

SPECIAL EDUCATION & STUDENT SERVICES FAMILY GUIDE



'Every student can learn, just not on the same day,
or the same way.' - George Evans

ALPHABETICAL QUICK REFERENCE – TOPICS



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A Family Guide for Special Education and Pupil Services

INTRODUCTION

This guidebook is designed to serve as a valuable and comprehensive resource for families, providing essential information about the Central Bucks School District's special education and Pupil Services. The District offers a wide range of educational supports tailored to students with learning differences, including Learning Support, Emotional Support, Autistic Support, Multiple Disability Support, and Life Skills Support. Additionally, eligible students may receive related services such as speech/language therapy, occupational therapy, physical therapy, hearing support, vision therapy, and transition services based on their educational needs. For students requiring Gifted Education, specialized instruction and services are also available.

To meet the diverse educational needs of students, the District provides an extensive selection of supplementary aids and services, including communication devices, audio books, assistive technology, and pre-vocational training opportunities. Programs and services for children with disabilities are adapted to address the evolving needs of our community.

The Special Education and Pupil Services Department is managed by a team of dedicated administrators, each focusing on specific areas of leadership. Contact information for these administrators can be accessed through the links provided below.

- [Special Education Leadership](#)
- [Gifted Education](#)
- [Health Services](#)
- [Counseling Services](#)

The Central Bucks School District is dedicated to being a model of inclusive practices, striving to create an environment where every student, regardless of ability, feels a strong sense of belonging. Under the law, the term "disability" includes individuals with a physical or mental impairment that substantially limits a major life activity, those with a record of such an impairment, or those regarded as having such an impairment. The District is committed to providing all students with disabilities full access to programs and activities, ensuring a learning environment free from harassment and discrimination. This commitment aligns with federal

and state laws, including the Individuals with Disabilities Education Act (IDEIA), Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act.

To assist families in navigating the IEP process, the Pennsylvania Training and Technical Assistance Network (PaTTAN) has developed a series of helpful flowcharts. These flowcharts are linked below:

- [Special Education Evaluation Process](#) - There are two flowcharts: one describes the evaluation process that is initiated by a parent/guardian; one describes the evaluation process that is initiated by a district.
- [Special Education Reevaluation Process](#) - There are two flowcharts: one describes the reevaluation process that is initiated by a parent/guardian; one describes the reevaluation process that is initiated by a district.

The rest of this document offers valuable information about processes and topics related to special education and Pupil Services. This guide will be reviewed and updated at least once a year and is available in a printed version upon request from the Office of Special Education and Pupil Services.

As you explore this family guide, we encourage you to reach out with any questions. We are here to support you!

Important Information, Processes, and Topics

IDEA AND CHAPTER 14

[Chapter 14](#) of Pennsylvania's education regulations aligns with the federal Individuals with Disabilities Education Act (IDEA), guaranteeing two essential rights for eligible students with disabilities:

- The Right to a Free Appropriate Public Education (FAPE): Ensures that educational services are tailored to meet the unique needs of each student at no cost to families.
- The Right to Education in the Least Restrictive Environment (LRE): Mandates that students with disabilities are educated alongside their non-disabled peers to the greatest extent possible.

Initially enacted in 1997, IDEA was reauthorized as the Individuals with Disabilities Education Improvement Act (IDEIA) in 2004. These amendments introduced substantial changes, refining how public schools:

- Refer students for special education evaluations,
- Identify and classify disabilities,
- Provide specialized services and supports, and
- Address student behavior and discipline.

IDEA incorporates key provisions from the Every Student Succeeds Act (ESSA), reinforcing accountability for schools serving students with disabilities. By ensuring access to the general education curriculum, it underscores the commitment to inclusivity, equitable educational opportunities, and the academic success of all students, regardless of ability.

Chapter 14 further enhances these protections by specifying Pennsylvania's procedures for implementing these federal mandates, providing clarity and additional support to schools and families navigating special education services.

MULTI TIERED SYSTEM OF SUPPORTS

The Central Bucks School District's Multi-Tiered System of Supports (MTSS) offer school-based support for students facing a range of challenges. These teams work closely with teachers and families to identify and implement targeted interventions designed to address the unique needs of each student.

The primary objective of MTSS meetings is to collaboratively create tailored strategies that promote student success within the general education environment. Achieving growth and positive outcomes is made possible through consistent teamwork and a strong partnership among families, students, and staff.

