



Central Bucks School District

**District Level Plan**

07/01/2016 - 06/30/2019

David Weitzel, Ed. D., Superintendent

Scott A. Berger

David. A. Bolton, Ed. D.

Comprehensive Planning Committee Co-Chairmen

# District Profile

---

## Demographics

20 Welden Drive  
Doylestown, PA 18901  
(267)893-2000  
Superintendent: David Weitzel, Ed. D.  
Director of Special Education: Mary Kay Speese

## Planning Process

### Planning Process

The Central Bucks School District's Comprehensive Plan is a living document that provides the direction a large educational organization needs to stay focused on its primary purposes of teaching and learning. The goals, objectives, strategies, and action steps of the district over the past 20 years have been aligned with best instructional practices. Curriculum documents and courses of study reflect the instructional priorities of each Strategic and Comprehensive Plan. Professional development, instructional resources, and updated assessments support each subject at each organizational level. We are proud of the achievement of our students, the quality of our teachers and staff, and our strong relationship with our community.

In December of 2014, the district began the formal planning process for the 2016-2019 Comprehensive Plan. Over three months, two district co-coordinators met with representatives from the Intermediate Unit, central administration, special education supervisors, and curriculum supervisors to review the current Comprehensive Plan and discuss the process for developing the new plan.

Since the Special Education portion of the Comprehensive Plan had an earlier date for submission, the Director of Special Education worked with a committee of parents, teachers, and administrators in early 2015 to finalize that portion of the plan. The Special Education Plan was reviewed at the March, 2015 School Board Curriculum Committee and Administrative Council Meetings. It was then posted for public review in April, approved by the School Board and submitted in May, and approved by the Pennsylvania Department of Education in early July, 2015.

The goals and strategies for the remainder of the Plan were formulated in April, 2015 through the feedback of students, parents, teachers, educational specialists, administrators, School Board members, community members, and an Intermediate Unit representative. This team of 43 stakeholders set the direction by determining two main goal areas, each with two strategies and multiple action steps. This group reviewed and provided input for the Plan again in May and September, 2015.

The Comprehensive Plan was reviewed at the School Board Curriculum Committee in September, 2015 and for the entire Board and community in October, 2015. The document was posted on the district website and the district's Facebook page. The School Board approved the Plan in November, 2015, and it was submitted to the Pennsylvania Department of Education for approval at that time.

## **Mission Statement**

Central Bucks schools will provide all students with the academic and problem-solving skills essential for personal development, responsible citizenship, and life-long learning.

To this end, Central Bucks expects students to acquire and demonstrate a broad base of knowledge and skills as a foundation for continued learning so that they will become:

- Complex thinkers, who can reason, reflect, make decisions, and solve problems, supporting and defending their solutions.
- Self-directed resilient learners who can set and prioritize goals, monitor and evaluate progress, use information resources and emerging technologies, and adapt to change.
- Effective and creative communicators who use a variety of skills to express concepts and ideas.
- Informed and responsible citizens who contribute to their community, their country, and their world.
- Collaborative workers who can demonstrate cooperation and leadership within groups to accomplish a common goal.
- Quality producers whose work reflects high standards, originality, and unique abilities.

## **Vision Statement**

Excellence: Committed to It...Dedicated to It.

## **Shared Values**

We believe that the Central Bucks School Community:

- Provides a rigorous, relevant, and efficient educational program for all students delivered by highly qualified and caring staff.
- Respects the uniqueness of each child, develops a sense of belonging, and fosters understanding, tolerance, and life-long learning.
- Creates and maintains a safe, respectful, and nurturing learning environment.
- Encourages a supportive and receptive relationship with the greater community.

- Provides for continuous school improvement through shared decision-making and ongoing staff development.

## Educational Community

Central Bucks is a suburban school district located in the heart of Bucks County, with administrative offices in Doylestown. The district includes nine municipalities: the Boroughs of Chalfont, Doylestown, and New Britain; and the Townships of Buckingham, Doylestown, New Britain, Plumstead, Warrington, and Warwick. Central Bucks has an area of 122 square miles and a population of over 102,000. The district has fifteen elementary schools, Grades K-6; five middle schools, Grades 7-9; and three high schools, Grades 10-12. Central Bucks School District has a budget of \$311,494,712 with a per-pupil cost of \$16,317 per year. The real estate millage is 124.1 mills and there is a 1% earned income tax, shared equally with municipalities.

Doylestown is the county seat for Bucks County; therefore many people are employed in legal, judicial and county government positions. We have a large community hospital in the town employing many residents and the school district is also a large employer of community members. The pharmaceutical industry has a big presence in our area with Merck, Johnson & Johnson, Teva, SKG, and Sanofi; all within commuting distance, all employing members of this community.

Doylestown and the surrounding communities are very active. There are innumerable opportunities for our students to do charitable volunteer work with various organizations. Our students are offered curriculum in the arts within the district and are also exposed to many cultural opportunities through our area museums, theater and dance companies, music venues, etc. Being two hours from New York City and one hour from Philadelphia also affords our students an array of additional opportunities.

