



Central Bucks School District  
**Special Education Plan Report**  
07/01/2019 - 06/30/2022

Dr. John Kopicki  
Superintendent

# District Profile

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## Demographics

20 Welden Dr  
 Doylestown, PA 18901-2359  
 267-893-2000  
 Superintendent: John Kopicki  
 Director of Special Education: Frances Garner

## Planning Committee

Name	Role
<b>Jason Bucher</b>	Administrator : Special Education
<b>Stacey Pederson</b>	Administrator : Special Education
<b>Sinead Doherty</b>	Elementary School Teacher - Regular Education : Special Education
<b>Katie Diebert</b>	Elementary School Teacher - Special Education : Special Education
<b>Brie Van Reed</b>	Elementary School Teacher - Special Education : Special Education
<b>Katie Veisz</b>	Elementary School Teacher - Special Education : Special Education
<b>John Crea</b>	High School Teacher - Regular Education : Special Education
<b>Ron Lock</b>	High School Teacher - Special Education : Special Education
<b>Meghann Campbell</b>	Middle School Teacher - Special Education : Special Education
<b>Mary Pellegrino</b>	Middle School Teacher - Special Education : Special Education
<b>Hilary Adams</b>	Parent : Special Education
<b>Sandy Hendel</b>	Parent : Special Education
<b>Jill Jankowski</b>	Parent : Special Education
<b>Colleen Schwarz</b>	Parent : Special Education
<b>Teresa Shirey</b>	Parent : Special Education
<b>Alicen Cervellero</b>	Special Education Director/Specialist : Special Education
<b>Allison Kuchler</b>	Special Education Director/Specialist : Special Education

<b>Janet Kueny</b>	Special Education Director/Specialist : Special Education
<b>Jay Moskowitz</b>	Special Education Director/Specialist : Special Education
<b>Jill Schweizer</b>	Special Education Director/Specialist : Professional Education Special Education
<b>Shara Smith</b>	Special Education Director/Specialist : Special Education
<b>Katie Dingui</b>	Elementary School Teacher - Special Education : Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 2429

### *Identification Method*

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

The district continues to use the discrepancy model for the identification of students with specific learning disabilities. In order to consider eligibility under IDEA for Specific Learning Disability, the MDE team must consider whether there is a significant and severe discrepancy present between cognitive ability and academic achievement. To determine a discrepancy, teams should compare the obtained cognitive scores with the obtained achievement scores. If there is a 15-point difference (one standard deviation), most MDE teams will consider this a Specific Learning Disability. Achievement should be considered below the Average range and in need of specially designed instruction in order for the student to qualify.

### *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>

The below chart is what is referenced in the above description. In Central Bucks School District, 12.8% of the total student body receive special education services, as opposed to the state percentage of 16.9%. The district does not have any significant disproportionalities in any disability category. The greatest non-significant discrepancy is in the category of learning disabilities; 44.9% of students in Central Bucks School District receiving special education services have a learning disability, versus the state average of 40.9%.

<b>Enrollment (School Age)</b>		
<b>Source: December 1, 2017 Child Count</b>		
	<b>LEA</b>	<b>State</b>
Total Enrollment ^	18,266	1,721,195
Total Special Education Enrollment	2,340	290,986
Percent Special Education	12.8%	16.9%
<b>Percent of Special Education Enrollment by Disability</b>		
Autism	14.1%	11.0%
Deaf-Blindness	---	0.0%
Emotional Disturbance	6.8%	8.6%
Hearing Impairment Including Deafness	---	0.9%
Intellectual Disability (Mental Retardation)	3.7%	6.4%
Multiple Disabilities	1.0%	1.1%
Orthopedic Impairment	---	0.2%
Other Health Impairment	19.1%	15.7%
Specific Learning Disability	44.9%	40.9%
Speech or Language Impairment	9.3%	14.5%
Traumatic Brain Injury	---	0.2%
Visual Impairment Including Blindness	---	0.4%

^ Total Enrollment, for Special Education reporting purposes, includes all students enrolled in an LEA regardless of the location where a student is receiving services.

### *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?

Meeting the needs of non-resident students requires joint sharing of resources, and efforts to be up-to-date and relevant with the community. This aligns with the district's Pillars of Excellence, specifically the vision on Community Connections.

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?

Section 1306 of the PA Public School Code requires the district in which a residential facility is located to provide special education and related services to each non-resident student. There are a variety of residential facilities within the Central Bucks School District boundaries. To meet the educational needs of these students, the district has an agreement with the Bucks County Intermediate Unit #22 (BCIU). The BCIU serves as the LEA for each of the facilities, handling child accounting, school records, and providing an education to these students.

2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?

The BCIU as the LEA will schedule IEP meetings for all eligible students. At the IEP meeting, the IEP team will identify the strengths and needs of the student, develop measurable annual goals, list needed and appropriate SDI, and recommend educational programming in the Least Restrictive Environment. Acting as the LEA, the BCIU will consider the continuum of services and placements for all students, from least to most restrictive. At times, an IEP team may feel that the student requires an educational environment that is less restrictive than what is available in the residential facility. In those cases, CBSD will participate in IEP meetings in which the team is recommending the student attend a district building. The district will provide transportation for those students and CBSD will work closely with the BCIU to program for those students educated in school district buildings.

3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

Students residing in 1306 facilities come from school districts across the Commonwealth. Obtaining school records in a timely fashion can be difficult at times. Some of the students may have moved frequently or may have been in a few different facilities so gathering updated records may be difficult. CBSD and BCIU make efforts to work closely with the home district when the student is ready to be discharged from the facility, to develop an appropriate transition plan for the student to return to the home district (if it is reasonable geographically).

### *Incarcerated Students Oversight*

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

There are several correctional institutions within the boundaries of the Central Bucks School District, so a system for oversight already exists. As with students placed in non-correctional, residential facilities within the school district, there is also an agreement between CBSD and the BCIU for LEA responsibilities. This partnership is another example of how the district attends to CBSD's third Pillar of Excellence, Community Connections, in the district's strategic plan. The district and the BCIU maintain close contact regarding the needs of any students who may be thought to be eligible. In addition, the district's Child Find responsibilities and procedures are posted on the district's website, which in this case could be utilized by either the residential facilities or the families of the students temporarily residing in the district. If students are evaluated and found eligible for services, the district continues to work with the BCIU to develop an IEP and determine what constitutes FAPE for each individual student.

## *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.

All of the district's work on Least Restrictive Environment (LRE) aligns directly with the district's goal to enhance Rigor and Relevance, which is part of the larger Teaching & Learning Pillar of Excellence.

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.

The Central Bucks School District is committed to educating all students with disabilities in the Least Restrictive Environment (LRE). The Least Restrictive Environment is the educational placement that is required for students to yield educational benefit and access education to the maximum extent appropriate with their non-disabled peers. In other words, how successful can a student be in a general education environment first, before considering special education? The Least Restrictive Environment is determined at the IEP meeting based on the individual needs of the students. IEP discussion to ensure all supplementary supports and services provided in general education are reviewed and considered before determining the extent to which students with disabilities can be educated with their peers without disabilities in the Least Restrictive Environment. IEP teams consider the full range of supplementary aids and services in regular education classrooms, based on peer-reviewed research, including modifications to the curriculum content, before contemplating student placement in a more restrictive setting. Central Bucks School District provides a continuum of services to meet the needs of all students within the Least Restrictive Environment. Central Bucks provides special education supports and services in a differentiated delivery of service model. Students individualized needs and IEP goals are delivered in supported, co-taught, and replacement

instruction delivery of service models to ensure education in the Least Restrictive Environment with educational benefit.

Central Bucks has many resources to ensure that all students with IEPs are educated in the Least Restrictive Environment. Students' educational records are housed in IEP Writer, an online management system. This system allows administrators to easily monitor students' responses to interventions, establish annual growth trajectory, and make Least Restrictive Environment educational placement decisions. IEP Writer creates reports which are utilized to evaluate district special education data to determine effectiveness of interventions, delivery of service models, and analysis of IEP goal growth and attainment. This level of data analysis allows the IEP and administrative teams to ensure that all students are receiving a Free and Appropriate Public Education in the Least Restrictive Environment.

Pennsylvania Department of Education fact sheet on Supplementary Aids and Services and the Supplementary Aids and Service Consideration Toolkit are additional resources available to assist our IEP teams in identifying appropriate supplementary supports and services to educate students to the maximum extent in the Least Restrictive Environment. Instructional and Behavioral program specialists serve to provide on-site coaching and ongoing professional development to general and special education teachers. At the secondary level, Site-Based Facilitators serve as "lead teachers" to answer lower level, procedural questions for teachers, administrators, and parents. The program specialists model inclusive practices, provide educational resources, and problem solve with IEP teams to ensure that all students are educated in the Least Restrictive Environment. Special Education Supervisors meet with IEP teams to conduct educational benefit reviews to determine the Least Restrictive Environment. This practice facilitates the practice of data driven decision making and serves to increase opportunities for students to access general education with their non-disabled peers.

