



Memo

To: MBIT Executive Council
From: Kathryn Strouse
Date: November 4, 2020
Re: Special Education and ELL Information

In response to Mr. Patel's request to discuss regarding 1) Special Education student's admission and accommodations policy and practice and 2) ELL student's not meeting expectations communication and escalation process, the following policies and work instructions have been included with this memo:

1. Middle Bucks Executive Council Policy #113 — Special Education
2. Middle Bucks Executive Council Policy #201 - Admissions of Students
3. Accommodations and Modifications in Special Education
4. Middle Bucks Acceptance Decisions - 5-Historical Report
5. Work Instruction -- Counselor Application Process (School Counselors)
6. Work Instruction - Enrollment Guidelines (School Counselors)
7. Work Instruction - IEP Enrollment Process for New Students (Special Education)
8. Work Instruction -Application Decision Notification (School Counselors)
9. Work Instruction - Beginning of School Year Process (Special Education)
10. Work Instruction - Adaptation for Student with Visual, Physical or Hearing Impairment and ELL Students (Special Education)
11. Work Instruction - Meeting with ELL Students or Students with Hearing Impairment



Book	Policy Manual
Section	100 Programs
Title	Special Education
Code	113
Status	Active
Adopted	July 1, 1991
Last Revised	October 12, 2015

Purpose

Every student with a disability attending Middle Bucks Institute of Technology shall be offered an educational program and services that meet the student's needs for educational, instructional, transitional and related services. Such a program shall be designed to comply with law and shall conform to the goals of the school. Integration of students into the regular instructional program of the school shall be a guiding principle. [1][2].[3].[4]

Definition

Students with disabilities - school-aged children who have been evaluated and found to have one or more disabilities as defined by applicable state and federal laws and regulations, and who require, because of such disabilities, special education and related services. [5][6]

Delegation of Responsibility

The Administrative Director shall recommend annually to the Executive Council the employment and retention of necessary, qualified staff, and the provision of required facilities, programs, and services to provide for the needs of students with disabilities.

The Director shall develop procedures for the continuing evaluation of the effectiveness of the school's special education plan and shall periodically report to the Executive Council the criteria by which such evaluations are made and the results of such evaluation.

Legal

1. 22 PA Code 14.102
 2. 22 PA Code 14.104
 3. 22 PA Code 339.21
 4. 22 PA Code 339.22
 5. 22 PA Code 14.101
 6. 34 CFR 300.8
- 24 P.S. 1371
- 24 P.S. 1850.1
- 22 PA Code 4.28
- 22 PA Code 12.1
- 22 PA Code 12.4
- 22 PA Code 12.41
- 22 PA Code 14.101 et seq
- 22 PA Code 15.9
- 22 PA Code 339.23
- 22 PA Code 339.41
- 20 U.S.C. 1400 et seq
- 29 U.S.C. 794
- 42 U.S.C. 12101 et seq
- 34 CFR Part 300
- 45 CFR Part 80 App B
- Pennsylvania Training and Technical Assistance Network (PaTTAN)
- Pol. 100
- Pol. 103
- Pol. 113.1
- Pol. 113.2
- Pol. 216
- Pol. 304
- Pol. 404
- Pol. 504



Book	Policy Manual
Section	200 Pupils
Title	Admission of Students
Code	201
Status	Active
Adopted	July 1, 1991
Last Revised	October 8, 2012

Purpose

The Executive Council recognizes the importance of career and technical education within the overall educational system. The Council believes that a career or technical experience enhances a student's educational program and must be available to all students who can benefit from such an experience.

Authority

The Executive Council shall establish requirements for the admission of students which are consistent with statute and sound educational practice and which ensure the equitable treatment of all eligible students. Furthermore, the Council shall establish quotas for each participating school district in accordance with the Articles of Agreement for programs that are oversubscribed.[1].[2][3][4][5][6]

Delegation of Responsibility

The Director or a designee shall be responsible for administering this policy and for developing appropriate procedures and guidelines. These guidelines shall:

1. Ensure that admission procedures do not discriminate on the basis of race, color, religion, national origin, disability, limited English proficiency, sex, or age.
2. Ensure that students applying from the participating districts are given priority over students applying from nonparticipating district schools.
3. Require each participating school district to evaluate and recommend students who apply for admission in accordance with the policies and procedures established by the Executive Council.
4. Ensure that students are selected on the premise that those who can best benefit from their chosen program should attend the school. Selection criteria shall include, but not be limited to:
 - a. Recommendations from participating school staff.
 - b. Aptitude scores.

