

Mid Valley SD

Special Education Plan Report

07/01/2018 - 06/30/2021

District Profile

Demographics

52 Underwood Rd
 Throop, PA 18512
 (570)307-1108
 Superintendent: Patrick Sheehan
 Director of Special Education: Debra Demming

Planning Committee

Name	Role
Eduardo Antonetti	Administrator : Professional Education Special Education
Carlos Lopez	Administrator : Professional Education Special Education Schoolwide Plan
Michael Piercy	Administrator : Professional Education Special Education Schoolwide Plan
Chad Vinansky	Administrator : Professional Education Special Education Schoolwide Plan
David Patchkoski	Business Representative : Professional Education Special Education Schoolwide Plan
Cindy Rosetti	Business Representative : Professional Education Special Education Schoolwide Plan
Donald Healey	Community Representative : Professional Education Special Education Schoolwide Plan
Dawn Riccardo	Community Representative : Professional Education Special Education Schoolwide Plan
Robyn Buckshon	Ed Specialist - School Counselor : Professional Education Special Education Schoolwide Plan
Ryan Kropa	Ed Specialist - School Counselor : Professional Education Special Education Schoolwide Plan
Sandra Liparulo	Ed Specialist - School Counselor : Professional Education Special Education Schoolwide Plan
Jennifer Moylan	Ed Specialist - School Psychologist : Professional Education Special Education Schoolwide Plan
Lisa Havran	Elementary School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
Jamey Liparulo	Elementary School Teacher - Regular Education :

	Professional Education Special Education Schoolwide Plan
Lorna Engler	High School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
William Buza	High School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
Rachael Laboranti	High School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
Patricia Powell	High School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
Stanley Yanoski	High School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
Dana Abda	Middle School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
Kelly Patchcoski	Middle School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
Sean Sholtes	Middle School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
Jacob Banik	Parent : Professional Education Special Education Schoolwide Plan
Claudia Kausmeyer	Parent : Professional Education Special Education Schoolwide Plan
Sue Piorkowski	Parent : Professional Education Special Education Schoolwide Plan
Debra Demming	Special Education Director/Specialist : Professional Education Special Education Schoolwide Plan

Core Foundations

Special Education

Special Education Students

Total students identified: 316

Identification Method

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

The Mid Valley School District (MVSD) is currently utilizing the ability / achievement discrepancy model in identifying a student with a specific learning disability throughout the district. This method is utilized for the purpose of documenting statistically significant discrepancies between a student's predicted achievement levels in each respective area, based on his/her cognitive abilities and actual actual achievement levels as evidenced by performance on a standardized academic achievement assessment. Additionally, MVSD utilizes a process that rules out a lack of exposure to appropriate / research based instruction in the areas of reading and math instruction as the primary cause of academic performance deficits.

MVSD uses a Child Find / Referral process that begins prior to formal Kindergarten enrollment through a screening process. School-age identification begins with universal screenings combined a Child Study referral process in grades K-12. All students referred to school study are considered to be at risk and an education team prescribes a plan of intervention. The child study team consists of a school psychologist, guidance counselor(s), special education director, general education teacher(s), Title I teacher(s) (K%), specialty teacher(s), parent(s) / guardians(s), student (if appropriate), and building administrator. The educational team develops an individualized plan with educational accommodations and accommodations to meet the needs of the student. Interventions are set and data is collected through progress monitoring for a pre-determined length of time. If students are not successful in demonstrating adequate progress, a team referral may be made for a multi-disciplinary evaluation. An evaluation may consist of records review, parent / teacher(s)/ student input, norm-referenced tests of intelligence and achievement, related service evaluations (if required), and classroom observations. If significant weaknesses are identified in a particular area, the child is identified as a student with a specific learning disability and in need of specially designed instruction under IDEA.

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>

Mid Valley School District does not demonstrate significantly disproportionate enrollment differences, based on information available on <http://penndata.hbg.psu.edu/BSEReports>.

2016-17 Special Education Data Report indicated the following disproportionalities:

Autism: 10.2% (MV) 10.7% (State)

* The MVSD is about even with the state student population with a primary exceptionality of Autism.

Emotional Disturbance 11.2 (MV) 8.5% (State)

* The MVSD utilizes a variety of behavioral support programs to assist its students to progress within the general education curriculum including hosting a School Based Behavioral Health team, due to the large number of students in our residential area. The Mid Valley School District also has a transient population moving in and out of our district.

Intellectual Disability 5.8% (MV) 6.5% (State)

* The MVSD does not currently have a large student population with a primary exceptionality of ID.

Specific Learning Disability 40.5% (NP) 41.8% (State)

* The MVSD utilizes the discrepancy model to assist in identifying students with a primary exceptionality of SLD. Due to the data collected during the evaluation process, a discrepancy is identified if there is a significant difference between the students' ability and achievement scores.

