with a disability and in need of special education, information is gathered from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical

**condition, social or cultural background and adaptive behavior.**

### **Pre-Referral process**

- Teacher/Parent shares concerns about academic/behavioral/emotional progress with the Referral Team.
- The information listed above is gathered and reviewed by the Team and general education alternatives are discussed.
- Period of intervention/strategies are implemented.
- Progress is monitored by the Team and data is collected along with samples of student work.
- Appropriateness of interventions are discussed by the team and adjusted if necessary.
- If after six to eight weeks there is little or no progress and general education interventions have been exhausted, parents are contacted to meet. A complete multidisciplinary evaluation may be recommended. If this is recommended a Permission to Evaluate and a Prior Written Notice along with Procedural Safeguards are issued to parents.
- Testing is completed within sixty calendar days of receiving signed permission from parents/guardians. To determine if a student is eligible for Special Education, the multidisciplinary evaluation team must answer a two-prong question: 1) Does the student have a disability? 2) Does the student need specially designed instruction?
- If the student is determined eligible for Special Education Services an Individual Education Plan is completed (Team input) within thirty calendar days.

The District currently utilizes the Discrepancy Model in the identification of student with Specific Learning Disabilities. The IQ-achievement discrepancy model is based on the concept of the normal curve. The discrepancy model assesses whether a substantial difference, or discrepancy, exists between a student's scores on an individualized test of general intelligency and his or her scores obtained for one or more areas of academic achievement. The accepted criteria to identify a student as having a learning disability using the IQ-achievement discrepancy is a difference of at least two standard deviations. (30 points)

### *Enrollment*

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

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

Due to small enrollment, the percent of Special Education Enrollment by Disability in the District is not represented on the Special Education Data Report in most areas. The district presents three times the state average for the disability category of Other Health Impairment. Generally, this represents students who were previously identified with a 504 Service agreement for a medical diagnosis. As the child progresses through elementary grade levels, their educational needs increase and the process is revisited to determine Least Restrictive Environment and Free and Appropriate Education. Generally, when a student's identification changes, the additional supports needed are offered within the general education classroom as outlined under specially designed instruction in the student's IEP.

The Special Education Percentage of the enrollment population of the Midland Borough School District is three percent lower than the state average. District procedures for identification, location, and evaluation of children with disabilities are reviewed on an ongoing basis to insure compliance with all special education regulations and to ensure a free appropriate public education (FAPE) is provided to students with disabilities who require special education and related services.

### *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?

There are currently no facilities located within the Midland Borough School District.

The District meets its obligation under Section 1304 of the public code by first providing the required special education paperwork to the facility where the student has been placed within one business day of notification. The Special Education Coordinator will submit the PDE 4605 to the school district of residence and request educational records for enrollment.

The District also has a Child Find responsibility for children suspected to be eligible for special education services and or accommodations within the host school district jurisdiction. The responsibility includes location, identification, and evaluation of all 1306 students with suspected disabilities, including evaluating students for whom a request for an evaluation has been made. Under Section 1306 of the Pennsylvania School Code, as a host district we are required to allow a nonresident student in a children's institution attend the public school until a student receives a diploma or completes the school term until they are twenty one years of age. It is the district's responsibility to provide an educational program for students with a disability who are placed in that facility, and for ensuring the provision of a free appropriate public education and for qualified students with service agreements. The student must be attending a school program within five days of the student admission to the institution. The district is responsible for making decisions

regarding the goals, specially designed instruction, and educational placement for each student through the Individualized Education Team process.

The host district will appoint a surrogate as needed and send quarterly progress reports to the district of residence.

The identification method for non-resident students would be the same process noted in this plan for resident students.

Possible barriers or problems which might limit the district's ability to meet its obligations under 1306 of the Public School Code are access to the educational records from the previous district or outside agencies supporting the student/family, the ability to determine residency, parent guardian communication/participation and unknown length of stay at the shelter.

### *Incarcerated Students Oversight*

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

The Midland Borough School District is committed to providing FAPE to any eligible student residing in the District including those who may be incarcerated. If the District becomes aware of an incarcerated student in need of special education we would follow the same evaluation and implementation procedure covered previously in this plan. If an IEP is warranted, the manner in which the program would be provided and at what locations would be addressed at the team meeting. Oversight is the responsibility of the District administrator/LEA and would be provided through the Midland Borough School District.