- c. Achievement scores.
- d. Interest inventories.
- e. Attendance record.
- f. Behavior patterns.
- g. Emotional stability.

No student will be excluded for any single factor. All students will be considered individually on the basis of their ability to succeed in a specific program.

No student shall be enrolled in a career or technical program until a completed application is received and, when required, a multidisciplinary team meeting (with technical representation) has taken place, and a current IEP is on file with the school.

Students, after thorough evaluation, judged unable to succeed in a career or technical program, may be returned to the participating school by mutual agreement between the district and the CTE or upon recommendation of the Director, approved by the Executive Council.

The Director or designee will be responsible for developing procedures for admission of students to ensure compliance with the policy.

The final authority for admission shall be determined by the Director of Middle Bucks Institute of Technology.

Legal

- 1. 24 P.S. 1840.1
- 2. 24 P.S. 1841
- 3. 24 P.S. 1850.1
- 4. 22 PA Code 4.31
- 5. 22 PA Code 4.35
- 6. 22 PA Code 339.21
- Pol. 103
- Articles of Agreement

Accommodations and Modifications in Special Education

Middle Bucks Institute of Technology offers **general education** programs in career and technical education. Our curriculum is mandated by the PA Department of Education through the Program of Study and aligns with industry standards that lead to at least one industry recognized certification.

As per PA School Code; Section 339 regulations, the reason we do not modify curriculum is because...

§ 339.22. Program content.

(a) *Occupational program requirements.* The primary objectives of an occupational program are to prepare students for employment in high priority occupations supported by local employers, and for successful employment and lifelong learning through acquisition of high-level academic, technical and career development skills, efficient work habits and attitudes about the personal, social and economic significance of work. Occupational programs must be standards-based, prepare students for obtainment of licensure or industry skill certification or Pennsylvania Skills Certificate, as required, provide extended classroom experience, and meet minimum time requirements.

Accommodations:

Accommodations are supports and services provided to help a student access the general education curriculum and validly demonstrate learning.

Examples of Accommodations:

- Time: extend the time allotted to take a test, finish an assignment, learn a concept, or complete an activity
- Setting: students can take tests in a distraction free space - potentially a resource room so it is easier for the child to focus. This accommodation may be as easy as preferential seating (does the student need to be close to the board to see or next to the teacher to hear?)
- Level of support: Paraprofessional or peer assistant
- Reducer response effort: The use of a calculator, scribe, or word processor to assist the student when an answer is expected. The student still must understand the concept of what is asked in order to accurately manipulate any of these tools.
- Sensory items: fidgets to help students focus

Middlebucks
INSTITUTE OF TECHNOLOGY
'Preparing tomorrow's workforce today'

- Visual schedules
- Adaptive equipment such as wheelchair accessible desk, ball mouse, visual markers, hallway seating.

Summary:

J Accommodations will NOT affect a student's grade or credits.

J Students can validly demonstrate learning of the GENERAL EDUCATION curriculum

/ Are on the lower end of the continuum for support - least restrictive.

Modifications:

Modification is a greater level of adjustment to the existing curriculum where the depth, content and performance expectations within the existing curriculum is changed.

**Acceptance Decisions Historical Report
2015 - 2020**

Academic Year	Students Accepted	Students Not Accepted	Reason
2015-2016	316	3	1 - per Juvenile Justice recommendation; 1 - net recommended by BCIU; 1 - out of district
2016-2017	296	1	IEPteam did not recommend due to feiling 3 classes
2017-2018	281	4	1 - safety/discipline concerns; 1 - behavior; 1 - resided out of district; 1- sending school counselor recommendation
2018-2019	294	7	Unable to locate this information
2019-2020	359	8	3 - attendance/grade/discipline concerns; 2 - attendance/discipline concerns; 1 - discipline; 1 - IEP team decision; 1 - incomplete application
2020-2021	405	8	5 - discipline; 2 - attendance/discipline; 1 - attendance/discipline/grades
TOTALS	1951	31	