Speech or Language Impairment 12.9% (NP) 14.7% (State)

* The MVSD students identified with Speech / Language Impairment is below the State percentage. The district continues to work with NEIU in the identification process of students transitioning from Early Intervention programming to School-Aged programming.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

The Mid Valley School District meets its obligation under Section 1306 of the Public School Code as the host district for an educational environment (Harbor House Community Residential Rehabilitation Program) for students who are either court-placed or family / state placed at the facilities by obtaining the appropriate Section 1306 certification and student records.

The MVSD Registration Office obtains the appropriate documentation for each student placed at Harbor House Community Residential Rehabilitation Program through communication to the home

district and parents of the student. Staffing and IEP meetings occur at the location to review the student data and revise educational programming as necessary. Students residing at Harbor House Community Residential Rehabilitation Program from out of state, are issued a Permission to Evaluation / Prior Written Notice to gain permission to conduct an evaluation as per PDE regulations. Under Section 1306 of the Pennsylvania School Code, The MVSD has nonresident students attend our programs until the student receives a diploma, completes the school term in which they turn 21, or return to their home district. The MVSD provides for the educational program for students, including students with disabilities who are placed in a non-district sponsored facility, and for ensuring the provision of a "free appropriate public education" for eligible children with Individualized Education Plans (IEPs) in accordance with the Individuals with Disabilities Education Act (IDEA) and for "qualified handicapped students" with PA Educational Code Chapter 14 and Chapter 15 Section 504 which includes the Rehabilitation Act of 1973.

The MVSD has Child Find obligations that consist of locating, identifying, and evaluating all students with suspected disabilities, including but not limited to evaluating students following a parental request and/or the Child Study process. The process, as defined by MVSD, is a team approach utilized to identify variables that are negatively impacting a student's educational progress. The team reviews existing data to discuss / develop / implement a plan of action to assist the student in achieving adequate progress. The goal of the Child Study Referral process is to ensure that each team member, including parent(s), has the opportunity to provide input and suggestions of interventions. Team input is essential in determining if a psych-educational evaluation is required to assist in determining if a student qualifies for and is in need of specially designed instruction under IDEA / Chapter 14. MVSD's Child Find obligations are extended to all 1306 students residing within the boundaries of the district.

Out of district placements are utilized for those 1306 students who require a more restrictive environment based on behavioral and / or educational needs. Upon enrollment, 1306 students are educationally placed after certification is completed and the required educational data is supplied to MVSD from the home school. However, barriers occur with educational services when the certification and educational records are delayed to MVSD from the sending district. Because of these barriers in terms of time lag from the sending school district, it is sometimes difficult to obtain the complete educational picture of the 1306 student. Every effort is made by MVSD registration office to track educational records and obtain them from any entity with which the student has been placed. In rare cases, the Pennsylvania Department of Education is contacted for assistance to obtain a student's educational record from the sending district. Also, parental involvement is sometimes difficult to secure for conferences on program development since many of these students have been in multiple placements and parental involvement over time has been reduced to minimal involvement.

If a 1306 student enrolls with a Pennsylvania implemented IEP, MVSD will issue a Notice of Recommended Educational Placement (NOREP) to accept the current IEP for an interim of thirty (30) days to allow the IEP team time to review / revise the plan as needed to meet the needs of the student. The IEP team, which includes student and parent, will determine placement and

programming. If a 1306 student enrolls with an out of state implemented IEP, MVSD will issue a NOREP along with a Permission to Evaluate / Prior Written Notice (PTE/PWN) to allow MVSD to conduct an initial evaluation to assist in determining if the student qualifies for and is in need of specially designed instruction under IDEA and Pennsylvania Chapter 14 regulations.

The MVSD is responsible for monitoring the educational progress, reviewing educational services, and for maintaining contact with the home school district with respect to the student's placement and progress. The MVSD is committed to providing FAPE, IDEA compliance, and Chapters 14, 15, and 16 of Title 22 of the Pennsylvania Code to prepare 1306 students to meet any applicable promotion and / or graduation requirements.

Incarcerated Students Oversight

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

There are currently no correctional institutions located within the geographical boundaries of MVSD. MVSD does recognize its obligation to ensure that resident students, who are currently incarcerated, are located / identified / evaluated and provided FAPE. In the event that a student of MVSD is incarcerated, MVSD will work collaboratively with the host district to ensure FAPE along with appropriate programming to a student who has been identified as qualifying for and being in need of specially designed instruction under IDEA as a student with an exceptionality.

Least Restrictive Environment

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

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

1. The Mid Valley School District (MVSD) is committed to ensuring that to the maximum extent appropriate, all students identified as exceptional under IDEA are educated with their non-disabled peers in the least restrictive environment (LRE) with the use of supplemental aids and services to allow for them to be successful. MVSD provides a variety of services to encourage and promote the Least Restrictive Environment (LRE) to all students. Students who qualify for and are in need of specially designed instruction under IDEA, begin in the least restrictive environment with the use of supplementary aids and services and may move into a more restrictive environment / placement if deemed appropriate and necessary by the student's IEP team based on data review and student performance. Identification for services under Chapter 14 begin with the Child Study Referral system. MVSD is in the process of restructuring the child study referral procedure in all buildings - elementary (K-6) and secondary (6-12+) and includes the input of parents / guardians, student, guidance counselors, Director of Student Personnel, general education teacher(s), specialty teacher(s), related service providers, Title I providers, building nurse, building administrators, and if necessary, representatives from outside agencies.

