

Morrisville Borough SD
Special Education Plan Report

07/01/2018 - 06/30/2021

District Profile

Demographics

550 W Palmer St
 Morrisville, PA 19067-2195
 215-736-2681
 Superintendent: Michael Kopakowski
 Director of Special Education: Anthony Gesualdi

Planning Committee

Name	Role
Jason Harris	Administrator : Professional Education Special Education
Michael Kopakowski	Administrator : Professional Education Special Education
Damon Miller	Board Member : Professional Education Special Education
Lynn Palumbo	Building Principal : Professional Education Special Education
Joe Myat	Ed Specialist - Instructional Technology : Professional Education Special Education
Nicole Culnan	Ed Specialist - School Counselor : Professional Education Special Education
Gina Leary	Ed Specialist - School Counselor : Professional Education Special Education
Elizabeth Larcher	Ed Specialist - School Psychologist : Professional Education Special Education
Kim Connell	Elementary School Teacher - Regular Education : Special Education
Meg Mason	Elementary School Teacher - Special Education : Professional Education Special Education
Tracie Coley	High School Teacher - Special Education : Professional Education Special Education
Derrick Savage	High School Teacher - Special Education : Professional Education Special Education
Alexis McCullough	Intermediate Unit Staff Member : Professional Education Special Education
JoAnn Perotti	Intermediate Unit Staff Member : Professional Education Special Education

Jessica Bateman	Middle School Teacher - Regular Education : Professional Education Special Education
Kim Worrell	Middle School Teacher - Special Education : Professional Education Special Education
Julie Shemelia	Parent : Professional Education Special Education
Anthony Gesualdi	Special Education Director/Specialist : Professional Education Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 193

Identification Method

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

Certified School Psychologists in the Morrisville School District serve a diversified role and function. In addition to the traditional role of conducting standardized assessments to identify students with disabilities, school psychologists also provide consultation and support to the general and special education teachers. This is accomplished through the provision of direction consultation as well as through the creation and implementation of trainings designed to support staff with the inclusion of students with disabilities within the general education setting.

School psychologists support the mental health of the student body by delivering direct counseling services, completing risk assessments for students in crisis, and supporting students and families through the transition from inpatient psychiatric care back to the school setting. In addition, the school psychologists serve on multiple school-based teams including: the Student Assistance Program (SAP) teams at the elementary and secondary levels, the Instructional Support Team (IST), and the School-Wide Positive Behavior Support (SWPBS) Team. The school psychologists provide student services with a team-based approach and actively collaborate with related service providers including the school counselors, school social worker, speech and language pathologist, occupational therapist, and physical therapist.

The Morrisville School District maintains a thorough and comprehensive process for identifying, screening, and evaluating students who are suspected of having a disability, as defined by the Individuals with Disabilities Education Act (IDEA). This process includes the utilization of the Instructional Support Team (IST). The IST gather data, make referrals for screenings by related service providers (e.g., behavior analyst, occupational therapist, physical therapist), implement evidence-based interventions, and monitor progress at the classroom level. An evidence-based intervention designed to address an identified skill deficit is implemented with fidelity for a six-week period and progress-monitoring data is collected. If the student does not make adequate progress, a second evidence-based intervention is designed, implemented with fidelity, and monitored for another six-week period. If the student continues to demonstrate minimal

progress following the implementation of two evidence-based interventions, the student is referred for a comprehensive, multidisciplinary psycho-educational evaluation. This evaluation includes, but is not limited to, a review of records, classroom observation(s), input from parents and teachers, and cognitive, academic achievement, and social-emotional-behavioral assessments (e.g., rating scales, Functional Behavior Assessment). When a referral is received, the school psychologists' utilize their expertise in multiple assessment tools and batteries to thoughtfully select assessments for an individual student with regard to not only the referral question, but also to the cultural and linguistic demands of the subtests. Evaluation results are interpreted with consideration of the student's English language proficiency, cultural diversity, educational opportunities, prior instruction, medical history, and environmental and socioeconomic status.

Students who are found to have a significant and rare discrepancy between their cognitive ability and academic achievement, which is not the result of the factors described above or is not better explained by another disability (e.g. intellectual disability, emotional disturbance, autism spectrum disorder, etc.), are eligible for special education services under the specific learning disability category and are in need of supplemental aids and services to make progress in the curriculum. A significant and rare discrepancy indicates that achievement is not at a level commensurate with intellectual ability and that some problem may exist. The statistical significance and base rate of the discrepancies are considered, as well as a multitude of other previously listed data sources within a comprehensive framework. The supplemental aids and services provided are determined by need and are created on an individual basis. A district-created worksheet, designed to consider the hierarchy of supplemental aids and services, is utilized to ensure that students with specific learning disabilities are educated in the least restrictive environment.

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>

Enrollment Differences

Areas of Disproportionality > than 10% are SE inside General Education Class < 40% and; SE in other settings. Factors that impact this Least Restrictive Environment (LRE) status include but not exclusive to:

- Limited population of total students, slightly, over 1000 in the Morrisville Borough School District. This includes students in District and those outside the District in Alternative Programs, Charter School, Technical School, Approved Private and Home School students.
- 1-2 students in a disability category or needing a specific Support Program significantly impacts our percentages.
- Limited numbers restricts our ability to serve low incident populations in our home school.
- Population of students requiring Multiple Disabilities and Autistic Support are so small and disseminated in a wide range of age groupings prohibits the District from starting "home school" classes. Tangentially, when that is possible, these low numbers limits continuity of programming.
- Transient populations requires the District to make some placements due to pendency in programs that may not be in the least restrictive environment Once we have the student for a period of time we can reevaluate and may be able to adjust the levels of inclusion into General Education in the student's home school.

In a four year study, the data revealed that: 51% of students migrated in/out of the District; 38% of those students relocated out of the District again within the same four year period. The resultant is we are receiving students with depressed academic levels, lower educational retention, and poor nutrition.

All of the aforementioned factors have impacted our disproportionality in SE inside General Education less than 40% and greater number of students in outside settings. It is critical to know that with programs within the District, we operate "inclusionary classes" therefore the disproportionality occur primarily with those students educated outside of our District in other settings.

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?

Non Resident Students Oversight

1. The Morrisville School District currently is not the host District for students from other schools. Within our geographic boundaries there are no APS, Alternative Settings, Residential Treatment Facilities or Juvenile Detention Facilities.
2. Because we are not a host district, oversight of FAPE is not necessary at this time.
3. Similarly, since there are no existing facilities, there are no barriers or problems associated with same.

Incarcerated Students Oversight

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

The School District of Morrisville Borough cooperates fully with correctional facilities in addition to collaborating with the Bucks County Intermediate Unit who operates the educational programs within facilities located within the county. The Office of Pupil Personnel Services and School Counselors share information upon request and act as consultants when needed. Child Find responsibilities are followed. Requests for evaluations are referred to the Bucks County Intermediate Unit psychologist working in the facilities. All due process guidelines are followed as if the child was attending a public school within the state.