Document number: 2100 SS-Guidance.08	Description: Counselor Application Process
Revision of 2100 SS-Guidance. 10	Page(s): 3
Prepared by: S. Gregory	Approved by: D. Dohoney
Issued by: Student Services	Issue Date: Revised 7/1/2020

Counselor Application Process Work Instructions

MBIT School Counselor Tasks:

- Attach Application Cover Sheet to each application as it is received.
- Record the date that the parent signed the application. This is used in addition to the application rubric when there are more applicants than spots available and the first come, first served process is needed.
- Review application to ensure it is complete with required information (i.e., student and parent signature).
- Enter notes on cover sheet if concerns are identified.
- Enter information on the Applications spreadsheet, located on the //APPS-SRV drive.
- Identify each prospective student's current school counselor (either CB middle school level or high school level for all other districts)
- Complete a Request for Student Information form for each student application using the templates available on the drive (//APPS-SRV).
- Enter the date when the Request for Student Information Form is sent to the Sending School Counselor for each student on the Applications spreadsheet.
- When the Request for Student Information form and the supporting documentation is received from a Sending School Counselor, the MBIT School Counselor will record the date received on the Applications spreadsheet, as well as all other information received from the sending school.
- MBIT School Counselor will complete the Application Cover Sheet based on the information received from the Sending School Counselor. The supporting documentation and IEP/504 Plan (if applicable) should be paper clipped to the MBIT Application and Cover Sheet.

MBIT School Counselor will review all applications and note any concerns on the Application Cover Sheet.

- IEPs and 504 Plans will be sorted based on the caseload of the corresponding Special Needs Coordinator or School Counselor.
- A list will be maintained indicating any students with health issues, behavior/discipline infractions, attendance concerns, etc.
- Provide reviewed applications with accompanying information and cover sheet to CTE Administrative Assistant to process. After processing, the CTE Administrative Assistant will return the applications to the School Counselor, and the applications will be filed according to program.

After April 1st:

- Upon beginning the review process, MBIT School Counselor will utilize the Application Review Rubric to assign a numerical score to each application. This is used when there are more applicants than available seats and in addition to first come, first serve process. The students will be given merit for strong academic aptitude.
- The MBIT School Counselors will review applications by program in conjunction with the Special Education Teachers. The School Counselors will review Regular Education applications. The Special Education Teachers will review Special Education applications. Enrollment numbers for each program will be reviewed to determine the number of spots available in each program for new students. Prerequisites for specific programs will be reviewed, and individual applications will be discussed to determine appropriateness of placement and evaluate likelihood for success. Areas reviewed include, but are not limited to:
 - o Attendance
 - o Discipline record
 - o Aptitude for program
 - o Interest in program
 - o Academic achievement
 - o Comments by teachers and staff
- Applications of concern are brought to the attention of the Administrator in charge of applications (Assistant Director).
- Applicants that do not get their first choice are enrolled in their second or third choice. If they have not chosen a 2nd or third choice, the Sending School Counselor is contacted by the MBIT Level 100 School Counselor to obtain this information.

MBIT School Counselor will update and maintain the Applications spreadsheet with decision information finalized for each prospective student.

Applications received after April 1st are gathered and processed on a rolling basis.

Applications for admission that are received after the 1st MP has ended are encouraged to wait until the second semester begins before attending MBIT (typically mid-January). Applications that are received after January are encouraged to wait until the following school year to attend MBIT.

Document number: 2100 SS-Guidance.05	Description: Enrollment Guidelines
Revision of 2100 SS-Guidance.09	Page(s): 2
Prepared by: S. Gregory	Approved by: D. Dohoney
Issued by: Student Services	Issue Date: Revised 7/1/2020

Enrollment Guidelines - Work Instructions

NOTE: These guidelines require some difficult decisions when variables as described below must be considered.

