
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Special Education Report
Monday, May 18, 2009
(Last approved Tuesday, July 29, 2008)

Entity: Mid-West SD
Address: 568 E Main St
Middleburg, PA 17842-1295

School District Demographics

School District	IU #	Superintendent # of Bldgs	Total Enrollment	Total Unduplicated SES Students	
Midd-West SD	Central Susquehanna IU 16	Richard Martz	6	2385	392

District Special Education Contact:

Name	Title	Phone	Fax	Email
Margaret Leedy	Supervisor of Special Education	5708370046	5708373018	mleedy@mwsd.cc

Special Education Plan Team Members

Name	Affiliation	Membership Category	Appointed By
Bobbi Landis	Community Member	Community Representative	Director of Curriculum and Instruction
Carolyn Arndt	District	Special Education Representative	Supervisor of Special Education
Gretchen Powell	District	Special Education Teacher	Supervisor of Special Education
James Aurand	Community Member	Community Representative	Board of School Directors
Jozef Sperka	Community Member	Parent	Supervisor of Special Education
Kathy Troutman	District	Special Education Representative	Director of Curriculum and Instruction
Linda Kniss	District	Regular Education Teacher	Supervisor of Special Education
Margaret Leedy	District	Administrator	Director of Curriculum and Instruction

Program Evaluation (P.L. 105-17, §612(2) and §613(a))

Current Program Strengths and Highlights

Special education in the Midd-West School District is an integral, essential aspect of the district's educational services. The special education program operates within an outcomes driven, student focused context. Given the instructional leadership of the superintendent and director of curriculum and instruction along with the determination of the school board, the district is strongly committed to improving the educational attainment of all students. Effective team collaboration at all levels facilitates successful implementation of scientifically researched educational programs in both regular and special education classes.

Highlights and strengths of the special education programs include the following:

- District operated learning support, life skills support, and emotional support at elementary, middle, and secondary levels. These programs offer services on a continuum to ensure least restrictive environment for all students.

- Collaborative, productive relationships with school entities and Central Susquehanna Intermediate Unit resulting in appropriate placements in programs outside the district, according to IEP team decisions.
- Child Find facilitated by screenings, publicized information, and collaboration with early intervention service providers.
- Professional development training opportunities for teachers through PaTTAN and Central Susquehanna Intermediate Unit.
- Supplementary supports and services to facilitate student success in general curriculum classes via assignment of learning support teachers to regular education classes for a portion of the school day and paraprofessionals at all levels. The quantity of paraprofessionals available in each building is a strength of the special education programs.
- Data-based instructional decision-making based on state model of progress monitoring; graphing of achievement.
- Opportunities for special education students to attend SUN Area Career and Technology Center for the senior year.
- Special education seniors may choose to bank their diploma and return for additional community-based vocational preparation experience until age 21.
- Inclusion of students with significant degrees of educational challenges in appropriate, meaningful regular class activities and programs.
- Strong professional relationships among special education teachers, regular education teachers, and related service personnel for the benefit of students.
- District operated speech/language services with three speech/language pathologists.
- Related services, other than speech/language, purchased through Central Susquehanna Intermediate Unit and other outside agencies.
- Special education students' participation in field trips and extra curricular activities facilitated by district provided supports and services.
- Active partnerships with parents, guardians, and agency personnel to address students' needs.
- Committee developed for RTI. RTI is still in the discussion phase.
- IST teacher and teams that operate at the elementary level.
- Use of research-based language arts program.
- Use of Saxon math programs.
- District developed life skills curriculum.
- Career education and work planned instruction
- Transition clinics

Identifying Students with Learning Disabilities

In identifying students with specific learning disabilities, the first step is monitoring. Students' progress at the elementary, middle, and high school levels is monitored by teachers and guidance counselors. If a student is failing a course, he/she is taught strategies to help improve success. Strategies could include, but are not limited to, organizational strategies, study strategies, time management strategies, reading strategies, and comprehension strategies. At the elementary level, in addition to teaching strategies, an Instructional Support Team is in place to support students who are struggling academically. Along with strategy instruction, students may also be referred for educational screenings and/or educational interventions prior to a referral for multidisciplinary evaluation.

If the interventions implemented above are not successful, a request for evaluation is completed by either the parent(s) or the instructional support team. Written permission to evaluate is obtained from the parent(s) or guardian(s) and testing is conducted within the given time limit. If the student is found eligible for special education services, an IEP is drafted and an IEP meeting is held within 30 days of the date of the initial evaluation. Eligibility is determined using the

discrepancy model. When implementing the IEP, the team always looks at the least restrictive environment as the first placement option. If the child's needs can not be appropriately addressed in regular education, the continuum of placement options is explored and an appropriate placement is obtained from the continuum.

Enrollment Differences

Not significantly disproportionate.

Ethnicity Enrollment Differences

Ethnicity Enrollment Differences

Last Modified:

Not significantly disproportionate.