Upon a student's return from a correctional facility to the public school setting, a re-entry meeting is held with the parent, student, school administrators, school counselor, special education teacher, and parole officer (if applicable) prior to the student's return to the district. Educational placements in and outside of the district are discussed, a credit evaluation is completed, the IEP is revised, a reevaluation is conducted by the team if warranted, and a behavioral contract is signed. In many cases, as part of the student's transition from the correctional facility to the public school setting, the student is required to attend and complete a successful semester at an Alternative School setting that provides counseling services prior to returning to all general education classes. We found that this increased student success rates when transitioning to his home school.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

The School District of Morrisville Borough provides a cadre of Supplemental Aids and Services, differentiated instruction and utilizes a co-teaching model to ensure the students with disabilities within the district are educated to the maximum extent possible with non-disabled peers in the general education setting. A portion of each of our Learning Support Teachers' schedules are designed for co-teaching, especially in those classes where students with IEP's are included in General Education. Paraprofessionals provide support in classes when special education teachers are not available. All students are included in building level activities and specials (Art, Music, PE, Computer, etc.) and Electives. The majority of students are included in the general education classroom for core academic subjects at the middle senior high school level. Elementary students are provided with a variety of small group supports both in and outside of the classroom setting. All IEPs are reviewed at the meeting by the Director of Special Education/Pupil Services and/or another administrator to ensure that participation in the general education classroom was discussed and outlined for each student. In addition to reviewing the extent of the student's involvement in the general education setting during subsequent school years. Students who cannot be served within their home school are provided with programs that are located in a neighboring public school setting as much as possible unless a child's needs exceed what is available in the public school setting. A small percentage of students are served through approved private schools or alternative schools.

The Morrisville School District works collaboratively with the Bucks County Intermediate Unit #22, PaTTAN, and PDE to provide instruction and training. The District utilizes the Program and Training Specialist, provided through the IDEA funding, to constantly examine research based instruction and intervention training that could assist our staff in providing excellence in education while providing opportunities for all students to be educated in the Least Restrictive Environment.

Instruction and training has occurred most recently in such areas as supporting students on the Autistic Spectrum in general education, utilizing data to drive instruction, Positive Behavior Support techniques, writing Standard Based and Common Core aligned goals and how

to maximize the use of Paraprofessionals to assist students in inclusionary classrooms, literacy and improving Reading Achievement and Behavior Management.

Staff training occurs during In-Service Days, After School Workshops, Summer Training Days, Faculty meetings, etc. Information and resources are shared in hard copies and electronically through-out the school year to keep all staff informed of new researched based techniques, interventions and best practices. The District also maintains a portion of the Website dedicated to topics in Special Education, Bulletin Boards, a Resource Library and a publication entitled "Special Connections", all designed to constantly be updating staff and parents of information and training opportunities.

In regards to Indicator 5, The Morrisville School District is not only compliant with Federal and State statutes but dedicated to the tenet that all students should be educated in the Least Restrictive Environment. This is the driving force that guides each of our processes from referral to evaluation, to eligibility, to programing and placement. The District's presumption is that all students should be educated in their neighborhood school in General Education classrooms. Further, it is only when, as a last resort, that a placement in General Education with the use of Supplemental Aids and Services cannot be achieved satisfactorily, do we even consider a special class or alternative placement.

When examining the Special Education Data Report for School Year 2014-2015 we can draw these conclusions. In the category of "SE Inside Regular Class 80% or more" Morrisville at 59.6% was slightly below State and SPP targets; however, in School Year 2015-16 we improved and are better than State and SPP targets at 64.9% in this category. This fluctuation is contributable to numerous factors such as being a District with a significantly low population which allows only 1-2 students to substantially change the percentage; a District with a high level of transient students; having a larger number of move-ins and the requirement to initially accept the "pendent" IEP (the District cannot alter the LRE status. In the category of "Regular Class less than 40%" and "SE in other Settings" are more substantially higher than the State Average or the SPP target. The most impacting factor here is that due to the District size we are prohibited in providing a continuum of services to students with moderate to severe disabilities especially in Support Programs that provide Multiple Disabilities, Autism and Elementary Life Skills Support. The resultant is that we must solicit our neighboring Districts, IU's and APS' to provide the necessary Support Services. When these counterparts provide the provision of education, in most cases it's within more restrictive environments with more limited inclusion.

*Morrisville Borough School District has a very transient population. In a four year study (2006-2010), it was found that 51% of our students had migrated in and out of the District. Tangentially, 38% of the 51% transient population relocated out of the District then within the District within a same four year period. This factor makes the population of students with disabilities even more labile. Often these new students articulating into our District have current IEP's requiring placement in more restrictive settings. Therefore, "pendency" often dictates placements that are often not consistant with the District's approach to include as many students and as much as possible in General Education programs.

Supports and Services

Adaptations to the physical environment	Specific seating arrangements, individualized desk and/or chair, adaptive equipment, adjustments to sensory input (e.g. light, sound), environmental aids (i.e. classroom acoustics, sound-field amplification system, heating, ventilation), structural aids (e.g. wheelchair accessibility, trays, grab bars, emergency exit plans).
Adaptive Physical Education	Provided by district staff to individual or small groups of students on an as needed basis. Collaboration between teachers and related service personnel occurs when required.
Assessment Modifications	The district may provide alternate ways for students to demonstrate learning, test modification, and assessment in alternative small group settings to address specific student needs.
Assistive Technology	The District participates fully in the Assistive Technology SETT Framework with support from the Bucks County Intermediate Unit #22. Student need is based upon results of a comprehensive evaluation and IEP team recommendation. Equipment is purchased following data collection and trials with multiple instruments. Sound field systems have been installed in all classrooms to meet the needs of students who require such accommodations.
Audiological/ Hearing Support	The District contracts with the Bucks County Intermediate Unit #22 for hearing support services. Student need is based upon results of a comprehensive evaluation and IEP team recommendations.
Behavior Analyst/ Consultant	The Behavior Analysis works directly with students and teachers to provide strategies to maintain positive behaviors; consults with IST, MDT and IEP Team members; conducts Functional Behavior Assessments (FBA); assist teachers in developing PBSP (Positive Behavior Support Plans), and facilitates anger management and social skills training groups.
C-Print Captioning Services	When required, the District contracts with the Bucks County Intermediate Unit #22 for captionist services. Student need is based upon results of a comprehensive evaluation and IEP team recommendations.
Co-teaching	The district has embraced a coteaching model, pairing special education teachers and general education teachers to deliver core instructional content to students in the general education setting.
Curricular and Instructional Adaptions and Modifications	Provided for students in the general education classroom setting to address specified learning needs. Students' needs are based upon results of a comprehensive evaluation, student performance, data collection and IEP team recommendations.
Instructional development and delivery of instruction that addresses diverse learning needs	Differentiated Instruction, provide accommodations to allow students to participate in general education curriculum; provide modified curriculum goals (only when necessary); provide test modifications; provide alternate materials and/or assistive technology (i.e. materials on tape, transcribe text into Braille, large

	print, alternate computer access); providing instruction on functional skills in the context of the typical routines in general education; changing method of presentation; providing research-based supplemental materials; providing instructional adaptations (i.e. pre-teaching, repeating directions, extra examples, chunking).
Integration of technology into instruction	Technology to assist in presentation of material includes Smart Boards, lap-top computers, iPads, computerized research based reading and math intervention programs, and computerized scanning and reading literacy software designed on the principles of Universal Learning Design and READ 180 Instruction.
Interpreter Services	District staff , community members, computer translation software, and the Language Line (contracted through the Bucks County IU) are used when necessary to ensure appropriate communication between the school and English Language Learners and their parents/guardians (when needed).
Occupational Therapy	The District contracts with the Bucks County Intermediate Unit #22 for occupational therapy services. Students' needs are based upon results of a comprehensive evaluation and IEP team recommendation. Students can receive these services through IDEA or Section 504.
Paraprofessional Support	Provided for identified students in the general classroom setting to ensure access to and participation in the educational program. Students' needs are based upon results of a comprehensive evaluation and IEP team recommendations.
Physical Therapy	The District contracts with the Bucks County Intermediate Unit #22 for physical therapy services. Students' needs are based upon results of a comprehensive evaluation. A doctor's prescription is required for services to begin.
Psychological Services	Services are based upon individual student need and IEP team recommendations. Psychological Services are provided by district staff or outside agencies when appropriate.
School Counselors	Counseling groups and/or individual sessions are offered based on individual need. Provided by district staff or outside agencies when appropriate.
School Health/ Nursing Services	Services are provided on a daily basis as per state mandates. The District contracts with the Bucks County Intermediate Unit #22 for individual nursing needs that are beyond the scope of a building/ district level nurse.
Sensory aids	Sensory strategies and aids are available to assist student in self regulation. Adjustments may be made to address light, sound, tactile input, etc. Student need is based upon results of a comprehensive evaluation, student performance, and IEP team recommendation.
Social Work Services	The District contracts with the Bucks County Intermediate Unit for Social Worker Services.