CHILD FIND AND EARLY INTERVENTION TRANSITION

Child Find is the initial step in the special education evaluation process, requiring Local Educational Agencies (LEAs) to locate, identify, and evaluate all children within their jurisdiction who may benefit from and are eligible for special education services, ensuring they receive the necessary support. The District communicates information about special education through its website, brochures, posters provided by the Bucks County Intermediate Unit (BCIU), and public notices published in local newspapers by the BCIU.

As part of its Child Find obligations, the District's [Early Intervention](#) Transition Team evaluates the educational needs of students transitioning from early intervention programs and collaborates with local preschools to address the needs of incoming students. Within District schools, each Multi-Tiered System of Support (MTSS) monitors students' educational progress, focusing on providing increasing levels of general education support based on data-driven needs.

When data suggests the potential need for additional services or support, parents/guardians are asked to provide signed informed consent to initiate an evaluation for special education eligibility. Parents/guardians can also request evaluations directly by submitting a written request to a member of the school's professional staff. Once consent is provided, evaluations are completed within 60 calendar days (excluding summer) by a multidisciplinary team tailored to the student's areas of concern.

The District also fulfills Child Find responsibilities for students residing within its boundaries but attending non-public schools. This process begins when a parent/guardian registers the child with the District and requests an evaluation. A District representative contacts the parent/guardian to conduct an interview, define the evaluation scope, and obtain signed informed consent. The evaluation, completed within 60 calendar days, includes observations at the child's current school, professional interviews, a record review, and testing in relevant areas.

If a child is found eligible for special education services, an Individualized Education Program (IEP) is developed collaboratively by the IEP team, including the parent/guardian. A Notice of Recommended Educational Placement (NOREP) is then issued to ensure the child receives a Free Appropriate Public Education (FAPE).

EVALUATIONS

Special Education supports and services are available to eligible students attending Central Bucks School District. [Eligibility for special education supports and services](#) is determined by a multidisciplinary team that includes the student's parent(s)/guardian(s) and the student, if appropriate, following receipt of signed permission to evaluate from the student's parent(s)/guardian(s).

When a student is determined eligible for Special Education services, the IEP team will assess the need for specially designed instruction and develop an Individualized Education Program (IEP) tailored to the student's unique needs. The student's parent(s)/guardian(s) will then receive a Notice of Recommended Educational Placement (NOREP), outlining the proposed supports and services in the least restrictive environment. Special Education services will begin only after the District receives written consent from the parent(s)/guardian(s) through an approved NOREP.

Following the implementation of the initial IEP, the IEP team meets at least annually to review the student's progress and make any necessary updates to the IEP. The District offers a wide range of Special Education supports and services based on individual needs, including but not limited to speech/language therapy, physical therapy, occupational therapy, hearing therapy, and vision therapy.

If parents/guardians choose to have their child independently evaluated, the Central Bucks School District (CBSD) will take the results of that evaluation into account when making decisions about additional supports and services for the student.

THE IEP

Overview of the IEP Process - An Individualized Education Program (IEP) is a legally mandated document that outlines a student's unique learning needs, goals, and specialized services

required to support their educational progress. The IEP is collaboratively developed by a team, including parents or guardians, educators, and specialists.

IEP Process Timeline:

Action	Timeline
Response to Evaluation Request	10 calendar days
Evaluation Completion	60 calendar days (excluding summer breaks)
IEP Meeting Post-Evaluation	30 calendar days
IEP Implementation	Immediately after signed NOREP or 10 days with implied consent. For initial services signed consent is required.
Annual Review	At least once every 12 months
Reevaluation	Every 3 years (or 2 years for intellectual disabilities)

Components of the IEP and Corresponding Documents - Each section of the IEP addresses specific aspects of the student's educational program. Below is a detailed breakdown of each component, the associated documents, the role of parents or guardians, and relevant timelines.

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

- Provides a comprehensive overview of the student's current academic abilities, social skills, behaviors, and other functional areas.
 - Key Documents: Evaluation Report (ER), Progress Monitoring Data.
 - Parent/Guardian Role: Provide insights into the child's strengths, challenges, and any concerns.
 - Timeline: The ER must be completed within 60 calendar days (excluding summer) after receiving parental consent for evaluation.

