

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 230
School District Total Student Enrollment 950
Percent of Students Receiving Special Education 24.2

Steering Committee

Name	Position/Role	Building	Email
Sean Haines	Superintendent	Morrisville Borough SD	shaines@mv.org
Julieann Cappuccino	Building Principal	Grandview El Sch	jcappuccino@mv.org
Heather Brahan	Building Principal	Morrisville HS	hbrahan@mv.org
Ruth Demshick	Director of Special Education	Morrisville Borough SD	rdemshick@mv.org
Brian Oberdick	Other	Morrisville HS	boberdick@mv.org
Nick Zlupko	Other	Morrisville Intermediate Sch	nzlupko@mv.org
Jessica Reichert	General Education Teacher	Morrisville HS	jreichert@mv.org
Jennifer Sullivan	Special Education Teacher	Morrisville HS	jsullivan@mv.org
Luz Waters	Parent	Morrisville HS	lwaters@mv.org

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Improvement and Planning Activity

Morrisville School District secured the CIE Grant- Competitive Integrated Employment Grant. The purpose of the CIE Grant is to provide youth with

disabilities community based paid work experiences during the school year. The Grant will be used for the purchase of a PAES Lab.

The creation and development of a Transition Coordinator role to work with the 11th-12th grade special education students. The Coordinator will implement a Transition course that will involve a curriculum of addressing Transition activities and services as outlined in the Individualized Education Program.

Graduation (Indicator 1)

Improvement and Planning Activity

Implemented P2G- Pathway to Graduation which targets the 6th-8th Emotional Support Students. This program incorporates developing an early warning system that collects monthly data on attendance, behavior and grades. An intervention training of Check and Connect has also been established. Twelve staff members have been trained and ready to implement the intervention for the 2022-23 school year.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

Corrective Action	Improvement and Planning Activities
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Identification Method

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

Discrepancy Model

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

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

No

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)
Because we are not a host district, oversight of FAPE is not necessary at this time.
2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
Similarly, since there are no existing facilities, there are no barriers or problems associated with same.

Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?

No

1. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).
The School District of Morrisville Borough cooperates fully with the correctional facilities in addition to collaborating with 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, school psychologist, 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 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. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.

When examining the Special Education Data Report for the 2019-2020 we can draw these conclusions, In the category of "SE Inside Regular class 80% or more"- Morrisville at 47.8 % is below the state average at 61.5%. There are a couple contributing factors as to why this percentage has fallen. The District has returned students back to district from full time classroom settings by opening more intensive learning support classrooms from K-12. Many students went from less than 40% in the general education classroom to 75% in the general education classroom upon being returned to district. The district implemented a two-year contract with an outside private service provider to train and instruct the special education teachers on developing IEPs with goals and SDIS that are more suitable for the general education classroom implementation. The District is also a transient population and therefore, the LEA must adopt the LRE in which the student moving into district has been serviced with a the previous district. In the category of "SE Regular Class less than 40%"- The gap has shortened from 19% in 2018-19 school year to 13% for the 2019-2020 school year. Again this is due to developing programming to meet the needs of students with a variety of needs and returning students back to district from a full time placement to a supplemental placement in their neighborhood school. The SE population being in an out of district placement went from 11% in 2018-2019 school year to 8% in 2019-20 school year. The major factor for still being substantially far off of the state average and target percentage is due to the District size. We are prohibited in providing a continuum of services to students with severe disabilities especially in support programs that provide Intense Emotional and Autistic Support, Multiple Disabilities and Autistic Support level 3. The result is that we must solicit our neighboring Districts, IU, 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.

2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?

Universal screenings for health, academics and behavior, and attendance are done throughout the school year. Students identified at risk are referred to the Student Support Team. The Student Support Team reviews the concerns for the student and will create a 6 week action plan which include consultations of related service providers via MTSS, data collection methods, possible referrals to Student Assistance Program, in school support counseling and/or social work services. All Paraprofessionals are trained in Nonviolent Crisis Prevention Intervention strategies. The District is committed to the MTSS process, with a tiered method of implementation, evaluating the interventions needed by making decisions based off of universal screening such as Link It, PSSA and Keystone data.

3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.

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 IEPs 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 classrooms 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 by the Director of Special Education/Pupil Services and/or another administrator to ensure that participation in the general education classroom was discussed during subsequent school years. 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 Standards 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 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.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.