Social-Behavioral Support and Services to increase appropriate behavior and reduce disruption and interfering behavior	Social Skills Group, Counseling Supports, Individualized Positive Behavior Support Plans, Modification of rules and expectations, Cooperative Learning Groups, Behavior Analyst Consultation
Speech and Language Therapy	The District contracts with the Bucks County Intermediate Unit #22 for speech/language therapy services. Student need is based upon results of a comprehensive evaluation and the recommendations of the IEP team.
Supplemental materials and manipulatives	Supplemental materials and manipulatives are provided to enhance student learning in core academic classes.
Transition services	The district partners with the BCIU #22 and other agencies like OVR to provide job coaching, job training, job placement, and Interest/Vocational Assessments for children with special needs. Transitional Support Services becomes a driving force in the IEP Process for students 14 yrs of age and older. All ninth grade students are required to complete a career course. School counselors provide career planning services for all students.
Transportation Services- curb to curb	The District contracts with the Bucks County Intermediate Unit #22 and private contractors for transportation needs. Though Morrisville is a non-busing District, students who are placed outside of the district due to educational programming needs are offered curb to curb transportation services to and from the placement at district expense. The District purchased three (3) vans to transport students to programs, Community Based Instruction and Work Experiences.
Vision Support	The District contracts with the Bucks County Intermediate Unit #22 for vision support services. Student need is based upon results of a comprehensive evaluation and IEP team recommendations.

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.

Behavior Support Services

Across all disability categories, but especially with those students requiring autistic and emotional support, we have had to implement numerous strategies and programs to assist students to regulate their behavior.

Therefore, the Morrisville School District has extended their Behavior Support services. The District utilizes a deliberate and consultative model utilizing all the resources and staff at its disposal. This district has assembled a team including but not exclusive to School Psychologist, Behavior Analyst, Social Worker, Counselors, IST (Instructional Support Staff), and SAP (Student Assistance Program) to work collaboratively to provide extensive Behavior Support Services.

The School Psychologist, School Social Worker, Behavior Analyst, and Counseling staff provide individual counseling as well as group counseling and social skills training for students. As part of these counseling services, students are taught to use coping strategies to better manage their own behaviors. Consultation services involve consultation with staff, including teachers and paraprofessionals, parents, and students.

The School Psychologist, Behavior Analyst, and Social Worker observe students in the classroom setting and school environment and consult with teachers and assistants before making recommendations to address behavioral and academic needs. The School Psychologist, Behavior Analyst, and Social Worker then follow up with staff to see if the recommendations have been effective in addressing the needs of the student. If the recommendations are not effective, the team meets to discuss further steps including whether or not an FBA is necessary. The parents are involved in this decision making process. If it is decided that an FBA is warranted, the District proceeds to have parent sign a PTE (Permission to Evaluate). The Behavior Analyst meets with the teacher to determine what the problematic behaviors are and to define the behaviors in measurable terms. Data sheets are created (frequency, duration, ABC format, occurrence sheets, etc.) and teachers and support staff are trained on how to accurately collect student data. Teachers complete questionnaires, direct observations occur, and data is analyzed. The function of behaviors is determined from this information and then an individual positive behavior support plan is created. The Behavior Analyst then meets with the teacher to assist in writing complimentary behavioral goals in the IEP and also SDIs that will assist the student in making progress towards meeting the established behavioral goals. Data sheets are created to monitor progress towards achieving the goals and the Behavior Analyst and Teacher meet periodically to discuss the data.

Staff members are trained on a variety of behavioral techniques, including identifying and responding to behavioral triggers (ignoring low level behaviors, presenting forced choices, using proximity control), creation of positive behavior support plans (PBSP) and de-escalation plans for students, helping staff identify his/her role within the PBSP, remaining calm during crisis situations, ensuring the safety of all students, and using Crisis Prevention and Intervention (CPI) techniques as a last resort. Individual Crisis Plans are created for students outlining step-by-step techniques when needed. Teachers and support staff are taught to use calm voices and a non-threatening stance during crisis situations.

Due to the individual needs of each student, teachers and instructional staff are taught to know what de-escalation techniques are effective for each student. The School Psychologist, Behavior Analyst and Social Worker make teachers aware of potential triggers for each student. Teachers are then able to modify environments and lessons in an effort to avoid those triggers. Teachers are also taught the signs each student displays when he/she is beginning to escalate so teachers can try to catch the student and calm him/her before the student fully escalates. Signs that students may exhibit include: clenched fists, talking faster/louder, not talking at all, breathing faster/slower, pacing, arguing, reddening of the skin, etc. Teachers are taught many different de-escalation strategies to use when a student is showing signs of escalating. Teachers are taught to always show empathy at these times, be nonjudgmental, provide undivided attention and to use a calm voice with neutral tone. Some students respond to silence, while others like to talk. De-escalation strategies include but are not limited to: calming breathing strategies (blow out the candles), humor, massage, putty, Model Magic, Play-doh, stress balls, motor breaks, break cards, Red Light-Green Light, and writing in a journal. The Social Worker also uses curriculums such as Second Step to discuss strategies with students in a group setting. Coping strategies, dealing with strong emotions, and understanding others perspective are examples of topics discussed at these times. The School Psychologist, Behavior Analyst and Social Worker also meet with students to teach talk aloud problem solving skills and positive self-talk. Opportunities for role-play are created so students have the opportunity to practice these techniques with the goal of those skills then generalizing to everyday situations.

All attempts are made to prevent students from fully escalating; however, sometimes despite all efforts made by the support staff the behavior of students still escalate. When this occurs, staff implement the de-escalation plan created for the student. Staff are taught to remain calm and use a Supportive stance while interacting with students at all times. Support staff ensure the safety of all students by removing the other students from the area where the acting out student is located. Packets of educational material are prepared ahead of time to take with the students who are removed to another area. Support staff that are CPI trained remain with the acting out student. One staff member assumes the role of observing and documenting the beginning and end time of each restraint. If a physical intervention technique is necessary, staff are trained to use the Children's Control Technique. The restraint is terminated as soon as the student begins to calm down. Support staff then allow the student to calm down before talking to them about what happened. At this time, staff stress better choices the student can make in the future. After the event, the teacher notifies the parent and team of the incident and an IEP meeting is scheduled to re-evaluate the plan in place for that student.