Exiting Statistics

Exiting Statistics

Last Modified: 5/1/2008 1:00 PM

Transition begins with Mid-West School District students in grade six. Sixth grade students begin a portfolio that contains a list of interests, activities, and career goals. This portfolio is continued up through the student's senior year. Planned instruction for career education and work begins in sixth grade also. Students investigate careers and complete inventories that suggest suitable career paths. Students also participate in guidance career lessons. As eighth graders, students are invited to attend SUN Area Career and Technology Center as an introductory tour of the programs offered at the facility. Tours of specific programs are offered in later years as the student approaches twelfth grade. Situational assessments are completed on the students to determine if the program they are interested in is suitable based on their skill level.

All students at Mid-West High School are required to complete a culminating project before graduating. The project criteria is given to them in ninth grade and must be completed by April of their senior year. Many times this project focuses on obtaining a career once they are out of high school.

The current structure at Mid-West High School allows students to participate at SUN Area Career and Technology Center as seniors (or in special cases, juniors). Students who perform better with hand-on tasks become frustrated and tend to withdraw from school before they are able to reach their senior year.

Currently, transition for special education students is handled by the twelfth grade learning support teacher. Due to the current schedule, transition is not allotted much time. In order to help more students graduate from Mid-West High School, transition needs to be given higher priority. This can be done by employing a transition facilitator to assist the transition coordinator. A transition facilitator would meet with students on a somewhat regular basis and help prepare

them for life beyond school.

An additional piece that is currently missing in Mid-West School District is a job coaching or school-to-work type program for students who do not utilize the programs offered at the technical school. Co-op is available through the technical school and high school agriculture program. By establishing a work other co-op programs through Mid-West High School, students who are teetering on the "withdraw from school" line could be placed in programs to help them gain important work skills while continuing to gain the credits needed to graduate. Other programs that would be beneficial to students transitioning from school to community would be agency representative participation in IEP meetings, volunteer opportunities in the community (helping with mailings, sorting clothes, etc.), community based activities, independent living activities (dealing with money, health, etc.), a life skills apartment program, and job shadowing.

24 P.S., §1306 and §1306.2 Placements

Facilities for Nonresident Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvc's as of Dec 1
PA Treatment & Healing House (PATH)	Mid-West School District 568 E. Main Street Middleburg, PA 17842	4

Incarcerated Students Oversight

There are no juvenile corrections facilities located in the Mid-West School District. The correctional facility in which Mid-West students could be placed is located within the boundaries of the Selinsgrove Area School District. Incarcerated students are ensured the right to a free appropriate public education until the age of 21. The Selinsgrove Area School District should comply fully with the requirements of the IDEA and Chapter 14 regarding the identification, evaluation, placement and provision of special education services to all eligible school-age individuals housed therein. Eligible students are entitled to receive special education both when they are charged with a criminal offense and are awaiting trial and after they have been convicted of a criminal offense. School districts providing special education services to incarcerated school-age individuals are required to:

1. comply with the "child-find" obligations of IDEA;
2. utilize appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of inmates;
3. implement, timely review and/or develop Individualized Education Programs ("IEPs") for eligible students in accordance with state and federal laws and regulations, including compliance with procedural safeguards; and
4. provide FAPE in conformity with the IEP.

Selinsgrove Area School District is permitted to charge Mid-West School District for the cost of the special education services, not to exceed the total cost of the special education program being provided to the individual.

Facilities for Incarcerated Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvc's as of Dec 1
None	N/A	0

Least Restrictive Environment 34 CFR §300.551

Ensuring Maximum Integration

Mid-West School District enables students to progress in the least restrictive environment by providing a wide array of supplementary services and support that allow students to learn with typical peers in a variety of school and community settings. Itinerant learning support teachers and paraprofessionals facilitate student progress within the general curriculum at the elementary level. Learning support teachers, along with paraprofessionals, at the middle school level also spend time in regular classes. High school students receive adaptations within regular classes, study support from learning support teachers, and assistance from paraprofessionals. An emotional support teacher and paraprofessionals are also available to support students with emotional and behavioral needs in the general curriculum. Life skills students have access to community-based training and vocational experiences along with opportunities for inclusion in regular education classes. Special education students who attend SUN Area Career and Technology Center may receive individual assistance as determined by IEP teams.

Special education students at all levels have access to an array of extra and non-curricular opportunities. They participate in field trips and other school activities. The district provides wheelchair transportation and support staff which enable students with mobility and medical challenges full access to school programs.

After a complete review of a student's present levels of educational performance, educational strengths and needs, goals, and specially designed instructional strategies, the IEP team must determine in what setting the IEP can be implemented most successfully. The team looks at the type and degree of supplemental services that are necessary for the child to be successful. The first goal is to look at what services are necessary to implement the child's IEP in the general curriculum. All members of the IEP team, including parents, participate in the decision making process to strive for a placement with the maximum educational benefit to the student in the least restrictive environment.

If the student's educational needs are so significant that the supplemental supports and services of the regular class environment are not sufficient, the IEP team then discusses more intense levels of intervention. Although the IEP team may assign a student a special education classroom for some or all core curriculum subjects, members also focus on inclusionary opportunities in areas such as art, music, physical education, library, homeroom, study skills, and extra-curricular activities.