Measurable Annual Goals

- Establishes specific, measurable objectives the student is expected to achieve within a year, addressing both academic and functional needs based on the needs identified in the last evaluation.
 - Key Documents: Prior Progress Reports, Goal Sheets.
 - Parent/Guardian Role: Collaborate with the IEP team to set realistic and meaningful goals.
 - Timeline: Goals are reviewed and updated during the annual IEP meeting.

Special Education and Related Services

- Specifies the specialized instruction and services (e.g., speech therapy, occupational therapy) the student will receive to support goal attainment.
 - Key Documents: Evaluation Report (ER), Progress Monitoring Data.
 - Parent/Guardian Role: Discuss the types and extent of services.
 - Timeline: Services should commence once the NOREP is signed or 10 days with implied consent. For initial services, signed consent is required.

Supplementary Aids and Services (also known as Specially Designed Instruction SDI)

- Identifies additional supports (e.g., assistive technology, classroom accommodations, direct instruction) that facilitate the student's access to the general education curriculum.
 - Key Documents: Assistive Technology Assessments, Accommodation Plans.
 - Parent/Guardian Role: Share insights on effective supports and accommodations.
 - Timeline: or 10 days with implied consent. Services should commence once the NOREP is signed or 10 days with implied consent. For initial services, signed consent is required.

Participation in State and Local Assessments

- Details how the student will engage in standardized assessments, including any necessary accommodations or alternate assessments.
 - Key Documents: Assessment Accommodation Plans, Previous Assessment Reports, [PASA checklist](#) if appropriate.
 - Parent/Guardian Role: Discuss the appropriateness of standard assessments versus alternate assessments.

Timeline: Accommodations should be in place prior to assessment dates, as outlined in the IEP.

Transition Services (Starting at Age 14 or earlier)

- Prepares the student for post-secondary life, including higher education, employment, and independent living.
 - Key Documents: Transition Plan, Career Interest Inventories.
 - Parent/Guardian Role: Participate in planning for the child's future.
 - Timeline: Transition planning must begin by age 14 and be updated annually.

Least Restrictive Environment (LRE)

- Ensures that the student is educated alongside peers without disabilities to the greatest extent appropriate.
 - Key Documents: LRE Analysis, Classroom Observations and Data, information about direct instruction that requires an alternate setting.
 - Parent/Guardian Role: Seek clarifications about instructional methodology.

- Timeline: LRE placement is determined during the IEP meeting and reviewed annually.

Progress Monitoring and Reporting

- Tracks the student's progress toward achieving IEP goals, ensuring the services provided are effective.
 - Key Documents: Quarterly Progress Reports.
 - Parent/Guardian Role: Review progress reports and request changes if progress is insufficient.
 - Timeline: Progress reports are issued quarterly; reevaluations occur every three years (or two years for intellectual disabilities).

Parental Rights and Procedural Safeguards

Parents and guardians are vital participants in the IEP process and have specific rights under Chapter 14, including:

- Prior Written Notice (PWN): Schools must provide notice of any proposed changes to the IEP.
- Procedural Safeguards Notice: Details parents' rights, such as requesting mediation or filing a due process complaint.

Timelines Set by the Pennsylvania Department of Education (PDE)

Click [here](#) to view an annotated IEP that assists families in understanding the various components of the document. The purpose of this document is to support the participation, development, and implementation of an Individualized Education Program (IEP).

Each section of this [annotated IEP tool](#) provides questions to help guide discussion. Utilize the IEP Planning Notes column to support your planning and participation in an upcoming IEP meeting.

INCLUSIVE PRACTICES

The Central Bucks School District is dedicated to [including students](#) who require specially designed instruction within the general education environment whenever appropriate for the individual child. Across all 23 schools, students with disabilities actively participate in general education programs.

This commitment begins with the Individualized Education Program (IEP) team's careful evaluation of each student's strengths, needs, and the necessary supports for success in the general education setting. Supports may include assigning a special education teacher or specially trained instructional assistant to work with a student or group of students within general education classes. Additionally, related service providers may support students directly and collaborate with staff to enhance instructional strategies.

At the secondary level, the District employs a co-teaching model, where general and special education teachers collaborate to plan and deliver instruction within general education classrooms. This approach allows for differentiated instruction tailored to meet the diverse educational needs of all students. Co-taught classes promote increased learning opportunities and success for all students while maintaining the least restrictive environment.