The district will continue to analyze and respond to achievement data through progress monitoring. Students' response to interventions continue to be evaluated using comprehensive data sources, including curriculum-based measurements, standardized assessments, and performance on state assessments. Data is used to drive LRE decision making and determine program effectiveness. The district will continue to evaluate educational placement in the Least Restrictive Environment driven by individual students' strengths and needs, IEP goal levels, and parental input to determine the amount and type of support students need to access the general education environment. In addition, special education supervisors will work closely with district curriculum supervisors and building administrators to establish instructional schedules and allocate resources and personnel to meet the varied and individual needs of students educated in Central Bucks School District in the Least Restrictive Environment.



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.)

Central Bucks educates 48.5% of students with IEPs for 80% or more of their day in general education as compared to the state average of 62%. Central Bucks School District has instituted several initiatives to educate all students in the Least Restrictive Environment with documented educational benefit. The district will be working to identify and implement research-based practices to increase students educated 80% or more daily in general education classes with increased achievement. Ensuring that students with Individualized Education Programs are educated in the Least Restrictive Environment aligns to our district goal of best practices in teaching and learning.

The following LRE percentage evaluations, adjustments, and considerations are designed to meet our district goal:

- \* Establish a committee of stakeholders to examine current special education interventions and delivery of service models to increase students' access to education within the general education class 80% or more of their day to meet our LRE goal. The goal of our committee is evaluation of district LRE %, examination of district current delivery of service model (s) aligned to LRE %, and investigation of Pennsylvania school district practices that promote special education delivery of service models resulting in more students educated 80% or more of their day in general education environments. Planning and continued analysis is driven by our district goal to increase the percentage of students educated inside the regular education classroom for 80% or more of the day resulting in student achievement as evaluated by IEP goal progress monitoring and students' performance on district, local, and state assessments.

- \* Induction of new professional staff provided by curriculum supervisors, special education supervisors, and program specialists to promote content delivery and methodology to meet the varied needs of all students within the general education classroom.

- \* Implement co -taught delivery of service models for English/Language Arts in all district middle school programs. The co-taught delivery of service model will allow more students to access supplementary aids and services within the general education setting and promote learners educated in the Least Restrictive Environment for 80% or more of their day.

- \* Students receiving special education services at the elementary level and participating daily in calendar math and shared reading instruction with their grade level peers will lead to increased access to general education setting for 80% or more daily. Models for IEP team consideration will be established for students to access individualized reading, math, and writing centers and independent reading rotations within the general education classroom. Repeated practice of skills can be

provided for students within the general education environment and increase students' access to instruction and participation with non-disabled peers.

\* Special Education and General Education professional staff will implement Math in Focus with all students at the elementary level. Students in need of specially designed instruction in math can access the general education math curriculum with increased opportunities to access instruction in general education environment with their non-disabled peers. Implementation of the general education math curriculum in all elementary special education programs will increase student access to the general education environment and ensure all students are educated in the Least Restrictive Environment. The collaboration among special education and general education delivery of service programming will promote student achievement in an inclusive, individualized, and differentiated instructional delivery of service model.

\*Elementary Special Education Supervisors have identified special education teachers to work with district Reading Curriculum Supervisor and reading specialists to identify the research-based practices, pedagogy, and delivery of service models needed to meet the varied needs of all students in the district to meet district, local, and state benchmarks of proficiency. Special education, general education, and reading specialists will collaborate to research, pilot, and identify an elementary reading curriculum and supplemental interventions for adoption within the next three years. A merge of professional services will maximize resources to meet the needs of all students and provide more opportunities for students with disabilities to access instruction within the grade level general education setting and increase opportunities for students to be educated in the Least Restrictive Environment for 80% or more of their day.

\* Special education professional staff will meet with their general education colleagues to plan for all students. Special education professionals will model research- based interventions and student specific effective specially designed instruction delivery within the general education environment.

\* Facilitate building based grade level data meetings with guided questions for teams to determine student response and establish timelines to increase students' access to general education setting.

\* Establish online resources and instructional models of co-teaching practices focused on formative assessment and differentiation practices to ensure implementation of services with fidelity within the general education environment.

\* Roll out observational best practice "look fors" for district administrators to provide specific corrective feedback to instructional teams delivering services in supported and/or co-taught models.

\* Facilitate ongoing professional development aligned to PaTTAN, special education law, and PDE initiatives. Professional development is grounded in effective research based best practices, including differentiation, specially designed instruction, and technology tools and devices to access grade level curriculum.

\* Develop resources of quantitative and qualitative interventions for implementation prior to considering a more restrictive placement.

- \* Establish consistent progress monitoring and data driven decision-making practices to monitor instructional, social, and behavioral gains for all students' accessing instruction for 80% or more daily in the Least Restrictive Environment.
- \* Identify students currently in the general education environment for 70-79% of the time whose needs can likely be met in the general education environment 80% of their day
- \* Monitor increase of students' LRE % annually and set a goal to increase their access to the general education environment based on skill growth and IEP goal attainment

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.

Central Bucks School District provides a continuum of services to meet the needs of all students within the Least Restrictive Environment. Special Education programming includes learning support, emotional support, autistic support, life skills support, and multiple disabilities support programs in elementary, middle school, and high school programs. This range of programs allows us to meet the varied and complex needs of all students with disabilities in our school district. In addition, all supports and services are implemented with fidelity and exhausted before a student is referred to an outside placement. The percentage of Central Bucks students in special education placements outside the school district is 2.4%. The state percentage of students in placements outside the school district is 4.9%. The district places 50% fewer students than the state in out of district placements. Central Bucks continues to serve as the LEA and remains actively involved in the student's program outside of the district. Our goal is to return the student to district and access special education within a district program.

### *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.

All of the district's work on behavior supports aligns directly with the district's goal to enhance Social & Emotional Wellness, which is part of the larger Teaching & Learning Pillar of Excellence.

1. Provide a summary of the District Policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).

Section 200 of Central Bucks School District's Policy Manual addresses behavioral expectations for all pupils within various policies, including but not limited to student discipline, weapons, terroristic acts/threats, student threats of violence, and suspension/expulsion. These are geared more toward outlining expected behavior and results if expected behavior is not evident. In addition, CBSD School Board Policies 113 and 113.1 address special education and discipline of students with disabilities. Most pertinent is CBSD Board Policy 113.2, which fully outlines the district's policy on the use of positive behavior supports. Through this policy, the district promotes the use of positive behavior supports for students with disabilities. Additionally, the policy reviews the use of positive behavior support plans and, when necessary, the use of physical restraints via crisis plans.

Lenape Middle School is currently implementing a School-Wide Positive Behavioral Interventions and Supports (SWPBIS) Program in collaboration with the BCIU. Less formally, each school in Central Bucks School District has developed a school wide positive behavior support system, and each building has a library of resources building on the foundations of the Zones of Regulation program. Students receive tangible evidence of praise for acts of kindness that are outlined in the behavioral code. At the secondary level, similar to the elementary level, students are nominated for acts of kindness based on themes that are established by the student councils and administration. District wide, the school district has developed the Boomerang Award system, where students in each school can be nominated by community members, parents, and school staff for exhibiting positive contributions towards the monthly theme. An additional district award given to an Elementary Student, a Middle School Student, and a High School Student.

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.

The Central Bucks School District has two Board Certified Behavior Analysts who work with IEP teams across the district. Their support role can vary from a simple quarterly consultation to conducting a Functional Behavior Assessment, writing a Positive Behavior Support Plan, and providing direct coaching and modeling to teachers and staff. Likewise, Program Specialists work with teachers typically on more global behavior supports that can increase the behavioral momentum of a whole class while also meeting the individual needs of students. For more significant behavioral needs, the Central Bucks School District has 5 certified Safe and Positive Approaches Program (SPA) trainers that are re-certified yearly by the Devereaux Foundation. Using the SPA Program, the Central Bucks School District provides yearly training to teach staff safety techniques and personal emergency intervention techniques.

3. If the district has School-Based Behavioral Health Services, please discuss it.

CBSD Board Policy 236 outlines the school district's Student Assistance Program (SAP), which is a systematic process using effective and accountable professional techniques to mobilize school resources to remove the barriers to learning. Anyone can make a SAP referral, and school SAP teams have the responsibility to inform parents of need, provide community resources, collaborate with families and outside agencies, and develop a plan for in-school support services. The Central Bucks School District also utilizes Lakeside's In-School Counselor program to provide in-school counseling for secondary students who require it in order to receive a free appropriate public education (FAPE). The frequency and type of counseling service can vary based on the individual need of the student. The Central Bucks School District also employs a School Social Worker who will provide counseling services as well as provide resources to students and families to access community based mental health and social services.

### *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 work done for students and families in a situation where ensuring FAPE is difficult aligns directly with the district's goal to enhance Social & Emotional Wellness, which is part of the larger Teaching & Learning Pillar of Excellence, as well as Pillar Three, Community Connections.

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.