### *Least Restrictive Environment*

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)

3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

The Midland Borough School District follows the policy of Least Restrictive Environment to ensure that students with disabilities are educated with their non-disabled peers to the maximum extent possible. The educational placement for an individual student is dependent upon the IEP team's determination. The discussion always begins with consideration of an individual student's appropriate placement in the general education classroom within the home district. According to school board policy, separate schooling and/or other removal of children with disabilities from the regular education environment occurs only if the nature of the severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Removal from the regular education environment occurs only when the Individualized Education Program team determines the student would not meaningfully benefit from that environment. If necessary, the district would utilize various programs offered by the Intermediate Unit, approved private schools and neighboring school districts within the area. The District's SPP-Educational Environment is 67.6 % compared to the State average of 62.4%. The other two targets are not displayed due to small group size. At this time, the District educates all students in our school building. If student needs demand, we would utilize an APS, LPAC, or IU center.

### **Placement Procedure**

- The student's individual placement is discussed at the Evaluation and IEP meeting with all members present including the parent/guardian.
- The supplementary aids and services necessary to achieve academic, behavioral, and emotional success are discussed.

### **Examples**

(not exclusive)

#### **Collaborative**

: scheduled time for team meetings, professional development, scheduled opportunities for parental collaboration, structured classroom routine

#### **Instructional**

: test modification, provide instructional adaptations (re-teaching, repeating/modeling directions, extra examples, reduced homework assignments, extra time for assignments/homework, reading test items, use of different learning approaches, color-codes folders, positive reinforcement/comments, reasonable approximations of spelling accepted, chunk assignments/tests, assistive technology, study guides, daily planner, peer notes printed, test in resource room

#### **Physical:**

specific seating arrangements, adjustments to sensory input

#### **Social-Behavioral:**

social skills instruction, peer supports, behavioral support plans, counseling, monitor homework/planner, assist with organization, proximity/touch control

Based on the needs of the individual student the following placement options are considered:

- \*Regular Classroom
- \*Regular classroom with modifications and/or supplemental aids and services
- \*Resource room for special education instruction in a regular classroom
- \*A classroom for children with disabilities located in regular school
- \*Out of District placement

The continuum of supports and services and educational options available within the District are enhanced by the following initiatives:

- Combination Consultant/Training model to support student placement
- Grade level meetings to discuss goals and objectives and to make accommodations/adaptations as necessary for individual students
- Training for Autism and Differentiating Instruction with Intermediate Unit and PaTTAN as the complexion of the district changes and with the information from the Annual Needs Assessment.
- Additional Staff Training opportunities at the Intermediate Unit and PaTTAN
- There is agreement between the District and Beaver County Behavioral Health. BCBH has contracted with The Prevention Network to provide Liaison Services for the Student Assistance Program (SAP).

Due to inordinately low student population, a disproportionate number of students can easily be placed in one category. The district makes every attempt to provide academic and behavioral training and strategies for all staff members.

Our District serves students from Kindergarten 4 to 8th grade. The District has a contract with Beaver Area School District for our high school students. We are now looking into the possibility of transitioning students in middle school to the Life Skills classroom at Beaver. This would make a better transition for these students when they reach high school age. Sending student's to another LEA would still be the Least Restrictive Environment as opposed to an Approved Private School.

### *Behavior Support Services*

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



The Midland Borough School District believes that optimal learning outcomes occur within an appropriately managed school environment. To meet this goal the District developed a behavioral policy adopted by the school board in June 2017. It contains a positive approach to behavior. The policy is framed by a three pronged behavior support model based upon effective practices. Each level represents a higher intensity of intervention. These practices focus on:

- \* Positive rather than negative measures
- \* Training of personnel for the use of specific procedures, methods and techniques
- \* Teaching and guided practice
- \* Behavioral assessment
- \* Communication with student and family
- \* Monitoring program effectiveness

#### Levels of Intervention

Level 1 Intervention-Basic Classroom Management

Level 2 Intervention-Individualized Positive Behavior Plans

Level 3 Intervention-Highly Restrictive Interventions

#### Emergency Procedures

For behaviors that present a clear danger to students or staff the following steps may be implemented by administrative personnel:

