

Central Bucks SD

**Special Education Plan Report**

07/01/2015 - 06/30/2018

# District Profile

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## Demographics

20 Welden Dr  
 Doylestown, PA 18901  
 (267)893-2000  
 Superintendent: David Weitzel  
 Director of Special Education: Dale Scafuro

## Planning Committee

Name	Role
Mary Ellen Baltes	Parent : Special Education
Paul Beltz	Administrator : Professional Education Special Education
Joseph Brereton	Administrator : Professional Education Special Education
Alicen Cervellero	Special Education Director/Specialist : Special Education
Kimberly Cole	Middle School Teacher - Special Education : Special Education
Nadine Garvin	Administrator : Professional Education Special Education
Stacey Hilman	Parent : Special Education
Cheryl Kensil	Parent : Special Education
Ruth Kistner	Elementary School Teacher - Special Education : Special Education
Janet Kueny	Middle School Teacher - Special Education : Special Education
Jay Moskowitz	Special Education Director/Specialist : Special Education
Meredith Penner	Special Education Director/Specialist : Special Education
Dustin Polis	Ed Specialist - School Psychologist : Special Education
Mary Renner	Special Education Director/Specialist : Professional Education Special Education
Dale Scafuro	Student Services Director/Specialist : Professional Education Special Education
Jodi Schmon	Ed Specialist - School Counselor : Special

	Education
Jill Schweizer	Special Education Director/Specialist : Professional Education Special Education
Mary Kay Speese	Special Education Director/Specialist : Special Education
Alyssa Walloff	Student Curriculum Director/Specialist : Professional Education Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 2367

### *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.

### *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: <http://penndata.hbg.psu.edu/BSEReports>

The district has a a greater than 10% difference between the state data and district data in the following categories:

**Autism:** The district has a larger percentage of students identified with autism than the state data. The majority of students identified with autism are diagnosed by the medical community and not the school district. The district believes people move to this area to access the quality programs and community and medical services available for children with autism. The difference is not attributable to over-identification on the part of the school district.

**Other Health Impairment:** The district has a larger percentage of students identified as Other Health Impaired than the state data. The percentage of students identified as special ed is 20 percent less than the state so although the number of students with a diagnosis of OHI is higher than the state average, the actual number in relation to total school population is well within the state average.

**Emotional Disturbance:** The district has a smaller percentage of students identified as emotionally disturbed than the state average. The district believes there is no need to write an improvement plan to increase the number of students identified as emotionally disturbed. Some of this difference may be attributable to parental access to quality mental health care and the stability of the majority of the families who reside within the school district.

**Intellectual Disabilities:** The district has a smaller percentage of students identified as intellectually disabled than the state average. The district believes there is no need to write an improvement plan to increase the number of students identified as intelluctually disabled. Some of the difference may

be attributable to quality pre and post natal care, early identification and intervention and the availability of high quality preschool services.

Speech and Language Impairment: The district has a smaller percentage of students identified as speech and language impaired than the state average. The district believes there is no need to write an improvement plan to increase the number of students identified as speech and language impaired. Some of the difference may be attributable to early identification and intervention and the availability of high quality preschool services. Many students identified as speech impaired and recipients of early intervention services are not in need of services when they transition to kindergarten.

### *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?

The District meets its obligation to provide FAPE to all students including non-resident students under Section 1306. If a student is found to be eligible for special ed services, an IEP team decision is made regarding program and placement. The District works cooperatively with the student's resident district, keeping the resident district informed of the student's program. The District has a relationship with the Bucks County Intermediate Unit, wherein the IU provides educational services to those students who are best served by an educational program that is within the institutional setting. The IU keeps the district as well as the resident informed of the student's programming and educational needs.

If a student is able to transition into a district school from an IU-based program, a transition plan between the district, IU and residential facility is developed. The students can also earn a CBSD diploma if they meet our graduation requirements.

If a student is thought to be exceptional and requires a comprehensive assessment, this process may be completed by the district or the district may contract with the IU to conduct the evaluation.

### *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).

Our secondary schools have regularly scheduled meetings to discuss students who are or may be incarcerated. Regular participants include an administrator from each secondary building, guidance counselors, local law enforcement and juvenile probation officers that service the municipalities

within our school boundaries. The District receives ongoing information about our students who are currently or soon to be incarcerated. Additionally we share information about the educational needs of the students including those students already identified as special education and the process to be used for students through to be exceptional.