TYPES OF SPECIAL EDUCATION SUPPORT

CBSD provides various special education supports, such as learning support, emotional support, autism support, and life skills support. The Central Bucks School District provides a variety of specialized supports and services for students eligible for special education, developed collaboratively through the Individualized Education Program (IEP) process. These services are tailored to each student's unique needs and include the following:

Learning Support (LS): Focuses on addressing academic needs in areas such as reading, math, and writing. Students receive instruction in the least restrictive environment, ranging from itinerant (less than 20% of the day) to full-time support (80% or more of the day).

Emotional Support (ES): Provides services to students who require assistance with managing emotions and behaviors that affect their learning. Support includes counseling, behavioral interventions, and strategies to enhance emotional regulation.

Autistic Support (AS): Tailored for students with Autism Spectrum Disorders, focusing on communication, social skills, and behavioral needs. Services include speech therapy, occupational therapy, and social skills training.

Life Skills Support (LSS): Designed for students requiring instruction in daily living and vocational skills. Programs emphasize independence, self-care, and community integration.

Multiple Disabilities Support (MDS): Addresses the needs of students with significant impairments in multiple areas. Services include individualized instruction, assistive technology, and related therapies.

Physical Support: For students with physical disabilities requiring accommodations or modifications for accessibility, including adaptive equipment and physical therapy.

Sensory Support: Includes Hearing Support for students with hearing impairments and Vision Support for those with visual impairments. These services help students access the curriculum through specialized instruction and technology.

Speech and Language Support: Provides intervention for students with communication challenges, focusing on articulation, language development, and pragmatic skills. These specialized supports and services reflect the District's commitment to meeting the diverse needs of all students while promoting success in the least restrictive environment.

ASSISTIVE TECHNOLOGY

[Assistive technology](#) (AT) is any item, piece of equipment, software program, or product system used to increase, maintain, or improve the functional capabilities of persons with disabilities. The use of AT is based on a student's specific needs.

Students' AT needs are discussed and determined as part of the IEP team process.

TRANSPORTATION

CBSD provides daily [transportation](#) for more than 9000 students, both to our schools and non-public schools. If students require specialized transportation or accommodations for transportation, that information will be discussed through the IEP process.

BEHAVIOR

Challenging behaviors and intense emotional responses can significantly impact children, adolescents, and their families. According to the Pennsylvania Department of Education, an

estimated 30% of school-aged children experience a behavioral, mental, or developmental condition each year.

CBSD will review the [behavior support policy](#) in the fall of 2025; revisions will be discussed during policy committee meetings and shared with the community. This [helpful resource](#) can assist parents/guardians in understanding students' behavior and how to support them.

EXTENDED SCHOOL YEAR (ESY)

The District offers [ESY programs](#) and services to meet the needs of eligible students during the summer months. Specific services provided are based on a careful review of data by the IEP team, which takes into consideration the individual needs of a student and eligibility for ESY. Not all students with IEPs qualify for ESY.

TRANSITION SERVICES

The Central Bucks School District has an extensive array of [transition services](#) that prepare all students for post-secondary success. Exploration of post-secondary options begins by age 14 and continues through graduation. Students' interests and aptitudes are assessed, and they have opportunities to visit representative colleges, universities, and trade schools.

In addition to two Supervisors of Special Education supporting transition, a transition coordinator the District has four full-time job coaches, work-based learning, who support students with disabilities to access community-based work experiences and training. The community-based work experiences are typically local.

The Central Bucks School District offers a comprehensive **Transition to Adult Program** to support students with special needs as they move from high school to adulthood. ☐his program encompasses four key initiatives:

- **STEP (Student Transitional Education Program):** Focuses on developing life skills and vocational training to prepare students for independent living and employment opportunities.
- **GAPP (Growth And Potential Program):** Provides a blend of academic instruction and practical experiences, emphasizing functional academics and daily living skills.

- **TOPPS (Transition Opportunities for Post-Secondary Success):** Offers individualized support for students pursuing post-secondary education or vocational training, including job placement assistance and community integration.
- **Connections:** Facilitates social and community engagement, helping students build relationships and access resources that promote successful adult living.

These programs are designed to address each student's unique needs, fostering independence and ensuring a smooth transition into adult life.