Additional support for teachers includes developing class wide motivators for Emotional Support, Learning Support, and general education classes (School Store, Reward Day Friday, computer time, use of individual iPads), assisting with development of token economies within the classroom, helping teachers to physically set-up classrooms with take time areas and quiet work areas, helping teachers to create visual schedules, visual reminders, break cards, helping teachers to identify what materials are needed for student success (timers, room dividers), conducting classroom observations to collect behavioral data, meeting with students to determine appropriate reinforcement (completing reinforcer surveys), and setting up individual schedules of reinforcement for students.

Time is also spent meeting with staff, outside agencies and families to collaborate concerning services for students and how to best meet

students' needs. As a school district, we often help families pursue the assistance from community agencies including Child Welfare, Mental Health and Office of Developmental Disabilities. If a student needs assistance in school, the Social Worker, School Psychologist, Behavior Analyst and Guidance Counselor come together – contributing our specific areas of expertise to the situation in a comprehensive and collaborative team approach. Many times, however, the student needs also coexist in the home, therefore requiring support there as well. When this is the case, the Social Worker assumes the role of connecting the family with resources outside of school to assist the student. This assistance often includes help with insurance issues, locating agencies with the appropriate services to meet their needs and (once those services are secured) serving as a liaison between the home, school and agency to ensure the services provided are child-centered, collaborative and consistent. In an effort to ensure this, the team from outside agencies are invited to the school for an interagency meeting to ensure that we are on the “same page” with our treatment plans and recommendations.

School Wide Positive Behavior Support Program:

In the Morrisville School District, a School Wide Positive Behavior Support program (SWPBS) is implemented at the elementary level in grades K-5 and at the middle school level in grades 6-8. This program promotes positive behavioral expectations in all areas of the school. Our elementary program has three rules that students must follow in order to be in accordance with the SWPBIS code of conduct. We call these “The 3 Be’s”: Be Safe, Be Respectful, and Be Responsible. Students are rewarded for displaying these behaviors through earning bulldog bucks and incentives to support the program. The elementary SWPBIS team participated in an initial three days of professional development prior to implementation and maintain monthly meetings throughout the school year. The program was awarded statewide recognition for Tier 1 implementation in the 2013-2014 school year.

Our Middle School program has adopted “PACK” (Persevere, Accept Responsibility, Cooperate, be Kind) as its core rules for behavior. Students are rewarded with PACK Dollars for demonstrating these behaviors in all areas of the school. PACK Dollars can be spent at the end of the week in the school store or be saved for participation in school-wide events. The middle school SWPBIS team also participated in three days of professional development prior to implementation and maintain monthly meetings to analyze student data and problem solve.

We are very lucky to have a wonderful School-Based Behavioral Health support in our school through the Family Service Association (FSA). Family Services provides our school with a licensed social worker to conduct therapy sessions in school with students and their families in need. In order to be eligible for this service, students must have Medical Assistance as their health insurance. To support this, we also have staff members, including our district social worker, who will help families with the application process for Medical Assistance. This program is extremely helpful to families as it occurs in school, avoiding any transportation obstacles, and there is no cost. Many families in our district have taken advantage of this service and have had both positive experiences and outcomes.

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.

The School District of Borough of Morrisville is not currently experiencing any difficulties insuring FAPE for a particular disability category or a specific student. The Morrisville School District has always, when necessary, exhausted all resources to insure a free, appropriate, public education for all students.

While the District might experience difficulties in providing a continuum of program it seems to be a direct descendent of being such a small populated District. The District located in the Borough of Morrisville is less than 2 square miles in Southeastern PA bordering Trenton, NJ. The current total population of students is 1025. In the 3 schools (Elementary, Intermediate and High School) we have 890, and 135 students in other outside programs (Technical, Charter and Alternative Schools).

The disability categories of Autism and Multiple Disabilities seem to have the higher incidence of requiring a program outside the school district. We currently have a total of 32 students meeting the eligibility criteria of Autism with 12 students in In-District Programs and 20 in Out of District Programs.

It has nothing to do specifically with the Disability category as it has to do with (1) having such few students in a particular age and grade grouping that doesn't allow this District to provide program and if so, at a cost that would significantly affect the education of other students; (2) Those students needs are, as recommended by the IEP Team, better met in specialized settings. The students in these categories have specific needs that even when supplemental aids and services are utilized, can not gain meaningful educational benefit. Often these students require 1-2 or less teacher-student ratio, the integrated supports of related services (OT, PT, Speech, etc) within the classroom; highly supervised academic and non-academic activities, modified scope and sequence of the general education curriculum/or a modified curriculum, teachers and paraprofessionals that are certified and highly qualified and have additional training in teaching social, coping and de-escalation skills.

Over the last successive 5 years the District has expanded their support programs adding four different age and grade level Emotional Support Programs and one High School Life Skills Program. During the past two years, the District has attempted to initiate an Autistic Support Program but have been unable to garner parent support. In fact, the District even utilized the State Mediation Process with no

success. Even though disappointed, that we were not able to start an Autistic Support Program, our spirit and desire to have all students educated in their "home school" is not diminished! The prospect of creating additional Support Programs and hence expand our continuum of services has not been abandoned, and remains a priority in educating **all** students in the **Least Restrictive Environment**.

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.

Current Program Strengths and Highlights

- Improved Reading and Language Arts Program - Over the past 8 years, the Morrisville Borough School District has made significant strides toward improving its literacy program across the grades. After an informal investigation of the district's current literacy resources and practices, a Summary of Findings was presented to district administration. This informal investigation revealed several relationships between student performance and the district's current core curriculum, intervention protocols, and methods of assessment. As a result, an action plan was developed, which included a professional development plan and the inception of a literacy committee to research and select new curricula, interventions, and assessment protocols. Presently, this team has been successful in executing a comprehensive LETRS (Language Essentials for Teachers of Reading and Spelling) training series, implementing DIBELS as a universal screener, adopting Journey's as the elementary core literacy curriculum, utilizing the Journey's intervention resources in its Learning Support programs, upgrading Read 180 the Universal version and System 44 to the Next Generation version, interventions, bringing on Language Live for secondary students with significant literacy deficits, and acquiring the Unique Learning System program for our students in our Life Skills Program.

This combination of Programs and Specialized strategies have significantly strengthened and solidified the K through 8th grade Reading and Language Arts Program. However, we also recognized that there were some of our High School students, with reading disabilities, that resulted in them being 2 or more grade levels behind. These students still required specialized reading instruction in foundational reading skills that were age and interest appropriate. The Language Live Program, due to the content being provided to students in an age appropriate manner, was selected for a newly created course entitled College Reading Readiness.

The Language Live Program is a blend of online learning and teacher-led instruction. There are three assessments given at the beginning of the year to guide placement in the program. These assessments are based on reading comprehension to provide a Lexile score, reading fluency and spelling. Each student is placed in the appropriate level based on these assessments. The fluency and spelling assessments are re-evaluated mid-year and all three assessments are given again at the end of the year.

In the online portions of this program, students work at their own pace on Word Training Lessons and Unit Goals. The students watch video tutorials, have a check for understanding, and participate in engaging, interactive and cumulative reading activities. The text-training portion of this program is teacher-led instruction in the areas of reading, vocabulary, grammar and writing. Each unit has 10 lessons, a writing activity and on-line practice activities. At the end of each unit, there is a content mastery quiz and a power pass quiz to check for understanding of the unit topic.