The juvenile detention center resides within the District and the school district has given LEA responsibilities for this center to the Bucks County Intermediate Unit. The BCIU provides the educational program for students who are incarcerated within county facilities. The teachers in this program, including special education teachers, are appropriately certified and highly qualified and can deliver the specially designed instruction required in IEPs. Additionally, staff is trained to recognize and refer students thought to be exceptional. There is a certified school psychologist available to conduct the evaluations and reevaluations of identified students.

### *Least Restrictive Environment*

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

The District uses our special education management system to continually monitor the level of participation of our special education students in the general education setting. This level of data analysis allows us to determine if there are schools and/or specific programs that are not in line with our expectation that students be educated in the least restrictive environment.

In addition, we analyze the achievement data of our students and compare this data with the LRE percentage—this additional analysis allows us to determine how inclusion opportunities impact achievement. The procedures to determine the level of integration are incorporated into the IEP process.

We are instituted a number of initiatives to insure that are students are educated in the LRE, these have included:

- Increased the number of co-taught English classes at the middle school level thereby increasing the number of students who are receiving services from a special ed teacher in the general ed setting.

- Increased the number of students taking math in general ed classes. We relooked at our criteria for inclusion in basic math in 7th grade and determined we could include more special ed students in these classes.
- Reviewed opportunities for inclusion in general ed with support from the special ed teacher at the elementary level. Although more challenging because of schedules, we have identified subjects and grade levels where special ed teachers can provide support to students in general ed classes.
- Reviewed placement decisions especially at the elementary level. Many students do not need to be placed in special ed for the entire instructional period for reading, math and/or writing. IEP teams are asked to focus on the specific areas of need that must be addressed within the special ed classroom and in what areas is the student best served by remaining in regular education.
- Co-teaching staff development for elementary and secondary teachers. We also have provided training in co-teaching for new administrators.
- Staff training and on-going support is provided to teams (general and special education staff, related service providers) who are supporting a student with complex needs in the general education environment.
- All teachers have been trained on the questions the IEP team needs to consider when determining the supports and accommodations to be considered when determining the least restrictive educational environment.

The percentage of students in placements outside the school district is 2.4% (13-14 data), almost half the state percentage and below the SPP target. The district insures that all supports and services that could be implemented to maintain a student in a public school setting are exhausted before a student is referred to an outside placement. The district remains involved in the student's program with the goal always being a return to public school.

### *Behavior Support Services*

Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS). Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. If the district also has School-Based Behavioral Health Services, please discuss it.

The Central Bucks School District believes in the use of positive behavior support. Our policy is designed to enable children with Individualized Educational Programs (IEPs), who need a behavior support program, to benefit from their free appropriate public education (FAPE) within the least restrictive environment (LRE) in accordance with the requirements in Chapter 14 Regulations.

The behavior support plan for a child with an IEP must have a multi-component approach to: (1) modify contextual influences, (2) teach alternative skills, and (3) reduce problem behavior as documented in the Behavior Improvement Plan. Evaluation procedures must also be present. Positive techniques for the development, change and maintenance of selected behaviors shall form the basis of behavior support programs. The types of intervention chosen for a particular behavior must be the least intrusive necessary to keep the child safe.

Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that is a clear and present danger to him/herself, other students or employees, and only when less restrictive measures and techniques have proven to be less effective. The use of restraints to control the aggressive behavior of an individual student shall cause a meeting of the IEP Team to review the current IEP for appropriateness and effectiveness.

The Central Bucks School District must obtain parent approval through the IEP process for all procedures identified within the child's Individualized Behavior Improvement Plan as part of the IEP.

The Central Bucks School District provides adequate training and support to appropriate personnel in the use of specific procedures, methods, and techniques. We have in-house trainers in crisis-prevention-intervention techniques. We have also trained our professional staff in school-wide systems of positive behavioral support. All special education teachers, counselors, and psychologists have been trained in the FBA process and in PBSP development.

Aversive techniques of handling behavior may not be used in educational programs. These include corporal punishment, punishment for a manifestation of a student's disability, serial suspensions, methods implemented by untrained staff, and methods that have not been outlined in a plan.

### *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 district has been successful in finding educational placements for students within the district. Over the past several years there have been several hard to place students but the number decreases each year. It is a combination of the ability of the district to program for students with complex needs and the response of the IU and private facilities to also develop programs to meet the needs of our most severely disabled students. The district works cooperatively with county mental health and intellectual disability support services, as well as private providers.