## Planning Committee

Name	Role
Mary Eileen Baltes	Parent : Special Education
Todd Bauer	Building Principal : Professional Education
Andrea Bellavance	Middle School Teacher - Regular Education : Professional Education
Paul Beltz	Administrator : Professional Education Special Education
Scott Berger	Student Curriculum Director/Specialist : Professional Education
Christie Besack	High School Teacher - Regular Education : Professional Education
Mira Bhut	Student : Professional Education
David Bolton	Administrator : Professional Education
Laurie Brown	Elementary School Teacher - Regular Education : Professional Education
Kimberly Cambra	Community Representative : Professional Education
Kelly Carter	Building Principal : Professional Education
Brian Caughie	Building Principal : Professional Education
Alicen Cervellero	Special Education Director/Specialist : Special Education
Kimberly Cole	Middle School Teacher - Special Education : Special Education
Stephen Corr	Board Member : Professional Education
Suzanne Dailey	Instructional Coach/Mentor Librarian : Professional Education
Donna Dome	Building Principal : Professional Education
Laura E'Nama	Student Curriculum Director/Specialist : Professional Education
Nadine Garvin	Building Principal : Professional Education Special Education
Bruce Good	Middle School Teacher - Regular Education : Professional Education
Stacey Hilman	Parent : Special Education
Anahita Iyer	Student : Professional Education
Jason Jaffe	Ed Specialist - Instructional Technology : Professional Education

Name	Role
Uhuru Kamau	Student : Professional Education
Cheryl Kensil	Parent : Special Education
Ruth Kistner	Elementary School Teacher - Special Education : Special Education
Janet Kueny	Middle School Teacher - Special Education : Special Education
Ann Kuntzmann	Ed Specialist - School Counselor : Professional Education
Naline Lai	Business Representative : Professional Education
Jan Ledwith	Elementary School Teacher - Regular Education : Professional Education
Kevin Marton	Building Principal : Professional Education
Rachel Mauer	Community Representative : Professional Education
Jay Moskowitz	Special Education Director/Specialist : Special Education
Kevin Oates	Parent : Professional Education
Meredith Penner	Special Education Director/Specialist : Special Education
JoAnn Perotti- External Facilitator/Bucks County Intermediate Unit	Intermediate Unit Staff Member : Professional Education
Dustin Polis	Ed Specialist - School Psychologist : Special Education
Luther Reed	Elementary School Teacher - Special Education : Professional Education
Mary Renner	Special Education Director/Specialist : Professional Education Special Education
Walt Sandstrom	Ed Specialist - School Counselor : Professional 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
Bill Senavaitis	Middle School Teacher - Regular Education : Professional Education
Ed Sherretta	Instructional Technology Director/Specialist : Professional Education

Name	Role
Judy Siegle	Elementary School Teacher - Regular Education : Professional Education
Corinne Sikora	Instructional Coach/Mentor Librarian : Professional Education
Nancy Silvious	Administrator : Professional Education
Mary Kay Speese	Special Education Director/Specialist : Special Education
Melanie Sullivan	Parent : Professional Education
Tyler Tomlinson	Board Member : Professional Education
Anthony Tosti	Business Representative : Professional Education
Norma Twyman	Parent : Professional Education
Alyssa Walloff	Student Curriculum Director/Specialist : Professional Education Special Education
Meg Walsh	Parent : Professional Education
Brian Weaver	High School Teacher - Regular Education : Professional Education
David Weitzel	Administrator : Professional Education
Jerel Wohl	Board Member : Professional Education

# Core Foundations

---

## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Developing	Developing
Early Childhood Education: Infant-Toddler to Second Grade	Developing	Developing
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing



Explanation for standard areas checked "Needs Improvement" or "Non Existent":

N/A

#### Elementary Education-Intermediate Level

<b>Standards</b>	<b>Mapping</b>	<b>Alignment</b>
<b>Arts and Humanities</b>	Accomplished	Accomplished
<b>Career Education and Work</b>	Accomplished	Accomplished
<b>Civics and Government</b>	Accomplished	Accomplished
<b>PA Core Standards: English Language Arts</b>	Accomplished	Accomplished
<b>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</b>	Accomplished	Accomplished
<b>PA Core Standards: Mathematics</b>	Accomplished	Accomplished
<b>Economics</b>	Accomplished	Accomplished
<b>Environment and Ecology</b>	Accomplished	Accomplished
<b>Family and Consumer Sciences</b>	Accomplished	Accomplished
<b>Geography</b>	Accomplished	Accomplished
<b>Health, Safety and Physical Education</b>	Accomplished	Accomplished
<b>History</b>	Accomplished	Accomplished
<b>Science and Technology and Engineering Education</b>	Accomplished	Accomplished
<b>Alternate Academic Content Standards for Math</b>	Accomplished	Accomplished
<b>Alternate Academic Content Standards for Reading</b>	Accomplished	Accomplished
<b>American School Counselor Association for Students</b>	Developing	Developing
<b>English Language Proficiency</b>	Developing	Developing
<b>Interpersonal Skills</b>	Developing	Developing
<b>School Climate</b>	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

N/A

**Middle Level**

<b>Standards</b>	<b>Mapping</b>	<b>Alignment</b>
<b>Arts and Humanities</b>	Accomplished	Accomplished
<b>Career Education and Work</b>	Accomplished	Accomplished
<b>Civics and Government</b>	Accomplished	Accomplished
<b>PA Core Standards: English Language Arts</b>	Accomplished	Accomplished
<b>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</b>	Accomplished	Accomplished
<b>PA Core Standards: Mathematics</b>	Accomplished	Accomplished
<b>Economics</b>	Accomplished	Accomplished
<b>Environment and Ecology</b>	Accomplished	Accomplished
<b>Family and Consumer Sciences</b>	Accomplished	Accomplished
<b>Geography</b>	Accomplished	Accomplished
<b>Health, Safety and Physical Education</b>	Accomplished	Accomplished
<b>History</b>	Accomplished	Accomplished
<b>Science and Technology and Engineering Education</b>	Accomplished	Accomplished
<b>Alternate Academic Content Standards for Math</b>	Accomplished	Accomplished
<b>Alternate Academic Content Standards for Reading</b>	Accomplished	Accomplished
<b>American School Counselor Association for Students</b>	Developing	Developing
<b>English Language Proficiency</b>	Developing	Developing
<b>Interpersonal Skills</b>	Developing	Developing
<b>School Climate</b>	Developing	Developing
<b>World Language</b>	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