Supplementary Aids and Services

Service/Resource	Description
504 Plans	Students who demonstrate needs but don't qualify for special education services can obtain services through a 504 plan.
Adaptive Equipment	Adaptive equipment is provided either by parents or the district, depending on the need. Rifton chairs, disco balls, etc. are provided by the district for student use. Wheelchairs are provided by parents.
Augmentative Communication Devices	Augmentative communication devices are typically obtained and maintained through CSIU services. Speech/language therapists train faculty and staff in use of devices.
Behavior Support	The social worker deals with behavioral issues, along with the emotional support teachers. When additional support is needed, outside agencies are involved as well.

Early Intervention Transition	Early intervention transition is a joint effort between CSIU and the school district. Meetings are held in February to begin the process of enrolling the children in school.
Hearing Therapy	The district contracts hearing services through CSIU. The therapist incorporates sign language and other hearing strategies into the sessions, depending on need.
Occupational Therapy	Approximately fifty students receive occupational therapy services.
Physical Therapy	Approximately twenty-five students receive physical therapy services.
Psychologist Services	The district employs one full-time psychologist who evaluates early intervention students up to graduating seniors.
Social Work Support	The district has one social worker contracted through CSIU. Her caseload consists of approximately thirty-two students.
Speech/Language Support	The district employs three full-time therapists who have adequate caseloads. Therapy sessions are conducted based on individual need.
Transition Clinic	A transition clinic is arranged by the transition coordinator. The clinic is held each spring and introduces students to outside agencies that provide services for them after they graduate.
Transportation	The district strives to meet each individual's transportation needs as best as possible. Buses and vans provide daily rides for the district's 2300+ students.
Vision Therapy	Vision services are contracted through CSIU. Visual tracking, spatial activities, and enlargement are a few techniques utilized by the therapist.

LRE Data Analysis

LRE Data Analysis

Personnel Development Activities

There are currently no trainings entered for this topic.

Least Restrictive Environment - Facilities

Facility Name	Type of Facility	Type of Service	# of Students Placed
Five Star Day Treatment	Other	Therapeutic Educational Placement	2
Universal Community Behavioral Health	Other	Therapeutic Educational Placement	3
PA Treatment & Healing - Milton	Other	Alternative Education Placement	1
Chief Shikellamy Elementary	Neighboring School Districts	Speech/Language Class	1
Danville Elementary	Neighboring School Districts	Hearing Impaired Class	1

Danville Middle School	Neighboring School Districts	Hearing Impaired Class	1
Kelly Elementary School	Neighboring School Districts	Multi-Disabilities Class	1
Mifflinburg Elementary School	Neighboring School Districts	Emotional Support Class	2
Oaklyn Elementary School	Neighboring School Districts	Autistic Support Class	2
Oaklyn Elementary School	Neighboring School Districts	Multi-Disabilities Class	1
Shamokin Elementary School	Neighboring School Districts	Autistic Support Class	1
Shamokin Elementary School	Neighboring School Districts	Life Skills Class and Emotional Support Class	1
Work Foundations Plus	Other	Work Training Facility	1
Warrior Run High School	Neighboring School Districts	Multi-Disabilities Class	1
Children's Home of Reading	Other	Therapeutic Educational Placement	1

Personnel Development for Improved Student Results

Technical Assistance and Training

Technical Assistance and Training

Personnel Development Activities

Topic: AYP

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2008-2009 (possible dates include August 20 & 21, September 19, October 13, January 19, and June 3)	PATTAN Staff, IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences	Results for 3rd grade: 2004-2005 21% were proficient or advanced; 2005-2006 26% were proficient or advanced; 2006-2007 56.3% were proficient or advanced. Results for 4th grade: 2004-2005 data was not

				<p>available; 2005-2006 9% were proficient or advanced; 2006-2007 36.4% were proficient or advanced.</p> <p>Results for 5th grade: 2004-2005 25.8% were proficient or advanced; 2005-2006 20.8% were proficient or advanced; 2006-2007 14.8% were proficient or advanced.</p> <p>The expected results of training would be a 5% increase or more in the proficient and/or advanced categories for the 5th grade performance score while maintaining or increasing the performance score percentages for 3rd and 4th grade also.</p>
2009-2010	PATTAN Staff, IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences	<p>The expected results of training would be to continue to increase the 5th grade performance score while striving to increase the performance scores for both 3rd and 4th grades as well. A 5% increase or more is the established goal.</p>
2010-2011	PATTAN Staff, IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences	<p>The expected results would be to continue to increase the performance score percentages for all</p>

three grade levels. The Adequate Yearly Progress (AYP) goal for districts is 72% in reading. Beginning at 14.8% with the 2005-2006 performance scores and increasing 5% each year would place the district at 24.8% by this point. The district needs to focus on continually increasing the percentage of proficient and advanced students and/or reducing the percentage of students who score in the basic and below basic categories by 10% or more.