The district utilizes the services of the Interagency Coordinator from the IU and when necessary, an interagency meeting is initiated. The meeting typically will include a district representative,



interagency coordinator, parents, and appropriate agency personnel. The purpose of the meeting is to review and develop an action plan to provide the student with the needed services and an appropriate education placement.

### *Strengths and Highlights*

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

Central Bucks School District takes great pride in the quality of our special education programs. Our district is committed to providing the resources necessary to insure that our students receive high quality services and supports.

A continuum of services is in place with programs available to meet the needs of students at all levels. We continue to be proud of the fact that the percentage of students in out of district placements and in district full time special education programs is consistently below the state average. We also have worked hard to increase the percentage of student in special education 20% or less of the time. We have instituted a number of initiatives to insure that are students are educated in the LRE including increasing co-teaching opportunities across all levels, carefully considering placement at the time eligibility decisions are made, providing staff development for general education teachers on how to best support students with special needs in the general education classroom, and providing our special education students with the academic and learning to learn skills necessary for success in the general education classroom.

We believe staff development is the foundation for all good instructional programming. The district has committed funds for three special education program specialists whose responsibilities include supporting teachers and providing hands on training in best practice. Our induction program is designed to give new teachers the opportunity to learn from master teachers as well as have time together to work through their first year in the district. We also believe the success of our co-teaching program is a result of the collaborative efforts between special education facilitators and supervisors and general education curriculum supervisors and staff development facilitators. Special education teachers are part of content area staff development in the subjects they co-teach. Content area teachers have been part of staff development provided by special education experts on specially designed instruction. Different models of co-teaching have been presented and teams are given time to plan the model that works best given their skills and the content to be taught. We have followed the success of all students by reviewing grades, core assessments and final exams. We have expanded our training opportunities to include online and hybrid models which incorporate both in person and online staff development modules.

Technology has become an integral part of our daily instruction in special education. No longer is technology only available to students who show a need for assistive technology as part of their IEP. The use of iPads, smart boards, and presentation stations are just a few of the resources available in our special education classrooms. In Central Bucks, special education has led the way in the use of instructional technology. We piloted the use of iPads in our classroom five years ago and today that pilot and training framework has become the foundation for a full scale roll out of iPads in all our

primary elementary classrooms. We believe a key to the success of the initial pilot and ongoing implementation was and continues to be staff development. Teachers had to commit to be part of an "I-Academy" training program in order to receive the technology. This commitment lasted two years. These pilot teachers are now the trainers for teachers learning how to best integrate technology into their classrooms. Trainings have been provided to parents so they can support the technology skills and resources used by their children.

Our curriculum supervisors work closely with Special Ed supervisors and are involved in curricular decisions made for special education students. Communication is essential to the success of our students in the least restrictive environment. Systems are in place to insure that general educators are aware of the specially designed instruction that is part of every special education student's IEP. All our teachers understand they are teachers of special education that the special education is a service not a place.

We have just completed a project designed to align our elementary writing program with the ELA standards and the general education expectations. We began by looking at our assessments and how to best determine proficiency and effectively progress monitor. This work was a collaborative effort between special ed supervisors and teachers and the language arts curriculum coordinator.

Teachers were trained on the assessment system and from this assessment individualized programs were developed.

The District has always recognized the importance of transition for our students with special needs. We have a very extensive work experience program whereby students are placed in in-district and out-of-district work-based learning sites. We have a relationship with over 100 local employers who have provided our students with the opportunity to learn job skills in a community setting. We are in our fourth year of a program that was developed in collaboration with a local college; this program is designed for students who will most likely graduate and go straight into the workforce. Students work on the campus or in the community and have a mentor relationship with a college student. Many of our students attend Middle Bucks Institute of Technology (MBIT). We work in close collaboration with MBIT; a paraprofessional hired by Central Bucks is at MBIT to support special education students and support is also offered back at the home school. For students who plan on a post-secondary educational experience, student and families receive information on the process of accessing disabilities services. In addition to the college planning afforded all students, we have presentations designed to address the concerns of students with disabilities and their parents.