N/A

**High School Level**

<b>Standards</b>	<b>Mapping</b>	<b>Alignment</b>
<b>Arts and Humanities</b>	Accomplished	Accomplished
<b>Career Education and Work</b>	Accomplished	Accomplished
<b>Civics and Government</b>	Accomplished	Accomplished
<b>PA Core Standards: English Language Arts</b>	Accomplished	Accomplished
<b>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</b>	Accomplished	Accomplished
<b>PA Core Standards: Mathematics</b>	Accomplished	Accomplished
<b>Economics</b>	Accomplished	Accomplished
<b>Environment and Ecology</b>	Accomplished	Accomplished
<b>Family and Consumer Sciences</b>	Accomplished	Accomplished
<b>Geography</b>	Accomplished	Accomplished
<b>Health, Safety and Physical Education</b>	Accomplished	Accomplished
<b>History</b>	Accomplished	Accomplished
<b>Science and Technology and Engineering Education</b>	Accomplished	Accomplished
<b>Alternate Academic Content Standards for Math</b>	Accomplished	Accomplished
<b>Alternate Academic Content Standards for Reading</b>	Accomplished	Accomplished
<b>American School Counselor Association for Students</b>	Developing	Developing
<b>English Language Proficiency</b>	Developing	Developing
<b>Interpersonal Skills</b>	Developing	Developing
<b>School Climate</b>	Developing	Developing
<b>World Language</b>	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

N/A

## *Adaptations*

### **Elementary Education-Primary Level**

*No standards have been identified for this content area.*

### **Elementary Education-Intermediate Level**

*No standards have been identified for this content area.*

### **Middle Level**

*No standards have been identified for this content area.*

### **High School Level**

*No standards have been identified for this content area.*

Explanation for any standards checked:

N/A

## **Curriculum**

### *Planned Instruction*

#### **Elementary Education-Primary Level**

<b>Curriculum Characteristics</b>	<b>Status</b>
<b>Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.</b>	Accomplished
<b>Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.</b>	Accomplished
<b>The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.</b>	Accomplished
<b>Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.</b>	Accomplished

Processes used to ensure Accomplishment:

- District curriculum committees, using *UbD* model, write courses of study for each content area that align curriculum, instruction, and assessment with academic standards.
- Courses of study include the above-mentioned curriculum characteristics.

- Staff development facilitators, curriculum coordinators, building administrators, and mentors review courses of study with new teachers.
- Curriculum objectives are aligned to the Pennsylvania Core Standards.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

#### Elementary Education-Intermediate Level

Curriculum Characteristics	Status
<b>Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.</b>	Accomplished
<b>Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.</b>	Accomplished
<b>The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.</b>	Accomplished
<b>Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.</b>	Accomplished

Processes used to ensure Accomplishment:

- District curriculum committees, using *UbD* model, write courses of study for each content area that align curriculum, instruction, and assessment with academic standards.
- Courses of study include the above-mentioned curriculum characteristics.
- Staff development facilitators, curriculum coordinators, building administrators, and mentors review courses of study with new teachers.
- Curriculum objectives are aligned to the Pennsylvania Core Standards.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

**Middle Level**

<b>Curriculum Characteristics</b>	<b>Status</b>
<b>Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.</b>	Accomplished
<b>Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.</b>	Accomplished
<b>The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.</b>	Accomplished
<b>Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.</b>	Accomplished

Processes used to ensure Accomplishment:

- District-adopted courses of study that include district core assessments, final exams, and instructional practices.
- District and building level committees analyze district final exam and core assessment data annually.
- Staff development facilitators, curriculum coordinators, building administrators, and mentors review courses of study with new teachers.
- Curriculum objectives are aligned to the Pennsylvania Core Standards.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

**High School Level**

<b>Curriculum Characteristics</b>	<b>Status</b>
<b>Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.</b>	Accomplished
<b>Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.</b>	Accomplished
<b>The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.</b>	Accomplished
<b>Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.</b>	Accomplished

Processes used to ensure Accomplishment:

- District- adopted courses of study that include district core assessments, final exams, and instructional practices.
- District and building level committees analyze district final exam and core assessment data annually.
- Staff development facilitators, curriculum coordinators, building administrators, and mentors review courses of study with new teachers.
- Curriculum objectives are aligned to the Pennsylvania Core Standards.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

### ***Modification and Accommodations***

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

- Courses of study contain activities and examples of modifications and accommodations.

- Differentiated instruction, assessment, and content are included in the courses of study to meet the needs of all students.

## Instruction

### *Instructional Strategies*

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

#### **Regular Lesson Plan Review**

- Administrators
- Building Supervisors
- Department Supervisors
- Instructional Coaches

Provide brief explanation of LEA's process for incorporating selected strategies.