Adaptations to the physical environment- for example specific seating arrangements, individualized desk and/or chair, adaptive equipment, adjustments to sensory input, environmental aids, structural aids. Collaboration between teachers and related service providers occur on a continual basis. Assessment Modifications- The district may provide alternate ways for students to demonstrate learning. Assistive Technology- The District participates fully in the Assistive Technology SETT Framework with support from the Bucks County Intermediate #22. Equipment is purchased following data collection and trials with multiple instruments. Audiological/Hearing Support- The District contracts with the Bucks County IU #22 for hearing support services. Most recently the district has acquired daily interpreter services via the Bucks County IU in an effort for the student to remain included in the general education setting. The interpreter will also take 30 minutes a week to teach the whole class on sign language. Behavioral Analyst/Consultant- U

5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?

The District requires the LEA to attend all IEP meetings for the students placed in APS and alternative settings. This ensures that there is conversation regarding the return to district to be educated with non-disabled peers. The LEA also provided dual enrollment services that may or may not include an Equitable Participation plan. The student can attend the school to receive related services, targeted instruction and can receive transportation.

6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)

Morrisville School District is committed to having a collaborative relationship with all out of district placements. For students placed within an intensive emotional support setting, the goal is to return to district when the student has shown growth and stabilization. Our staff will meet with the team from the placement to discuss a re-entry plan that allows for the continuum of services to have the least disruption and a smooth transition. Morrisville school district is expanding the reading and math curriculums to mirror the curriculums found in the out of

district placements, this allows for continuity in the event of a return to district for many students placed in intensive learning support classrooms. Morrisville has expanded programs and services in the area of Intensive Learning Support. 2019-2020 Morrisville opened two classrooms, one at the K-2 level and one at the 3rd-5th level. This allowed for minimal referrals for specialized learning and level 1 Autism supports. The 2022-23 school year has just opened a 6th-8th Intensive Learning Support classroom. Morrisville School District has seen a need for an 18-21 year old transition program for students in the Life Skills placement who may need to defer their diploma. The 2022-2023 school year has created a Transition Coordinator position, purchased a PAES lab, utilized a Competitive integrative employment grant and is sending teachers and paraprofessionals for Job Coach training.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Bucks County Intermediate Unit	Other	Neighboring School Districts	Bucks County Intermediate Unit #22	Autistic Support	11
Bucks County Intermediate Unit #22	Other	Neighboring School Districts	Bucks County Intermediate Unit	Multiple Disabilities Support	3
Bucks County Intermediate Unit #22	Other	Neighboring School Districts	Bucks County Intermediate Unit	Emotional Support	2
Bucks County Intermediate Unit #22	Other	Neighboring School Districts	Bucks County Intermediate Unit	Learning Support	3
Valley Day School	Approved Private School (APS)		Valley Day School	Emotional Support	1
New Hope Academy	Licensed Private Academic		New Hope Academy	Emotional Support	1
Potential Incorporated	Licensed Private Academic		Springhill Schools	Autistic Support	1
Neshaminy School District	Other	Neighboring School district	Neshaminy School District	Autistic Support	1
Bristol Boro Middle Senior High	Other	Neighboring School District	Bristol Boro School District	Learning Support	1

Harry S Truman High School	Other	Neighboring School district	Bristol Township School District	Life Skills Support	1
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Positive Behavior Support

Date of Approval
2019-10-23

Uploaded Files
48478e1e-e62d-4138-8979-6318ac057223.doc

1. How does the district support the emotional, social needs of students with disabilities?

The district has established behavior support services, which strive to support individuals with disabilities in the least restrictive environment. Positive behavioral support plans and supplemental aids and services are implemented to assist students who demonstrate undesired behaviors in the general education setting. The district emphasizes the use of positive rather than negative behavior techniques to ensure that students are free from demeaning treatment and unreasonable use of restraints to foster student engagement. The district has also established a policy to address the discipline of students with disabilities. Within this policy, the district clearly denotes the length of time that suspensions may occur, the provision of services during disciplinary exclusions that may last more than 10 consecutive days or 15 cumulative days, and the need for interim alternative educational settings for offenses that will last up to forty-five days due to significant disciplinary infractions. Furthermore, this policy denotes the individual's right to an informal hearing and manifestation determination, if so warranted, as well as the parent/guardian's right to an appeal. The district, with support from PaTTAN and the Bucks County Intermediate Unit has joined the Pennsylvania Positive Behavior Support Network. As such, the district leadership team dedicated to the SWPBS program meets monthly to review building level behavioral data. Building level teams also generate a standard set of behavioral expectations for their buildings, along with a matrix to explain these expectations, and a system to reward the student's progress toward achieving building level goals. The Morrisville School District Special Education Program has implemented an early warning system under the Path To Graduation Grant. The P2G team meets monthly to discuss the academic, behavioral and attendance data regarding students in grade levels 6th- 8th who have been found eligible under IDEA with a diagnosis of Emotional Disturbance. The team will analyze both individual areas of need and system level areas of need and problem solves with interventions and further strategies. The team also underwent training for an intervention called Check and Connect. Each member trained will spend 45 minutes per week as an assigned mentor to an identified student and use an agenda based script to review with the student, their behavior, grades and attendance. During the Summer of 2022 the Special Education staff worked to create and build a sensory room with the consultation of KidSpace, an agency geared toward servicing students with Autism.