Under highly unusual circumstances, there may be times that students require educational placements outside of a Central Bucks School District building in order for their unique needs to be met, and in the interim of determining an appropriate placement, the student also may not be able to receive his/her education in a public school setting. This is typically due to not having the ability to replicate a smaller, therapeutic classroom/school space that is required for the student to be successful, and a new school placement not being immediately available. The IEP team meets to determine how to provide a FAPE to the student during that time. Instruction in the Home is provided if a student is unable to attend school, with or without the student's current level/type of related services, depending on the circumstances. The team may also add additional related services in the interim time.

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.

Instruction in the Home as a temporary educational placement has been successful with several students who needed very unique programming in the interim of beginning a new educational placement. Lakeside Mobile Counseling services have been successful in supporting students with school refusal behaviors. The district has also had success combining these strategies, utilizing Lakeside along with district teachers to provide Instruction in the Home during non-school hours, as

well as instructors on the homebound tutor list during the school day. In extreme circumstances, behavior analysts will complete FBAs in the home to provide teachers with additional areas for instructional focus. Interagency collaboration includes the Bucks County Children and Youth Services, K/S Consultants and K/S-MST Inc to improve parenting skills, individual functioning, and school attendance and performance. K/S-MST and K/S are truancy diversion programs to avoid placement for at-risk youths. At times, interagency meetings include a family's outside providers, the inter-agency coordinator from the BCIU, and even representatives from Magellan Behavioral Health for situations that have a medical/mental health component.

One gap that exists is a lack of regional Emotional Support programs at the secondary level. While at least one Emotional Support teacher is assigned to each secondary school, they may teach heterogeneous groups of students throughout their day.

### 3. Discuss any expansion of the continuum of services planned during the life of this plan.

The district has begun discussing the need for regional Emotional Support services at the secondary level. Currently there are Emotional Support teachers at each secondary school, but the opportunity to primarily be with an emotional support teacher for the majority of a student's day is not currently available. The district would like to continue to investigate how to expand mental health resources from strategies to materials to personnel.

# Assurances

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## Special Education Assurances

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

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



## 24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
<b>Pedia Manor Group Home</b>	Nonresident	Bucks County Intermediate Unit	2
<b>Glen Drive Group Home</b>	Nonresident	Bucks County Intermediate Unit	4
<b>Foundations Behavioral Health</b>	Nonresident	Bucks County Intermediate Unit	3
<b>Bucks County Youth Center</b>	Incarcerated	Bucks County Intermediate Unit	4

### Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
<b>The Pathway School</b>	Approved Private Schools	Autistic Support	1
<b>Valley Day School</b>	Approved Private Schools	Emotional Support	2
<b>Comprehensive Learning Center</b>	Other	Autistic Support	2
<b>Lakeside School</b>	Other	Emotional Support/Learning Support/Autistic Support	9
<b>LifeWorks School/LifeWorks Academy</b>	Other	Emotional Support/Learning Support/Autistic Support	4
<b>Centennial School</b>	Approved Private Schools	Emotional Support	2
<b>Bucks Learning Academy</b>	Other	Emotional Support/Learning Support	6
<b>BCIU Voyages Program - Middle Bucks Institute of Technology</b>	Other	Learning Support	2
<b>New Hope Academy</b>	Other	Emotional Support/Autistic Support	20
<b>The Nexus School</b>	Other	Autistic Support	1
<b>Martin Luther School</b>	Approved Private Schools	Emotional Support	1
<b>Merakey Education Center in Reading, PA</b>	Other	Autistic Support	2
<b>BCIU Everett McDonald Elementary School</b>	Neighboring School Districts	Autistic Support	2
<b>BCIU Samuel Everitt School</b>	Neighboring School Districts	Emotional Support, Autistic Support	6
<b>Instruction in the Home</b>	Instruction in the Home	Emotional Support, Autistic Support, Learning Support	4
<b>BCIU Strayer Middle School</b>	Neighboring School Districts	Multiple Disabilities Support	1

## 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
Itinerant	Learning Support	5 to 12	50	1
Justification: Although students ages 5 to 12 are on the teacher's caseload, students instructional grouping is within the appropriate age.				
Locations:				
Barclay	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #2

*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%)	Learning Support	5 to 8	20	1
Locations:				
Barclay	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:* September 1, 2014

*Reason for the proposed change:* Respond to district special education needs.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	20	1
Locations:				
Barclay	An Elementary 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	20	1
Justification: Although students ages 5 to 12 are on the teacher's caseload, students' instructional grouping is within the appropriate age/grade range.				
Locations:				
Barclay	An Elementary 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 12	50	1
Justification: Although students ages 5 to 12 are on the teacher's caseload, student in instructional grouping is within the appropriate age.				
Locations:				
Jamison	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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	20	1
Locations:				
Jamison	An Elementary 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	20	1

Locations:				
Jamison	An Elementary 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	20	1
Locations:				
Jamison	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #9***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014*Reason for the proposed change:* Respond to district special education needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	15	1
Locations:				
Linden	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #10***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014*Reason for the proposed change:* Respond to district special education needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	12	1
Locations:				
Linden	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #11**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* September 1, 2014

*Reason for the proposed change:* Respond to district special education needs.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	12	1
Locations:				
Linden	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #12**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* September 1, 2014

*Reason for the proposed change:* Respond to district special education needs.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	20	1
Locations:				
Linden	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #13**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* September 1, 2014

*Reason for the proposed change:* Respond to district special education needs.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 12	50	1
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age.				
Locations:				
Linden	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #14**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* September 1, 2014

*Reason for the proposed change:* Respond to district special education needs.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	20	1
Locations:				
Linden	An Elementary 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	15	1
Locations:				
Mill creek	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #16**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* September 1, 2014

*Reason for the proposed change:* Respond to district special education needs.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	20	1
Locations:				
Mill Creek	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #17**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* September 1, 2014

*Reason for the proposed change:* Respond to district special education needs.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	20	1
Locations:				

Mill Creek	An Elementary School Building	A building in which General Education programs are operated		
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**Program Position #18***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014*Reason for the proposed change:* Respond to district special education needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 9	50	1
Justification: Although students ages 5 to 9 are on the teacher's caseload, student instructional grouping is within the appropriate age.				
Locations:				
Mill Creek	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #19***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014*Reason for the proposed change:* Respond to district special education needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	20	1
Locations:				
Mill Creek	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #20***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%)	Learning Support	15 to 18	20	1
Locations:				
C.B. West	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #21***Operator:* School District



**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014*Reason for the proposed change:* Respond to district special education needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	20	1
Locations:				
C.B. West	A Senior High 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 16	20	1
Locations:				
Lenape	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%)	Learning Support	6 to 8	20	1
Locations:				
Bridge Valley	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #24***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%)	Learning Support	8 to 10	20	1

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

**Program Position #25***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%)	Learning Support	10 to 12	20	1
Locations:				
Bridge Valley	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #26***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 12	50	1
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age.				
Locations:				
Bridge Valley	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #27***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2017*Reason for the proposed change:* The level of support of this caseload changed based on student need.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	20	1
Locations:				
Gayman	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #28***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 12	50	1
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age.				
Locations:				
Buckingham	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #29***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014*Reason for the proposed change:* Respond to district special education needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	20	1
Locations:				
Buckingham	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #30***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014*Reason for the proposed change:* Respond to district special education needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	20	1
Locations:				
Buckingham	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #31***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014

*Reason for the proposed change:* Respond to district special education needs.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	20	1
Locations:				
Cold Spring	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #32**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* September 1, 2014

*Reason for the proposed change:* Respond to district special education needs.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	20	1
Locations:				
Cold Spring	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #33**

*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 12	50	1
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age.				
Locations:				
Cold Spring	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #34**

*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%)	Learning Support	9 to 12	20	1
Locations:				

Cold Spring	An Elementary School Building	A building in which General Education programs are operated		
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**Program Position #35***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014*Reason for the proposed change:* Respond to district special education needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	20	1
Locations:				
Gayman	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #36***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014*Reason for the proposed change:* Respond to district special education needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	20	1
Locations:				
Gayman	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #37***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 12	50	1
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age.				
Locations:				
Gayman	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #38**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* September 1, 2014

*Reason for the proposed change:* Respond to district special education needs.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	20	1
Locations:				
Warwick	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #39**

*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%)	Learning Support	9 to 12	20	1
Locations:				
Warwick	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #40**

*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 12	50	1
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age.				
Locations:				
Warwick	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #41**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* September 1, 2016

*Reason for the proposed change:* joined regional hub of programming for elementary Emotional Support

**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	12	1
Locations:				
Linden	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #44***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014*Reason for the proposed change:* Respond to district special education needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 12	12	0.4
Justification: Although students ages 8 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age.				
Locations:				
Linden	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #45***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014*Reason for the proposed change:* Respond to district special education needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 11	10	0.8
Locations:				
Linden	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #46***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014*Reason for the proposed change:* Respond to district special education needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 12	10	0.8

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

**Program Position #47***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2019*Reason for the proposed change:* program position was inaccurately reported in previous plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 16	10	0.5
Locations:				
Unami Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 16	10	0.5
Locations:				
Unami Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #49***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 16	12	0.5
Locations:				
Tohickon	A Middle School Building	A building in which General Education programs are operated		

**Program Position #50***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	12 to 16	10	0.5



Locations:				
Tohickon	A Middle School Building	A building in which General Education programs are operated		