One of the other very positive additions to our Life Skills Support curriculum is Unique Learning System. This system is a standards-based curriculum designed for students with disabilities. This curriculum provides lessons on skills that students will need for adult life after High School. Each month a different topic is discussed and a monthly plan is provided. All reading materials are based on the topic of the month and have three differentiated levels. There are four core components to the Transition grade band. These core components are: Life Long Learning, Personal Life, Daily Living, and Employability. These core components cover reading fluency, social skills, money management, time, a weekly recipe and job awareness. These skills are reviewed multiple times per week to reinforce each skill. The math components covered in the High School grade band are: Numbers and Computation, Statistics, Time, Money, Geometry and Basic Algebra. Each of these math lessons has three differentiated levels. Science and Social Studies lessons are provided as well. Each lesson has differentiated comprehension questions and has a project that accompanies each lesson.

- A greater emphasis on working with individual students, IEP Teams, families and agencies to develop processes, programs and opportunities leading to successful school and post school experiences.
- Collaborative utilization of the Multidisciplinary Team including but not exclusive to School Psychologist, Behavior Analyst, Program and Training Specialist, Social Worker, Counselor, Reading Specialist and Instructional Support Teacher, etc. to provide training and consultations to teachers to implement research based interventions for those students that may be academically or behaviorally at risk.
- Every effort is made to maintain all students with disabilities in general education, no matter how severe the disability, through the use of Supplemental Aids and Services.
- Inclusion opportunities are available for all students in academic, non-academic and extra curricular activities.
- The District maintains a continuum of services, across grade levels and academic disciplines.

- Use of Instructional Support Teams (K-5) and Educational Support Teams (6-12) in the pre-referral process
- Small group and in class support grades K-3.
- Co-teaching grades 4-5 at the Intermediate level, utilizing professional and paraprofessional staff.
- Co-teaching in core academic classes at the Intermediate and High School level (grades 6-12).
- Academic Support/ Resource classes utilized, at the high school level, for those students still needing instruction and reinforcement in core academic courses.
- Study-Organizational Skills Course to assist students with executive skills and reinforce instruction.
- Majority of special education students are educated within their home school.
- Paraprofessionals provide one to one support for children with identified special needs allowing the option for students to participate fully in the general education classroom with supplemental aids and services.
- Comprehensive related services are provided by contracting for services through the Bucks County Intermediate Unit #22.
- K-12 Learning Support Program operated by the District.
- K-12 Emotional Support Program operated by the District.
- 9-12 Life Skills Support operated by the District.
- K-12 Student Assistance Program.
- K-5 Instructional Support Team Services, operated by the District.
- The District offers a full range of Psychological Services through a full-time School Psychologist and Part-time Behavior Analyst, Social Worker and Guidance Counselors.
- Counseling and mentoring services provided by School Counselors and School Psychologist in all grade levels with supplemental services provided through PennDel Mental Health at the Intermediate/High School level.

- Family Services provides counseling services to Morrisville students "on campus." This avoids the parent from seeking, maintaining and transporting their child to private outside counseling services. The only requirement is that the student must be eligible for Medical Assistance (There is no cost to parent associated with this service).
- The District's Special Education Division has continued to emphasize and prioritize transition. It is critical that we prepare our students with disabilities for life after high school. In addition to using the Planning for Future Checklist, doing interest/aptitude assessment, interviewing both student and parent, aligning goals and activities to future path, we have increased involvement with outside agencies and explored employment experiences while the student remains in school. Some of the several new initiatives for which we have participated are: 1) An In-School Youth Workforce Program where we have involved 6 students in 2014-15; 8 students in 2015-16; 13 students in 2016-17, and 14 students in 2017-18 School years. This program is a Bucks County Community College Program funded by the Bucks County Workforce Development Board/Bucks County Career Link. The purpose of this program is to help bridge the gap for Lower Bucks County students that need extra assistance in setting their education, career and life path in a direction for success. By providing an innovative combination of skills training, industry exposure and counseling. This program helps prepare our youth in employability skills for success in the workplace. Our students have had the opportunity to participate in paid work experiences, internships to learn new skills, and have received exposure to career possibilities. The current program runs two days per week (one day at Morrisville High School and one day at the Lower Bucks Campus of the BCCC). Topics include, but are not exclusive to, Financial Literacy, Resume Writing, Job Applications, Networking, Customer Service Skills, Entrepreneurship, Manufacturing Skills, etc. 2) Pre-Employment Transition Services (PETS). The Bucks County Intermediate Unit (IU 22) in collaboration with the PA Office of Vocational Rehabilitation (OVR) have offered the Morrisville Borough School District and students with disabilities from ages 14-21 new transition programs. These service programs are designed to give students the knowledge and skills they need to participate in and manage the aspects of their lives related to achieving higher levels of independence. The District's students have become the benefactors of such services as: Independent Living Skills - Instruction continued to be presented on subjects like household budgeting, financial management, utilizing public transportation, and navigating the social services system. Self-Advocacy Training - Our students are learning about their disabilities, but more importantly how to advocate for themselves. They also are getting a better understanding of the way they learn best and the types of modifications they have to make to best complete a task. Workplace Readiness Training - Our students learn how best to dress, speak and act for job interviews, and once employed how to use these practices to maintain employment. This program also provides many individual services such as assessment, counselling, job shadowing and work based learning experiences. Job Shadowing - Our students have the opportunity to experience a job and workplace by accompanying an actual employee through their workday. Shadowing experiences may be one to five days, for up to 25 total hours. Work Based Learning Experiences - This "hands-on" opportunity gives our students the ability to actually work in local companies. Supervision through the use of a job coach allows the students to learn and understand the actual task and provide and build employability skills.

- Small student-teacher ratio and flexible nature of delivery of services.
- Program and Training Specialist available to assist with staff development and consultation on complex cases.
- Focused staff development related to staff and district needs: research based interventions, co-teaching, differentiated instruction, progress monitoring, behavior management technology, social skills, understanding specific disabilities, i.e., Autism Spectrum Disorder, Multiple Disabled, etc., and interventions that will allow students to benefit from inclusion in general education and team building.
- Integration of technology into instruction: Smart Boards, lap-top computers, iPads, Read 180 Program, computerized research based reading and math intervention programs, and Cyber classes.
- The District has implemented the use of Study Island, a program specifically designed to help students master the Common Core Standards and improve PSSA performance in Math and Reading. The program is currently being utilized in the District's Study and Organizational skills classes, specifically for students with IEPs.
- School-Wide Positive Behavior Support Program for Grades K-8.
- All elementary and secondary special education staff members trained in CPI (Non-Violent Crisis Intervention).
- After school tutoring, clubs, activities, and summer camp experiences through the 21st Century Learning Communities Grant
- All special education teachers are certified and meet all requirements as "highly qualified". The majority of special education teachers grades 6-12 are certified to teach at least one other major content area and have dual certification.
- The District employs a collaborative approach to overcoming possible barriers to inclusion.
- The Morrisville School District is dedicated to raising the level of expectations for **all** students.
- The District's IST (Instructional Support Team) and IEP Teams will always consider a full range of supplemental aids and services in the general education classrooms prior to ever contemplating placement in a more restrictive setting. The District has even developed a LRE Checklist to assist in determining access and participation in the general education curriculum.
- The Pupil Services Department publishes a quarterly newsletter entitled Special Connections that is distributed to all parents of students with special needs.
- The District regularly surveys parents to ascertain what parent training may be needed or desired.