- District and building administrators routinely observe teachers with a focus on planning and preparation, classroom environment, instruction, assessment, and professional responsibilities.
- All administrators and teachers have received professional development on the *Framework for Teaching* rubric.
- Staff development facilitators are peer coaches in the area of 21st century teaching and learning, technology and best instructional practices.
- In addition, mentors serve as peer coaches for their colleagues.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

N/A



### *Responsiveness to Student Needs*

#### Elementary Education-Primary Level

<b>Instructional Practices</b>	<b>Status</b>
<b>Structured grouping practices are used to meet student needs.</b>	Full Implementation
<b>Flexible instructional time or other schedule-related practices are used to meet student needs.</b>	Full Implementation
<b>Differentiated instruction is used to meet student needs.</b>	Full Implementation
<b>A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.</b>	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

N/A

#### Elementary Education-Intermediate Level

<b>Instructional Practices</b>	<b>Status</b>
<b>Structured grouping practices are used to meet student needs.</b>	Full Implementation
<b>Flexible instructional time or other schedule-related practices are used to meet student needs.</b>	Full Implementation
<b>Differentiated instruction is used to meet student needs.</b>	Full Implementation
<b>A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.</b>	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

N/A

**Middle Level**

<b>Instructional Practices</b>	<b>Status</b>
<b>Structured grouping practices are used to meet student needs.</b>	Full Implementation
<b>Flexible instructional time or other schedule-related practices are used to meet student needs.</b>	Full Implementation
<b>Differentiated instruction is used to meet student needs.</b>	Full Implementation
<b>A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.</b>	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

N/A

**High School Level**

<b>Instructional Practices</b>	<b>Status</b>
<b>Structured grouping practices are used to meet student needs.</b>	Full Implementation
<b>Flexible instructional time or other schedule-related practices are used to meet student needs.</b>	Full Implementation
<b>Differentiated instruction is used to meet student needs.</b>	Full Implementation
<b>A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.</b>	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

N/A

## Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

- The district has a rigorous and systematic screening and interviewing process that ensures the most highly qualified teachers are selected.
- The district specifically seeks candidates who have the skills to meet the needs of a wide range of learners.

## Assessments

### Local Graduation Requirements

Course Completion	SY 16/17	SY 17/18	SY 18/19
<b>Total Courses</b>	30.00	30.00	30.00
<b>English</b>	4.00	4.00	4.00
<b>Mathematics</b>	4.00	4.00	4.00
<b>Social Studies</b>	4.00	4.00	4.00
<b>Science</b>	3.00	3.00	3.00
<b>Physical Education</b>	1.00	1.00	1.00
<b>Health</b>	1.00	1.00	1.00
<b>Music, Art, Family &amp; Consumer Sciences, Career and Technical Education</b>	0.00	0.00	0.00
<b>Electives</b>	13.00	13.00	13.00
<b>Minimum % Grade Required for Credit (Numerical Answer)</b>	60.00	60.00	60.00

### *Graduation Requirement Specifics*

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following:

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

### *Local Assessments*

<b>Standards</b>	<b>WA</b>	<b>TD</b>	<b>NAT</b>	<b>DA</b>	<b>PSW</b>	<b>Other</b>
<b>Arts and Humanities</b>	X	X				X
<b>Career Education and Work</b>		X				X
<b>Civics and Government</b>		X				X
<b>PA Core Standards: English Language Arts</b>		X			X	X
<b>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</b>		X				X
<b>PA Core Standards: Mathematics</b>		X			X	X
<b>Economics</b>		X				X
<b>Environment and Ecology</b>		X				X
<b>Family and Consumer Sciences</b>		X				X
<b>Geography</b>		X				X
<b>Health, Safety and Physical Education</b>		X				X
<b>History</b>		X				X
<b>Science and Technology and Engineering Education</b>		X			X	X
<b>World Language</b>		X				X

## *Methods and Measures*

### Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Evaluation of Portfolios of Student Work	X	X	X	X
Selected test questions from NAEP, TIMSS, State Exemplars		X	X	X
PSSA		X	X	
Scientific experiments	X	X	X	X
Teacher developed curriculum based assessments	X	X	X	X
Textbook assessments	X	X	X	X
Works of art, music, or dance	X	X	X	X
Written works by students	X	X	X	X
Performance Based Assessments	X	X	X	X
K-Lit	X			
DRA/LRA	X	X		
End of Year Curriculum Assessments (All Content Areas)	X	X	X	X
DIBELS	X			
Unit Assessments (All Content Areas)	X	X	X	X
Keystone Exams			X	X

**Benchmark Assessments**

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
<b>Study Island</b>				X
<b>G-MADE</b>	X	X	X	X
<b>E-Prep</b>			X	X
<b>DRA/LRA</b>	X	X		
<b>DIBELS</b>	X			
<b>Core Assessments (All Content Areas)</b>	X	X	X	X
<b>Performance Based Assessments</b>	X	X	X	X
<b>Fluency Assessments</b>	X	X		

**Formative Assessments**

<b>Formative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
<b>Demonstration, performances, products, and projects</b>	X	X	X	X
<b>Diagnostic assessments</b>	X	X	X	X
<b>Evaluations of portfolios</b>	X	X		
<b>Closure Activities</b>	X	X	X	X
<b>Fitness assessments</b>	X	X	X	X
<b>Progress monitoring</b>	X	X	X	X
<b>Response Cards</b>	X	X	X	X
<b>Scientific experiments</b>	X	X	X	X
<b>Teacher developed curriculum based measures</b>	X	X	X	X
<b>Student response systems</b>	X	X	X	X
<b>Study Island</b>		X		
<b>DIBELS Progress Monitoring</b>	X			
<b>Running Records</b>	X	X		
<b>Pre and Post Assessments in All Content Areas</b>	X	X	X	X
<b>Performance Based Assessments</b>	X	X	X	X
<b>E Prep</b>				X

### Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Classroom Diagnostic Tools	X	X	X	X
Qualitative Reading Inventory	X	X	X	X
GMADE	X	X	X	X
SRI		X	X	X

### Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review	X	X	X	X
Building Supervisor Review	X	X	X	X
Department Supervisor Review	X	X	X	X
Professional Learning Community Review	X	X	X	X
Instructional Coach Review	X	X	X	X
Teacher Peer Review	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

- Curriculum committees, department teachers, and grade level teachers frequently meet to review standards-aligned assessments for student learning.
- Teachers and administrators review assessments for quality of questions and responses, alignment to curriculum, objectives, and standards.
- All courses of study contain required and recommended assessments.

### Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

N/A

### *Collection and Dissemination*

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

- Elementary (K-6) administrators use student assessment data including, but not limited to PSSA, Performance Based Assessments, IEP Progress Monitoring, DIBELS, *ForeSight*, and Core Assessments to evaluate program effectiveness.
- Use of Instructional Support Teams (K-6) and Child Study Teams (K-12).
- Assessment data is collected and disseminated through electronic databases including, but not limited to *eMetrics*, *PVAAS*, and Infinite Campus.
- Secondary (7-12) administrators annually meet to analyze SAT, PSAT, PSSA, Keystone, ACT, AP, IEP Progress Monitoring, common final exams, common core assessments, transition assessments, final course grades, etc. Longitudinal as well as current data are analyzed. Information gleaned from this data analysis are then further analyzed by building-based teams. The district provides access for teachers to view this information. All data is summarized in each school's School Wide Achievement Portfolio, which is completed annually.

### *Data Informed Instruction*

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

- RtII Tiered Interventions--Teachers use this information to identify specific areas of improvement and plan meaningful instruction based on these areas.
  - Action Plans based on PSSA data for non-proficient students
  - Basic Skills and Title One Support
  - Targeted Tutoring—Math
  - Classroom-Based (Tier I) interventions
  - Skill specific interventions in primary grades
- Instructional Support Teams (IST) and Child Study Teams use information to identify best practices.



### Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

- The district provides teachers with an electronic reporting system that shows student achievement on specific assessment anchors, eligible content, and standards-aligned learning objectives.
- This criteria is reported and addressed through standards-based progress reports, annual portfolio conferences, Instructional Support Team meetings, RtI Data Meetings, standards-based report cards.
- Teachers use the data to plan lessons that meet the needs of diverse learners. Administrators focus on data when speaking with teachers about instruction and assessment.
- Special Education teachers use data from ongoing Progress Monitoring of goals to determine effectiveness of interventions and service delivery models.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

N/A

### *Distribution of Summative Assessment Results*

<b>Distribution Methods</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
<b>Course Planning Guides</b>			X	X
<b>Directing Public to the PDE &amp; other Test-related Websites</b>	X	X	X	X
<b>Individual Meetings</b>	X	X	X	X
<b>Letters to Parents/Guardians</b>	X	X	X	X
<b>Local Media Reports</b>	X	X	X	X
<b>Website</b>	X	X	X	X
<b>Meetings with Community, Families and School Board</b>	X	X	X	X
<b>Mass Phone Calls/Emails/Letters</b>	X	X	X	X
<b>Newsletters</b>	X	X	X	X
<b>Press Releases</b>	X	X	X	X
<b>School Calendar</b>				
<b>Student Handbook</b>				
<b>IEP Progress Reports</b>	X	X	X	X
<b>Student Management System</b>	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

- The district uses a variety of methods to distribute information about summative assessments.
- The above methods are used to distribute assessment data in print and electronic forms.
- Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.
- Student handbooks are an overview of school policies and procedures.
- School calendar includes testing dates but not results.

## Safe and Supportive Schools

### *Assisting Struggling Schools*

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

We will continue to deliver our curricula with fidelity, continue to provide staff development to all professional staff, work with our special education supervisors to address areas of need as per PSSAs and Keystone Exams.

### *Programs, Strategies and Actions*

<b>Programs, Strategies and Actions</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
<b>Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement</b>	X	X	X	X
<b>School-wide Positive Behavioral Programs</b>	X	X	X	X
<b>Conflict Resolution or Dispute Management</b>	X	X	X	X
<b>Peer Helper Programs</b>	X	X	X	X
<b>Safety and Violence Prevention Curricula</b>	X	X	X	X
<b>Student Codes of Conduct</b>	X	X	X	X
<b>Comprehensive School Safety and Violence Prevention Plans</b>	X	X	X	X
<b>Purchase of Security-related Technology</b>	X	X	X	X
<b>Student, Staff and Visitor Identification Systems</b>	X	X	X	X
<b>Placement of School Resource Officers</b>				
<b>Student Assistance Program Teams and Training</b>	X	X	X	X
<b>Counseling Services Available for all Students</b>	X	X	X	X
<b>Internet Web-based System for the Management of Student Discipline</b>	X	X	X	X

Explanation of strategies not selected and how the LEA plans to address their incorporation:

One of our three high schools has a Resource Officer that is provided by the municipality. The district does not have School Resource Officers at all schools because the

number of incidents that would require the intervention of a School Resource Officer does not warrant this level of intensive service. We have a positive relationship with community resources, including local police, to ensure student safety. We do not have students at the elementary level enrolled in alternative education programs.

### *Identifying and Programming for Gifted Students*

1. Describe your entity's process for identifying gifted children.
2. Describe your gifted special education programs offered.