The Child Study Referral Team, as defined by MVSD, is a team approach to identify variables that are negatively impacting a student's educational progress, to review existing data, to discuss / develop / implement a plan of action to assist the student to achieve adequate progress. The goal of the Child Study Referral Team is to ensure that each team member, including parents, has the opportunity to provide input and suggestions of intervention. Team input is essential in determining if a psychoeducational evaluation is required to assist in determining if a student qualifies for and is in need of specially designed instruction under IDEA / Chapter 14.

Prior to a psychoeducational evaluation, the following referral process is implemented for a school referral:

~ If school personnel have data supporting any academic and / or behavioral concerns regarding a student, that professional will contact the school guidance counselor. Based on the concern(s), a pre-referral team (e.g., Child Study Team) meeting with the student's educational team will convene to identify specific areas of strengths and weaknesses, to develop and implement an appropriate action plan, to determine efficacy of research-based interventions implemented with fidelity, etc. The team, which may include all or a portion of the child study members, will also schedule a date / time to reconvene to discuss results / progress.

~ Student's educational team reconvenes following a sufficient amount of time allotted to collect data, to review the data, to determine adequate progress, and to decide on the next appropriate step. If the student is demonstrating adequate progress and there are no new or increased concerns, the team may elect to reconvene at a later date to review / revise current implemented plan and/or to dismiss from child study referral process.

~ If the data supports a need for a psychoeducational evaluation, the school guidance counselor,

school nurse, teachers (including general education teacher, specialty teachers, Title 1 providers, etc), and other appropriate team members will complete the a district created evaluation referral form, which contains student information, data collection forms, and all teacher input / observations.

~ If appropriate, *Permission to Evaluate Consent Form / Prior Written Notice* (PTE / PWN) will be forwarded to parents / guardians. The school guidance counselor, appropriate school psychologist, other appropriate team members (OT, PT, SLP, SW) will be informed of the development of the forms and the date of mailing. The student's educational team members, parent, and student (if applicable) will also have another opportunity to meet to review the collected data and discuss procedures.

~ Upon signed receipt of the *Permission to Evaluate Consent Form / Prior Written Notice* (PTE / PWN), appropriate team members will be informed and will receive a copy of the signed consent form. Date stamped on PTE as date of receipt begins the 60 calendar day time line, with the exception of summer vacation.

In case of a parent / guardian request for an evaluation, the following procedure / protocol will occur:

~ If a parent requests an evaluation to ANY professional employee (e.g., any teacher, administrator, counselor, etc.), that employee will contact the school guidance counselor immediately. NPSD realizes that they legally have 10 calendar days to forward the parents the *Permission to Evaluate - Evaluation Request Form*.

~ The school guidance counselor will contact the special education office immediately and will also complete the district created evaluation referral form along with student information.

~ A *Permission to Evaluate - Evaluation Request Form* will be created and forwarded to the parent / guardian within the 10 calendar day timeline.

~ The school guidance counselor, school nurse, and appropriate school psychologist will be informed that at PTE-Request had been forwarded to parents / guardians and that Referral pages should be prepared.

~ School guidance counselor will contact/mail/email the student's teachers (general education, specialty teachers, related service providers, Title 1 providers, etc) and inform them that team input is required for a possible evaluation requested by the parents.

~ Upon receipt of the completed and signed *Permission to Evaluate - Evaluation Request Form*, the Special Education Office will email the appropriate team members (school guidance counselor, appropriate school psychologist, OT, PT, SLP, SW, etc.). School guidance counselor will schedule a Child Study Team meeting with parents / guardians and all appropriate team members.

~ Student's educational team reconvenes following a sufficient amount of time allotted to collect

data, to review the data, to determine adequate progress, and to decide on the next appropriate step. If the student is demonstrating adequate progress and there are no new or increased concerns, the team may elect to reconvene at a later date to review / revise current implemented plan and/or to dismiss from child study referral process.

~ If the data supports a need for a psycho-educational evaluation, the school guidance counselor, school nurse, teachers (including general education teacher, specialty teachers, Title 1 providers, etc.), and other appropriate team members will complete the a district created evaluation referral form, which contains student information, data collection forms, and all teacher input / observations.

~ If appropriate, *Permission to Evaluate Consent Form / Prior Written Notice* (PTE / PWN) will be forwarded to parents / guardians. The school guidance counselor, appropriate school psychologist, other appropriate team members (OT, PT, SLP, SW) will be informed of the development of the forms and the date of mailing. The student's educational team members, parent, and student (if applicable) will also have another opportunity to meet to review the collected data and discuss procedures.