- The District always encourages parent participation and in-put into the referral, evaluation, identification, programming and placement processes.
- The District maintains a Parent Resource Center that is easily accessible to all members of the community. The District's website, under Pupil Services/Special Education is continually updating information and adding links.
- The Morrisville School District is always prepared to provide accommodations to support parent participation, including but not exclusive to, before and after school meetings, provide transportation (when necessary) translator, phone conferences, child care for larger group trainings/Meetings, etc.
- District encourages parents to be involved all committees and in-service training on such topics as modified curriculum, differentiated instruction, positive behavior support, assistive technology, related services, ESY, Research Based Intervention, Literacy, Executive Skills, understanding of various disability categories, etc.
- Occupational Therapy Strategies to Promote Self-Regulation: Integrating Movement Throughout the School Day - WHY "HEAVY WORK/PROPRIOCEPTION? When children move and play, their muscles stretch and contract. Proprioception refers to the way joints and muscles send messages to the brain to help coordinate movement. Proprioceptive input tends to have a calming and organizing effect on the body. When children participate in these types of activities, and in the specific amount of time and intensity their body needs, we may see them become more calm, organized in their behavior, and able to follow through with daily activities (getting dressed, participating in meal time, and following directions). For this reason, occupational therapists often recommend heavy work activities as part of a student's self-regulation plan, in order to help prepare their bodies to be able to more fully participate in the things they want and need to be able to do on a daily basis (their "occupations"). Heavy work activities include whole body actions involving pushing, pulling, lifting, playing, and moving; These activities should be built proactively into the school day (daily) and only completed with adult supervision. They should become part of the regular everyday routine. Participation in these activities is used to improve a student's availability for learning, so it is not something they should lose access to for bad behavior, or something that is skipped because of good behavior. Structuring the Movement Group - a) Active involvement from educational staff throughout duration of group (standing/participating with students in all settings/locations); b) Educational staff should provide close supervision and active involvement during movement group to ensure student safety with equipment; c) Modeling, encouragement and praise for good behaviors observed; d) Group lasts 30 minutes. Future Ideas for Promoting Student Self-Regulation 1. YOGA/MOVEMENT - Cosmic Yoga: yoga, mindfulness and relaxation designed especially for kids aged 3+, used in schools and homes all over the world. Go Noodle: turns movement into a game and makes it easy to be active, the kid way—silly, energetic, playful, and fun. 2. Alternate working positions in classroom (standing, lay on tummy while reading/doing a puzzle, etc.) 3. Pair motor activity with academic tasks: Once exercise becomes a preferred activity, then academic tasks providing opportunities for exercise may require less prompting for engagement. EXAMPLE: student practices spelling words while standing on a

balance board or while tossing a ball back and forth. Adult using hand pump for student to catch words on table as they are identified. 4. Multi-sensory approach to instruction: use of various materials and sensory mediums may help to foster interest and sustain attention. EXAMPLES: writing sight words in shaving cream/craft sand, using magnet letters to make words, plastic screen under paper to provide more feedback when tracing/writing words, using Bendaroos or Wikki stix to spell out words. 5. Use of gum to provide input during a structured seated activity that requires sustained attention and focus (student throws gum out when activity is completed)

- Prevention of Discrimination/Harrassment on the Basis of Disability and Sex - During the 2015-16 and continuing annually through 2020, the Morrisville School District planned and implemented an intensive training program for students (K-12), parents, teachers, support and administrative staff. Some activities included but were not exclusive to Bullying & Harrassment Prevention; How to recognize, process, investigate and resolve complaints of discrimination/harrassment on the basis of disability and/or sex; Conflict Resolution; Healthy Relationships; Mindfulness; Internet Safety; Sexting, etc. The sessions were provided by BCIU #22; Firm of Sweet, Stevens, Katz and Williams; NOVA; Walnut Street Theater Productions; Olveus. There is a minimum of 3 sessions yearly, with a maximum of 6 sessions yearly. Each session is approximately 6 hours in length. Administrative and Support Staff (Counselors, Safety Officer, Nurses, etc.) will be continually trained on how to recognize, process, investigate and resolve complaints of discrimination on the basis of disability and/or sex. Teachers, Paraprofessionals/Personal Care Assistants and other Support Staff will receive sensitivity training on how to prevent or report discrimination/harrassment on the basis of disability and/or sex. Each of the presentations were researched based. They provide a foundation and basis to develop policies and procedures that can easily be assessed and used by students, staff, parents, and support staff. It also provides best practices in having information on the District's website, student/teacher handbooks, and in publication distributed by the Superintendent and Principals. It is our responsibility to create a climate where students always feel safe and comfortable; an environment conducive for learning. In addition to being obligated to victims, schools must address hostile educational environments created by sex discrimination and discrimination on the basis of disability, we must remedy any current situation, addressing its effects and preventing its recurrence in the future. Schools will only meet this obligation through continuing to provide these trainings and awareness programs. Some of the training formats used are power points, videos of actual situations, discussion groups, and theatre groups performing plays. Evaluation methods used would be to continue to do climate checks/assessment; collect data on the number of reported incidents of discrimination; refine policies and procedures so that all members of the Educational Community have access and use the procedures to prevent process, and then, if necessary, to report incidents of harrassment on the basis of sex and discrimination.

Assurances

Special Education Assurances

No policies or procedures have been identified.

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
There are no facilities used.	Nonresident	There are no facilities used.	0

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Bristol Township School District	Neighboring School Districts	Supplemental Life Skills Support	2
Bucks County Intermediate Unit #22	Neighboring School Districts	Itinerant Autistic Support	2
Bucks County Intermediate Unit #22	Neighboring School Districts	Supplemental Specialized Learning Support	10
Bucks County Intermediate Unit #22	Neighboring School Districts	Supplemental Autistic Support	11
Bucks County Technical High School	Neighboring School Districts	Itinerant Learning Support	6
Lifeworks Alternative School	Other	Supplemental Emotional Support	5
Pennwood Middle School	Neighboring School Districts	Supplemental Life Skills Support	1
Valley Day School	Approved Private Schools	Full Time Emotional Support	5
Bucks County Intermediate Unit #22	Neighboring School Districts	Full Time Multiple Disabilities Support	2
Edgewood Elementary	Neighboring School Districts	Supplemental Autistic Support	1
CSF	Other	Itinerant Emotional Support	2
New Hope Academy	Other	Itinerant Emotional Support	3

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 8	20	1
Locations:				
Grandview Elementary School	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: August 31, 2013

Reason for the proposed change: Building reconfiguration and students are included in general education and only receive itinerant emotional support services.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 11	20	1
Locations:				
Morrisville Intermediate School	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: August 31, 2016

Reason for the proposed change: Students are included in general education and only receive itinerant emotional support services.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 15	20	1
Locations:				
Morrisville High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #4

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	50	1
Locations:				
Morrisville Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	50	1
Locations:				
Grandview Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	50	1
Locations:				
Morrisville Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	25	0.5
Locations:				
Morrisville High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:*

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	50	1
Locations:				
Morrisville High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	18 to 20	50	1
Locations:				
Morrisville High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	10	1
Locations:				
Morrisville Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	26	0.4
Locations:				
Grandview Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:*

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 15	13	0.2
Justification: Students are seen individually by the Speech and Language Pathologist				
Locations:				
Morrisville Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #15

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	8 to 11	26	0.4
Locations:				
Morrisville Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #17

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 31, 2016

Reason for the proposed change: Students are included in general education and only receive itinerant emotional support services.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	16 to 20	20	1
Locations:				
Morrisville High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #18

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	11 to 13	3	0.06
Locations:				
Morrisville Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #22*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	50	1
Locations:				
Morrisville Intermediate	A Middle School Building	A building in which General Education programs are operated		