- \* Midland Elementary/Middle School Crisis Intervention Team (CIT) may be called.
- \* If behavior escalates, the student may be escorted to a pre-determined supervised cool down area. (Room 230-Middle School, Elementary-Sensory Room)
- \* Options of alternative classroom time or suspension from school may be considered. (If these occur, issues of change in placement for those children with a Multiple Disability designation need to be addressed).
- \* Parental Contact
- \* Notification to police (if appropriate)
- \* Notification to mental health unit/emergency services (if needed)

Supporting this policy is a School-wide Effective Behavior Support endeavor. It is a proactive, school-wide approach towards effective enhancement of the District's mission statement "The mission of the Midland Borough School District is to provide an academic environment in which our children may reflect upon their heritage and prepare themselves for both the challenges of the 21st Century and their future success) by:

- \* Encouraging the educational growth of students and expansion of their capabilities through positive feedback and amiable learning environments
- \* Adopting a determined, concentrated, and aggressive attitude toward the encouragement of appropriate behavior and the correction of inappropriate behavior school-wide
- \* Reinforcement of the same easy to follow and unified behavioral expectations school-wide for students in classrooms, hallways, rest rooms, cafeteria, playgrounds and buses

\* Improving student attendance and tardiness by closely monitoring school records and actively supporting expected levels of compliance

The above policy has proven to be successful. We will continue to implement this policy by training new staff and reinforcing best practices.

The District's behavior policy is outlined in the student's planner. It is reviewed and signed by parent/guardian annually.

Positive School-Wide Behavior Supports include the following: (examples)

- one student is picked from each class for "Leopard of the Month" (Based on character) and is given a small gift and a cafeteria snack coupon
- AR Challenge parties monthly
- Lunch with the Superintendent/Teachers
- Pirate Game
- Annual Red Ribbon Week-throughout the week, teachers hand out paper keys to students who exhibit positive behaviors throughout the day. At the end of the week, the keys will be counted and the class with the most keys will earn a prize party.

The Midland Borough School District's positive behavior support policy addresses the need for personnel training for specific procedures, methods, and techniques of behavior supports. School Wide Positive Behavior Support programs are utilized throughout the district. On-going training is available through the Pennsylvania Training and Technical Assistance Network (PaTTAN) and Intermediate Unit 27 TAC Team relating to behavior

#### School-based Behavioral Health

The District has a Prevention Specialist on staff. Her duties include providing students, through weekly classes and/or one-on-one sessions, with behavioral skills that are essential to sound social and emotional health such as making friends and being respectful. She also assists staff in finding ways to better manage student behavior. The prevention specialist will visit classrooms to discuss Bullying Prevention, Respect, Responsibility and other character traits to grades K4-8.

Our SAP Team provides students and family members with a full array of services offered by Beaver County Behavioral Health and other agencies within the county. The SAP liaison will provide: site-based student prescreens for Mental Health treatment if recommended by the SAP team and parent/guardian permission is secured. The SAP liaison will provide referral information for identified students. Referral information should include identification of agencies and/or resources that could serve the needs of identified students and their families. The provider agency liaison may assist the identified student and/or family in linking up with the appropriate services. The SAP/Prevention Specialist, if requested, will assist with faculty in-service and student orientation and provide educational resources to school personnel, students, families, and community. The District will continue fostering collaboration between local agencies including Prevention Network Specialist, Beaver County Behavioral Health and ACHIEVA to provide support and training for staff,

students and parents.

#### De-Escalation Techniques

Several staff members have completed The Non-Violent Crisis Intervention Training at the Beaver Valley Intermediate Unit. The Midland Borough School District has a 0% restraint policy. Current and new staff will continue to attend trainings with the IU.

#### *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.

At the present time, there has been no difficulty in providing FAPE for individual students. Special and regular education teachers at all levels design and implement the necessary adaptations and modifications needed for each student to be successful in the general curriculum. When a student is referred for evaluation (MDE) and identified as a special education student, the MDE/IEP team implement instruction and services, using supplemental aids and services within the regular education environment. The BVIU provides itinerant services for Hearing Supports as needed. The Western Pennsylvania School for Blind Children provides itinerant services for Blind or Visually Impaired Support, as needed. Should any difficulties occur, the Midland Borough School District has a cooperative relationship with Beaver County Children and Youth and Beaver County Behavioral Health. These agencies are also a referral source both for the SAP team (Student Assistant Program) and school personnel. In addition, the District utilizes the Regional Interagency Coordinator to assist in interagency planning to mitigate and /or eliminate barriers to placement resolution if the need arises.

