

## Profile and Plan Essentials

<b>LEA Name</b>		<b>AUN</b>	
Midland Borough SD		127045303	
<b>Address 1</b>			
173 7th St			
<b>Address 2</b>			
<b>City</b>		<b>State</b>	<b>Zip</b>
Midland		PA	15059
<b>Director of Special Education Name</b>			
Christina Cuddy			
<b>Director of Special Education Email</b>			
Chris.cuddy@midlandpa.org			
<b>Director of Special Education Phone Number</b>		<b>Director of Special Education Ext</b>	
7246438650		130	
<b>Chief Administrator Name</b>			
Mr Sean Tanner			
<b>Chief Administrator Email</b>			
sean.tanner@midlandpa.org			

## Special Education Students

**Total Number of Students Receiving Special Education** 43

**School District Total Student Enrollment** 243

**Percent of Students Receiving Special Education** 17.7

## Steering Committee

<b>Name</b>	<b>Position/Role</b>	<b>Building</b>	<b>Email</b>
Christina Cuddy	Director of Special Education	Midland Borough SD	Chris.cuddy@midlandpa.org
Sarah Saut	Director of Curriculum	Midland Borough SD	sarah.saut@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)

**Indicator not flagged at this time.**

Parent Involvement (Indicator 8)

**Indicator not flagged at this time.**

## Early Childhood Transition (Indicator 12)

**Indicator not flagged at this time.**

## Post-School Outcomes (Indicator 14)

**Indicator not flagged at this time.**

## Resolution Sessions (Indicator 15)

**Indicator not flagged at this time.**

## Mediation (Indicator 16)

**Indicator not flagged at this time.**

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

## Identification Method

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

Discrepancy Model

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

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

No

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

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 curriculum 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

<b>Facility Name</b>	<b>Facility Type</b>	<b>Other</b>	<b>Operated By</b>	<b>Service Type</b>	<b>Number of Students Placed</b>
Holy Family Institute of Learning	Other		Holy Family	Emotional Support	1
New Horizon	Other	Special Education Facility	Beaver Valley Intermediate Unit	Emotional Support	1
New Horizon	Other		Beaver Valley Intermediate Unit	Multiple Disabilities Support	2

## Positive Behavior Support

### Date of Approval

2024-02-12

### Uploaded Files

Positive Behavior Support Policy MBSD.pdf

**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 an 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 interferes with learning, A positive behavior support plan shall be developed by the IEP team, be based on a functional behavior assessment and become 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

student's 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
Elementary LearningSupport	Elementary	Full-time (1.0)	02/09/2024 12:46 PM

<b>Building Name</b>		
Midland EI/MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>Building Name</b>		
Midland EI/MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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Speech and Language	Multiple	Full-time (1.0)	02/09/2024 12:47 PM
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<b>Building Name</b>		
Midland EI/MS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		19
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
None-itinerant services		0.29

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Middle School Learning Support	Secondary	Full-time (1.0)	02/09/2024 12:47 PM

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<b>Building Name</b>		
Midland EI/MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 15



<b>Age Range Justification</b>	<b>FTE %</b>
	0.24

<b>Building Name</b>		
Midland EI/MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Elementary/MS Learning Support	Multiple	Full-time (1.0)	02/09/2024 12:48 PM

<b>Building Name</b>		
Midland EI/MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		16
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	9 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.32

<b>Building Name</b>		
Midland EI/MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

## Special Education Facilities

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

### 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	
The location of the class has been maintained for at least 3 school years.		No

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

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	
The location of the class has been maintained for at least 3 school years.		No

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

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	
The location of the class has been maintained for at least 3 school years.		No

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

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	
The location of the class has been maintained for at least 3 school years.		No

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

<b>Uploaded Files</b>

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	
The location of the class has been maintained for at least 3 school years.		No

## Special Education Support Services

### 6Special Education Support Services

<b>Special Education Support Services</b>	<b>Numerical Value</b>	<b>Primary Location</b>	<b>Contractor or District</b>
Guidance Counselor	1.0	District Wide	District
Occupational Therapist	.6	District Wide	District
Physical Therapist	.4	District Wide	District
School Psychologist	.1	District Wide	Contractor
Director of Special Education	.4	District Wide	District

## Special Education Personnel Development

### Autism

<b>Description of Training</b>			
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.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
The Administration Team		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District Intermediate Unit PaTTAN Other	Building Administrators General Education Teachers Special Education Teachers

### Positive Behavior Support

<b>Description of Training</b>			
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.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
The Administration Team		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District Intermediate Unit	Building Administrators Central Office Administrators



		PaTTAN Other	General Education Teachers Parents Paraprofessionals Special Education Teachers Other
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### Paraprofessional

<b>Description of Training</b>			
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.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
The Administration Team		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	3	District Intermediate Unit PaTTAN Other	Paraprofessionals

### Transition

<b>Description of Training</b>	
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.	
<b>Lead Person/Position</b>	<b>Year of Training</b>

The Administration Team		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Intermediate Unit PaTTAN Other	Building Administrators Parents Special Education Teachers

### Science of Literacy

Description of Training			
<p>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 Reading Horizons Fluency Curriculum, Accelerated Reader, i-Ready Reading, tutoring within the support classroom, after school and summer tutoring and PSSA skill development workbooks. Additionally, language arts are 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.</p>			
Lead Person/Position		Year of Training	
The Administration Team		2024 2025 2026 2027	
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
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Description of Training			
Dyslexia Training			
Lead Person/Position		Year of Training	
Elementary Reading Teachers K-3, Elementary Special Education Teacher		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	8	District Intermediate Unit PaTTAN	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		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience

1	3	District	Parents
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### 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		2024 2025 2026 2027	
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		2024 2025 2026 2027	
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

2022-04-11

### Uploaded Files

Affirmation Board Signature SpecEd.pdf

- 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.
- 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.
- 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.
- The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- 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.
- 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

Sean Tanner