**Program Position #51***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2019*Reason for the proposed change:* program position was inaccurately reported in previous plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 16	10	0.5
Locations:				
Lenape Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 16	10	0.5
Locations:				
Lenape Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #53***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2019*Reason for the proposed change:* program position was inaccurately reported in previous plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 16	10	0.5
Locations:				
Tamanend Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 16	10	0.5
Locations:				
Tamanend Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #55***Operator:* School District

**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2019*Reason for the proposed change:* position was reported inaccurately in previous plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 16	15	0.5
Locations:				
Holicong	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 15	10	0.5
Locations:				
Holicong Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #57***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014*Reason for the proposed change:* Respond to district special education needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 21	30	1
Justification: Although students ages 15 to 21 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
C.B. West	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #58***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	15 to 19	20	1
Locations:				
C.B. West	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #59***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014*Reason for the proposed change:* Respond to district special education needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 21	30	1
Justification: Although students ages 15 to 21 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
C.B. East	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #60***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	15 to 19	20	1
Locations:				
C.B. East	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #61***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014*Reason for the proposed change:* Respond to district special education needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 21	30	1
Justification: Although students ages 15 to 21 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
C.B. South	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #62***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	15 to 19	20	1
Locations:				
C.B. South	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #64**

*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 15	50	1
Locations:				
Holicong	A Middle School Building	A building in which General Education programs are operated		

**Program Position #65**

*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%)	Learning Support	12 to 15	20	1
Locations:				
Holicong	A Middle School Building	A building in which General Education programs are operated		

**Program Position #66**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* July 1, 2019

*Reason for the proposed change:* Respond to district special education needs

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	50	1
Locations:				
Holicong	A Middle School Building	A building in which General Education programs are operated		

**Program Position #67***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%)	Learning Support	12 to 15	20	1
Locations:				
Holicong	A Middle School Building	A building in which General Education programs are operated		

**Program Position #68***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%)	Learning Support	12 to 15	20	1
Locations:				
Holicong	A Middle School Building	A building in which General Education programs are operated		

**Program Position #69***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%)	Learning Support	12 to 15	20	1
Locations:				
Holicong	A Middle School Building	A building in which General Education programs are operated		

**Program Position #70***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 15	50	1
Locations:				
Tamanend	A Middle School Building	A building in which General Education programs are operated		

**Program Position #71***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 15	50	1
Locations:				
Tamanend	A Middle School Building	A building in which General Education programs are operated		

**Program Position #72***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014*Reason for the proposed change:* response to district needs**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	20	1
Locations:				
Tamanend	A Middle School Building	A building in which General Education programs are operated		

**Program Position #73***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%)	Learning Support	12 to 15	20	1
Locations:				
Tamanend	A Middle School Building	A building in which General Education programs are operated		

**Program Position #74**

*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%)	Learning Support	12 to 15	20	1
Locations:				
Tamanend	A Middle School Building	A building in which General Education programs are operated		

**Program Position #75**

*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%)	Learning Support	12 to 15	20	1
Locations:				
Tamanend	A Middle School Building	A building in which General Education programs are operated		

**Program Position #76**

*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 15	50	1
Locations:				
Tohickon	A Middle School Building	A building in which General Education programs are operated		

**Program Position #77**

*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%)	Learning Support	12 to 15	20	1

Locations:				
Tohickon	A Middle School Building	A building in which General Education programs are operated		

**Program Position #78***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%)	Learning Support	12 to 15	20	1
Locations:				
Tohickon	A Middle School Building	A building in which General Education programs are operated		

**Program Position #79***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%)	Learning Support	12 to 15	20	1
Locations:				
Tohickon	A Middle School Building	A building in which General Education programs are operated		

**Program Position #80***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%)	Learning Support	12 to 15	20	1
Locations:				
Tohickon	A Middle School Building	A building in which General Education programs are operated		

**Program Position #81***Operator:* School District**PROGRAM DETAILS***Type:* Class



*Implementation Date:* September 1, 2014

*Reason for the proposed change:* Respond to district special education needs.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	20	1
Locations:				
Unami	A Middle School Building	A building in which General Education programs are operated		

**Program Position #82**

*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 15	50	1
Locations:				
Unami	A Middle School Building	A building in which General Education programs are operated		

**Program Position #83**

*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%)	Learning Support	12 to 15	20	1
Locations:				
Unami	A Middle School Building	A building in which General Education programs are operated		

**Program Position #84**

*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%)	Learning Support	12 to 15	20	1
Locations:				

Unami	A Middle School Building	A building in which General Education programs are operated		
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**Program Position #85***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%)	Learning Support	12 to 15	20	1
Locations:				
Unami	A Middle School Building	A building in which General Education programs are operated		

**Program Position #86***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 15	50	1
Locations:				
Lenape	A Middle School Building	A building in which General Education programs are operated		

**Program Position #87***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 15	50	1
Locations:				
Lenape	A Middle School Building	A building in which General Education programs are operated		

**Program Position #88***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%)	Learning Support	12 to 15	20	1
Locations:				
Lenape	A Middle School Building	A building in which General Education programs are operated		

**Program Position #89***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%)	Learning Support	12 to 15	20	1
Locations:				
Lenape	A Middle School Building	A building in which General Education programs are operated		

**Program Position #90***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%)	Learning Support	12 to 15	20	1
Locations:				
Lenape	A Middle School Building	A building in which General Education programs are operated		

**Program Position #91***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 15	50	1
Locations:				
Tohickon	A Middle School Building	A building in which General Education programs are operated		

**Program Position #92**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* September 1, 2016

*Reason for the proposed change:* response to district needs

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	10	1
Locations:				
Cold Spring	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #93**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* September 1, 2015

*Reason for the proposed change:* response to district needs

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 10	10	1
Locations:				
Cold Spring	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #94**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* September 1, 2017

*Reason for the proposed change:* improvement of inclusion methods to reduce from full-time to supplemental supports; additional students

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 16	15	1
Locations:				
Lenape	A Middle School Building	A building in which General Education programs are operated		

**Program Position #95**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* September 1, 2014

*Reason for the proposed change:* Respond to district special education needs.

**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 21	10	1
Justification: Students who are beyond 12th grade participate in transition activities outside of the classroom				
Locations:				
C.B. West	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #96**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* September 1, 2015

*Reason for the proposed change:* additional need for transition services in the school district

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	18 to 21	20	1
Locations:				
C.B. West	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #97**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* September 1, 2014

*Reason for the proposed change:* New students moved into district

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	7 to 10	2	0.25
Justification: Parent have been notified of the age variance and approved it through a NOREP.				
Locations:				
Groveland	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	5 to 8	6	0.75
Locations:				
Groveland	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #99***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014*Reason for the proposed change:* New students to the program**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	12 to 16	2	0.25
Locations:				
Unami	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	12 to 15	6	0.75
Locations:				
Groveland Elementary	A Middle School Building	A building in which General Education programs are operated		

**Program Position #101***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014*Reason for the proposed change:* New students moving into the program**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	17 to 21	6	0.75
Locations:				
C.B. South	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	16 to 18	2	0.25
Locations:				
Central Bucks South High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #103***Operator:* School District

**PROGRAM DETAILS***Type: Position**Implementation Date: May 1, 2019**Reason for the proposed change: previous plan reported assignment incorrectly***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 12	3	0.08
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
Barclay	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 12	3	0.08
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
Butler Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 12	3	0.08
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
Linden Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 12	3	0.08
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
Gaymen Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 12	3	0.08
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				

Kutz Elementary	An Elementary School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 12	3	0.08
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
Pine Run Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	12 to 15	3	0.08
Locations:				
Lenape Middle School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	12 to 15	3	0.08
Locations:				
Tohickon Middle School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	12 to 15	3	0.08
Locations:				
Unami Middle School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	14 to 21	3	0.08
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
Central Bucks East High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	14 to 21	3	0.08
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
Central Bucks School West High School	A Senior High School Building	A building in which General Education programs are operated		



**Program Position #104***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* May 1, 2019*Reason for the proposed change:* previous plan reported assignment incorrectly**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 12	3	0.09
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
Bridge Valley	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 12	3	0.09
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
Titus Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 12	3	0.09
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
Buckingham Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 12	3	0.09
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
Mill Creek Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 12	3	0.09
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				

Cold Spring Elementary	An Elementary School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 12	3	0.09
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
Groveland Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 12	3	0.09
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
Jamison Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 12	3	0.09
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
Warwick Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	12 to 15	3	0.09
Locations:				
Tamanend Middle School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	12 to 15	3	0.09
Locations:				
Holicong Middle School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	14 to 21	3	0.09
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				

Central Bucks South High School	A Senior High School Building	A building in which General Education programs are operated		
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**Program Position #126***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%)	Autistic Support	5 to 8	8	1
Locations:				
Bridge Valley	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #127***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014*Reason for the proposed change:* Respond to district special education needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 10	8	1
Locations:				
Bridge Valley	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #128***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%)	Autistic Support	9 to 12	8	1
Locations:				
Bridge Valley	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #129***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%)	Autistic Support	8 to 11	8	1
Locations:				
Bridge Valley	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #130**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* September 1, 2014