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.

In meeting the needs of the whole child, Bristol Township School District has established relationships with School Based Behavioral Health Services (Family Services). By providing space for this agency in several of our school buildings, they are able to have access to the child during the school day. This allows families to connect with needed services within both the school and home communities. Each school building has a Student Assistance Program (SAP) that supports families in finding community supports for students in need. Guidance counselors and social workers are trained -Counselors and social workers are identifying at-risk students in need of MTSS tier 2 interventions and forming small

groups to receive social skills instruction. Throughout the year, the district offers training to individuals in Non-Violent Crisis Prevention and Intervention. These individuals are asked to participate as part of the buildings support team and may be called upon to de-escalate and respond to behaviors that may require immediate intervention.

3. Describe the district positive school wide support programs.

In Morrisville School District, a School Wide Positive Behavior Support Program is implemented at the elementary level in grades K-5 and at the middle school level in grades 6-8. This program promotes 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 level is continuing to build on and refine the current program currently in place. A school climate committee is facilitating the continual renewal and refinement. The middle school level grades SWPBIS teams are currently in preparation to implement a newly revised SWPBIS for the 2023-2024 school with training provided by the Bucks County IU #22.

4. Describe the district school-based behavior health services.

The Morrisville School District has expanded their Behavior Support Services. The District has full time contracts with In School Counselors from Lakeside Behavioral Health. One individual is assigned to the 6th-12th grades and one for K-5 elementary school. Morrisville has recently added a full time contracted Social Worker to increase outreach to the community parents and guardians. Morrisville School District also contracts with Family Services of Bucks County for an in school therapist that attends the district one time a week. The District has assembled a team of School psychologists, Behavior Analysts, Social worker, SAP coordinator and Counseling staff that work 1:1 and in rotational group settings.

5. Describe the district restraint procedure.

The staff 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 and de-escalation plans for students, helping staff identify his/her role with the PBSP, remaining calm during crisis situations, ensuring the safety of all students, and using Crisis Prevention and intervention 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.

Intensive Interagency

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

At this time, Morrisville School District does not have a student placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LB0015	Secondary	Full-time (1.0)	09/20/2022 07:47 AM

Building Name		
Morrisville HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TC0014	Secondary	Full-time (1.0)	09/20/2022 07:46 AM

Building Name		
Morrisville HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range

School District	Secondary	15 to 21
Age Range Justification		FTE %
Life Skills Students may defer their diploma and work on Transition goals		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SB0013	Secondary	Full-time (1.0)	09/20/2022 07:34 AM

Building Name		
Morrisville HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SZ0012	Secondary	Full-time (1.0)	09/20/2022 07:33 AM

Building Name		
Morrisville HS		
Support Type		
Emotional Support		
Support Sub-Type		

Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JD0011	Secondary	Full-time (1.0)	09/20/2022 07:32 AM

Building Name		
Morrisville HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SS0010	Secondary	Full-time (1.0)	09/20/2022 07:31 AM

Building Name

Morrisville HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CV0009	Secondary	Full-time (1.0)	09/20/2022 07:30 AM

Building Name		
Morrisville HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JS0008	Secondary	Full-time (1.0)	09/20/2022 07:30 AM

Building Name		
Morrisville HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EN0007	Secondary	Full-time (1.0)	09/20/2022 07:29 AM

Building Name		
Morrisville HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KN0006	Elementary	Full-time (1.0)	09/20/2022 07:27 AM

Building Name		
Morrisville Intermediate Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CS0005	Elementary	Full-time (1.0)	09/20/2022 07:27 AM

Building Name	
Morrisville Intermediate Sch	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	50

Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JP0004	Elementary	Full-time (1.0)	09/20/2022 07:28 AM

Building Name	
Morrisville Intermediate Sch	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	50
Identify Classroom	Classroom Location
School District	Elementary
Age Range Justification	FTE %
	1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SD0003	Elementary	Full-time (1.0)	09/20/2022 07:25 AM

Building Name	
Morrisville Intermediate Sch	
Support Type	
Learning Support	

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MM0002	Elementary	Full-time (1.0)	09/20/2022 07:23 AM

Building Name		
Grandview El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KC0001	Elementary	Full-time (1.0)	09/20/2022 07:28 AM

Building Name		
Grandview El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		1