Program Position #23*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 20	20	1
Locations:				
Morrisville High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #24*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 31, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	11 to 13	3	0.05
Locations:				
Morrisville Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #25*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 31, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	8	1

Locations:				
Grandview Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #26*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 31, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 11	8	1
Locations:				
Morrisville Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #27*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 31, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 14	8	1
Locations:				
Morrisville High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
School Psychologist	All Buildings	1
School Counselor	Morrisville Intermediate School	0.5
School Counselor	Morrisville High School	1
School Counselor	Grandview Elementary	0.5
Paraeducator/Instructional Assistant	Morrisville Intermediate School	6
Paraeducator/Instructional Assistant	Grandview Elementary	4
Paraeducator/Instructional Assistant	Morrisville High School	7
Personal Care Assistant	Elementary and Intermediate	6

	Schools	
School Counselor	Middle School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Speech and Language Therapist	Intermediate Unit	5 Days
Occupational Therapist	Intermediate Unit	2 Days
Physical Therapist	Intermediate Unit	2 Hours
Behavior Analyst	Intermediate Unit	3 Days
Behavior Analyst/Consultant	Outside Contractor	1 Hours
Social Worker	Intermediate Unit	5 Days
School Psychologist	Intermediate Unit	4 Days

District Level Plan

Special Education Personnel Development

Autism

Description	The Morrisville Borough School District has had an increasing number of students with autism participating in the general education curriculum. Currently, these students are supported in Bucks County Intermediate Unit autistic support classes or by district learning support, life skills, or emotional support classes. Paraprofessional staff have received extensive training on the unique neurology of the autistic mind and research based strategies for educating students with autism in the classroom. Professional learning opportunities focused on both academic and behavioral needs and supports. Professional teaching staff as well as related service staff receive professional development via team meetings and individual consults. These professional learning opportunities focus on the unique academic and behavioral/social/emotional needs of individual students.
Person Responsible	Director of Special Education and BCIU Program and Training Specialist/TaC
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	1
# of Participants Per Session	45
Provider	BCIU Program and Training Specialist
Provider Type	IU
PDE Approved	No
Knowledge Gain	The Morrisville Borough School District currently houses two elementary (K-2 and 3-5) autistic support classes. The district also supports its population of students with autism in general education, learning support, emotional support, and life skills classes. As is true of autism, our student's abilities and needs vary greatly. Wherever our students fall on the spectrum, it is our priority to ensure that these and all of our students function as independently as possible. This training, designed for teachers,

	administrators, and paraeducators, provided specific strategies for helping students overcome learned helplessness, develop a positive mindset, and connecting students with a peer or adult mentor.
Research & Best Practices Base	The district will continue to provide professional learning opportunities to increase staff knowledge of autism and the use of effective evidence based strategies. It is imperative to stay current in our knowledge and practice skills as our population grows and we understand more about the unique learning profiles of students with autism.
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>
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>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	LEA Whole Group Presentation
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Paraprofessional</p>

	Other educational specialists Related Service Personnel
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) 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 Lesson modeling with mentoring
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

Behavior Support

Description	Addressing problem behavior in a positive manner is a high priority for the Morrisville Borough School District community. Currently, students in grades pre-K through five are immersed in our SWPBIS program throughout their school day. Every member of our school community is responsible for carrying out the principle's outlined in our SWPBIS handbook. Behavioral data from Genesis, our district student data system, is reviewed by our SWPBIS team to identify patterns of behavior and determine appropriate interventions to improve problem behavior. Additionally, our middle school team is currently developing and implementing their SWPBIS program for grades six through eight.
Person Responsible	BCIU Program and Training Specialist/SWPBIS Facilitator
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	4
# of Participants Per	35

Session	
Provider	BCIU Program and Training Specialist/SWPBIS Facilitator and District SWPBIS TEam
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	<p><u>School Wide Positive Behavior Interventions and Supports</u></p> <p>Audience: Middle School district staff and SWPBIS team</p> <p>Length: 3 hours</p> <p>Attendees: 50</p> <p>Presented By: BCIU Program and Training Specialist/SWPBIS Facilitator and District SWPBIS Team</p> <p>The SWPBIS team of Morrisville Middle School Team committed to a year's-worth of trainings and workshops in the process of developing their Tier 1 or Universal SWPBIS curriculum. This training provided all middle school staff with an overview of that work and the SWPBIS program they would be implementing. SWPBIS handbooks were distributed to teacher reference to major facets of the program.</p> <p><u>School Wide Positive Interventions and Supports</u></p> <p>Audience: Elementary Staff</p> <p>Length: 3 hours</p> <p>Attendees: 30</p> <p>Presented by: BCIU Program and Training Specialists/SWPBIS Facilitator and Elementary SWPBIS Team.</p>

The Elementary SWPBIS program is currently in its sixth year of implementation. They are in network and were recognized by the state as implementing Tier 1 with fidelity. This elementary team has seen several administrative and staffing changes as well as an evolving student population. For these reasons, it has been imperative to hold “refresher” SWPBIS trainings in an effort to retrain current staff, train new staff, and revise the program to meet the needs of changing student population.

Crisis Prevention

Audience: School Wide

Length: 6 hours

Attendees: 20

Presented By: CPI Certified BCIU staff

Non-Violent Crisis Prevention has prepared staff to handle behavioral issues in a safe and proactive manner. Behavioral crisis' have been averted due to the skills acquired during CPI training. This has been especially beneficial for our students in emotional support classrooms who are also included in the general education setting.

Fostering Resilience in Students with Special Needs:

Audience: Paraprofessional Staff

	<p>Length: 3 hours</p> <p>Attendees: 45</p> <p>Presented by: BCIU Program and Training Specialist</p> <p>The Morrisville Borough School District has been dedicated to a professional learning theme on Positive Psychology for its paraprofessional staff. This theme has included topics such as Mindfulness, Mindset, resiliency, and The Happiness Advantage. Many of our students with special needs face challenges that go beyond the scope of academic skill. In addition to the challenges of negotiating and navigating a complex curriculum, they must also cope with the social/emotional/behavioral consequences of this consistent struggle. In this professional learning opportunity, paraprofessionals learn how to understand this as part of the student's profile, understand the impact it has on the student's school day, identify their own mindset patterns, learn how to model a positive/growth mindset, and specific strategies for building a positive/growth mindset in their students.</p>
<p>Research & Best Practices Base</p>	<p>The district will continue to provide professional learning opportunities for all staff to continue to build their repertoire of strategies for preventing and positively managing challenging behavior. The district has prioritized this initiative in an effort to increase instructional time and maintain a positive learning environment for all students and staff. This is accomplished utilizing the most current, cutting-edge research from the most respected professionals in the field.</p>
<p>For classroom teachers, school counselors and education specialists</p>	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p>
<p>For school or LEA administrators, and other educators seeking</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>

leadership roles	
Training Format	School Whole Group Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Related Service Personnel
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) 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
Evaluation Methods	Participant survey

Paraprofessional

Description	Paraprofessionals in the Morrisville Borough School District are required to attain twenty hours of professional learning annually. Professional Learning Topics are selected based upon input from Teachers, Administrators and surveying Paraprofessional staff. Even though training topics are different each year, this year they included: Social Skills Ifor students with Disabilities; Early Literacy Skills; Communication Skills and Encouraging Self Advocacy; Routines that Building Resilience; Crisis Prevention and Intervention; CPR/AED/First Aid; Academic and Behavior Interventions.
Person Responsible	Special Education Adviser and Programming and Training Specialist
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	10