Our SAP team meets together weekly to discuss students who are having academic, emotional or behavioral difficulties that interfere with school success. Whenever possible, our in-house prevention specialist, referral team, school psychologist or school-wide behavior team address the issue. The District has incorporated portions of the interagency approach situations to improve its program capacity.

In the event the District has difficulty ensuring FAPE for an individual student for whatever reason, services from individual providers such as mental health/ mental rehabilitation, child protective services, juvenile probation, and drug-alcohol treatment services would be contacted and the

necessary steps to resolve the difficulty will be provided.

Inter-agency collaboration is the key to improving and enhancing service delivery and ultimately improve outcomes for students and their families. The Midland Borough School District collaborates with public agencies such as Children and Youth Services, Beaver County Behavioral Health, The ARC of Beaver County/Achieva, the juvenile justice system and private agencies as well.

The district has a contract with Beaver Area School District which services all of our high school students, including special education students. The two districts are in a discussion concerning placement options for life skill middle school students. This would benefit the students and continue to provide FAPE.

### *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 Midland Borough School District is committed to providing students with disabilities in the district with the same high quality educational programs that the regular population enjoys. The District has a vision that celebrates student diversity and education for all students to high performance levels through an emphasis on high-quality instruction. This vision will enable all students to use their minds well and become productive, responsible citizens.

The District's website is used as a means to communicate information to all parents with links for parent resources, PDE website, as well as programs and services which the District offers. Newsletters and flyers are sent to parents and community residents highlighting District programs, students and staff. In addition, "The Midland News", a quarterly newspaper, is distributed to community residents four times a year as an insert to the local newspaper. The District sponsors an Open House in September of each new school year. At this time parents can meet their child's teacher and take part in the various training offered. Parents also have an opportunity to indicate what trainings they are interested in attending. County and District trainings are posted on The District's website which is updated monthly. In addition, a report card "pick-up" night is held at the end of the first nine-week grading period to assist in assuring that parents are receiving the report card along with the progress report that addresses each student's IEP goals.

The District also sets aside time in its calendar each month for parent conferences. Throughout the school year, the District sponsors evening events (STEAM, Story Walk, Book Fair) that promote community involvement. In the spring, parents and community members are invited to an assembly where student achievement and accomplishments are recognized.

The Midland Borough School District has one building which includes students in Kindergarten-four through eighth grade. Within this building the District has three resource classrooms. The related services and supports offered by the district are Occupational Therapy, Speech and Language Therapy, Psychological, and Physical Therapy. These services will meet the needs as determined by each individual student's IEP team.

### **Strengths and Highlights of the Special Education Program provided by the Midland Borough School District.**

- Teachers are provided common planning time. They meet to discuss grade level goals and objectives to be emphasized. Adaptations and or accommodations for students with disabilities are addressed at this time
- The District has both a Student Referral and SAP team in place to assist in providing academic, behavioral and emotional assistance for all students.
- The District has developed an action plan for an anti-bullying program. This school-wide programs include students, teachers, parents, and community members.
- There is a high level of parent attendance at the IEP meetings. Parents are given a satisfaction survey. This survey provides important information for the District. This is one tool the District uses to continue to improve its special education program and services provided to students with disabilities.
- All of the Regular and Special Education Teachers in the District are highly qualified. Teachers are encouraged to participate in staff development in house and through the Intermediate Unit (27) and PaTTAN.
- The District offers to general education students with mild speech differences that do not significantly affect communication, self-esteem, and educational achievement a class with the speech language pathologist once a week for 30 minutes in a small group setting.
- The District offers to general education students with mild fine motor difficulties that do not significantly impact classroom performance, a class with the occupational therapist once a week for 30 minutes in a small group setting.
- The District offers to general education students with mild gross motor difficulties that do not significantly impact mobility and safety, a class once a week for 30 minutes in a small group setting.
- The District has a Kindergarten-4 program with a certified teacher and aide. The students attend daily from 8:30 to 1:00.
- The District has a full day Kindergarten program with certified teachers.
- Special Education students operate a "Coffee Cart" four days a week. They make coffee, tea, or hot chocolate and deliver the drinks to the staff. They learn how to count money and make change. They also learn social skills. The money is used for field trips throughout the school year.
- An on site "Sensory Room" is available to students during the school day. Additions to the room are made according to each student's individual needs.