The District conducts awareness activities to inform the public of gifted education services and the procedures for requesting these programs and services. Referrals for gifted evaluations can be made by teachers, parents or students. In addition to individual student, parent and school referrals, schools look at academic achievement data (PSSA, school based assessments) and based on this information will screen students whose scores indicate they may be eligible for gifted services. The screening consists of a brief aptitude measure and a classroom observation tool that assesses behaviors and skills that are “typical” of gifted students. If the screening scores indicate that the students may be eligible for services, a Permission to Evaluate and Procedural Safeguards document is provided to parents. Central Bucks uses multiple criterion to recommend students for testing and placement. These include teacher and/or parent recommendations; in-depth cognitive, affective, and behavioral surveys from the child’s teachers; academic progress, and performance on standardized tests. No one factor is used to determine program eligibility. A GIEP is developed based on the results of the evaluation and specific goals and objectives designed to address the gifted needs of the student is developed.

Gifted services are designed to expand, extend, and enhance learning opportunities for gifted students in order to help them reach their potential. The ultimate goal is for students to view learning as a lifelong process which enriches the individual and benefits society. The academically gifted students at the elementary, middle, and senior high levels will participate in activities and educational opportunities which will foster their creative expression, advance their abilities to think analytically and critically, and stimulate them to excel as self-directed learners. Specific curricular extensions have been developed for gifted students, these extensions allow students with an intense interest in a specific content area to dig deeper into the curriculum. Grade level acceleration is available and is most often put in place in the areas of math and science. In addition, the opportunity to meet on a regular basis with like peers is available at all levels. These classes afford students experiences in further development of higher level thinking skills, enhancing creativity while emphasizing the process of learning. At the high school level many of our gifted students take advantage of the wide array of honors and AP course available. Central Bucks hosts C-MITES (Carnegie Mellon Institute for Talented Elementary and Secondary Students) courses for gifted and advanced learners.

*Developmental Services*

<b>Developmental Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
<b>Academic Counseling</b>	X	X	X	X
<b>Attendance Monitoring</b>	X	X	X	X
<b>Behavior Management Programs</b>	X	X	X	X
<b>Bullying Prevention</b>	X	X	X	X
<b>Career Awareness</b>	X	X	X	X
<b>Career Development/Planning</b>			X	X
<b>Coaching/Mentoring</b>	X	X	X	X
<b>Compliance with Health Requirements –i.e., Immunization</b>	X	X	X	X
<b>Emergency and Disaster Preparedness</b>	X	X	X	X
<b>Guidance Curriculum</b>	X	X	X	X
<b>Health and Wellness Curriculum</b>	X	X	X	X
<b>Health Screenings</b>	X	X	X	X
<b>Individual Student Planning</b>	X	X	X	X
<b>Nutrition</b>	X	X	X	X
<b>Orientation/Transition</b>	X	X	X	X
<b>RTII/MTSS</b>	X	X		
<b>Wellness/Health Appraisal</b>	X	X	X	X

Explanation of developmental services:

N/A

*Diagnostic, Intervention and Referral Services*

<b>Diagnostic, Intervention and Referral Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
<b>Accommodations and Modifications</b>	X	X	X	X
<b>Administration of Medication</b>	X	X	X	X
<b>Assessment of Academic Skills/Aptitude for Learning</b>	X	X	X	X
<b>Assessment/Progress Monitoring</b>	X	X	X	X
<b>Casework</b>	X	X	X	X
<b>Crisis Response/Management/Intervention</b>	X	X	X	X
<b>Individual Counseling</b>	X	X	X	X
<b>Intervention for Actual or Potential Health Problems</b>	X	X	X	X
<b>Placement into Appropriate Programs</b>	X	X	X	X
<b>Small Group Counseling-Coping with life situations</b>	X	X	X	X
<b>Small Group Counseling-Educational planning</b>			X	X
<b>Small Group Counseling-Personal and Social Development</b>	X	X	X	X
<b>Special Education Evaluation</b>	X	X	X	X
<b>Student Assistance Program</b>	X	X	X	X

Explanation of diagnostic, intervention and referral services:

N/A

### *Consultation and Coordination Services*

<b>Consultation and Coordination Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
<b>Alternative Education</b>			X	X
<b>Case and Care Management</b>	X	X	X	X
<b>Community Liaison</b>	X	X	X	X
<b>Community Services Coordination (Internal or External)</b>	X	X	X	X
<b>Coordinate Plans</b>	X	X	X	X
<b>Coordination with Families (Learning or Behavioral)</b>	X	X	X	X
<b>Home/Family Communication</b>	X	X	X	X
<b>Managing Chronic Health Problems</b>	X	X	X	X
<b>Managing IEP and 504 Plans</b>	X	X	X	X
<b>Referral to Community Agencies</b>	X	X	X	X
<b>Staff Development</b>	X	X	X	X
<b>Strengthening Relationships Between School Personnel, Parents and Communities</b>	X	X	X	X
<b>System Support</b>	X	X	X	X
<b>Truancy Coordination</b>	X	X	X	X

Explanation of consultation and coordination services:

N/A

*Communication of Educational Opportunities*

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
<b>Course Planning Guides</b>			X	X
<b>Directing Public to the PDE &amp; Test-related Websites</b>	X	X	X	X
<b>Individual Meetings</b>	X	X	X	X
<b>Letters to Parents/Guardians</b>	X	X	X	X
<b>Local Media Reports</b>	X	X	X	X
<b>Website</b>	X	X	X	X
<b>Meetings with Community, Families and Board of Directors</b>	X	X	X	X
<b>Mass Phone Calls/Emails/Letters</b>	X	X	X	X
<b>Newsletters</b>	X	X	X	X
<b>Press Releases</b>	X	X	X	X
<b>School Calendar</b>	X	X	X	X
<b>Student Handbook</b>	X	X	X	X