Topic: Participation

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2008-2009 (Possible dates include August 20 & 21, September 19, October 13, January 19, and June 3)	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups	The district rate for participation was at 96.26% for the reporting period. The state rate was 97.36% with the State Performance Plan (SPP) target being 95.15%. The district met the SPP target by 1.11%. The goal for the district is to obtain the state performance rate for participation. If the state rate is not obtained, the district will

2009-2010	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups	<p>continue to strive to meet the SPP target each year, while pursuing a decrease of .1% between the district rate and the SPP target.</p> <p>The goal for district is to continue to work toward the state percentage rate of participation in the Pennsylvania System of School Assessments and the Pennsylvania Alternate School Assessments. The district will continue to work on decreasing the percentage gap between the SPP target and the district's percentage rate by .1%.</p>
2010-2011	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups	<p>The goal for district is to continue to work toward the state percentage rate of participation in the Pennsylvania System of School Assessments and the Pennsylvania Alternate School Assessments. The district will continue to work on decreasing the percentage gap between the SPP target and the district's percentage rate by .1%.</p>

Topic: Proficiency

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2008-2009 (Possible dates include August 20 & 21, September 19, October 13, January 19, and June 3)	IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences	<p>Reading results: The district proficiency rate was 26.2%, state rate was 28.3% and the SPP target was 25.8%. The district obtained the SPP target by .4%. Math results: The district proficiency rate was 33.2%, state rate was 32.4%, and the SPP target was 26.2%. The district surpassed both the state rate and the SPP target in math. The expected results of training would be to increase the district's proficiency rate in reading by at least 5%. The expected results for math would be to increase the district's proficiency rate by at least 2%.</p>
2009-2010	PATTAN Staff, IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences	<p>The expected results of training would be to increase the district's proficiency rate in reading by at least 5%. The expected results for math would be to increase the district's proficiency rate by at least 2%.</p>
2010-2011	PATTAN Staff, IU Staff	New Staff, Paraprofessional,	On-site Training with Guided Practice,	The expected results of training

Instructional Staff,
Administrative Staff,
Related Service
Personnel

Conferences

would be to increase the district's proficiency rate in reading by at least 5%. The expected results for math would be to increase the district's proficiency rate by at least 2%.

Personnel Development - PA NCLB Goal #1

Reflections

- **Legacy Dataview 1392**

Concern Last Modified:

The percentage of economically disadvantaged students scoring proficient or advanced in math is lowest in 11th grade.

- **Legacy Dataview 1394**

Last Modified:

The percentage of economically disadvantaged students scoring proficient or advanced in reading has remained steady or decreased in grades 5, 6, 7, 8, and 11.

- **Legacy Dataview 1397**

Strength Last Modified:

The percentage of economically disadvantaged students who scored proficient or advanced in writing has increased in grades 5 and 8.

Personnel Development - PA NCLB Goal #1

Personnel Development Activities

Topic: Reading

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2008-2009 (possible dates include August 20 & 21,	PATTAN Staff, IU Staff, Higher Education Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study	5% improvement above 2006-2007 PSSA scores in reading and writing. All

September 19, October 13, January 19, and June 3)		Personnel	Groups, Distance Learning, Literacy coach consultation, IST consultation	students will exhibit progress towards annual goals as evidenced by progress monitoring graphs.
2009-2010	PATTAN Staff, IU Staff, Higher Education Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning, Literacy coach consultation, IST consultation	5% improvement above 2007-2008 PSSA scores in reading and writing. All students will exhibit progress towards annual goals as evidenced by progress monitoring graphs.
2010-2011	PATTAN Staff, IU Staff, Higher Education Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning, Literacy coach consultation, IST consultation	5% improvement above 2008-2009 PSSA scores in reading and writing. All students will exhibit progress towards annual goals as evidenced by progress monitoring graphs.

Topic: Math

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2008-2009 (possible dates include August 20 & 21, September 19, October 13, January 19, and June 3)	IU Staff, Higher Education Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	5% improvement above 2006-2007 PSSA math scores. All students will exhibit progress towards annual goals as evidenced by progress monitoring graphs.
2009-2010	PATTAN Staff, IU Staff, Higher Education	Parent, Paraprofessional, Instructional Staff, Administrative Staff,	On-site Training with Guided Practice, Workshops with Joint Planning Periods,	5% improvement above 2007-2008 PSSA math scores. All

	Staff	Related Service Personnel	Conferences, Study Groups, Distance Learning	students will exhibit progress towards annual goals as evidenced by progress monitoring graphs.
2010-2011	PATTAN Staff, IU Staff, Higher Education Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	5% improvement above 2008-2009 PSSA math scores. All students will exhibit progress towards annual goals as evidenced by progress monitoring graphs.