- The District employs a Speech and Language Therapist, an Occupational Therapist, and a Physical Therapist. These related service personnel are available to attend Team Meetings and to correspond with parents.
- Instruction time for middle school students for core subjects is 84 minutes four days a week. This allows students with disabilities access to the resource room daily for reteaching and or help with homework as needed.
- There is a 20 minute period allotted at the end of the school day. Students have access to the resource room for writing assignments in the planner, organizing homework, beginning homework, and packing up for the day.
- The District utilizes a Prevention Specialist to oversee the Student Assistance Program. The Prevention Specialist also provides counseling and screening based on student/teacher referral.
- Student achievement, both behaviorally and academically are highlighted each month by nomination of one-two students per grade for the Leopard of the Month.
- Students in eighth grade, who maintain passing grades, attend a catered lunch with the Superintendent once a month.
- All students participate in a Christmas and Spring musical production annually at Lincoln Park Performing Arts School.
- Students participate in monthly AR challenges. They are required to meet a set number of points by reading books on their level and passing comprehension assessments. Students who meet their goal get to participate in a reward activity.

Our District's needs assessment survey indicates that our next areas of training and concentration will be Behavior, Autism, and Assistive Technology. Teachers are attending and will continue to attend training through the District, Intermediate Unit 27, and PaTTAN. The District will continue trainings on Autism, focusing on behavioral strategies, developing positive behavior support plans, and assessing student behavior.

The District currently provides training using software applications including using the Smart Board, trainings on the newly purchased math series, and i-Ready Reading and Math.

# Assurances

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## Special Education Assurances

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

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

## 24 P.S. §1306 and §1306.2 Facilities

*There are no facilities.*

## Least Restrictive Environment Facilities

*There are no facilities.*

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* March 6, 2018

*Reason for the proposed change:* Type of support and level of support changes each year. Due to low enrollment there are only 3 Special Education teachers servicing the district.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 10	1	0.25
Locations:				
Midland Elementary Middle School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	7	0.63
Locations:				
Midland Elementary Middle School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	10 to 110	1	0.12
Justification: The District's Special Education population only requires two Learning Support classrooms. The support and instruction is given with age and appropriate students.				
Locations:				
Midland Elementary Middle School	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #2

*Operator:* School District

#### PROGRAM DETAILS

*Type:*

*Implementation Date:*

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 12	1	0.13
Locations:				
Midland Elementary Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	13 to 13	1	0.25
Locations:				
Midland Elementary Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	12	0.62
Locations:				
Midland Elementary Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	21	0.6
Justification: Due to student enrollment the District requires one Speech and Language Therapist.				
Locations:				
Midland Elementary Middle School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #4***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 25, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 10	3	0.38
Locations:				
Midland Elementary Middle School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	3	0.37
Locations:				
Midland Elementary Middle School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 7	3	0.13
Locations:				

Midland Elementary Middle School	An Elementary School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 5	1	0.12
<b>Locations:</b>				
Midland Elementary Middle School	An Elementary School Building	A building in which General Education programs are operated		

### Special Education Support Services

Support Service	Location	Teacher FTE
Occupational Therapist	Midland Elementary Middle School	0.6
Physical Therapist	Midland Elementary Middle School	0.4
Personal Care Assistant	Midland Elementary Middle School	1

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
School Psychologist	Outside Contractor	1 Days

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	There are more students identified with Autism moving into the District each year. There will be ongoing professional development aligned with the District's common focus and high expectations to improve the performance of all students. Beaver Valley Intermediate Unit will provide training in Autism. Staff will attend training and share training with peers during the District's In-service days during the school year.
<b>Person Responsible</b>	Brenda Militello
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Special Education, Educational Technology