Prior to an identified student being placed in an out-of-district educational placement, the student's Individualized Education Program (IEP) team will convene. All members of the student's IEP team will be invited to participate to assist in determining the appropriate placement of a student who has not demonstrated success in his/her current educational placement. All relevant data will be discussed / reviewed / revised / analyzed as needed. This data may include and will not be limited to: educational progress monitoring; behavioral data collection sheets; disciplinary records; attendance; work samples; previous and current grades; team input; etc. If additional data is needed to assist in determining an appropriate educational placement, a *Permission to Re-evaluate Consent Form / Prior Written Notice* (PTR/PWN) will be issued and the evaluation process will be followed and concluded in a reevaluation. If additional data is not warranted, a reevaluation will be conducted upon record review and team input.

An alternative educational placement will not be determined until parents / guardians have the opportunity to visit proposed placement(s) and to meet with appropriate faculty / staff. Upon parent / guardian agreement, the student's educational team will convene to prepare / discuss a smooth transition.

MVSD maintains close contact with all out-of-district placements in order to monitor the progress of all district sponsored students. A MVSD representative participates, either in person or via phone conference, with IEP meetings to which he/she is invited as well as other team meeting as needed. The MVSD also participates in an appropriate transition plan to ensure a successful transition when the student either returns to his/her home district or is in need of a more restrictive educational environment.

2. The Director of Education and Pupil Personal Department of the MVSD maintains a close

relationship with the Curriculum Director, building Principals, related service providers, and outside agencies to ensure that the students of MVSD receive a full continuum of supports / services within the LRE. The MVSD effectively utilizes research based programs within the core areas of Reading, Mathematics, and English Language Arts. Evidence based programming and teaching strategies are utilized in aligning curriculum to the Common Core Standards within both district buildings.

MVSD has worked closely with PaTTAN, our local intermediate unit (NEIU 19), neighboring school districts, and a variety of outside agencies to provide training, consultation, and technical assistance to faculty, staff, and administrators. Members of MVSD's faculty / staff have received training in a variety of programs / services, including - Dynamic Indicators of Basic Early Literacy Skills (DIBELS), , Multi-tiered Support Services (MTSS), Therapeutic Aggression Control Techniques (TACT2 Crisis Intervention Training), School-wide Positive Behavior Support (SWPBS), Truancy elimination, Student Assistance Program (SAP), AIMSweb (Progress Monitoring tool), , Differentiated Instruction (DI), disability specific trainings, and co-teaching, amongst others.

3. MVSD has continued to work toward implementation and improvement of the twenty (20) indicators outlined in the Pennsylvania State Performance Plan (PSPP). Indicator 5 (Least Restricted Environment - LRE) has been an ongoing focus of concern with the emphasis on developing a variety of programming within MVSD to meet the diverse educational / behavioral needs of all students. MVSD does actively participate with the local intermediate unit (NEIU 19) and neighboring school districts in maintaining and developing additional programming for students.

Indicators 6, 7, 8, 11, 12 (pre-school, child find, parent involvement) have been addressed through MVSD's active participation in Early Intervention programming. MVSD has maintained a relationship with a variety of local privately owned day-cares and preschools and has welcomed a Head Start program housed within Mid Valley Elementary Center. MVSD participates in Early Intervention transition working toward a smooth transition from Early Intervention into School-aged programming. Informational handbooks and pamphlets are available through guidance offices and the Pupil Personnel Office. MVSD is working towards increasing their relationship with local providers and outside agencies through the distribution of informational materials.

Indicators 3 and 8 (improvement in the participation and performance of students with disabilities on statewide assessments / parental involvement) has been addressed through the combined efforts of the building administrators and the Director of Pupil Personnel in presentations at various "Curriculum Nights" to address curriculum changes, assessment changes, and the School Performance Profile (SPP). Individual parent meetings were scheduled during building level meetings.

Indicator 13 (transition) has been improved through trainings provided by our local intermediate unit (NEIU 19) and the development of a transition coordinator position. Identified students, ages 14+, have been afforded multiple opportunities for career exploration, post-secondary education, and military enlistment. Through the supervision of our life skills teachers a student run "coffee cart" business has been established within Mid Valley Secondary Center run by students / faculty /

staff of the Life Skills Support and Autistic Support classes. All profits of the afore mentioned "businesses" remain within the programs to further assist transition tasks / activities. MVSD continues to maintain a working relationship with local businesses / establishments to assist in student employment and / or training with the focus on having students further included into the general population / work force.

By continuously striving to incorporate the twenty (20) indicators outlined in the PSPP, MVSD continuously strives to meet the educational / behavioral / vocational needs of its students in the Least Restrictive Environment (LRE).

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.