Base Line Data

2006-2007 PSSA results for IEP students

Reading: 3rd grade - 56.3% proficient or advanced; 43.8% basic or below basic
 4th grade - 36.4% proficient or advanced; 63.6% basic or below basic
 5th grade - 14.8% proficient or advanced; 85.2% basic or below basic
 6th grade - 19.4% proficient or advanced; 80.6% basic or below basic
 7th grade - 17.4% proficient or advanced; 82.6% basic or below basic
 8th grade - 23.3% proficient or advanced; 76.7% basic or below basic
 11th grade - 6.5% proficient or advanced; 93.5% basic or below basic

Math: 3rd grade - 62.5% proficient or advanced; 37.5% basic or below basic
 4th grade - 59.1% proficient or advanced; 40.9% basic or below basic
 5th grade - 44.4% proficient or advanced; 55.5% basic or below basic
 6th grade - 32.3% proficient or advanced; 67.7% basic or below basic
 7th grade - 52.2% proficient or advanced; 48.8% basic or below basic
 8th grade - 33.4% proficient or advanced; 66.7% basic or below basic
 11th grade - 0% proficient or advanced; 100% basic or below basic

Writing: 5th grade - 7.4% proficient or advanced; 95.6% basic or below basic
 8th grade - 53.3% proficient or advanced; 46.6% basic or below basic
 11th grade - 56.7% proficient or advanced; 43.3% basic or below basic

Personnel Development - PA NCLB Goal #3

Reflections

- Legacy Dataview 1535

Last Modified:

The average years of teaching experience has been decreasing (17 years in 02-03, 15 years in 03-4).

Personnel Development - PA NCLB Goal #3

Personnel Development Activities

Topic: AUTISM: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2008-2009 (possible dates include August 20 & 21, September 19, October 13, January 19, and June 3)	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Study Groups	The results of this training would be to increase the awareness of faculty and staff on the characteristics and effects of autistic spectrum disorders. By making faculty and staff aware of autistic disorders, they can utilize strategies and techniques that will help students who are autistic be more successful in the classroom.
2009-2010	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Study Groups	Training would continue to increase faculty and staff awareness of the wide array of autistic disorders. Facilitators of workshops should explain the vast differences that can be evident in students who have a spectrum disorder. The goal would be to continue to use strategies and techniques that can make these students successful in the regular education classroom.
2010-2011	PATTAN	Parent, New Staff,	On-site Training with	The third year goal

Staff, IU Staff	Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	Guided Practice, Conferences, Study Groups	is to continue using strategies and techniques taught in previous workshops to include students identified as Autistic in the regular education classrooms to the maximum extent possible.
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**Topic: ROLE OF PARAEDUCATOR/HIGHLY QUALIFIED TEACHER:
 Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs**

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2008-2009 (possible dates include August 20 & 21, September 19, October 13, January 19, and June 3)	PATTAN Staff, IU Staff, Higher Education Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Distance Learning, College classes	The goal of training for educators would be to have 100% highly qualified. Educators would continue to take classes or participate trainings and/or conferences to obtain their 180 hours for continued certification. Only certificated highly qualified teachers will be hired. Paraeducators will take a district assessment or complete the Credential of Competency offered through PaTTAN to become highly qualified. Beginning with July 1, 2008, paraeducators would participate in at least 20

2009-2010	PATTAN Staff, IU Staff, Higher Education Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Distance Learning, College classes	hours of training to maintain their highly qualified status. Educators would continue to take classes or participate trainings and/or conferences to obtain their 180 hours for continued certification. Only certificated highly qualified teachers will be hired. Paraeducators would participate in at least 20 hours of training to maintain their highly qualified status.
2010-2011	PATTAN Staff, IU Staff, Higher Education Staff	New Staff, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Distance Learning, College classes	Educators would continue to take classes or participate trainings and/or conferences to obtain their 180 hours for continued certification. Only certificated highly qualified teachers will be hired. Paraeducators would participate in at least 20 hours of training to maintain their highly qualified status.

Base Line Data

The percentage of students identified as Autistic for 2005-2006 was 1.5%. Baseline data from the District Report Card for 2006-2007 indicated that 125 (98%) of teachers were highly qualified. Four teachers (3%) were teaching with emergency certificates.

Personnel Development - PA NCLB Goal #5

Reflections

There are currently no reflections selected for this section.

Personnel Development - PA NCLB Goal #5

Personnel Development Activities

Topic: TRANSITION: Students with disabilities will demonstrate increased ability to successfully make the transitions to school age programs, to work, to post-secondary education and/or adult

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2008-2009 (possible dates include August 20 & 21, September 19, October 13, January 19, and June 3)	PATTAN Staff, IU Staff, Higher Education Staff, OVR and other members of the local Transition Council	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	5% increase in the 2005-2006 graduation rate of 69% The district will continue to collaborate with outside agencies to ensure successful transition at all educational levels. The district will pursue a transition facilitator, as well as a transition coordinator to ensure optimal transition services before leaving school.
2009-2010	PATTAN Staff, IU Staff, Higher Education Staff, OVR and other members of the local Transition Council	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	5% increase in the 2006-2007 graduation rate. The district will continue its collaboration with outside agencies to ensure successful transition at all educational levels.
2010-2011	PATTAN Staff, IU Staff, Higher Education Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	5% increase in the 2007-2008 graduation rate. The district will continue its collaboration with

Learning

outside agencies to ensure successful transition at all educational levels.