*Reason for the proposed change:* Respond to district special education needs.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 8	8	1
Locations:				
Bridge Valley	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #131**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* September 1, 2017

*Reason for the proposed change:* increase of student need

**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:				
Bridge Valley	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #132**

*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%)	Autistic Support	5 to 8	8	1
Locations:				

Warwick	An Elementary School Building	A building in which General Education programs are operated		
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**Program Position #133***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014*Reason for the proposed change:* Respond to district special education needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 12	8	1
Locations:				
Warwick	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #134***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014*Reason for the proposed change:* Respond to district special education needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 12	12	1
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age.				
Locations:				
Warwick	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #135***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014*Reason for the proposed change:* Respond to district special education needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 12	2	0.25
Justification: Although students ages 5 to 8 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
Jamison	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #136***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%)	Autistic Support	5 to 8	8	1
Locations:				
Buckingham	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #137***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%)	Autistic Support	8 to 11	8	1
Locations:				
Buckingham	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #138***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014*Reason for the proposed change:* Respond to district special education needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 11	12	1
Justification: Although students ages 6 to 11 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
Buckingham	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #139***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%)	Autistic Support	5 to 8	8	1
Locations:				
Kutz	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #140***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014*Reason for the proposed change:* Respond to district special education needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 12	8	1
Locations:				
Kutz	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #141***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014*Reason for the proposed change:* Respond to district special education needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 12	12	1
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
Kutz	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #142***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* May 1, 2019*Reason for the proposed change:* program position was inaccurately reported in previous plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 15	4	0.5
Locations:				
Lenape	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 16	6	0.5
Locations:				
Lenape Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #143***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 1, 2017*Reason for the proposed change:* response to district needs**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	50	1
Locations:				
Lenape	A Middle School Building	A building in which General Education programs are operated		

**Program Position #144***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014*Reason for the proposed change:* Update needs of students**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 15	6	0.5
Locations:				
Tohickon	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 14	4	0.5
Locations:				
Tohickon Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #145***Operator:* School District



**PROGRAM DETAILS***Type:* Class*Implementation Date:* May 1, 2019*Reason for the proposed change:* program position was inaccurately reported in previous plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 15	6	0.5
Locations:				
Holicong Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 16	4	0.5
Locations:				
Holicong Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #147***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%)	Autistic Support	12 to 15	8	1
Locations:				
Tamanend	A Middle School Building	A building in which General Education programs are operated		

**Program Position #148***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2016*Reason for the proposed change:* update programming for degree of need of students**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 15	8	1
Locations:				
Tamanend	A Middle School Building	A building in which General Education programs are operated		

**Program Position #149**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* May 1, 2019

*Reason for the proposed change:* program position was inaccurately reported in previous plan

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 15	2	0.25
Locations:				
Unami Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 15	6	0.5
Locations:				
Unami Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 16	10	0.25
Locations:				
Unami Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #151**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* September 1, 2016

*Reason for the proposed change:* increase in student needs; increase in district focus on LRE

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	16 to 20	8	1
Locations:				
C.B. East	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #152**

*Operator:* School District

**PROGRAM DETAILS**

*Type:*

*Implementation Date:*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 19	8	1
Locations:				
C.B. South	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #153***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	15 to 20	12	1
Justification: Although students ages 15 to 20 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
C.B. South	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #154***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* May 1, 2019*Reason for the proposed change:* program position was inaccurately reported in previous plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	16 to 20	12	1
Locations:				
C.B. West	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #155***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* May 1, 2019*Reason for the proposed change:* program position was inaccurately reported in previous plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 15	8	1
Locations:				
C.B. West	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #156***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 21	50	1
Justification: Although students ages 15 to 21 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
C.B. South	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #157***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 21	50	1
Justification: Although students ages 15 to 21 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
C.B. South	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #158***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 21	50	1
Justification: Although students ages 15 to 21 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
C.B. South	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #159***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 21	50	1
Justification: Although students ages 15 to 21 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
C.B. South	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #160**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* September 1, 2014

*Reason for the proposed change:* Respond to district special education needs.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	50	1
Locations:				
C.B. South	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #161**

*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%)	Learning Support	15 to 18	20	1
Locations:				
C.B. South	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #162**

*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%)	Learning Support	18 to 21	20	1
Locations:				
C.B. South	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #163***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%)	Learning Support	15 to 18	20	1
Locations:				
C.B. South	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #164***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%)	Learning Support	18 to 21	20	1
Locations:				
C.B. South	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #165***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 21	50	1
Justification: Although students ages 15 to 21 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
C.B. East	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #166***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 21	50	1
Justification: Although students ages 15 to 21 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
C.B. East	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #167***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 18	50	1
Locations:				
C.B. East	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #168***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014*Reason for the proposed change:* Respond to district special education needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	18 to 21	50	1
Locations:				
C.B. East	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #169***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%)	Learning Support	15 to 18	20	1
Locations:				
C.B. East	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #170**

*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%)	Learning Support	18 to 21	20	1
Locations:				
C.B. East	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #171**

*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 21	50	1
Justification: Although students ages 15 to 21 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
C.B. East	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #172**

*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 21	50	1
Justification: Although students ages 15 to 21 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
C.B. West	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #173**

*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 21	50	1
Justification: Although students ages 15 to 21 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
C.B. West	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #174***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2016*Reason for the proposed change:* difference in student needs**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	20	1
Locations:				
C.B. West	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #175***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014*Reason for the proposed change:* response to district needs**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	20	1
Locations:				
C.B. West	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #176***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%)	Learning Support	15 to 18	20	1
Locations:				
C.B. West	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #177***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%)	Learning Support	18 to 21	20	1
Locations:				
C.B. West	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #178***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%)	Learning Support	5 to 8	20	1
Locations:				
Titus	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #179***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%)	Learning Support	9 to 12	20	1
Locations:				
Titus	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #180***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	5 to 12	50	1
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
Titus	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #181***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%)	Learning Support	5 to 8	20	1
Locations:				
Butler	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #182***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%)	Learning Support	8 to 11	20	1
Locations:				
Butler	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #183***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%)	Learning Support	9 to 12	20	1
Locations:				
Butler	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #184**

*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 12	50	1
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
Butler	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #185**

*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 12	50	1
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
Butler	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #186**

*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%)	Learning Support	5 to 8	20	1
Locations:				
Doyle	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #187**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* September 1, 2014

*Reason for the proposed change:* Respond to district special education needs.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	20	1
Locations:				
Doyle	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #188***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 12	50	1
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
Doyle	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #189***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%)	Learning Support	5 to 8	20	1
Locations:				
Groveland	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #190***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%)	Learning Support	9 to 12	20	1
Locations:				
Groveland	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #191***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 12	50	1
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
Groveland	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #192***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%)	Learning Support	8 to 11	20	1
Locations:				
Groveland	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #193***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%)	Learning Support	7 to 10	20	1
Locations:				
Groveland	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #194***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014*Reason for the proposed change:* Respond to district special education needs.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 12	50	1
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age.				
Locations:				
Groveland	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #195***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 12	50	1
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
Kutz	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #196***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%)	Learning Support	5 to 8	20	1
Locations:				
Kutz	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #197***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%)	Learning Support	9 to 12	20	1
Locations:				

Kutz	An Elementary School Building	A building in which General Education programs are operated		
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**Program Position #198***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%)	Learning Support	6 to 9	20	1
Locations:				
Pine Run	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #199***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 12	50	1
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
Pine Run	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #200***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%)	Learning Support	8 to 11	20	1
Locations:				
Pine Run	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #202***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 12	52	0.7
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
Barclay	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #203**

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 12	65	1
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
Bridge Valley	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #204**

Operator: School District

**PROGRAM DETAILS**

Type: Class

Implementation Date: September 1, 2014

Reason for the proposed change: Respond to district special education needs.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	65	1
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
Bridge Valley	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #205**

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 12	39	0.8
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
Buckingham	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #206***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 12	52	0.8
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
Butler	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #207***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 12	65	1
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
Cold Spring	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #208***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014*Reason for the proposed change:* Respond to district special education needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	26	0.4
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
Doyle	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #209***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014*Reason for the proposed change:* increase needs**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	65	1
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
Jamison	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #210***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014*Reason for the proposed change:* increased need**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	20	0.5
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
Bridge Valley	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #211***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 12	65	1
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
Groveland	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #212***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 12	39	0.7
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
Gayman	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #213***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014*Reason for the proposed change:* increased needs**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	45	0.7
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
Kutz	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #214***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Speech and Language Support	5 to 12	65	1
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
Linden	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #215***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 12	65	1
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
Mill Creek	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #216***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 12	46	0.7
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
Pine Run	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #217***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014*Reason for the proposed change:* Respond to district special education needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	13	0.2

Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.

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

#### Program Position #218

*Operator:* School District

##### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* September 1, 2014

*Reason for the proposed change:* increased needs

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	65	1
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
Warwick	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #220

*Operator:* School District

##### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* September 1, 2014

*Reason for the proposed change:* Respond to district special education needs.