### *Communication of Student Health Needs*

<b>Communication of Student Health Needs</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
<b>Individual Meetings</b>	X	X	X	X
<b>Individual Screening Results</b>	X	X	X	X
<b>Letters to Parents/Guardians</b>	X	X	X	X
<b>Website</b>	X	X	X	X
<b>Meetings with Community, Families and Board of Directors</b>	X	X	X	X
<b>Newsletters</b>	X	X	X	X
<b>School Calendar</b>	X	X	X	X
<b>Student Handbook</b>	X	X	X	X
<b>Connect-Ed Phone calls in critical situations</b>	X	X	X	X
<b>During kindergarten registration</b>	X			
<b>Athletic and mandated Physicals</b>			X	X
<b>During Dental Screening</b>	X		X	

### *Frequency of Communication*

#### **Elementary Education - Primary Level**

- Quarterly

#### **Elementary Education - Intermediate Level**

- Quarterly

#### **Middle Level**

- Quarterly

#### **High School Level**

- Quarterly

### *Collaboration for Interventions*

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

The district has a well-developed system for the coordination of services for students requiring interventions. At the elementary level Rtl is in place for primary grades. Staff providing interventions meet with grade level teachers, counselors, administrators and psychologists to review data and develop tiered interventions along with strategies to be put in place in the general education classrooms. Teams meet periodically over the course of the year to review data and revise interventions as needed. In addition, the district continues to use a system based on the IST model to address the needs of students with significant academic needs who are not responding to tiered interventions as well as students who have behavior and social needs which are interfering with their progress in school. Grade level teams meet on a regular basis to review progress, and intervention staff is often a part of these team meetings.

At the secondary level, we have Child Study Teams in every building. These teams meet once a week and include the classroom teachers, counselors, administrators, psychologists and any other staff providing intervention and support. A plan is developed with specificity regarding who is responsible for what aspects of the implementation plan. Plans for follow up are also developed. The follow-up plan includes the type of data/student performance to be reviewed and determine the effectiveness of the intervention. The team reconvenes, and action plans are revised based on student performance. Collaboration between all members of the team is essential to student success.

### *Community Coordination*

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

The District has established relationships with local infant/toddler and preschool providers. The type of information that is shared includes expectations for kindergarten, prerequisite skills for kindergarten readiness, and an understanding of the supports and systems we have in place to meet the needs of a wide range of learners. We also explain the

systems in place for students thought to be exceptional and how parents can access these services.

The District has a before and after school program and the majority of students who need before/after school care take advantage of these services. There is close communication between school and before/after school staff regarding specific student needs and how to best meet the needs of the children within this setting. At times meetings are held to ensure coordination of efforts. If students are attending an out-of-district setting, with parent permission, district staff will also share information about strategies and techniques that have been successful for the student in school.

### *Preschool Agency Coordination*

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

The District has a long standing relationship with the Bucks County Intermediate Unit, which is the agency that provides services to preschool children with disabilities. In the fall of each year, we hold a meeting for parents whose children will be transitioning to school age programs and provide information on the process and our district programs. Individual meetings are then held for all parents considering transitioning their children to our schools. If approved by the parent, an evaluation is conducted. Our staff observes the child in his/her current setting (which may include the home), evaluates the student, and interviews all current service providers and the parents. If the child is eligible for services, the district provides an opportunity for the parent to observe in the school setting and meet with the school staff. Any additional transition plans are discussed and incorporated into the IEP.

## Materials and Resources

### *Description of Materials and Resources*

#### Elementary Education-Primary Level

Material and Resources Characteristics	Status
<b>Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills</b>	Accomplished
<b>A robust supply of high quality aligned instructional materials and resources available</b>	Accomplished
<b>Accessibility for students and teachers is effective and efficient</b>	Accomplished
<b>Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs</b>	Accomplished

Provide explanation for processes used to ensure Accomplishment.

- Materials selection process in place to ensure alignment of materials with courses of study
- Materials distribution coordinated by district level curriculum supervisors
- Materials provide online student access to support differentiation
- Collaborative documents are posted on a district intranet share site

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

#### Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
<b>Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills</b>	Accomplished
<b>A robust supply of high quality aligned instructional materials and resources available</b>	Accomplished
<b>Accessibility for students and teachers is effective and efficient</b>	Accomplished
<b>Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs</b>	Accomplished

Provide explanation for processes used to ensure Accomplishment.

- Materials selection process in place to ensure alignment of materials with courses of study
- Materials distribution coordinated by district level curriculum supervisors
- Materials provide online student access to support differentiation
- Collaborative documents are posted on a district intranet share site

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

### Middle Level

<b>Material and Resources Characteristics</b>	<b>Status</b>
<b>Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills</b>	Accomplished
<b>A robust supply of high quality aligned instructional materials and resources available</b>	Accomplished
<b>Accessibility for students and teachers is effective and efficient</b>	Accomplished
<b>Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs</b>	Accomplished

Provide explanation for processes used to ensure Accomplishment.

- Materials selection process in place to ensure alignment of materials with courses of study
- Materials distribution coordinated by district level curriculum supervisors
- Materials provide online student access to support differentiation
- Collaborative documents are posted on a district intranet share site

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

**High School Level**

<b>Material and Resources Characteristics</b>	<b>Status</b>
<b>Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills</b>	Accomplished
<b>A robust supply of high quality aligned instructional materials and resources available</b>	Accomplished
<b>Accessibility for students and teachers is effective and efficient</b>	Accomplished
<b>Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs</b>	Accomplished

Provide explanation for processes used to ensure Accomplishment.