Base Line Data

Transition in the Midd-West School District is first addressed in sixth grade. Students in sixth grade begin a portfolio that contains a list of interests, activities, and career goals. This portfolio is continued every year up through the student's senior year. Planned instruction for career education and work begins in sixth grade also. Students investigate careers and complete inventories that suggest suitable career paths. Students also participate in guidance career lessons. As eighth graders, students are invited to attend SUN Area Career and Technical Center as an introductory tour for the programs that are offered at the facility. Tours of specific programs are offered in later years as students approach 12th grade. Situational assessments are completed on the students to determine if the program they are interested in is suitable based on their skill level.

All students at Midd-West High School are required to complete a culminating project before graduating. The project criteria is given to them in 9th grade and must be completed by April of their senior year. Many times this project focuses on obtaining a career once out of high school. This project can include things such as interviewing people who work in a career of interest, completing job applications, creating a resume, and so forth.

The district currently has a high school special education teacher that serves the role of transition coordinator for the district. The transition coordinator arranges for a transition clinic to be held in the spring of the senior year. Transition clinics consist of agencies that could offer support to the students once they leave the school setting. All students and their families are invited to attend this transition clinic. Students may choose to bank their diplomas and focus on vocational training in their last year(s) of high school.

The district collaborates with early intervention programs to transition students from preschool to school age programs. District personnel and early intervention staff meet with parents in February prior to the kindergarten year. District personnel evaluate students' needs after obtaining written parental permission and conduct IEP meetings. The district provides parents with kindergarten information via several informational meetings.

The graduation rate for special education students in the 2005-2006 school year was 69%. This was far below the state graduation rate of 91.8%. The drop out rate for the 2005-2006 school year was 27.6%. This far exceeded the state drop out rate of 7.4%.

Behavior Support Services

Reflections

There are currently no reflections selected for this section.

Behavior Support Services

Personnel Development Activities

Topic: Positive Behavioral Supports

<u>Anticipated</u>	<u>Training</u>	<u>Training Participants</u>	<u>Training Format</u>	<u>Evidence of</u>
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Training Dates	Partners	and Audience		Results
2008-2009 (possible dates include August 20 & 21, September 19, October 13, January 19, and June 3)	PATTAN Staff, IU Staff, Higher Education Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Study Groups, Distance Learning	The goal is to decrease the number of students placed in facilities outside of the school district for behavioral reasons. The district currently has 11 students with behavioral concerns placed in facilities outside of the district. The goal would be to decrease the number to 10. An additional goal is to decrease the number of in school and out of school suspensions at the middle and high school levels by 5%.
2009-2010	PATTAN Staff, IU Staff, Higher Education Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Study Groups, Distance Learning	The goal is to decrease the number of students placed in facilities outside of the school district for behavioral reasons. The goal would be to decrease the number by one from the 2008-2009 school year. An additional goal is to decrease the number of in school and out of school suspensions at the middle and high school levels by 5%.
2010-2011	PATTAN Staff, IU Staff, Higher Education	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff,	On-site Training with Guided Practice, Conferences, Study Groups, Distance	The goal is to decrease the number of students placed in

Staff	Related Service Personnel	Learning	facilities outside of the school district for behavioral reasons. The goal would be to decrease the number by one from the 2009-2010 school year. An additional goal is to decrease the number of in school and out of school suspensions at the middle and high school levels by 5%.
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Topic: School-based Behavioral Health

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2008-2009 (possible dates include August 20 & 21, September 19, October 13, January 19, and June 3)	PATTAN Staff, IU Staff, Mental health agencies	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Study Groups, Distance Learning	The goal is to establish a baseline for students utilizing services through outside agencies. At IEP meetings, parents will be asked if they utilize services through any agencies. Parents are not required to give this information but may volunteer it if they choose to do so.
2009-2010	PATTAN Staff, IU Staff, Mental health agencies	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Study Groups, Distance Learning	The goal is to increase the number of students utilizing services through outside agencies by 3% over the baseline (established in 2008-2009).
2010-2011	PATTAN	Parent, New Staff,	On-site Training with	The goal is to

Staff, IU Staff, Mental health agencies	Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	Guided Practice, Conferences, Study Groups, Distance Learning	increase the number of students utilizing services through outside agencies by 3% over 2009-2010 data.
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Topic: De-escalation Techniques

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2008-2009 (possible dates include August 20 & 21, September 19, October 13, January 19, and June 3)	PATTAN Staff, IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, APL Training, Safe Crisis Management Training	The goal is to gather baseline data on the number of students needing de-escalation strategies to avoid crisis situations and/or removal from the school environment.
2009-2010	PATTAN Staff, IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, APL Training, Safe Crisis Management Training	The goal is to decrease the number of students needing de-escalation strategies to avoid crisis situations and/or removal from the school environment by 3% over the baseline data (2008-2009).
2010-2011	PATTAN Staff, IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, APL Training, Safe Crisis Management Training	The goal is to decrease the number of students needing de-escalation strategies to avoid crisis situations and/or removal from the school environment by 3% over the data from 2009-2010.