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	52	0.8
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
Titus	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #221

*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	26	0.3

Justification: Although students ages 12 to 15 are on the teacher's caseload, student instructional grouping is within the appropriate age span.

Locations:				
Holicong	A Middle School Building	A building in which General Education programs are operated		

#### Program Position #222

*Operator:* School District

##### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* September 1, 2014

*Reason for the proposed change:* Respond to district special education needs.

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 15	52	0.8
Locations:				
Lenape	A Middle School Building	A building in which General Education programs are operated		

#### Program Position #223

*Operator:* School District

##### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* September 1, 2014

*Reason for the proposed change:* Respond to district special education needs.

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 15	39	0.6
Justification: Although students ages 12 to 15 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
Tamanend	A Middle School Building	A building in which General Education programs are operated		

#### Program Position #224

*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	20	0.3
Locations:				
Tohickon	A Middle School Building	A building in which General Education programs are operated		

**Program Position #225***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	20	0.4
Locations:				
Unami	A Middle School Building	A building in which General Education programs are operated		

**Program Position #226***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014*Reason for the proposed change:* increased needs**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	16 to 21	40	0.8
Justification: Although students ages 16 to 21 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
C.B. East	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #227***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014*Reason for the proposed change:* decreased need**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	16 to 21	25	0.4
Justification: Although students ages 16 to 21 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
C.B. South	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #228**



*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* September 1, 2018

*Reason for the proposed change:* increased need

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	16 to 21	55	1
Justification: Although students ages 16 to 21 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
C.B. West	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #229**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* September 1, 2016

*Reason for the proposed change:* change in student need

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	17 to 21	6	0.5
Locations:				
C.B. East	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	16 to 20	4	0.5
Locations:				
CB East	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #230**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* September 1, 2014

*Reason for the proposed change:* Respond to district special education needs.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	17 to 21	8	1
Locations:				
C.B. East	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #231***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014*Reason for the proposed change:* Respond to district special education needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 12	20	1
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age.				
Locations:				
Mill Creek	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #233***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014*Reason for the proposed change:* Respond to district special education needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 11	10	0.5
Locations:				
Mill Creek	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #234***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014*Reason for the proposed change:* Respond to district special education needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 12	50	1
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.				
Locations:				
Mill Creek	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #237***Operator:* School District

**PROGRAM DETAILS***Type: Class**Implementation Date: September 1, 2016**Reason for the proposed change: Provide supports for students with a high level of need within the home district.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	12 to 15	8	1
Locations:				
Tohickon	A Middle School Building	A building in which General Education programs are operated		

**Program Position #238***Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: September 1, 2014**Reason for the proposed change: Respond to district special education needs.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 12	12	1
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age.				
Locations:				
Pine Run	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #239***Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: September 1, 2014**Reason for the proposed change: Respond to district special education needs.***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:				
Pine Run	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #241***Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: September 1, 2014***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	20	1
Locations:				
Bridge Valley	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #242***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	20	1
Locations:				
Warwick	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #243***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	50	1
Locations:				
Unami	A Middle School Building	A building in which General Education programs are operated		

**Program Position #244***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014**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	6	0.75
Locations:				
Jamison	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #246**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* September 1, 2014

*Reason for the proposed change:* increase needs of students

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 15	8	1
Locations:				
Tamanend	A Middle School Building	A building in which General Education programs are operated		

**Program Position #248**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* September 1, 2014

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	13	0.2
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age.				
Locations:				
Cold Spring	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #250**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* September 1, 2014

**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:				
Cold Spring	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #251**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* September 1, 2014

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 12	8	1
Locations:				
Cold Spring	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #252***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 12	12	1
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age.				
Locations:				
Cold Spring	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #253***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2017**PROGRAM SEGMENTS**

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

**Program Position #254***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2017**PROGRAM SEGMENTS**

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

**Program Position #255***Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: September 1, 2018***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	15	0.4
Locations:				
Holicong	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	10	0.6
Locations:				
Unami Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #256***Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: September 1, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	20	1
Locations:				
Butler Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #257***Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: September 1, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	16 to 20	8	1
Locations:				
Central Bucks East	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #258**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* September 1, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	16 to 20	8	1
Locations:				
Central Bucks East	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #259**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* September 1, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	20	1
Locations:				
CB West High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #260**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* September 1, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	20	1
Locations:				
Butler Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #261**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* September 1, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	20	1
Locations:				



Groveland Elementary School	An Elementary School Building	A building in which General Education programs are operated		
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**Program Position #262***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2019

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom accessibility, classroom location, classroom size was marked as inappropriate.

*Explain any unchecked boxes for facilities questions:* This is a position providing services, not a specific classroom.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	6 to 15	5	0.5
Justification: services are provided individually				
Locations:				
Cold Spring Elementary School	An Elementary School Building	A building in which General Education programs are operated		
Lenape Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #263***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2019

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom accessibility, classroom location, classroom size was marked as inappropriate.

*Explain any unchecked boxes for facilities questions:* This is a position providing services, not a specific classroom.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	6 to 6	1	0.5
Locations:				
Titus Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #264***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2019

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom accessibility, classroom location, classroom size was marked as inappropriate.

*Explain any unchecked boxes for facilities questions:* This is a position providing services, not a specific classroom.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	12 to 18	4	0.4
Justification: services are individual				
Locations:				
Lenape Middle School	A Middle School Building	A building in which General Education programs are operated		
CB East High School	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #265

*Operator:* Intermediate Unit

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* July 1, 2019

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom accessibility, classroom location, classroom size was marked as inappropriate.

*Explain any unchecked boxes for facilities questions:* This is a position providing services, not a specific classroom.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	12 to 15	2	0.2
Locations:				
Tamanend Middle School	A Middle School Building	A building in which General Education programs are operated		

#### Program Position #266

*Operator:* Intermediate Unit

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* July 1, 2019

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom accessibility, classroom location, classroom size was marked as inappropriate.

*Explain any unchecked boxes for facilities questions:* position is for individual student services, not in a classroom

#### PROGRAM SEGMENTS

<b>Type of Support</b>	<b>Level of Support</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Itinerant	Blind or Visually Impaired Support	12 to 15	2	0.2
Locations:				
Tohickon Middle School	A Middle School Building	A building in which General Education programs are operated		

## Special Education Support Services

<b>Support Service</b>	<b>Location</b>	<b>Teacher FTE</b>
<b>Supervisors of Special Education</b>	All Schools	7
<b>Personal Care Assistants</b>	All Schools	160
<b>Psychologists</b>	All Schools	17.8
<b>Transition Coordinator</b>	Holicong Middle School, Lenape Middle School, Tamanend Middle School, Tohickon Middle School, Unami Middle School, CB East High School, CB South High School, CB West High School	1
<b>Site based facilitators (one professional in each school)</b>	Holicong Middle School, Lenape Middle School, Tamanend Middle School, Tohickon Middle School, Unami Middle School	0.2
<b>Site based facilitators (one professional in each school)</b>	High schools	0.33
<b>Educational Assistants</b>	All Schools	180
<b>Director of Special Education</b>	All Schools	1
<b>Program/Cassroom Nurse</b>	Cold Spring Elementary, Groveland Elementary, Lenape Middle School, Tamanend Middle School, Unami Middle School, CB East High School, CB West High School	7
<b>Work-Based Learning Coordinator</b>	CB East High School, CB South High School, CB West High School and Transition Programs	1
<b>Program Specialists</b>	All Schools	2
<b>BCBA</b>	All Schools	2
<b>Social Worker</b>	All Schools	1
<b>Supervisor of Pupil Services</b>	All Schools	1
<b>School Counselors</b>	All Schools	49

## Special Education Contracted Services

<b>Special Education Contracted Services</b>	<b>Operator</b>	<b>Amt of Time per Week</b>
<b>Austills Rehabilitation Services Occupational and Physical Therapy</b>	Outside Contractor	675 Hours
<b>Bridget Schmidt Autism Consultant</b>	Outside Contractor	22 Hours
<b>Rick Fertig Speech Therapist</b>	Outside Contractor	5 Hours
<b>Devereux Cares Behavior Support</b>	Outside Contractor	17 Hours
<b>Lakeside Counseling Services</b>	Outside Contractor	4 Days
<b>David Nover, MD</b>	Outside Contractor	1 Hours
<b>Kardon Services</b>	Outside Contractor	2 Hours
<b>Bonnie Austin / Solebury Speech</b>	Outside Contractor	8.5 Hours
<b>Child &amp; Family Focus Professional Services</b>	Outside Contractor	2 Hours
<b>Joseph Simek Counseling Services</b>	Outside Contractor	5 Hours
<b>Communications Connection Language Services</b>	Outside Contractor	8 Hours
<b>Kinetic ESY Services</b>	Outside Contractor	0.3 Hours
<b>Foundations Behavioral Health</b>	Outside Contractor	10 Hours