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	6
<b># of Participants Per Session</b>	6
<b>Provider</b>	Beaver Valley Intermediate Unit
<b>Provider Type</b>	IU
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	At the end of each school year of this plan, the District will survey the effectiveness of the personnel development. Participating in this survey will include staff, students, and parents. Best practices will be discussed with peer groupings and additional staff development will be addressed according to a needs assessment survey.
<b>Research &amp; Best Practices Base</b>	The District's committed to promoting practices for educators and families with the goal of educational opportunities for all children. All students will be engaged in appropriate courses of study in which high standards of performance are clear and consistent with conditions for learning and are modified and differentiated according to student needs. Assessment results will be interpreted and applied appropriately to improve individual student performance and instruction. The professional development offerings will be focused and informed by research and school/classroom-based

	assessments. Appropriate instructional support and resources are provided to implement approaches and techniques learned through professional development.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Live Webinar</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Paraprofessional</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p>

	Peer-to-peer lesson discussion Joint planning period activities
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey

## Behavior Support

### Description

The Midland Borough School District believes that optimal learning outcomes occur within an appropriately managed school environment. To meet this goal the District developed a behavioral policy adopted by the school board in June 2017. It contains a positive approach to behavior. The policy is framed by a three pronged behavior support model based upon effective practices. Each level represents a higher intensity of intervention. These practices focus on:

The target to reduce student suspension by 15% in the last plan was met. No special education students were suspended in the 2016-2017 school year.

\*Positive rather than negative measures

\*Training of personnel for the use of specific procedures, methods and techniques

\*Teaching and guided practice

\*Behavioral assessment

\*Communication with student and family

\*Monitoring program effectiveness

### Person Responsible

Brenda Militello

### Start Date

7/1/2018

### End Date

6/30/2021

### Program Area(s)

Professional Education, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	20
<b>Provider</b>	Midland Borough School District Personnell
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	The staff of Midland Borough School District will have a greater understanding of the School-wide Positive Behavior Supports and understand the prupose of functional behavior assessments and individual positive behavior behavior support plans.
<b>Research &amp; Best Practices Base</b>	The Midland Borough School District utilizes research based materials and resources when conducting FBA's and writing PBSPs. All fors utilized are developed by Pennsylvania's Bureau of Special Education, Teams utilize the best practices approach provided through the BVIU trainings.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Related Service Personnell</p>

	Parents
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
<b>Evaluation Methods</b>	Decrease in student detentions and suspensions.

## Paraprofessional

### Description

The District employs permanent substitute teachers instead of paraprofessionals; they hold Pennsylvania Teaching Certifications. The District provides credit hours for all staff. In addition, staff can receive hours through the Intermediate Unit and PaTTAN.

If, in the future the District would employ Paraprofessionals; the District would provide them with opportunities for training through the Intermediate Unit, the District, and PaTTAN.

### Person Responsible

Brenda Militello

### Start Date

11/3/2018

### End Date

6/30/2021

### Program Area(s)

Professional Education, Special Education

## Professional Development Details

<b>Hours Per Session</b>	6.0
<b># of Sessions</b>	6
<b># of Participants Per Session</b>	3
<b>Provider</b>	Midland Borough School District, Beaver Valley Intermediate Unit, PaTTAN
<b>Provider Type</b>	MBSD, IU, PaTTAN
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	These trainings will help staff gain a better understanding of the disabilities that students may be identified with and will be more

	knowledgable when assigned to work with these students.
<b>Research &amp; Best Practices Base</b>	The district consults with the BVIU and PaTTAN, in addition to providing trainings by the MBSD staff. All trainings are created from research based resources and follow the best practices approach.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Paraprofessional</p> <p>New Staff</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p>



<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p>
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## Reading NCLB #1

### Description

The Special Education Department along with administration will coordinate training to support staff and students in achieving the NCLB Goal #1 for Reading. (Every Student Succeeds Act) Grade level and individual student performance data will be used to compare to statewide and federal benchmarks. Continuous updates to the elementary reading curriculum support the district's goal of increasing student reading performance.

The district continues to use a variety of tools and methods to increase scores which includes Accelerated Reader, i-Ready Reading, tutoring within the support classroom, and PSSA skill development workbooks. Additionally, language arts is scheduled for 80 minutes four days a week and a 43 minute period one day per week in grades 5-8.