1. The Mid Valley School District is setting the foundation and establishing learning environments that assist in educating and challenging all students to their maximum potential and prepare them for the demands of a global society. The district maintains a behavioral support policy which defers building level plan operation to individual building Principals. In select instances, a Functional Behavioral Assessment (FBA) may be performed in order to systematically examine an individual student's behavior to assist in determining a possible function of said targeted behavior. When an identified student is presenting a behavior that is impeding his/her full participation within the general education curriculum, a team meeting will be convened to discuss the target behavior and to develop an appropriate plan of intervention to track and analyze the behavior which will then be followed by the creation and development of a positive behavioral support plan.

A Positive Behavioral Support Plan (PBSP) will be developed based upon positive interventions rather than negative consequences. The PBSP and the corresponding data will be reviewed and revised as needed to assist an identified student in maintaining socially appropriate behavior within the least restricted educational setting.

2. Mid Valley School District has a Therapeutic Aggressive Control Technique (TACT2) team trained in both the Elementary and Secondary Center. All members of the team have received training by in-house trainers in Nonviolent Crisis Intervention, which is a program focusing on the safe management of disruptive and assaultive behavior and are re-certified on a yearly basis. MVSD has also implemented the Positive Behavior Intervention Program PBIS with training through the NEIU. We are currently working on revamping the program for next year incorporating school pride.

3. Mid Valley School District has two SBBH (school based behavioral health) teams through Scranton Counseling and [Community Care Behavioral Health](#). The Elementary has 1 MHP (Mental Health Professional-Master's level therapist) and 1 BHW (Behavioral Health Worker) to the team which allows for up to another 24 additional clients. The Secondary has 2 MHP's and 1 BHW on its team.

Our MVSC has a large population of students with serious emotional and/or behavioral disturbances there are currently 48 students benefiting from the services of our CSBBH team at the Secondary level, with no one on the waiting list.

Our MVEC has a concentrated population of students with serious emotional and/or behavioral disturbances placing them at risk for out-of-school placement. There are currently approximately 41 (forty-one) students who could benefit from the services of our CSBBH team. These students have been identified through our Child Study process, as well as our Student Assistance Program (SAP). Many of them also receive emotional support services through the district, and all receive support from their assigned school counselor. Nonetheless, the students continue to show needs in the area of mental health. Regarding attrition, there have been eleven (11) families discharged from the program since its inception. Of the 11 (eleven), eight (8) families relocated to another district, two (2) declined services, and one (1) student withdrew from the district to enroll in cyber school.

We feel there is a vast need for an additional Mental Health Professional and an additional Behavioral Health Worker. The intensity and regularity of the maladaptive behaviors demonstrated by the students already identified already requires the existing staff to provide support at a maximum level. An additional BHW would be tremendously advantageous, and is equally imperative as adding an MHP. Furthermore, the addition of another MHP would allow the CSBBH team to add more students to their caseload, which is crucial to our population of students who are showing a need in many facets of their mental health. Another factor in our request is the increased awareness in our school with regard to the support our CSBBH team gives to our students and their families. Our school staff want what is best for our students and know that the CSBBH team plays a vital role in helping our students be successful, both in and out of school.

Mid Valley Elementary recognizes the positive gains our CSBBH team has helped these students achieve. Many of the students on their caseload have grown socially and learned to overcome the many obstacles young children face growing up. Expanding our current team by one Mental Health Professional and one Behavioral Health Worker would assist many of our other at-risk students also reap the benefits of such an outstanding CSBBH program and team, critically increasing their chances of future success.

The MVSD also has a counsellor for Scranton Counseling one day a week on site to see students who receive services. This service helps parents not have to take the students out of school for services or have their children dismissed to go to a counseling session. The program has been so successful we were granted another day of service at MVSD.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.

2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

1. Should MVSD encounter difficulty in ensuring Free Appropriate Public Education (FAPE) for an individual student, the district would utilize the interagency process of collaborative consultation with our local intermediate unit (NEIU 19), community agencies, and parents to address programming concerns of students within the Least Restrictive Environment (LRE). MVSD requests the assistance of the Local Interagency Coordinator through NEIU 19 to assist in planning / organizing interagency meetings for district students. The district will also request the assistance of the County Child and Adolescent Service System Program (CASSP) Coordinator when there is increased difficulty in locating appropriate programming to a student in the LRE.

Meeting participants include, but are not limited to, members of the student's educational team members - including Director of Special Education, appropriate school psychologist, case-manager, general education teacher(s), related service providers, parent / guardian, student - if appropriate, building administrator, as well as outside agencies. The Interagency (IA) meeting allows the district to utilize a continuum of programs and services while eliminating various barriers to the educational process.

2. MVSD has utilized the IA process to locate programming within neighboring districts, including school-based and center-based partial hospitalization programming. The Local Interagency Coordinator has provided assistance and guidance in organizing the IA meetings by acting as the point of contact and by managing the meeting in an efficiently and effectively manner. Results of the IA have included, but are not limited to, the development of hybrid programming, program development, and program location.

3. MVSD is in the process of exploring the possibility of programming expansion in regards to providing a continuum of services within the district and / or by working collaboratively with neighboring school district in developing consortium programming.