# of Participants Per Session	25
Provider	Bucks County IU 22/District
Provider Type	Individual
PDE Approved	No
Knowledge Gain	Provide a continuum of trainings for Paraprofessionals and Personal Care Assistants (PCA's). These trainings are designed to develop and expand this staff's knowledge base and provide them the skill set necessary to support a diversified population of students with disabilities.
Research & Best Practices Base	100% compliance with mandatory 20 hours of in-services training; meet highly qualified standard Increases Paraeducator's skills based upon research on effective practices, with attention to those students with academic and emotional needs.
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	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.
Training Format	Series of Workshops
Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion Joint planning period activities

Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey
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Reading NCLB #1

Description	The Morrisville Borough School District has ranked the literacy growth and achievement of its students a high priority. Many of our students enter into Kindergarten without the foundational pre-literacy skills needed to be successful in school. Children lacking these skills begin their educational careers behind and, in some cases, maintain that pattern throughout. This is the very basis for the district's motivation to provide evidence based curriculum, scientifically based interventions, and quality professional development for its staff. The district has and will continue to provide a continuum of interventions and supports to meet the needs of its diverse population of learners, K-12. Professional staff will receive ongoing professional development and coaching in an effort to ensure the fidelity of effective practices in instruction and assessment.
Person Responsible	BCIU Program and Training Specialist, Special Education Advisor, Building Principals
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	6.0
# of Sessions	8
# of Participants Per Session	25
Provider	BCIU Program and Training Specialist
Provider Type	BCIU Program and Training Specialist
PDE Approved	Yes
Knowledge Gain	<p>Journey's Core Literacy Curriculum:</p> <p>Audience: Instructional Staff, Administrators, Paraprofessional Staff</p> <p>Length: 12 hours</p>

	<p>Number In Attendance: 50</p> <p>Presented By: HMH representative</p> <p>During the 2016-2017 school year, the Morrisville Borough School District adopted a new literacy core curriculum for Grandview Elementary School (grades K-2) and Morrisville Intermediate School (grades 3-5). This new curriculum was selected based on the results of a multi-year program evaluation. The final selection was made by a multi-disciplinary team which included grade-level teachers, specialists, and administrators. Upon implementation, staff received two full days of professional development on program start-up requirements such as navigating resources, materials, and digital components.</p> <p>Journey's Tier 2 and Tier 3 Interventions:</p> <p>Audience: Special Education, Instructional Support Staff, and Administrators</p> <p>Length: 6 hours</p> <p>Number in Attendance: 7</p> <p>Presented By: HMH Representative</p> <p>During the 2017-2018 school year, special education and instructional support staff participated in the selection of intervention programs that would effectively support student participation in the core literacy curriculum. The Journey's curriculum has two companion programs, The Phonics Skills Kit and the Write-In Readers. One day of professional development was provided for staff on how to effectively implement these programs.</p>
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Read 180 and System 44 Program Update:

Audience: Special Education and Paraprofessional Staff

Length: 6 hours

Number in Attendance: 10

Presented By: HMH Representative

During the 2017-2018 school year, the Morrisville Borough updated their Read 180 and System 44 literacy interventions from the Enterprise Edition to its most current version, the Universal Edition. Special Education staff who are responsible for instructing these programs received professional development on the updates and how to appropriately navigate the system.

Program Quality Review (PQR)

Audience: Elementary Instructional Staff and Administrators

Length: Multiple Days

Number in Attendance: 10

Presented By: Bucks County Intermediate Unit Staff

During the 2015-2016 school year, Grandview Elementary School and The Intermediate School underwent a year-long Program Quality Review of its literacy curriculum. The PQR was conducted by a team comprised of Bucks County Intermediate Unit staff. The results of the PQR identified needs which were then placed in an action plan. A team of multidisciplinary staff from the Morrisville Borough School District was responsible for executing each of the actionable items geared toward improving the overall literacy

curriculum.

Language! Live:

Audience: Special Education Teacher

Length: 20 hours

Number In Attendance: 1

Presented By: Voyager Sopris Learning Representative

During the 2017-2018 school year, the Morrisville Borough School District adopted Language! Live for identified at-risk for literacy failure high school students. "Language! Live is a comprehensive online blended literacy solution that combines foundational and advanced learning skills with digital and teacher-led intervention to significantly improve reading and writing skills..." (Voyager Sopris Learning). The reading specialist who is responsible for this class received extensive training on effective implementation of this program.

Unique Learning System (ULS):

Audience: Special Education teacher

Length: 6 hours

Number in Attendance: 1

Presented By: ULS Representative

During the 2017-2018 school year, the Morrisville Borough School District adopted Unique Learning System (ULS) for use in its Life Skills class. ULS includes the major components of a standards-based comprehensive literacy program. The special education teacher who is responsible for

	utilizing this curriculum with her students received professional development on how to effectively implement this curriculum.
Research & Best Practices Base	<p>2015-2016 -4.8% change in Adv/Prof and +4.8% in Basic/BB</p> <p>The training, updated programs and Research Based Materials had a positive impact on scores in 2016-2017.</p> <p>2016-2017 +5.7% change in Adv/Prof and -5.7% in Basic/BB</p>
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 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	Department Focused Presentation
Participant Roles	<p>Classroom teachers</p> <p>Other educational specialists</p>

Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) 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 Analysis of student work, with administrator and/or peers Lesson modeling with mentoring
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 Participant survey

Transition

Description	1. The Morrisville Borough School District continues to focus and further develop Transition Planning. There are many steps in the process in each successive grade beginning at age 14. While still involved refining the process with intensive involvement by the parent, student and outside agencies, we participate in cyclical "Transition Self-Assessment." This process is divided into two sections: Agency Partnership and Youth Participation and Engagement. We are actually rating our services and examining those areas that require further refinement.
Person Responsible	Special Education Adviser and Programming and Training Specialist
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	6.0
# of Sessions	2
# of Participants Per Session	15
Provider	BCIU
Provider Type	Individual

PDE Approved	No
Knowledge Gain	<p><u>Transition</u></p> <p>Audience: Secondary Instructional Staff</p> <p>Length: 6 hrs</p> <p>Attendees: 15</p> <p>Presenter: Bucks County IU Program and Training Specialist</p> <p>This process of self-assessment is done in a format to examine all aspects of transition. But as critical, the rating process is so finite that the information and knowledge gain is invaluable. It allows us to determine whether the aspect of transition is not occurring, just developing, occurring intermittently or occurring regularly, widely and consistently. This rating system identifies specifically what areas of transition we need to focus upon in future trainings.</p> <p><u>Transition</u></p> <p>Audience: Special Education Teacher/Administrator/Counselors</p> <p>Length: 6 hrs</p> <p>Attendees: 15</p> <p>Presenter: Bucks County IU Program and Training Specialist</p> <p>Active engagement and discussion regarding the results of assessment has given us a greater awareness and sensitivity to what we have accomplished and what areas of transition still need to be developed or refined.</p>
Research & Best Practices Base	The results of these trainings and self-assessment have produced more comprehensive, better written and implemented Transition Plans. We have seen an increase in students, parent and agency involvement.
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>Empowers educators to work effectively with parents and community partners.</p>

For school or LEA administrators, and other educators seeking leadership roles	Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops
Participant Roles	Classroom teachers Principals / Asst. Principals
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 Peer-to-peer lesson discussion Joint planning period activities
Evaluation Methods	Review of written reports summarizing instructional activity Review Transition Plans and garner input from students, parent and agency, prior to IEP Conference.

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