INSTRUCTION UNTIL AGE 22

On August 30, 2023, the Pennsylvania Department of Education (PDE) announced an important policy change affecting students receiving special education services.

Under this new policy, eligible students covered by the federal Individuals with Disabilities Education Act (IDEA) may now access a Free and Appropriate Public Education (FAPE) until their 22nd birthday, extending the availability of educational services to support their needs. Information about this new policy can be found by clicking the PDE website links below:

- [IDEA B Policies and Procedure \(Revised August 31, 2023\)](#)
- [Age of Eligibility FAQs](#)
- [Letter to Families, English and Spanish](#)

The issue of educating students until they turn 22 is in question and will be decided through Pennsylvania's courts and/or via legislative authority. In the meantime, CBSD is continuing to educate qualifying students until they turn 22 years of age.

PRIOR WRITTEN NOTICE/NOTICE OF RECOMMENDED EDUCATIONAL PLACEMENT

Prior Written Notice (PWN) / Notice of Recommended Educational Placement (NOREP) - The Prior Written Notice (PWN) and Notice of Recommended Educational Placement (NOREP) are essential components of the special education process, ensuring parents/guardians are informed of significant decisions regarding their child's educational program.

The PWN is provided whenever the District proposes or refuses to initiate, change, or discontinue the identification, evaluation, or educational placement of a student, or the provision of a Free Appropriate Public Education (FAPE). It includes detailed explanations of the proposed or refused actions, the reasons behind these decisions, and the data supporting them, promoting transparency and understanding for parents/guardians.

The NOREP is issued after the IEP team develops a plan for the student, detailing the proposed educational placement and services. Parents/guardians must provide written consent for initial placements or significant changes to the student's program before implementation.

After the initial consent, if the parent/guardian does not sign or return the NOREP within 10 calendar days, the proposed IEP is automatically implemented. This ensures timely support for the student while providing families with an opportunity to raise concerns or request changes during the review period.

Both the PWN and NOREP serve to protect the rights of students and families, fostering collaboration and clarity throughout the special education process. Parents/guardians are encouraged to carefully review these documents and reach out to the District with any questions or concerns.

PROCEDURAL SAFEGUARDS NOTICE

The [Procedural Safeguards Notice](#) describes the rights of a parent of a child with a disability and the procedures that safeguard those rights under state and federal special education law, including the Individuals with Disabilities Education Act, commonly referred to as "IDEA 2004". These laws and regulations require schools to provide a free appropriate public education (FAPE) to all students with disabilities who are in need of special education.

A Free Appropriate Public Education (FAPE) ensures that special education and related services are provided at no cost to families, tailored to meet the unique educational needs of each child, and delivered in alignment with their Individualized Education Program (IEP).

It is important to note that the Procedural Safeguards Notice, developed by the Pennsylvania Department of Education (PDE), is standardized and used consistently throughout the state.

SPECIAL EDUCATION PLAN

Every three years, the Pennsylvania Department of Education (PDE) requires districts to complete a special education plan. PDE mandates the format of the plan, and districts are not able to make the document more “family-friendly.”

PDE views this as a compliance document, and the sections throughout the plan are mandated under state law. [Click here](#) for the Pennsylvania Department of Education (PDE) approved Special Education Plan for 2022-2025.

504 SERVICE AGREEMENTS

The District complies with the Americans with Disabilities Amendment Act (ADAA) to ensure that students with disabilities have equitable access to educational programs and opportunities, comparable to their nondisabled peers. A school team, in collaboration with the parent/guardian, reviews the student’s disability and determines the necessary services, aids, and accommodations. Based on this review, a [504 Service Agreement](#) is developed to support the student’s individual needs.

The student’s eligibility and required accommodations are reviewed annually with the parent/guardian to ensure the agreement remains appropriate and effective. Parental consent is required before implementing the Service Agreement, ensuring a collaborative approach to supporting the student’s educational success.

GIFTED EDUCATION

In Pennsylvania, 'intellectually [gifted](#)' is defined as outstanding intellectual and creative ability, the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program.

The term 'intellectually gifted' includes someone with an IQ of 130 or higher or someone who meets multiple criteria indicating gifted ability. Pennsylvania provides a great deal of information about [gifted education](#).

FAMILY EDUCATION RIGHTS PROTECTION ACT (FERPA)

The [Family Educational Rights and Privacy Act](#) (FERPA) affords parents/guardians and students over 18 years of age (“eligible students”) certain rights to the student’s education records.