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 Mid Valley School District continues to strive to strengthen the programming within the special education department by providing students with programming in the Least Restrictive Environment (LRE) and through a continuum of services. To date, the MVSD has maintained, developed, and increased a number of initiatives and programs. These include:

- A continuum of learning support services in both district buildings servicing grades K-12+.

- . Revised Child Study Referral Process that is data driven and incorporates the input of multiple team members in both district buildings.
- Revised Homebound process to ensure the provision of FAPE to all students.
- Increased number of co-taught classes in both district buildings servicing grades K-12.
- A combination of "pull-out" and "push-in" programs to meet the diverse needs of identified students.
- All paraprofessionals have attained either an associate's degree or a certificate of competency from Pennsylvania.
- Paraprofessionals provide a continuum of assistance in both "push-in" and "pull-out" programs.
- District provides MVEC and MVSC itinerant and supplemental emotional support programs allowing students to receive programming within MVSD.
- District sponsored elementary and secondary life skills support program, allowing students to receive programming within MVSD. MVSD provides a full continuum of life skills support programming for grades K-12+.
- District sponsored elementary Autistic support classrooms allowing students to receive programming within MVSD.
- Sensory room in the Elementary with a plan to create one at the Secondary level.
- District uses a research-based progress monitoring in the form of AIMSweb provided to students in grades K-12.
- Collaboration with Office of Vocational Rehabilitation (OVR) to assist in student transitions beyond the school-aged programming.
- Collaboration with the Center for Independent Living (CIL) to assist in student transitions beyond the school-aged program.
- Increased collaboration with local businesses / establishments to incorporate the possibility of student employment / training.
- Special education teacher participation in intervention classes.
- Development of a district maintained Assistive Technology (AT) team.
- Development of a district maintained BrainSTEPS team.
- Participation in a "Co-teaching Academy" provided by our local intermediate unit (NEIU 19).
- Participation in "Spartan Academy" a Mid Valley created program where teachers teach teachers.

- Continued participation in research-based / effectiveness-based inservice trainings, including PVAAS, , Differentiated Instruction, Co-teaching, Assistive Technology, Non-violent Crisis Intervention, First Aid / CPR, Common Core, SWPBS, amongst others.
- Incorporation of a student management system available to all faculty.
- Continued participation in district sponsored in-service training related to Sapphire a tool for writing IEP's, measurable goal writing, reevaluation report writing, along with classroom implementation of effective strategies.
- Use of research-based programming: SRA Corrective Reading; Touch-Math; Saxon Math; Read Naturally; Qualitative Reading Inventory-IV; Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next, amongst others.
- Parent trainings in conjunction with building sponsored "Curriculum Nights".
- Parent training / open houses to discuss program revisions.
- Continued participation with Lackawanna County CTC to provide vocational training to identified students.
- Continued participation with local intermediate unit (NEIU 19) and neighboring districts to provide a variety of services to meet the needs of all students.
- Created collaboration with neighboring district to share occupational therapy services.
- In-house employment of one full-time school psychologists and 2 part-time psychologists, one (1) full-time occupational therapist assistant (COTA), and two (2) full-time speech / language therapists
- Contracted services of one (1) physical therapist, one (1) certified occupational therapist assistant, one (1) vision therapist, one (1) teacher of the deaf and hard of hearing, and one (1) orientation and mobility specialist.
- Creation of a an in-house mental health program through CSBBH for school based behavioral health, to meet the diverse needs of the students of MVSD.
- A collaboration with local businesses / local governments to coordinate services and to provide the opportunity for career shadowing; and the organization of an annual Transition Fair.
- Creation of a student run "coffee cart" program under the supervision of the faculty of the Life Skill Support and Autistic Support programs to provide real-life work experience skills.
- Utilization of a research-based progress monitoring tool to assist in data driven instruction for students in grades K-12.
- Operation of a student-run store to emphasize consumer / retail skills.
- Collaboration with OVR, NEIU 19, LIU 18, PaTTAN, Lackawanna County CTC, and local agencies to assist in developing progamming / services to benefit the students of MVSD.

- Continued participation in research-based / effectiveness-based programming that includes PVAAS, Differentiated Instruction, Co-teaching, Assistive Technology, Therapeutic Aggressive Control Techniques (TACT2) non violent interaction; First Aid / CPR, Common Core, Positive Behavior Intervention System (PBIS), amongst others.

Mid Valley School District continues to provide a quality education to all students through the effortless dedication of administrators, teachers, related services providers, paraprofessionals, community liaisons, and parent groups who work together with a shared vision of improving student performance to the maximum extent possible in the least restrictive environment.

Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of	Type of Service	Number of Students
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	Facility		Placed
New Story	Approved Private Schools	Autistic Support /Emotional Support	7
NEIU	Other	Emotional Support / Autistic Support / Multiple Disabilities Support / Life Support	8
NHS	Approved Private Schools	Autistic Support	5
Scranton School for the Deaf and Hard of Hearing	Approved Private Schools	Hearing Impaired	3

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: July 1, 2018

Reason for the proposed change: Organization of classes /programs

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	7 to 10	7	1
Locations:				
Mid Valley Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: July 1, 2018

Reason for the proposed change: Organization of classes /programs

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 7	8	1
Locations:				
Mid Valley Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: July 1, 2018

Reason for the proposed change: Organization of classes /programs

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	10 to 12	4	0.6
Locations:				
Mid Valley Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	10 to 12	2	0.4
Locations:				
Mid Valley Elementary Center	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: July 1, 2018

Reason for the proposed change: Organization of classes /programs

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 12	29	1
Justification: Teacher's schedules students to age groups at different times.				
Locations:				
Mid Valley Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: July 1, 2018

Reason for the proposed change: Organization of classes /programs

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	12	0.8
Locations:				
Mid Valley Elementary Center	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	6 to 8	2	0.2
Locations:				
Mid Valley	An Elementary School	A building in which General Education		

Elementary	Building	programs are operated		
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Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2018*Reason for the proposed change:* Organization of classes /programs**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	12	1
Locations:				
Mid Valley Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2018*Reason for the proposed change:* Organization of classes /programs**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	7	0.8
Locations:				
Mid Valley Elementary Center	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	9 to 10	6	0.2
Justification: Combination Supplemental is 6 students and Itinerant is 7.				
Locations:				
Mid Valley Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2018*Reason for the proposed change:* Organization of classes/programs**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	1	0.2
Locations:				
Mid Valley Elementary Center	An Elementary	A building in which General		

	School Building	Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	9	0.8
Locations:				
Mid Valley Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2018*Reason for the proposed change:* Organization of classes /programs**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	12	1
Locations:				
Mid Valley Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2018*Reason for the proposed change:* Organization of classes /programs**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 12	12	1
Justification: Due to scheduling the teachers sees different age groups at different times.				
Locations:				
Mid Valley Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2018*Reason for the proposed change:* Organization of classes /programs**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 15	3	0.2
Justification: Meets the educational needs of the students				
Locations:				
Mid Valley Secondary Center	A Junior/Senior High	A building in which General Education programs are		

	School Building	operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	13 to 15	10	0.8
Justification: Age range can be 4 years in secondary. all meeting educational needs of students.				
Locations:				
Mid Valley Secondary Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 31, 2016*Reason for the proposed change:* Meeting the educational needs of the student.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	13 to 16	8	1
Locations:				
Mid Valley Secondary Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2018*Reason for the proposed change:* Organization of classes /programs**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	16 to 21	12	1
Justification: Older students leave half day for vocational studies, not in class at same time. Some go AM some go PM				
Locations:				
Mid Valley Secondary Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2018*Reason for the proposed change:* Organization of classes /programs**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Emotional Support	13 to 15	13	0.5
Justification: Students are scheduled age and grade wise at different periods of the day.				
Locations:				
Mid Valley Secondary Center	A Junior/Senior High 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	12 to 14	7	0.5
Locations:				
Secondary Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2018*Reason for the proposed change:* Organization of classes /programs**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 18	17	1
Locations:				
Mid Valley Secondary Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 31, 2016*Reason for the proposed change:* Meeting students educational needs with learning support teacher in classroom.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	16	1
Locations:				
Mid Valley Secondary Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #16*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2018*Reason for the proposed change:* Organization of classes /programs**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	13 to 15	18	1
Locations:				
Mid Valley Secondary Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #17*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2018*Reason for the proposed change:* Organization of classes /programs**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	20	1
Locations:				
Mid Valley Secondary Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #18*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2018*Reason for the proposed change:* Organization of classes /programs**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	14	1
Locations:				
Mid Valley Secondary Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #19*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2018*Reason for the proposed change:* Organization of classes /programs**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 19	13	1
Locations:				
Mid Valley Secondary Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #20*Operator:* School District**PROGRAM DETAILS***Type:* Class

Implementation Date: July 1, 2018

Reason for the proposed change: Adding a special education teacher, class sizes getting larger.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	10	1
Locations:				
Mid Valley Secondary Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #21

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	9 to 12	65	0.5
Justification: Students not seen at same time. Sppech 1:1 or small grade level group.				
Locations:				
Mid Valley Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 18	65	0.5
Justification: Speech and Language students are seen 1 ;1 or in small grade level groups				
Locations:				
Mid Valley Secondary	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #22

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	65	1
Justification: Not seen at the same time				
Locations:				
Mid Valley Secondary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23

Operator: School District

PROGRAM DETAILS*Type: Class**Implementation Date: July 1, 2018***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 12	8	1
Justification: Students not seen at same time.				
Locations:				
Mid Valley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	District Wide	1
School Psychologists	District Wide	1
Special Education Paraprofessionals	Mid Valley Elementary Center	9
Special Education Paraprofessionals	Mid Valley Secondary Secondary Center	8
Certified Occupational Therapist Assistant (COTA)	District Wide	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapist	Intermediate Unit	1 Days
Vision Therapist	Intermediate Unit	1 Days
Occupational Therapist	Multiple LEA (School Districts or Charter Schools)	1 Days
Teacher of the Hard of Hearing	Intermediate Unit	1 Days
Orientation and Mobility Therapist	Intermediate Unit	1 Days

