

Profile and Plan Essentials

Special Education Students

Total Number of Special Education Students 33

Total Student Enrollment 243

Percent of Special Education Students 13.6

Steering Committee

Name	Position/Role	Building	Email
Christina Cuddy	Director of Special Education	Midland Borough SD	Chris.cuddy@midlandpa.org
Brenda Militello	Building Principal	Midland Borough SD	brenda.militello@midlandpa.org
Sean Tanner	Superintendent	Midland Borough SD	sean.tanner@midlandpa.org
Katie Lucas	Special Education Teacher	Midland Borough SD	Katie.lucas@midlandpa.org
Joy Tanner	General Education Teacher	Midland Borough SD	joy.tanner@midlandpa.org
Stephanie Pennington	Board Member	Midland Borough SD	
Sharon Barber	Parent	Midland Borough SD	sakloko@hotmail.com

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Improvement and Planning Activity

The MBSD Special Education Coordinator will continue to work closely with the Beaver Area School District (Contracted High School) Special Education Coordinator and Transition Coordinator to make sure students transition from middle school to high school with all of the appropriate services in place for the child to continue to achieve in the LRE.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

Corrective Action	Improvement and Planning Activities
Least Restrictive Environment	Create professional development opportunities to support the MBSD staff to provide avenues for each student to improve academics, behaviors, and social results for students in inclusive environments.
Least Restrictive Environment	Creation of monthly team meetings for students regarding appropriate academic placement and behavioral needs. Team meetings include administration, special education staff, regular education teachers, and all other necessary staff members.
Least Restrictive Environment	The MBSD Special Education Coordinator will continue to work closely with the Beaver Area School District (Contracted High School) to continually discuss transition coordination as well as opportunities to share resources for providing LRE within the MBSD.

Identification Method

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

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

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities
There are no known trends.	

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities
There are no trends in identification of students.	

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.)
Students who would qualify for special Education services through a multidisciplinary evaluation would do so at public expense, including related services during school hours and extracurricular activities. Ultimately parents, guardians and/or surrogates provide written consent for these services through a Notice of Recommended Educational Placement. Re-evaluations are conducted according to state and federal guidelines to help the district continue to evaluate student needs in order to write, develop and implement Individualized Education Programs.
2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
As of now the district is not facing any barriers, which prohibit the implementation of PA Code 1306 within the Midland Borough School District.

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).
The MBSD would keep in contact with all incarcerated students and the facilities in which they are located. The district would participate in educational meetings; would share educational records with the facility while meeting all of its obligations under Chapter 14 of Pa State Code. Families would also have access to the annual Prior Written Notice and would be given a copy of the Procedural Safeguards when appropriate.

Least Restrictive Environment

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

The MBSD along with members of the IEP team will always consider the regular education classroom first, along with appropriate supplementary aids and services, before other restrictive service models are considered. This will be achieved by addressing the LRE questions outlined in each student's IEP as well as further discussion/documentation provided by the IEP team. Agreement with the parents/guardian/surrogate regarding the type of support recommended and offered to their son/daughter will be through a Notice of Recommended Educational Placement
 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 District makes every attempt to include students with disabilities in the general education classroom with supplementary aids and services. Service delivery begins in the general education classroom and the IEP team's determination of the LRE.
3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.

To meet all student needs, the district has developed a spectrum of programming services that students can access at the elementary and middle school levels. As our students transition into high school, the district is sure to include a transfer of all special education records. The district continues to build relationships with our contracted high school, Beaver Area High School to ensure a continuum of services from the MBSD to high school. These special education services and supports include the following: · Learning Support(Elementary, Middle) · Speech and Language Support (Elementary, Middle) All service models support itinerant, supplemental, and full-time support, however, there are no students who received full-time services currently in the building.
 4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.

The supplemental aids and services provided in our programs include but are not limited to the following: Collaborative: Scheduled planning and co planning, instructional arrangements that support collaboration, professional development, Coteaching, and parental collaboration Instructional: Modified curriculum and testing, alternative methods of learning, alternate materials, assistive technology, different methods of presentation, and adaptations Physical: Furniture arrangement, seating arrangements, individualized desk and chair, adaptive equipment, adjustments to sensory input, environmental aids, and structural aids Social-Behavioral: Social skills instruction, counseling supports, peer supports, individualized behavioral plans, modifications of rules, cooperative learning strategies
 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?