UNIFIED SPORTS

In the Central Bucks School District, Unified Sports and collaborative electives provide an inclusive platform for students to come together through shared activities in art, music, physical education (PE), and family and consumer sciences (FCS). This initiative fosters social inclusion by integrating students with and without intellectual disabilities in both academic and athletic settings, promoting friendship, understanding, and teamwork.

Team sports, inspired by [Special Olympics Unified Sports](#)[®], unite participants of similar age and ability, creating enjoyable practices and engaging games. By breaking down stereotypes and building community, Unified Sports contribute to a more accepting school culture. This approach aligns with the national movement of Unified Champion Schools, which integrates inclusive practices across the U.S., impacting millions of students and creating a more inclusive and supportive environment for all.

EXTRACURRICULAR & CO-CURRICULAR OPPORTUNITIES

The District is committed to ensuring that all students have the opportunity to participate in extracurricular and co-curricular activities. This commitment aligns with Chapter 15 of the Pennsylvania School Code and Section 504 of the Rehabilitation Act of 1973, which mandate the provision of related aids, services, and accommodations to enable qualified students with disabilities to engage in and benefit from these activities to the fullest extent of their abilities.

As part of the District’s Strategic Plan and within budgetary constraints, the Board supports a comprehensive athletic program aimed at fostering the development of gross- and fine-motor skills, sportsmanship, and teamwork among secondary students of all ability levels. These opportunities extend beyond the educational curriculum to include a wide range of team-oriented and individual athletic activities. In addition to physical education as a required subject, the District offers ongoing access to extracurricular athletic programs to promote inclusive participation and personal growth.

CLINICAL SERVICES AND STAFF

The District has [clinical staff](#) such as psychologists and school counselors in each school to address students' educational and behavioral needs. Additionally, there are nine social workers in the District to support students in school and to assist families in accessing community-based services.

A student's school counselor is their first line of contact for help with academic advising, personal or crisis support, and college or career planning. In addition to our school counselors, these members of the Pupil Services team provide essential support:

- Psychologist - assists with targeted assessments for learning or other needs, as well as providing psychological counseling and support for students.
- Social worker - supports students as needed at home or by finding other resources.

CRISIS RESPONSE TEAM

District staff members are trained to address atypical events and support students and staff during emergency situations. Crisis response teams, composed of professionals such as school psychologists, counselors, social workers, nurses, and administrators, are available throughout the District. The composition of these teams varies depending on the specific needs of the situation.

In addition to managing immediate crises, team members provide ongoing support and counseling to students, families, and staff as needed. The Pupil Services Department oversees and coordinates the Crisis Response Team, working closely with school staff and other District personnel to ensure an effective and comprehensive response.

[PREPaRE School Crisis Prevention and Intervention Curriculum](#) was developed by the National Association of School Psychologists (NASP). PREPaRE is an evidence-based model utilized within CBSD to enhance school safety and crisis management prevention and response. Crisis response team members at each school and the district level are trained in the PREPaRE model, as we recognize that good crisis planning and preparation can help mitigate the traumatic impact of a crisis.

HEALTH AND WELLNESS INFORMATION

Health Services are provided across the District's 23 schools to support student health, learning, and overall academic achievement. The Health Services team consists of certified school nurses, staff nurses, certified nursing assistants, and consulting professionals, including a dentist and a physician. School nurses play a critical role in promoting health, reducing risks, and planning comprehensive healthcare programs in partnership with families and medical professionals.

Direct services offered to students include nursing assessments, nursing diagnosis, and treatment; physical and dental assessments; state-mandated health screenings; management of acute and chronic diseases; monitoring immunization compliance; administering medications and skilled nursing procedures; and creating Individualized Health Care Plans and Section 504 plans for students requiring specialized medical support. The health services team also provides culturally competent health education, counseling, and risk-reduction strategies to promote healthy living.

School nurses are actively involved in disease and injury prevention, working within state and local health board guidelines and CDC Healthy People 2030 objectives. They also facilitate the CBSD Wellness Council, advancing health initiatives throughout the District.

Beyond direct care, school nurses coordinate a continuum of healthcare programs in collaboration with families, schools, and the community. They participate in school-based teams such as the Student Assistance Program, achievement teams, IEP teams, 504 plans teams, crisis intervention teams, and other collaborative groups. Nurses also lead staff development and student education programs on various health-related topics, contributing to a healthier, more informed school community.