- Attempt to maintain a consistent or stable enrollment at the *target enrollment* for the given program through the year. If needing to go above, the School Counselor should get approval from the Director.
- Recognizing that historically students withdraw over the summer and the first two weeks of the school year, new enrollment in a given program should not exceed *target enrollment* prior to the new school year, unless approval is granted from the Director.
- Several factors must be considered when deciding how many students to enroll in a program approaching the *target enrollment*. These variables include:
 - f* Number of returning students being held back in level 100
 - / Number of returning students attending the level 100 session regardless of their level.
- Should enrollment in a given program reach the *target enrollment* before May 1st, no more students should be enrolled until the numbers decline below the *target enrollment*.

Through normal projected attrition, *target enrollment* is expected to be reached on or about October 1.

Document Number: 2100-Special Needs.01	Description: IEP Enrollment Process for New Students
Revision Number: 5	Page 1 of 1
Prepared by: A. Egge, S. Flood & S. Fitzpatrick	Approved By: S. Pakula
Issued by: Student Services	Issue Date: 11/4/14 Revision: 7/1/2018

IEP ENROLLMENT PROCESS FOR NEW STUDENTS

- Special Education Teachers receive applications from the School Counselor and create new student files.
 - * (Labeling Process for IEPs - Document Number 2100-Special Needs.01.01, Review Sheet Doc 2100.01.02).
- A current IEP is expected to be forwarded by the sending school’s Special Education Personnel for each special needs applicant.
 - Upon receiving student data, Special Education Teacher will contact sending school IEP teacher/staff member to gather pertinent information (attendance, discipline aptitude and interest).
- After conferring with sending school personnel regarding new applicants, arrangements will be made to meet with the student and attend an IEP meeting (if applicable).
- Upon completion of the review process, Special Education Teacher will indicate “recommendation” or “requires discussion” on student’s enrollment application cover sheet.
- If further discussion is recommended an IEP meeting will be scheduled to meet with the entire team to discuss the students’ application.
- If the IEP team supports the student’s placement in the career and technical program the student is notified that they have been accepted.

Document number: 2100 SS-Guidance. 16	Description: Application Decision Notification
Revision of	Page(s): 1
Prepared by: S. Gregory	Approved by: D. Dohoney
Issued by: Student Services	Issue Date: 11/22/16

Application Decision Notification Work Instructions

- All decision letters are mailed to students' home addresses after all decisions have been finalized (typically the first week in May)
- After the letters are mailed, separate spreadsheets are sent to the counselors at each sending school (typically the second week in May). The spreadsheets contain the following information:
 - o Students on each counselor's caseload
 - o What type of decision was reached (i.e., acceptance, acceptance pending IEP meeting, acceptance pending Success Plan, acceptance pending enrollment in the district, pending meeting with MBIT staff, second choice in program, etc.)
 - o The program into which each student was accepted, or will have a seat reserved for him/her
 - o MBIT session that each student should be scheduled for in for the upcoming school year (IF confirmed by MBIT administration)
- A separate spreadsheet is then sent to all counselors listing our MBIT programs, and which level is taught during each session (AM/PM), for scheduling purposes.
 - o Email to sending school counselors should also include an excerpt from the MBIT acceptance letter that describes the New Student Orientation time and date.
- As additional applications are received, processed and decisions made, sending school counselors should be notified of student acceptance on an individual basis for scheduling purposes.

Document Number: 2100-Special Needs.02	Description: Beginning of School Year Process
Revision Number: 3	Pages: Total of 2 pages
Prepared by: A. Egge, S. Fitzpatrick S. Flood	Approved by: D. Dohoney
Issued by: Student Services	Issue Date: 7/14/06, 7/1/2017 - Revised

Beginning of School Year Process

1. A Special Education Teacher will be assigned as the liaison for each of the sending high schools
 - Assignments will be based on population of special education students attending MBIT from the sending schools
2. Special Education Teacher will be responsible to secure the official IEP for each student assigned to their caseload
 - IEPs are to be on file at Middle Bucks by September 30th of each new school year
3. Documenting Information
 - Special Education Teachers will enter the Specially Designed Instructions into PowerSchool for the students on their caseload.
4. Sharing Information
 - Special Education Teachers will discuss IEP file information with Teachers and IA's.
 - Special Education Teachers create a confidential information packet for each teacher which includes:
 - V Copies of each student's strengths, needs, and specially designed instructions from the IEP.
 - V Behavior management plan (if applicable).
5. After review of information, instructors will sign & date Review Sheet (Document Number 2100-Special Needs.01.02) located in front of each file.
 - V Instructors are expected to file confidential information in a secure place within their laboratory, or store information in Student Services
 - V Teachers and IA's may request/review student information at any time.