District Level Plan

Special Education Personnel Development

Autism

Description	Faculty and staff will gain skills on how to identify and understand the characteristics of students diagnosed with Autism Spectrum Disorder (ASD). Faculty, staff and parents will develop effective research-based and effectiveness-based strategies that will allow identified student to be successfully included within the least restrictive environment (LRE). MVSD will continue to deliver programming based on Competent Learner Model (CLM) through the services of an internal coach. Parent trainings will be offered.
Person Responsible	Debra Demming
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	12
# of Participants Per Session	6
Provider	PDE Autism Initiative
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Research-based and effectiveness-based instructional strategies to utilize with identified students within the Least Restrictive Environment.
Research & Best Practices Base	Research on interventions / strategies for students identified as ASD.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and</p>

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

Behavior Support

Description	<p>The Mid Valley (MVSD) faculty and staff work as a team to effectively implement non-violent crisis management prevention, Therapeutic Aggression Control Techniques (TACT 2) teams in each building. The district has implemented the School Wide Positive Behavior Intervention System and is working reconstruct the program to add a school pride aspect.</p> <p>MVSD faculty and staff will participate in Functional Behavioral Assessment (FBA) training to assist in developing appropriated behavior plans / programs to meet the needs of individual students.</p> <p>Parents of students receiving Emotional Support services and Autism Support services are made aware of the teacher training and the possibility of implementation as a last resort should a student become a physical threat to self and/or others.</p>
Person Responsible	Building level administration / SWPBS teams
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	6
# of Participants Per Session	40
Provider	District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Effective implementation of individualized behavior plans as well as class-wide behavior management programs.
Research & Best Practices Base	Research-based and effectiveness-based strategies / interventions to enhance Positive Behavior Support as per PDE.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>

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

	Classroom student assessment data
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Paraprofessional

Description	<p>MVSD paraprofessional will participate in team building strategies to enhance student learning. Paraprofessionals will demonstrate a workable understanding of students, exceptionalities, as well as effective strategies to assist programming within the least restrictive environment. All paraprofessionals will be equipped to better understand the diverse needs of the students of MVSD.</p> <p>All paraprofessionals will be afforded the opportunity to participate in a minimum of 20 training hours provided by MVSD as well as district required trainings in Non-Violent Crisis Prevention (TACT2), First Aid, and CPR.</p>
Person Responsible	Curriculum Director and Director of Special Education
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	2.0
# of Sessions	10
# of Participants Per Session	25
Provider	District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	MVSD will provide 20+ hours of in-house trainings to assist paraprofessionals in attaining the PDE required yearly requirements.
Research & Best Practices Base	Topics are based on research-based, effectiveness-based strategies as well as topics of best practices as they relate to the role of a paraprofessional within a school setting.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment</p>

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

Reading NCLB #1

Description	MVSD faculty and staff will implement research-based and effectiveness-based reading programs and progress monitoring tools to assist in developing appropriated educational plans. Curriculum Nights have been offered and will continue to be offered to allow parents / guardians the opportunity to become familiar with the programming.
Person Responsible	Director of Curriculum, Director of Special Education, Building Level Principals
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education, Student Services, Gifted Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	4
# of Participants Per Session	15
Provider	District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Implementation of research-based reading programs and progress monitoring tools.
Research & Best Practices Base	The emphasis on data driven decision making has become an essential skill in the education field. It is vital for continued staff development in this area to ensure adequate reading progress.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate</p>

	<p>data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	<p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Other educational specialists</p> <p>Related Service Personnel</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p>

Transition

Description	<p>MVSD is committed to providing effective transition activities for all identified students, ages 14+. Faculty and staff will develop individualized transition plans to assist students in preparing for Post-Secondary Education, Independent Living, and/or Employment.</p> <p>MVSD has actively participated in Indicator 13 training during the 2017-18</p>
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	<p>school year.</p> <p>A district sponsored Transition Fair is held annually allowing both students on the HS level and their parents the opportunity to meet professionals from post-secondary institutions, outside agencies, and the local work-force and to gather information.</p>
Person Responsible	Director of Special Education / Guidance Counselor / Companies and agencies
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	2
# of Participants Per Session	15
Provider	District, IU
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Faculty and staff will increase knowledge regarding available opportunities to incorporate into individualized transition activities.
Research & Best Practices Base	Indicator 13 (Transition) training has been provided during the 2016/2017 school year. Research-based strategies will be utilized.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>

	Instructs the leader in managing resources for effective results.
Training Format	Department Focused Presentation Professional Learning Communities Offsite Conferences
Participant Roles	Classroom teachers School counselors Paraprofessional Related Service Personnel Parents
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	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
Evaluation Methods	Review of written reports summarizing instructional activity

Special Education Affirmations

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

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

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

Board President

No signature has been provided

Superintendent/Chief Executive Officer