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	<p>The Autistic Support services in Central Bucks School District provide a continuum of services for students with needs primarily in the areas of social, behavior, and communication. There are two distinct groups of case managers for students receiving Autistic Support services: those working on goals associated with the PA Core Standards and those working on the PA Alternative Standards. Program goals and professional development for those working with both populations have focused on social skills, behavior management, assessments, communication, transition, and instructional methodology. These align with all of the focus areas in the district's Teaching and Learning Pillars of Excellence. Below outline some targets for our department for each group:</p> <p>Instruction for Students using PA Core Standards:</p> <ul style="list-style-type: none"> <li>• Social Skills/Communication (Pillar 3: Teaching and Learning; Focus 3: Social &amp; Emotional Wellness)             <ul style="list-style-type: none"> <li>○ Development and training using District based social skills continuum. Staff Development to include core areas of social skills development, assessment, data collection, and goal writing utilizing evidence-based practices</li> <li>○ Training in use of the Dynamic Social Skills Assessment to be used at Re-Evaluations to assess growth in Social Skills and align with IEP goals and instructional practices</li> <li>○ Review of current research on key contributors in the field, (Michele Garcia Winner, Carole Gray) and instructional tools for use in social skills lessons</li> <li>○ Work with Peer groups within school environments to use the authentic environment for generalization of skills</li> </ul> </li> <li>• Behavior Management (Pillar 3: Teaching and Learning; Focus 3: Social &amp; Emotional Wellness)             <ul style="list-style-type: none"> <li>○ Ongoing training on positive behavior supports and Safe and Proactive Measure to set up behavioral structures to prevent behaviors and teach replacement skills</li> </ul> </li> <li>• Assessment (Pillar 3: Teaching and Learning; Focus 2: Growth &amp; Achievement)</li> </ul>
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- Training on delivery of math assessment to evaluate and plan for skills needed for math vocabulary, concept building, computations, number sense, and problem solving
- Training on delivery of reading assessment to evaluate and plan for skills needed for decoding, encoding, fluency, vocabulary, and explicit and implicit comprehension
- Instructional Planning (Pillar 3: Teaching and Learning; Focus 1 and 2: Rigor & Relevance, Growth & Achievement)
  - Staff Development on setting up instructional programming with the Autistic Support classroom as well as how to support the general education classroom

Instruction for Students using PA Alternative Standards:

- Social Skills (Pillar 3: Teaching and Learning; Focus 3: Social & Emotional Wellness)
  - Development and training using the District based social skills continuum. Staff development of the completion of this inventory and use of the assessment in goal setting
  - Exploration of opportunities for peer supports in social development. This includes training of peers and facilitated interactions for positive relationships
- Behavior Management (Pillar 3: Teaching and Learning; Focus 3: Social & Emotional Wellness)
  - Work with Behavior Specialist and IEP team to problem solve and plan for target behavior
  - Data collection for target behaviors and replacement behaviors.
  - Use of advanced ABA techniques, such as response cost and DRO for specific behaviors
- Assessment (Pillar 3: Teaching and Learning; Focus 2: Growth & Achievement)
  - Continual training on administration and interpretation of VBMAPP for students in grades K-5
  - Training on administration and interpretation of AFLS for students in grades 6-12+
- Communication (Pillar 3: Teaching and Learning; Focus 3: Social & Emotional Wellness)
  - Team building and training on PECs and building communication partnerships
  - Collaboration with speech therapist to align target vocabulary and communication goals
  - Training on the SETT process and use of Augmentative Communication
- Transition (Pillar 3: Teaching and Learning; Focus 1 and 2: Rigor & Relevance, Growth & Achievement)

	<ul style="list-style-type: none"> <li>○ Training, creating, and planning for expansion of the environment to include multiple work-based learning opportunities</li> <li>○ Training for all on-prompt fading to increase independence</li> <li>○ Use of Activities of Daily Living in authentic situations, such as eating in restaurants, cooking, hygiene, and laundry</li> <li>○ Collaboration with police and other community agencies to familiarize our students with these community partners and the community partners with our students</li> </ul>
<b>Person Responsible</b>	Supervisors, Program Specialists, Behavior Analysts
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Special Education, Educational Technology

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	15
<b># of Participants Per Session</b>	40
<b>Provider</b>	School District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Teachers will gain a more thorough understanding of best practices for addressing the unique needs of students on the Autism Spectrum.
<b>Research &amp; Best Practices Base</b>	Training provided is based in research and best practices as aligned with requirements set forth by PDE.
<b>For classroom teachers, school counselors and education specialists</b>	<ul style="list-style-type: none"> <li>• Enhances the educator's content knowledge in the area of the educator's certification or assignment.</li> <li>• Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</li> </ul>



	<ul style="list-style-type: none"> <li>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</li> </ul>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Training Format</b>	<p>Series of Workshops Department Focused Presentation</p>
<b>Participant Roles</b>	<p>Classroom teachers Paraprofessional New Staff Other educational specialists Related Service Personnel</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<b>Follow-up Activities</b>	<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Analysis of student work, with administrator and/or peers</li> <li>Creating lessons to meet varied student learning styles</li> <li>Peer-to-peer lesson discussion</li> <li>Lesson modeling with mentoring</li> </ul>
<b>Evaluation Methods</b>	<ul style="list-style-type: none"> <li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>Participant survey</li> </ul>

## Behavior Support

<b>Description</b>	<p>The district plans to address several different areas of behavior support, targeting the district's first pillar, Teaching &amp; Learning, focusing specifically on Social &amp; Emotional Wellness.</p> <p>Regardless of the type of teacher or student, all special education staff will be provided with behavior management training. A focus on the function of behavior, utilizing proactive strategies to decrease behavior, and creating interventions based on the function will be provided. Creating a resource guide highlighting various ways to meet the behavioral needs of students will provide professional teams with research-based positive behavioral interventions to meet the identified target behaviors of concern as identified by our school-based teams. The behavioral intervention resource will focus on the behavior of concern, observable definitions, and effective positive behavior intervention strategies to teach replacement strategies required and needed to access social, emotional, and academic success.</p> <p>Building based teams will access coaching and guidance on site at data meetings facilitated by our district Board Certified Behavioral Analysts. The goal of the data meetings is to help school-based teams identify observable evidence of the effectiveness of behavioral interventions determined by comprehensive sources of data including IEP goal progress monitoring, informal and formal observation, teacher, student, and parental input, and proficiency on district benchmarks. Additionally, this information will guide future IEP revisions and further development of Positive Behavior Support Plans and interventions district-wide.</p> <p>At all levels, students who receive Emotional Support services, and/or students with Other Health Impairments, Emotional Disturbances, and/or Autism often struggle with making behavioral progress. Each building already implements the foundations of the Zones of Regulation program in every classroom, and that will continue to be expanded through the next three years. The district is developing a "What to do if..." guide to help IEP teams thoughtfully consider options for re-engaging struggling students in the learning process. Teachers will learn how to complete file reviews similar to the Educational Benefit Review process to analyze data and uncover patterns and trends.</p> <p>School refusal behavior has a significant impact on a student's academic and social progress. Targeted training on anxiety and the various ways it manifests is critical to understanding the needs of these students. The district plans to develop a flowchart for addressing various levels of severity</p>
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	<p>of school refusal, and to provide opportunities for training that focuses on addressing this area of need. The teams will be able to use the flowchart to determine appropriate supports and services that can be discussed in an IEP meeting, resulting in revisions and service/placement changes as needed.</p> <p><i>Safe and Positive Approaches® for Preventing and Responding to Crisis (SPA)</i> is a training provided to staff who have been identified as working with students who may potentially need a physical escort or restraint. <i>SPA</i> is a comprehensive crisis prevention/intervention program designed to promote staff knowledge and competence in preventing, diffusing, and managing crisis situations. These trainings occur multiple times each summer, as well as throughout the year at different intervals to ensure new staff members are trained and able to safely and positively support students with these more significant needs.</p>
<b>Person Responsible</b>	Supervisors, Program Specialists, Behavior Analysts
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	4
<b># of Participants Per Session</b>	300
<b>Provider</b>	School District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Teachers will gain a more thorough understanding of the functions of behavior as they apply to various scenarios. they will learn how to analyze data and make appropriate adjustments to IEPs.
<b>Research &amp; Best Practices Base</b>	Training provided is based in research and best practices as aligned with requires set forth by PDE.
<b>For classroom teachers, school counselors and education specialists</b>	<ul style="list-style-type: none"> <li>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</li> </ul>

	<ul style="list-style-type: none"> <li>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</li> </ul>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<ul style="list-style-type: none"> <li>Instructs the leader in managing resources for effective results.</li> </ul>
<b>Training Format</b>	<p>Series of Workshops Department Focused Presentation Professional Learning Communities</p>
<b>Participant Roles</b>	<p>Classroom teachers Principals / Asst. Principals</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion</p>
<b>Evaluation Methods</b>	<ul style="list-style-type: none"> <li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>Classroom student assessment data</li> <li>Participant survey</li> <li>Review of written reports summarizing instructional activity</li> </ul>