Document Number: 2100-Special Needs.02	Description: Beginning of School Year Process
Revision Number: 3	Pages: Total of 2 pages
Prepared by: A. Egge, S. Fitzpatrick S. Flood	Approved by: D. Dohoney
Issued by: Student Services	Issue Date: 7/14/06, 7/1/2017 - Revised

- Special Education Teachers will create an At-Risk list and distribute to appropriate staff members (2100....)
- IA's complete Special Needs Support form (Document Number 2100-Special Needs.02.05) from IEP file information.

3. Follow-up Reviews & Lab Visits

- Special Education Teachers will conduct follow-up meetings with individual staff members on a continuous basis.
- Special Education Teachers will conduct on-going lab visitations to determine student progress.

Document Number: 2100-Special Needs.05	Description: Adaptation for ELL, Visual, Physical or Hearing Impaired Students
Revision Number: 3	Page 1 of 1
Prepared by: A. Egge, S. Fitzpatrick S. Flood	Approved Date: 4/5/04
Issued by: Student Services	Issue Date: 12/10/04, 11/4/14 - Revised

Adaptation for Students with Visual, Physical or Hearing Impaired and ELL Students

Supplemental Aids / Adaptations

Instructional support services are provided to students based on each student's individual needs to ensure his/her success. The goal of instructional support services is to facilitate greater student success.

The Special Education Teachers facilitates the following services:

- Complying with the specially designed instruction as outlined in the student's Individual Education Plan (IEP)
- Adapting instructional techniques, materials, or equipment
- Assisting with study skills
- Directing hands on assistance in technical programs
- Reinforcing occupational skill development
- Obtaining textbooks on tape
- Obtaining textbooks, exams, and materials in a different language for English Language Learners
- Supporting career assessment and career guidance
- Assisting in developing and implementing a behavior intervention plan

Special Education Teachers address supplemental aids and adaptations as defined in IEPs and other student related documents in the following manner:

- Sending School Districts and/or Intermediate Unit #22 provide necessary accommodations e.g., Interpreter/Signer; One-to-one assistant
- MBIT Special Education Teachers supply students with textbooks on tape or in the student's native language, calculators, and/or spell checkers as indicated in students' IEPs or other student related documents
- Special Education Teachers generate purchase orders for necessary products and distribute as received in Student Services.

Faculty Modifications

If classroom/lab accommodations are required (e.g., desk raised to accommodate wheelchair), instructors are expected to complete Work Order form 2600.07 and submit it to the Facilities Manager.

Document number: 2100 SS-Guidance. 11	Description: Adaptation for ELL or Students with Hearing Impaired
Revision of 2100 Special Needs.05	Page(s): 1
Prepared by: S. Gregory	Approved by: D. Dohoney
Issued by: Student Services	Issue Date: Revised 11/26/14

Meeting with ELL Students or Students with a Hearing Impairment Work Instructions

- The School Counselor will work with the student through the assigned interpreter.
 - Meetings would include the School Counselor, the student, and the student's interpreter. The exception to this would be if the student prefers to meet alone. The student has the right to privacy, which may involve meeting with the student alone or with the interpreter of his/her choice.

- If initial contact is by the interpreter, the first meeting is scheduled through the interpreter. At all meetings, the student is informed of his/her right of privacy and decides if he/she would feel more comfortable meeting without the interpreter present.

- If the student wishes to meet with his/her interpreter, meetings are scheduled and held as needed.

- If the student does not have an assigned interpreter, services will be obtained through the I.U., or through an individual the student selects.

- If the student prefers meeting alone, the meetings will involve partial understanding of the spoken word, written notes, and/or nonverbal communication to include interpreting body language.
 - This process is time consuming and leaves opportunity for misunderstanding, but must be used if the student wants confidential, one-on-one communication.