# 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
Pedi Manor Group Home	Nonresident	Bucks County Intermediate Unit	13
Glen Drive Group Home	Nonresident	Bucks County Intermediate Unit	2
MCC Warwick	Nonresident	Bucks County Intermediate Unit	24
Foundations	Nonresident	Bucks County Intermediate Unit	29
Bucks County Youth Center	Incarcerated	Bucks County Intermediate Unit	35

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Katzenbach	Out-of-State Schools	Hearing Support	1
Pathway	Approved Private Schools	Autistic Support	1
Valley Day School	Approved Private Schools	Emotional Support	3
Wordsworth Academy	Approved Private Schools	Emotional Support	2
Comprehensive Learning Center	Other	Autistic Support	2
Lakeside	Other	Emotional Support/Learning Support/Autistic Support	13
Lifeworks	Other	Emotional Support/Learning Support/Autistic Support	6
Centennial School	Approved Private Schools	Emotional Support	5
Bucks Learning Academy	Other	Emotional Support/Learning Support	7
Middle Bucks Institute of Technology	Other	Emotional Support/IU Program/Life Skills Support/IU	1
New Hope Academy	Other	Emotional Support/Autistic Support	12
Woods Services	Approved Private Schools	Emotional Support	1
Eastern PA School for the Deaf	Approved Private Schools	Hearing Support	1
Tawanka Learning Center	Neighboring School Districts	Autistic Support/IU Programs	3
Nexus School	Other	Autistic Support	1

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:*

*Implementation Date:*

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Barclay	An Elementary School Building	A building in which General Education programs are operated	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.							

**Program Position #2***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Barclay	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	20	1

**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**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Barclay	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	10	0.5

**Program Position #4***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Barclay	An Elementary School Building	A building in which General Education	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	15	1

		programs are operated					
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**Program Position #5**

*Operator:* School District

**PROGRAM DETAILS**

*Type:*

*Implementation Date:*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Jamison	An Elementary School Building	A building in which General Education programs are operated	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.

**Program Position #6**

*Operator:* School District

**PROGRAM DETAILS**

*Type:*

*Implementation Date:*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Jamison	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	20	1

**Program Position #7**

*Operator:* School District

**PROGRAM DETAILS**

*Type:*

*Implementation Date:*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Jamison	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	20	1

## Special Education Support Services

Support Service	Location	Teacher FTE
Supervisors of Special Education	All buildings	7
Personal Care Assistants	All buildings	113
Psychologists	All buildings	14.8
Tansition Coordinator	All middle and high schools	1
Site based facilitators (one professional in each school)	Middle schools	0.2
Site based facilitators (one professional in each school)	High schools	0.33
Educational Assistants	All buildings	190
Director of Student Services	All buildings	1
Classroom based nurse	All buildings based on IEP needs	7
Community Based Instruction Coordinator	All Secondary Schools/ Community/Del Val College	1
Program Specialists	District wide position	2

## Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Austills Rehab Services Occupational and Physical Therapy	Outside Contractor	507 Hours
Clarity Behavior Services	Outside Contractor	30 Hours
Bridget Schmidt Autism Consultant	Outside Contractor	25 Hours
Rick Fertig Speech Therapist	Outside Contractor	2 Hours
Devereux Cares Behavior Support	Outside Contractor	16 Hours
Lakeside Services	Outside Contractor	4 Days
Sharon Wodyka	Outside Contractor	10 Hours
David Nover, MD	Outside Contractor	1 Hours
Kardon Services	Outside Contractor	2 Hours

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	<p>Continued work on scope and sequence of assessment utilizing the VBMAPP and AFLS. Assessments leading to goals that are monitored and communicated during transitions via student data binders.</p> <p>Use of current social skills continuum and the addition of Dynamic Social Skills Assessment with the ultimate goal of revising the social skills continuum to reflect the most recent research models.</p> <p>Expansion of technology integration into classrooms and with student specific devices to to enhance language development, social skills instruction and access to curriculum.</p>
<b>Person Responsible</b>	Jill Schweizer & Meredith Penner
<b>Start Date</b>	9/1/2015
<b>End Date</b>	6/15/2018
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	10
<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>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling</p>



	<p>students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Professional Learning Communities</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Paraprofessional</p> <p>Classified Personnel</p> <p>Related Service Personnel</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p>

	Participant survey Review of participant lesson plans
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## Behavior Support

<b>Description</b>	Teachers, counselors para professionals, and psychologists will receive on-going training on the writing and implementation of positive support plans. This training includes how to conduct a functional behavior assessment and developing positive behavior support plans including appropriate data collection. At least year, special education teachers, para professionals, counselors, and administrators will receive training on de-escalation techniques - staff effectiveness training, safety techniques training, and personal emergency interventions.
<b>Person Responsible</b>	Jay Moskowitz
<b>Start Date</b>	6/1/2015
<b>End Date</b>	5/30/2018
<b>Program Area(s)</b>	Special Education