The IEP team determines what type of placement is most appropriate in supporting students in the LRE to make progress on IEP goals and common core standards. The District partners with the following outside agencies currently, and anticipates continuing positive collaboration: New Horizon, The School at McGuire Memorial, The Bradley Center, Beaver County Behavioral Health, The Beaver Valley Intermediate Unit and The Prevention Network.
 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)

The District will also help to ensure that a full spectrum of services is available for students to meet their needs, according to the level of support they require (i.e. itinerant, supplemental, full-time). In doing so, the District will review its current offerings of inclusion, co-taught and special education

resources classes, District wide. It will also review the types of supports available, such as learning support, autistic support, life-skills support, etc..... If a pattern is found in terms of students being placed outside of the school district because it does not offer a specific type of support, the District will work towards developing and implementing a program of its own, through the SEPRN process. Lastly, the District will provide opportunities for professional development to its teaching staff, to help them be able to meet the needs of all students in their classrooms. Professional development will be based on the Comprehensive Plan, as well as the results of its annual professional development needs assessment

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
The School at McGuire	Approved Private School (APS)		McGuire	Autistic Support	1
New Horizon	Other		Beaver Valley Intermediate Unit	Multiple Disabilities Support	1
New Horizon	Other	Special Education Facility	Beaver Valley Intermediate Unit	Emotional Support	1

Positive Behavior Support

Date of Approval

2016-01-11

Uploaded Files

positive behavior support January 2016.doc

1. How does the district support the emotional, social needs of students with disabilities?
The Midland Borough School District will use and implement positive behavior support plans with students who qualify for special education services and have behaviors, which impede the learning of themselves or others. If a student demonstrates the need for a positive behavior support plan, a functional behavior assessment will be conducted and reviewed by the IEP team to help develop the behavior plan by the IEP team. Teachers and paraprofessionals will have professional development opportunities to learn how to conduct FBAs and PBSP while implementing them effectively within the school setting.
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 Midland Borough School District will provide de-escalation and restraint training to its staff on a biannual basis, through the Beaver Valley Intermediate Unit or other available agencies. All staff will be trained regarding de-escalation techniques, while a team of teachers from each building will be selected to receive the actual restraint training. The building level restraint teams will then be available to conduct restraints on student in their buildings, if a student poses a danger to themselves or others. It is important to note that a restraint conducted by the District will only be used as a last resort and only after all other de-escalation strategies have been used with a student.
3. Describe the district positive school wide support programs.
In accordance applicable state regulations, including Title 22 Pa, Code Chapter 71146, the Midland Borough School District has established this policy to effectuate a program of positive behavior support at the District. Some procedures have been included, DEFINITIONS: Aversive techniques— deliberate activities designed to establish a negative association with a specific behavior. Positive behavior support plan—A plan for students with disabilities who require specific intervention to address behavior that infers with learning. A positive behavior support plan shall be developed by the IEP team, be based on a functional behavior assessment and became part of the student's IEP. These plans include methods that utilize positive reinforcement and other positive techniques to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.
4. Describe the district school-based behavior health services.
In accordance with the MBSD district policy for positive behavior, the policy outlines that all students who demonstrate a need for specific behavioral intervention to address behaviors that interfere with learning should have a Positive Behavioral Support Plan (PBSP) integrated into their Individualized Education Plan (IEP). PBSP should be based on the results of a Functional Behavioral Assessment (FBA) conducted as part of a Multidisciplinary Evaluation (MDE) or Reevaluation Report (RR) initiated by the IEP team. Interventions outlined in a

students' PBSP include a variety of research-based techniques to develop and maintain skills that will enhance students' learning and self-fulfillment opportunities

5. Describe the district restraint procedure.

Teachers, paraprofessionals, and administration have participated in CPI training by IU27. With a focus on prevention, the training program equips staff with proven strategies for safely defusing anxious, hostile, or violent behavior at the earliest possible stage. Benefits of utilizing this program include: . Reduce the risk of injury. . Comply with legislative mandates. . Meet regulatory/accreditation standards. . Improve staff retention. . Minimize exposure to liability. . Promote Care, Welfare, Safety, and Security. The District will also review the District Restraint Reporting Guidelines to its staff, to ensure that the administration and parents are notified of a restraint in a timely manner and so that the administration is able to document the restraint on the required online RISC system

Intensive Interagency

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

The district has not had any issues finding an appropriate educational placement for students.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Middle School Learning Support	Secondary	Full-time (1.0)	03/04/2022 02:07 PM

Building Name		
Midland EI/MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.3

Building Name		
Midland EI/MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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Elementary/MS Learning Support	Multiple	Full-time (1.0)	03/04/2022 02:08 PM
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Building Name		
Midland EI/MS		
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	Secondary	9 to 12
Age Range Justification		FTE %
		0.2

Building Name		
Midland EI/MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elementary LearningSupport	Elementary	Full-time (1.0)	03/04/2022 01:51 PM

Building Name		
Midland EI/MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support	Case Load	
Itinerant (20% or Less)	4	
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification	FTE %	
	0.08	

Building Name		
Midland EI/MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support	Case Load	
Supplemental (Less Than 80% but More Than 20%)	3	
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification	FTE %	
	0.15	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech and Language	Multiple	Full-time (1.0)	03/04/2022 01:56 PM

Building Name		
Midland EI/MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 14
Age Range Justification		FTE %
None-itinerant services		0.28

Special Education Facilities

Building Name		Room #
Midland EI/MS		227
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 33 feet, 0 inches	891sqft	31
Implementation Date		
2022-01-21		
Uploaded Files		
Building Floorplan.pdf		