Special Education Facilities

Building Name		Room #
Grandview El Sch		112
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 32 feet, 0 inches	800sqft	28
Implementation Date		
2022-09-20		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Grandview El Sch		101
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 29 feet, 0 inches	870sqft	31
Implementation Date		
2022-09-20		
Uploaded Files		

2 Assurance Check

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

Building Name		Room #
Morrisville Intermediate Sch		H-4
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 30 feet, 0 inches	750sqft	26
Implementation Date		
2022-09-20		
Uploaded Files		

3 Assurance Check

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

Building Name		Room #
Morrisville Intermediate Sch		F-8
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 30 feet, 0 inches	750sqft	26
Implementation Date		
2022-09-20		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Morrisville Intermediate Sch		H-8
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 22 feet, 0 inches	704sqft	25
Implementation Date		
2022-09-20		
Uploaded Files		

5 Assurance Check

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

Building Name		Room #
Morrisville Intermediate Sch		K-4
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 20 feet, 0 inches	620sqft	22
Implementation Date		
2022-09-20		
Uploaded Files		

6 Assurance Check

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

Building Name	Room #
Morrisville HS	H-16

School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
13 feet, 0 inches x 24 feet, 0 inches	312sqft	11
Implementation Date		
2022-09-20		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
Morrisville HS		A-8
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 22 feet, 0 inches	660sqft	23
Implementation Date		
2022-09-20		
Uploaded Files		

8Assurance Check

Assurance Check	Yes	No

The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Morrisville HS		A-11
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 24 feet, 0 inches	576sqft	20
Implementation Date		
2022-09-20		
Uploaded Files		

9Assurance Check

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

Building Name		Room #
Morrisville HS		A-7
School Building		Building Description
JR/SR High		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 24 feet, 0 inches	648sqft	23
Implementation Date		
2022-09-20		
Uploaded Files		

10 Assurance Check

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

Building Name		Room #
Morrisville HS		B-12
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 10 feet, 0 inches	240sqft	8
Implementation Date		
2022-09-20		
Uploaded Files		

11 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	

The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Morrisville HS		H- 16
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 28 feet, 0 inches	980sqft	35
Implementation Date		
2022-09-20		
Uploaded Files		

12Assurance Check

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

Building Name		Room #
Morrisville HS		A-12
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 24 feet, 0 inches	576sqft	20

Implementation Date
2022-09-20
Uploaded Files

13Assurance Check

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

Building Name		Room #
Morrisville HS		D-16
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 20 feet, 0 inches	500sqft	17
Implementation Date		
2022-09-25		
Uploaded Files		

14Assurance Check

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

The class is composed of at least 28 square feet per student	Yes	
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Special Education Support Services

15 Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Transition Coordinator	1	Secondary	District
Paraprofessionals	25	District Wide	District
School Psychologist	1	Elementary	District
School Psychologist	1	Secondary	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Social Worker	1	District Wide	Contractor
Behavior Specialist	1	District Wide	Contractor
Guidance Counselor	2	Secondary	District
Guidance Counselor	1	Elementary	District
Other	1	Elementary	Contractor
Other	1	Secondary	Contractor

Special Education Personnel Development

Autism

Description of Training			
Autism Workshop and Resources			
Lead Person/Position		Year of Training	
Ruth Demshick/Special Education Supervisor			
Hours Per Training	Number of Sessions	Provider	Audience
6	3	PaTTAN	Paraprofessionals

Positive Behavior Support

Description of Training			
School Wide Positive Behavior Support and Interventions			
Lead Person/Position		Year of Training	
Jeffrey Kobasa/IU TaC			
Hours Per Training	Number of Sessions	Provider	Audience
6	3	Intermediate Unit	General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
De-escalation Strategies			
Lead Person/Position		Year of Training	
Jeffrey Kobasa/ IU TaC			
Hours Per Training	Number of Sessions	Provider	Audience
5	1	Intermediate Unit	Paraprofessionals

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Transition

Description of Training			
Transition Job Coaching			
Lead Person/Position		Year of Training	
Stephanie Bolduc/Transition Coordinator			
Hours Per Training	Number of Sessions	Provider	Audience
6	3	PaTTAN	Special Education Teachers

Science of Literacy

Description of Training			
Letters Training			
Lead Person/Position		Year of Training	
Jeffrey Kobasa/ IU TaC			
Hours Per Training	Number of Sessions	Provider	Audience
6	4	Intermediate Unit	General Education Teachers Special Education Teachers

Parent Training

Description of Training	
Pathway to Graduation	
Lead Person/Position	Year of Training
Sara Zook/Lead Coordinator	

Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	Parents

IEP Development

Description of Training			
Facilitated IEP Meetings			
Lead Person/Position		Year of Training	
Ruth Demshick/Special Education Supervisor			
Hours Per Training	Number of Sessions	Provider	Audience
3	4	District	Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