## Professional Development Details

<b>Hours Per Session</b>	6.0
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	58
<b>Provider</b>	School District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	A narrative response is optional for special education.
<b>Research &amp; Best Practices Base</b>	A narrative response is optional for special education
<b>For classroom teachers, school counselors and education specialists</b>	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
<b>For school or LEA administrators, and other educators seeking leadership</b>	Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and

<b>roles</b>	learning, with an emphasis on learning.
<b>Training Format</b>	Series of Workshops Department Focused Presentation
<b>Participant Roles</b>	Classroom teachers School counselors Paraprofessional Other educational specialists
<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>	Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of written reports summarizing instructional activity

## Paraprofessional

<b>Description</b>	<p>The District offers para-professional training in the summer, fall and spring of every year. The training are best on research based practices and the goal is for our paraprofessionals to gain the knowledge needed to effectively provide support to students identified as special education. The areas addressed in training include:</p> <p>Positive Behavior Support</p> <p>Technology in the Classroom</p>
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	<p>Stress and Anxiety:Management Strategies</p> <p>Supporting Students with Complex Needs</p> <p>Mental Health Isasues in the Schools</p> <p>Executive Functioning</p>
<b>Person Responsible</b>	Dale Scafuro
<b>Start Date</b>	7/2/2015
<b>End Date</b>	6/30/2018
<b>Program Area(s)</b>	Special Education, Educational Technology

### Professional Development Details

<b>Hours Per Session</b>	3.5
<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>Paraeducators are given multiple opportunities for staff development over the course of the school year and summer. 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 request and/or required to participate in specific trainings determined to be essential to their job function.</p>
<b>Research &amp; Best Practices Base</b>	All staff development information is based on best practice and current research.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<b>For school or LEA</b>	Empowers leaders to create a culture of teaching and learning, with

<b>administrators, and other educators seeking leadership roles</b>	an emphasis on learning. Instructs the leader in managing resources for effective results.
<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 NCLB #1

<b>Description</b>	<p>Administrators and professional staff receive yearly professional development sessions specific to Adequate Yearly Progress and NCLB.</p> <p>Professional Development begins with an overview of PSSA performance district wide, IEP students' district wide, IEP students building wide, and analysis of IEP students at the individual level to determine AYP annually. Professional Staff uses cohort comparisons and individual longitudinal data reports consistently. In addition, staff is trained to use generate and review data through the E Metrics. Growth measures are supported through the PVAAS systems.</p> <p>Professional staff generates target student growth goals and outlines focused instructional plans to demonstrate growth and meet AYP targets in reading and math.</p>
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	<p>Professional Staff is observed throughout the year to insure the provision of FAPE and evidence of student progress on IEP goals moving towards AYP.</p> <p>Administrators monitor student response to IEP interventions through our online IEP system. Progress monitoring is completed quarterly and reviewed by special education supervisors.</p>
<b>Person Responsible</b>	Special Education Supervisors
<b>Start Date</b>	9/4/2012
<b>End Date</b>	6/18/2015
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	2
<b># of Sessions</b>	4
<b># of Participants Per Session</b>	300
<b>Provider</b>	School District
<b>Provider Type</b>	Association
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Instructs the leader in managing resources for effective results.</p>

<b>Training Format</b>	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Department Focused Presentation
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals
<b>Grade Levels</b>	Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

## Transition

<b>Description</b>	Central Bucks participated in the Indicator 13 Compliance Monitoring. Through this process, training materials have been developed and updated. They are shared with teachers on an annual basis. The focus is still with the statement "begin with the end in mind" when working with students in the following areas: post-secondary education and training, employment, and independent living. 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. To continue to meet the needs of all our learners and their post secondary outcomes, the district run program on the campus of Delaware Valley College continues to evolve and grow. We are expanding our options for 19-21 year old through the development of a regional program which focuses on employability and independent living skills.
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<b>Person Responsible</b>	Kim Cole
<b>Start Date</b>	1/27/2015
<b>End Date</b>	6/17/2018
<b>Program Area(s)</b>	Teacher Induction, Special Education

### Professional Development Details

<b>Hours Per Session</b>	6.0
<b># of Sessions</b>	6
<b># of Participants Per Session</b>	88
<b>Provider</b>	School District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>



<b>Participant Roles</b>	<p>Classroom teachers  Principals / Asst. Principals  New Staff  Parents</p>
<b>Grade Levels</b>	<p>Middle (grades 6-8)  High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles  Peer-to-peer lesson discussion  Journaling and reflecting  discussions at IEP meetings on post secondary options</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data  Participant survey</p>

# 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.

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*