## Paraprofessional

<b>Description</b>	<p>Paraprofessionals are the Educational Assistants and Personal Care Assistants providing supports to students receiving special education services. Utilizing research-based practices, paraprofessionals will gain the knowledge needed to effectively provide support to students identified as in need of special education services. The district paraprofessional trainings, offered in the fall and spring, present participants with current, research-based content. Paraprofessionals also have the opportunity to take courses offered through PaTTAN, the BCIU, and PSEA, as well as college-level education courses that cover their entire required amount of hours. Specific paraprofessional training is also provided to focus on the individual needs of the students in the programs where they work. The district will continue to utilize the BCIU for unique travel training focused on safely navigating sidewalks, parking lots, and streets in the community.</p> <p>Central Bucks School District has developed a paraeducator handbook as a tool designed to provide paraeducators with a consolidated source of helpful information and encourage them to seek training in areas they would like to explore further. The handbook is a dynamic document they can use as they continue to develop in their role as a paraprofessional. This, along with the professional development outlined above, aligns with the Finance Pillar of the Central Bucks School District's Pillars of Excellence; specifically, the focus of financial planning and staffing, to provide a first-class faculty and support staff to facilitate student achievement.</p> <p>Topics will include:</p> <ul style="list-style-type: none"> <li>• Positive Behavior Support</li> <li>• Technology in the Classroom</li> <li>• Utilizing AAC in the Classroom</li> <li>• Sensory Regulation &amp; Mindfulness</li> <li>• Implementing Social Skills Interventions</li> <li>• Content Specific to Job Requirements (Crisis Management, First Aide, CPR)</li> <li>• Stress and Anxiety: Management Strategies</li> <li>• Supporting Students with Complex Needs</li> </ul>
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	<ul style="list-style-type: none"> <li>• Mental Health Issues in the Schools</li> <li>• Cultural Sensitivity</li> <li>• Executive Functioning</li> </ul>
<b>Person Responsible</b>	Supervisors and Program Specialists
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Special Education, Educational Technology

### Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	20
<b># of Participants Per Session</b>	320
<b>Provider</b>	School District and IU
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	<p>The goal is for our support staff to gain knowledge that helps make them a more effective member of the classroom team. Individual staff are often requested and/or required to participate in specific trainings determined to be essential to their job function.</p> <p>Course goals:</p> <ol style="list-style-type: none"> <li>1. Increase skills and knowledge of the content taught in class</li> <li>2. Implement strategies into your daily job requirements</li> <li>3. Utilize skills learned to effectively support students in need of special education</li> </ol>
<b>Research &amp; Best Practices Base</b>	Training provided is based in research and best practices as aligned with requirements set forth by PDE.
<b>For classroom teachers, school counselors and education specialists</b>	<ul style="list-style-type: none"> <li>• Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</li> </ul>

	<ul style="list-style-type: none"> <li>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</li> </ul>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<ul style="list-style-type: none"> <li>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</li> <li>Instructs the leader in managing resources for effective results.</li> </ul>
<b>Training Format</b>	LEA Whole Group Presentation Series of Workshops Department Focused Presentation
<b>Participant Roles</b>	Paraprofessional
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Peer-to-peer lesson discussion Lesson modeling with mentoring Journaling and reflecting
<b>Evaluation Methods</b>	Participant survey

## Reading

<b>Description</b>	<p>The Central Bucks School District Reading interventions K-12 are research-based, aligned to general education grade level curriculum, and individualized based on students' learning profiles and identified areas of strength and need. At the elementary level, reading interventions are focused on building foundational reading skills and are driven by the 5 essential components of effective reading instruction as identified by the National Reading Panel. Students receive direct, explicit instruction to target individual areas of need using such evidence-based interventions as Foundations, Alphabetic Phonics, Take Flight, Scientific Spelling, and Comprehension Toolkit. At the secondary level, the focus of reading instruction is on continuing to develop more complex reading comprehension skills and strategies as well as students' abilities to independently apply such skills across genres and content areas. The district's Teaching and Learning Pillar focused on Rigor &amp; Relevance requires curriculum, instruction, assessment, and professional development to be aligned to ensure rigorous and engaging opportunities that meet the diverse needs of all students.</p> <p>Through a variety of professional development opportunities including Professional Learning Communities, workshops, induction, building-based and department meetings, and webinars, special education personnel will continue to receive extensive training in reading topics such as analyzing data to guide instructional decision-making, formative and summative assessment in reading, Orton Gillingham-based instruction, differentiation through small-group reading instruction, text-dependent analysis, and guided reading using authentic literature.</p> <p>Administrators monitor and report student response to IEP interventions through our online IEP writing system. Progress monitoring is completed each trimester at the elementary level and quarterly at the secondary level and reviewed by special education supervisors to determine individual student response to research-based interventions and identify programmatic strengths and areas in need of refinement. Additional training on using the graphing capabilities in IEP Writer will enhance an IEP team's ability to easily review data and make informed choices about additional interventions needed.</p>
<b>Person Responsible</b>	Special Education Supervisors, Program Specialists
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022



<b>Program Area(s)</b>	Professional Education, Special Education
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### Professional Development Details

<b>Hours Per Session</b>	4.0
<b># of Sessions</b>	10
<b># of Participants Per Session</b>	300
<b>Provider</b>	School District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Teachers will gain a more thorough understanding of ways to address reading-focused needs of their students.
<b>Research &amp; Best Practices Base</b>	Training provided is based in research and best practices as aligned with requirements set forth by PDE.
<b>For classroom teachers, school counselors and education specialists</b>	<ul style="list-style-type: none"> <li>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</li> <li>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</li> </ul>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Provides leaders with the ability to access and use appropriate data to inform decision-making.</li> </ul>
<b>Training Format</b>	Series of Workshops
<b>Participant Roles</b>	Classroom teachers
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1)

	Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> </ul>
<b>Evaluation Methods</b>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> </ul>

## Transition

<b>Description</b>	<p>The Central Bucks School District has completed Indicator 13 Compliance Monitoring over the last several years, and follow-through on this important focus area continues to be critical to support student success. Through this process, training materials have been developed and updated, and transition materials have been developed through a Transition Menu of activities, assessments and agency resources. Teachers have ongoing access to and are informed of changes through staff meetings, professional development and one to one coaching sessions. New teachers attend training on the transition process during induction and one-on-one meetings with the Transition Coordinator. Training on the transition process takes place on an annual basis in order to stay current with the requirements of the state and improve services for students. New transition assessment tools will continue to be investigated and piloted through workshops and discussions that occur throughout the year.</p> <p>Work is ongoing with developing appropriate Career Readiness activities in compliance with state regulations. This focuses on the district's third Pillar of Excellence, Teaching and Learning, and specifically on the goal of Innovation and Leadership. A large portion of the career readiness activities address post-secondary education and training, employment, and independent living. Teachers also attend off site visits to facilities for adults with disabilities who can no longer access school-age services. They then will provide turn-around training to other colleagues in the district in order to keep families up-to-date.</p> <p>Yearly IEP meetings are the time when parents are provided with transition information that is applicable to their individual child and his/her needs. Parents across the district receive transition information through the district email list serv. The district holds a yearly workshop featuring Bucks County Mental Health and Developmental Disabilities representatives, as well as at least one other representative from an adult services agency. The district plans to expand the supports and workshops offered for parents.</p> <p>To continue to meet the needs of all our learners and their post-secondary outcomes, the district runs the Connections program on the campus of Delaware Valley University and the TOPSS program at CB West, in addition to transitional services for students with Autism at CB East. All transition programs are designed for students 18 – 21 years of age, who have typically finished their 12th grade year. All programs address employability skills, practical academics, and independent living skills. The Work Based Learning program serves students in all three high schools. The program allows</p>
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	students to practice employability skills in authentic community settings. Over 100 community partners work with staff to support students in the workplace, which aligns with the district's third Pillar of Excellence, Community Connections.
<b>Person Responsible</b>	Supervisors and Program Specialists
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Teacher Induction, Special Education

### Professional Development Details

<b>Hours Per Session</b>	1
<b># of Sessions</b>	10
<b># of Participants Per Session</b>	100
<b>Provider</b>	School District, BCIU, PaTTAN
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Participants will gain a deeper understanding of the transition process and resources available to meet the needs of all students ages 14 and up.
<b>Research &amp; Best Practices Base</b>	Training provided is based in research and best practices as aligned with requirements set forth by PDE.
<b>For classroom teachers, school counselors and education specialists</b>	<ul style="list-style-type: none"> <li>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</li> <li>Empowers educators to work effectively with parents and community partners.</li> </ul>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Provides leaders with the ability to access and use appropriate data to inform decision-making.</li> </ul>

	<ul style="list-style-type: none"> <li>• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</li> <li>• Instructs the leader in managing resources for effective results.</li> </ul>
<b>Training Format</b>	<p>Series of Workshops  Department Focused Presentation  Professional Learning Communities</p>
<b>Participant Roles</b>	Classroom teachers
<b>Grade Levels</b>	<p>Middle (grades 6-8)  High (grades 9-12)</p>
<b>Follow-up Activities</b>	<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussion</li> <li>• Lesson modeling with mentoring</li> <li>• Journaling and reflecting</li> <li>• discussions at IEP meetings on post-secondary options</li> </ul>
<b>Evaluation Methods</b>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Transition Assessments</li> </ul>

# Special Education Affirmations

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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).

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## **Affirmed by**

*Board President*

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## **Affirmed by**

*Superintendent/Chief Executive Officer*