1Assurance Check

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

Building Name		Room #
Midland EI/MS		226
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 33 feet, 0 inches	891sqft	31
Implementation Date		
2022-01-21		
Uploaded Files		

2 Assurance Check

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

Building Name	Room #
Midland EI/MS	117
School Building	Building Description
Elementary	A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement
27 feet, 0 inches x 33 feet, 0 inches	891sqft
Implementation Date	Max # of students in classroom
2022-01-21	31
Uploaded Files	

3 Assurance Check

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

Building Name		Room #	
Midland EI/MS		130	
School Building		Building Description	
Elementary		A building in which general education programs are operated	
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom	
37 feet, 0 inches x 27 feet, 0 inches	999sqft	35	
Implementation Date			
2022-01-21			
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 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	

Building Name		Room #	
Midland EI/MS		130	
School Building		Building Description	
Elementary		A building in which general education programs are operated	
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom	
37 feet, 0 inches x 27 feet, 0 inches	999sqft	35	
Implementation Date			
2022-03-01			
Uploaded Files			

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5Assurance Check

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

Special Education Support Services

6Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Guidance Counselor	.6	District Wide	District
Occupational Therapist	.6	District Wide	District
Physical Therapist	.4	District Wide	District
School Psychologist	.1	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
MBSD will continue to ensure the staff is highly qualified and trained with regard to Autism. The district will provide training that includes current best practice methods to enhance the instruction of students with the Autism diagnosis. Workshops will be provided through BVIU, PATTAN, online, and/or district-based. The district will maintain agendas and sign-in sheets to verify this has been completed.			
Lead Person/Position	Year of Training		
The Administration Team	2020-2023		
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit PATTAN Other	Building Administrators General Education Teachers Special Education Teachers

Positive Behavior Support

Description of Training			
MBSD will ensure that all staff members are trained in positive behavior supports for all students. In addition, new and current staff will be trained on de-escalation and crisis intervention techniques. Agendas and sign in sheets will be maintained. Data on student referrals and number of incidents will be maintained.			
Lead Person/Position	Year of Training		
The Administration Team	2020-2023		
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit PATTAN Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training			
MBSD does not employ any paraprofessionals. MBSD will provide trainings in the areas of CPR, First Aid & Safety, AED, Autism, de-escalation, and positive behavior supports. to all staff who work with our students.			
Lead Person/Position		Year of Training	
The Administration Team		2020-2023	
Hours Per Training		Number of Sessions	Provider
			District Intermediate Unit PATTAN Other
			Audience
1		3	Paraprofessionals

Transition

Description of Training			
The MBSD is a K-8 building. Transition begins in our building through a variety of interviews of both students and parents. MBSD utilizes various career interest inventories to determine each student's interests and strengths. Students are required to complete volunteer hours and research career interests as part of their 8th grade graduation project. MBSD works closely with our contracted high school to ensure these transition goals continue as they leave the district for secondary education.			
Lead Person/Position		Year of Training	
The Administration Team		2022-2023	
Hours Per Training		Number of Sessions	Provider
			District Intermediate Unit PATTAN Other
			Audience
1		3	Building Administrators Parents Special Education Teachers

Description of Training

The Special Education Department along with administration will coordinate training to support staff and student 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, after school and summer tutoring 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.

Lead Person/Position		Year of Training	
The Administration Team		2020-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Intermediate Unit PATTAN Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Dyslexia Training			
Lead Person/Position		Year of Training	
Elementary Reading Teachers K-3, Elementary Special Education Teacher		2022	
Hours Per Training	Number of Sessions	Provider	Audience
10	5	Intermediate Unit	General Education Teachers Special Education Teachers

Parent Training

Description of Training

The district provides parents with information regarding the Local Task Force, Beaver Valley Intermediate Unit, The Base Service Unit (Mental Health), PATTAN and the ARC at Meet the Teacher events and Open House. Information is provided on the school website as well for resources for special education parents. Parent training is provided at each IEP meeting as we discuss inclusive practices, Supplemental aids and services, transition services and progress monitoring. When the LEA identifies parents, who may need additional support to fully participate in their child's education placement, outside agencies and providers who can assist the parents are notified

Lead Person/Position		Year of Training	
The Administration Team		2020-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Parents

IEP Development

Description of Training			
The district sends personnel to PATTAN and BVIU trainings to help address needs. of developing detailed, appropriate Individualized Education Programs. The BVIU TAC team is utilized to help staff address immediate student needs that require additional training.			
Lead Person/Position		Year of Training	
The Administration Team		2020-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Intermediate Unit PATTAN Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Supplementary Aids and Services Toolkit Training			
Lead Person/Position		Year of Training	
Special Education Coordinator, Special Education Teachers, General Education Teachers		2022	
Hours Per Training	Number of Sessions	Provider	Audience

3	1	Intermediate Unit	General Education Teachers Special Education Teachers
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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