Evidence of Implementation: continue to develop IEP Goals that address reading deficits for students with learning disabilities in reading, continue to provide professional development in the areas of reading and data analysis, and to continue team and grade level meetings to design effective student programs as population and needs continue to change.

### Person Responsible

Brenda Militello

### Start Date

7/1/2018

### End Date

6/30/2021

### Program Area(s)

Professional Education, Special Education, Student Services, Educational Technology

## Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	6
<b># of Participants Per Session</b>	20
<b>Provider</b>	Beaver Valley Intermediate Unit/Midland Borough School District
<b>Provider Type</b>	School Entity

<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Ongoing professional development will continue to increase the teachers' ability to provide effective instruction to the students who are struggling with reading skills and have a stronger understanding of how to analyze data to create effective student programs through IEP's.
<b>Research &amp; Best Practices Base</b>	Only research based resources will be utilized when providing instruction to students. All teachers have received training on how to implement the research-based resources when providing direct instruction to students with IEPs.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Podcast</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Other educational specialists</p>

	Related Service Personnel Parents
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Joint planning period activities
<b>Evaluation Methods</b>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Review of IEP's and data toward individual student goals.</li> </ul>

## Transition

### Description

Meeting and training by Beaver Valley Intermediate Unit Transition Coordinator was attended by the District's Transition Coordinator and Coordinator of Special Education. We are a Kindergarten-4 through 8th grade district. Our training concentrates on students turning 14 and transitioning to school age children.

The Midland Borough School District contracts with Beaver Area High School to educate the high school students within the District. To ease the transition to Beaver High School a team from Beaver meets with our students in the spring of their eighth grade school year. Parents and students are invited to visit the school at this time. The District also employs a former

teacher/principal to serve as a liaison between the two schools. His job includes monitoring student attendance and grades and meeting with students/teachers if warranted.

All students who will be 14 years of age or older during the course of their annual IEP complete an interest/vocational assessment to determine their interest and skill levels. These students complete a year long project on their selected career. This project includes 20 volunteer hours, self reflection papers on volunteer hours, a report on their chosen career, and present their work with a powerpoint presentation to district administration/staff. All students complete this project in 8th grade. Student adaptations and modifications are considered when a special education student completes the project.

The K-4 Program has been an integral part of the educational program at Midland for many years. A variety of activities are conducted with parents/guardians to inform them about student participation. Some of the activities include sharing information and progress monitoring using i-Ready, share field trips with the Kindergarten class, teachers in K-4 and Kindergarten meet to share ideas, reports to parents are scheduled three times a year and there is a set time in the the District's calendar for parent conference once a month. These activities ensure a smooth transition from the K-4 program into the Kindergarten-5 program. Students in the District's Kindergarten program receive all services that are available within the District. (academic, social, and behavioral) The district also has an orientation meeting with parents/students before school starts in August.

The District also participates in transitioning out of district placements for Pre-Kindergarten including Life Steps and Headstart. The team from Early Intervention and the district team along with the parents meet in January. Information is shared about the student and his/her needs. The parents are given a packet at the meeting to help them navigate through the process of enrolling in the District Kindergarten program. Parents and students are encouraged to visit the school and meet with the teachers/staff. The District has 100% participation in transition from Early Intervention to school-age.

<b>Person Responsible</b>	Brenda Militello
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Special Education, Student Services

#### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	3

<b># of Participants Per Session</b>	5
<b>Provider</b>	Midland Borough School District and Beaver Valley Intermediate 27
<b>Provider Type</b>	Midland Borough School District and Beaver Valley Intermediate Unit 27
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Transition trainings will help to continue to develop transition programs that are appropriate and meaningful for students with disabilities. Staff will gain knowledge in writing effective transition IEP's and in developing meaningful transition programs.
<b>Research &amp; Best Practices Base</b>	Teachers and staff will follow the process outlined during the Indicator 13 Trainings that are research based and follow best practices when creating transition plans.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>Live Webinar</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>School counselors</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>

<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Middle (grades 6-8)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Creating lessons to meet varied student learning styles Joint planning period activities
<b>Evaluation Methods</b>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Participant survey</li> <li>• Review of written reports summarizing instructional activity</li> <li>• Review of student's Individualized Education Plan</li> </ul>

# Special Education Affirmations

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

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

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent /Chief Executive Officer*