Summarized School District Policy

Section 200 of the School District Policy deals with Pupils. Section 218 deals with student discipline (218.1 Weapons; 218.2 Terroristic Threats; 218.3 Bullying; 220 Student Expression; 222 Tobacco Use; 226 Searches; 227 Alcohol, Drug, and Controlled Substances; 247 Hazing; 248 Unlawful Harassment). Suspensions for 06-07 were as follows: Elementary School (3 buildings) - zero; Middle School (2 buildings) - six in school suspensions, 23 out of school suspensions; High School (1 building) - 47 in school suspensions, 80 out of school suspensions. There was one expulsion at the high school level. Current behavioral supports for maintaining students in the least restrictive environment include emotional support teachers at every level, social work support at every level, guidance counselors at every level, SAP teams at every level, the student code of conduct, and outside agency support. The current supports allow for team meetings to occur frequently when behavioral issues arrive with students. In certain cases, we are able to adjust a student's schedule to allow him/her to remain in the regular school environment while adding the additional support that will help him/her be successful. Additional positive behavioral supports that are in place are Safe Crisis Management, Second Step program at the elementary and middle school levels, guidance programs in grade k-5 address bullying, Officer Phil assembly, R.A.R.E., Mixing-It Up, Bully You-Bully Me, Learn to Be Bully Free assembly, The Tolerance Troup assembly, GEHL Girls' Night Out for 8th grade girls, individual counseling for students who are being bullied, Renaissance, and D.A.R.E. in grades 5 and 8. De-escalation techniques are utilized by all teachers at every level. All teachers have been trained in APL strategies. Some strategies include anticipatory set, closure, active participation, exit option, modeling, check for understanding, and on the clock. Some special education and paraeducators have been trained in safe crisis management which focuses on de-escalation as well.

Interagency Collaboration (11 P.S. §875.304)

Ensuring FAPE/Hard to Place Students

ENSURING FAPE

Midd-West School District consistently provides FAPE for our special education students through programs provided within the district and outside of the district. The district has excellent working relationships with the Central Susquehanna Intermediate Unit, local school districts, and other educational providers.

Emotionally disturbed students who are also identified with mental retardation offer a difficult placement challenge, specifically when their behavior includes aggressive tendencies. Midd-West School District is fortunate to have a productive working relationship with other school districts and mental health facilities that specialize in treatment of students with these types of behaviors. The district has utilized programs sponsored by Shamokin Area School District, Five Star day treatment, and CSIU. Partial hospitalization programs have been utilized by several students as well. If a student cannot be placed immediately in the most appropriate program, the district offers educational services in the interim. The Cordero procedure may be necessary.

When students exhibit mental health needs that require interventions available through outside agencies, Midd-West School District personnel participate in interagency meetings with the local base service unit (CMSU) and other mental health providers to identify the most appropriate services for students. Wrap around (TSS) services have been utilized with several students to enable them to remain in the least restrictive settings. At times, it is necessary for Midd-West School District to provide individual assistants to students.

HARD TO PLACE STUDENTS

The Pennsylvania Department of Education and Departments of Welfare, Labor and Industry, and Health published a Memorandum of Understanding that serves as a framework for promoting agency cooperation for the benefit of students with disabilities. Midd-West School District and

local agencies mirror the collaboration model established at the state level.

Midd-West School District values collaboration with agencies serving children and their families. CASSP has historically been an important forum for interagency communication and planning. Midd-West School District has participated in numerous clinics (CASSP) to explore service options for students. District personnel and families have also cooperated through other interagency meetings. Key participants often include representatives from CMSU, other mental health service providers, Snyder County Children and Youth, and juvenile probation.

If a student is waiting for more than 30 days for the placement agreed upon by the IEP team, Midd-West School District would initiate the Cordero procedures as required under the Cordero court order and the PA Department of Education Basic Education Circular (BEC) reissued in 2002. The district would activate the system of intensive interagency coordination, would submit required forms to the Department of Education, and would cooperate with the Regional Interagency Coordinator (RIC) in attending interagency meetings. While the process continued, Midd-West School District would use resources creatively to educate the student. The student's IEP team would meet as frequently as necessary to identify interim educational services designed to address the student's needs.

Local Continuum of Supports and Services

Midd-West School District offers a continuum of supports and services with the assistance of local agencies. Central Susquehanna Intermediate Unit (CSIU) is an integral part of our consortium. The programs that are accessed through CSIU complement the programs that are in place within the district. The district does not currently have Autistic or MDS programs available but these programs are available through placement in an IU classroom. Vision services, hearing services, physical therapy services, and social work services are also obtained through CSIU. Occupational therapy services are obtained through Valley Rehabilitation. The district is currently exploring building expansion options which could impact the continuum of services offered by the district. Program expansion is currently not a viable option at the elementary and secondary levels due to space limitations.

Expansion of Continuum of Supports and Services

When a student or students are demonstrating a need for services in an area that Midd-West School District does not offer programs, neighboring school districts and the Central Susquehanna Intermediate Unit are contacted to find appropriate placements to meet the student(s)' needs. When a child is placed in a program outside of the district, least restrictive environment continues to be the driving force for placement. Midd-West School District wants to ensure that all students are educated to the maximum extent possible with same-aged, non-disabled peers in the least restrictive environment.