SOCIAL WORK

The Central Bucks School District recognizes that regular school attendance is crucial for student achievement and overall well-being. To support attendance and ensure compliance with state requirements, the District utilizes a Social Workers (SSW). The SSW collaborates with students and families to address attendance concerns, develop and implement support strategies, and connect families with community resources.

In addition to attendance support, the SSW plays a vital role in various areas, serving as the District's child abuse and neglect reporter to the Bucks County Office of Children & Youth, the homeless liaison, the residency investigator, and the liaison for the cultural exchange program.

These responsibilities further support the well-being and success of students and families within the District.

HOMEBOUND INSTRUCTION

The Central Bucks School District offers homebound instruction for students who are unable to attend school for more than ten days due to a temporary mental or physical illness, another urgent reason, or confinement in a detention home.

Homebound instruction is delivered by a certified teacher for up to five hours per week for a maximum of three months unless extended approval is granted by the Pennsylvania Department of Education. To initiate homebound instruction, parents must submit a written request to the District along with documentation from the student's treating physician confirming that the student cannot attend school due to a specified temporary condition. The necessary forms for this process are available at the student's school.

HOMELESS YOUTH (MCKINNEY-VENTO ACT)

The [McKinney-Vento Homeless Education Assistance Improvements Act](#) and Pennsylvania's Education for Children and Youth Experiencing Homelessness (Pennsylvania ECYEH) Program were established to ensure that homeless youth have access to a free and appropriate public education while removing barriers that homeless children face.

INSPECTION OF STUDENT RECORDS

The Central Bucks School District (CBSD) adheres to the Family Educational Rights and Privacy Act of 1974 (FERPA), the confidentiality provisions of the Individuals with Disabilities Education Act (IDEA), and the Pennsylvania State Board of Education Regulations and Standards (22 Pa. Code Chapters 14 and 342). In compliance with these regulations, the District ensures the following:

Access to Records:

- Parents of a student or eligible students (those who are 18 years of age or attending post-secondary education) who are or have been enrolled in CBSD may inspect and review the student's educational records. An appointment must be made with:

- The building principal for education records of currently enrolled students and for records maintained for five years post-enrollment.
- The Director of Pupil Services and Special Education for all other education records.

Timely Compliance with Requests:

- The District will respond to requests to inspect records within:
 - Forty-five days for Regular Education records.
 - Thirty days and prior to an IEP conference or hearing for records related to Special Education identification, evaluation, or placement.

Right to File Complaints:

- Parents or eligible students may file complaints regarding alleged non-compliance with FERPA, IDEA, or Pennsylvania State Board of Education regulations, as well as CBSD Board Policy for Student Records.

Policy Information:

- Copies of the CBSD policy on student records are available through the Department of Pupil Services at 16 Welden Drive, Doylestown, PA 18901

GLOSSARY OF TERMS

- FAPE: Free Appropriate Public Education – Educational services tailored to individual student needs, provided at no cost to families.
- IEP: Individualized Education Program – A plan developed for students with disabilities to ensure they receive tailored education and services.
- LRE: Least Restrictive Environment – The educational setting that allows a student with disabilities to learn alongside peers to the greatest extent possible.
- NOREP: Notice of Recommended Educational Placement – A document summarizing the agreed-upon educational placement and services.
- AT: Assistive Technology – Tools or devices used to support the functional capabilities of individuals with disabilities.

- ESY: Extended School Year – Additional educational services provided beyond the regular school year for eligible students.
- IDEA: Individuals with Disabilities Education Act – A federal law ensuring services for students with disabilities.
- FERPA: Family Educational Rights and Privacy Act – A federal law protecting the privacy of student education records.
- 504 Plan: A plan developed under Section 504 of the Rehabilitation Act of 1973 to ensure students with disabilities have access to education and accommodations.

SPECIAL EDUCATION ABCs

Provided by PaTTAN, [this document](#) contains several helpful acronyms for parents/guardians to reference. Special education terminology can be overwhelming; however, this resource aims to help parents/guardians develop an understanding of special education language.

SPECIAL EDUCATION LANGUAGE

Provided by PaTTAN, this [glossary of special education language and terms](#) provides families with an understanding of the terminology used in special education.