Program Profile

ID	OPR	Location / Building Name	Bldg Grade	Bldg Type	Type of Support	Type of Service	Low Age	High Age	Case load	Tchr FTE
-	SD	Middleburg Elementary	E	GE	I	LS	7	10	17	1
-	SD	Middleburg Elementary	E	GE	I	LS	9	12	12	1
-	SD	Middleburg Elementary	E	GE	I	LS	9	11	14	1

-	SD	Middleburg Elementary	E	GE	S	ES	7	10	5	1
-	SD	Perry West Perry Elementary	E	GE	S	LSS	5	9	9	1
-	SD	Perry West Perry Elementary	E	GE	S	LSS	9	12	9	1
-	SD	West Beaver Elementary	E	GE	I	LS	6	11	8	1
-	SD	Middleburg Middle School	M	GE	I	LS	11	13	12	1
-	SD	Middleburg Middle School	M	GE	I	LS	12	14	19	1
-	SD	Middleburg Middle School	M	GE	I	LS	13	15	12	1
-	SD	Middleburg Middle School	M	GE	S	LSS	12	15	9	1
-	SD	Middleburg Middle School	M	GE	S	ES	12	15	4	1
-	SD	West Snyder Middle School	M	GE	I	LS	11	13	12	1
-	SD	West Snyder Middle School	M	GE	I	LS	12	15	18	1
-	SD	Midd-West High School	S	GE	I	LS	15	17	25	1
-	SD	Midd-West High School	S	GE	I	LS	15	18	23	1
-	SD	Midd-West High School	S	GE	I	LS	15	18	19	1
-	SD	Midd-West High School	S	GE	I	LS	17	19	26	1
-	VT	Midd-West High School	S	GE	S	ES	15	18	9	1
-	SD	Midd-West High School	S	GE	S	LSS	15	17	4	1
-	SD	Midd-West High School	S	GE	S	LSS	17	18	5	1
-	SD	Middleburg Elementar School	E	GE	I	SLS	5	10	37	1
-	SD	West Beaver Elementary School	E	GE	I	SLS	6	9	20	.6
-	SD	West Snyder Middle School	M	GE	I	SLS	10	13	4	.2
-	SD	Middleburg Middle School	M	GE	I	SLS	11	12	4	.2
-	SD	Perry West Perry Elementary School	E	GE	I	SLS	6	9	6	.7
-	SD	Middleburg Middle School	M	GE	I	SLS	11	14	5	.2
-	SD	Midd-West High	S	GE	I	SLS	15	16	3	.1

School										
-	IU	West Beaver Elementary School	E	GE	I	DHIS	7	7	1	.06
-	IU	Penn View Christian Academy	E	GE	I	DHIS	10	10	1	.06
-	IU	Middleburg Middle School	M	GE	I	DHIS	15	15	1	.06
-	IU	West Snyder Middle School	M	GE	I	DHIS	11	11	1	.06
-	IU	West Snyder Middle School	M	GE	I	BVIS	11	13	3	.11

Justification: LSS at Perry West Perry Elementary: Eight of the nine students are 5, 6, or 7 years old. The nine year old student is in this program due to health issues that delayed his development in essential areas of functioning such as speech, fine and gross motor skills, and basic life skills (eating, bathroom, etc.). Parents sign the age-range waiver section of the IEP when the students are placed in this program.

LS at West Beaver Elementary: Kindergarten through second grade students who need extra help with language arts receive instruction in the learning support room in the morning. Third and fourth grade students who need extra help in language arts receive instruction in the learning support room in the afternoon. Two paraeducators work with the learning support teacher in her room during this instructional time while two additional aides support students in regular education. During non-instructional times in the learning support classroom, all paraeducators and the learning support teacher support students in the regular classroom environment.

SLS at Middleburg Elementary: The students receiving speech/language services are seen individually or in small groups of two or three students.

Support Staff (District)

School District: Midd-West SD

ID	OPR Title	Location	FTE
-	SD Supervisor of Special Education	District	1.00
-	SD School Psychologist	District	1.00
-	SD Instructional Support Teacher	District	1.00

Contracted Support Services

ID	IU / Agency	Title / Service	Amount of Time per Week
-	IU 16	Physical Therapy	7 Hours
-	Valley Rehabilitation	Occupational Therapy	21 Hours
-	IU 16	Social Work Support	38 Hours

Statement of Assurance

Assurance for the Operation of Special Education Services and Programs

School Years: 2011 - 2014

The Midd-West SD within Central Susquehanna IU 16 assures that the school district will comply with the requirements of 22 Pa. Code Chapter 14 and with the policies and procedures of PDE. PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, standards, policies, and procedures must be made in writing to PDE. The school district understands that special education reports will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104:

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 report 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 assures 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.

This assurance must be signed by the School Board President and the Superintendent for the school district to operate services and programs.

Board President

Date

Superintendent

Date