- Materials selection process in place to ensure alignment of materials with courses of study
- Materials distribution coordinated by district level curriculum supervisors
- Materials provide online student access to support differentiation
- Collaborative documents are posted on a district intranet share site

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

## *SAS Incorporation*

### Elementary Education-Primary Level

<b>Standards</b>	<b>Status</b>
<b>Arts and Humanities</b>	Implemented in 50% or more of district classrooms
<b>Career Education and Work</b>	Implemented in 50% or more of district classrooms
<b>Civics and Government</b>	Implemented in 50% or more of district classrooms
<b>PA Core Standards: English Language Arts</b>	Implemented in 50% or more of district classrooms
<b>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</b>	Implemented in 50% or more of district classrooms
<b>PA Core Standards: Mathematics</b>	Implemented in 50% or more of district classrooms
<b>Economics</b>	Implemented in 50% or more of district classrooms
<b>Environment and Ecology</b>	Implemented in 50% or more of district classrooms
<b>Family and Consumer Sciences</b>	Implemented in 50% or more of district classrooms
<b>Geography</b>	Implemented in 50% or more of district classrooms
<b>Health, Safety and Physical Education</b>	Implemented in 50% or more of district classrooms
<b>History</b>	Implemented in 50% or more of district classrooms
<b>Science and Technology and Engineering Education</b>	Implemented in 50% or more of district classrooms
<b>Alternate Academic Content Standards for Math</b>	Implemented in 50% or more of district classrooms
<b>Alternate Academic Content Standards for Reading</b>	Implemented in 50% or more of district classrooms
<b>American School Counselor Association for Students</b>	Implemented in 50% or more of district classrooms
<b>Early Childhood Education: Infant-Toddler to Second Grade</b>	Implemented in 50% or more of district classrooms
<b>English Language Proficiency</b>	Implemented in 50% or more of district classrooms
<b>Interpersonal Skills</b>	Implemented in 50% or more of district classrooms
<b>School Climate</b>	Implemented in 50% or more of district classrooms

Further explanation for columns selected:

- Examining materials and resources from SAS and linking them to curriculum intranet sites
- Develop a naming convention to reference SAS Standards

### Elementary Education-Intermediate Level

<b>Standards</b>	<b>Status</b>
<b>Arts and Humanities</b>	Implemented in 50% or more of district classrooms
<b>Career Education and Work</b>	Implemented in 50% or more of district classrooms
<b>Civics and Government</b>	Implemented in 50% or more of district classrooms
<b>PA Core Standards: English Language Arts</b>	Implemented in 50% or more of district classrooms
<b>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</b>	Implemented in 50% or more of district classrooms
<b>PA Core Standards: Mathematics</b>	Implemented in 50% or more of district classrooms
<b>Economics</b>	Implemented in 50% or more of district classrooms
<b>Environment and Ecology</b>	Implemented in 50% or more of district classrooms
<b>Family and Consumer Sciences</b>	Implemented in 50% or more of district classrooms
<b>Geography</b>	Implemented in 50% or more of district classrooms
<b>Health, Safety and Physical Education</b>	Implemented in 50% or more of district classrooms
<b>History</b>	Implemented in 50% or more of district classrooms
<b>Science and Technology and Engineering Education</b>	Implemented in 50% or more of district classrooms
<b>Alternate Academic Content Standards for Math</b>	Implemented in 50% or more of district classrooms
<b>Alternate Academic Content Standards for Reading</b>	Implemented in 50% or more of district classrooms
<b>American School Counselor Association for Students</b>	Implemented in 50% or more of district classrooms
<b>English Language Proficiency</b>	Implemented in 50% or more of district classrooms
<b>Interpersonal Skills</b>	Implemented in 50% or more of district classrooms
<b>School Climate</b>	Implemented in 50% or more of district classrooms

Further explanation for columns selected:



- Examining materials and resources from SAS and linking them to curriculum intranet sites
- Develop a naming convention to reference SAS Standards

### Middle Level

<b>Standards</b>	<b>Status</b>
<b>Arts and Humanities</b>	Implemented in 50% or more of district classrooms
<b>Career Education and Work</b>	Implemented in 50% or more of district classrooms
<b>Civics and Government</b>	Implemented in 50% or more of district classrooms
<b>PA Core Standards: English Language Arts</b>	Implemented in 50% or more of district classrooms
<b>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</b>	Implemented in 50% or more of district classrooms
<b>PA Core Standards: Mathematics</b>	Implemented in 50% or more of district classrooms
<b>Economics</b>	Implemented in 50% or more of district classrooms
<b>Environment and Ecology</b>	Implemented in 50% or more of district classrooms
<b>Family and Consumer Sciences</b>	Implemented in 50% or more of district classrooms
<b>Geography</b>	Implemented in 50% or more of district classrooms
<b>Health, Safety and Physical Education</b>	Implemented in 50% or more of district classrooms
<b>History</b>	Implemented in 50% or more of district classrooms
<b>Science and Technology and Engineering Education</b>	Implemented in 50% or more of district classrooms
<b>Alternate Academic Content Standards for Math</b>	Implemented in 50% or more of district classrooms
<b>Alternate Academic Content Standards for Reading</b>	Implemented in 50% or more of district classrooms
<b>American School Counselor Association for Students</b>	Implemented in 50% or more of district classrooms
<b>English Language Proficiency</b>	Implemented in 50% or more of district classrooms
<b>Interpersonal Skills</b>	Implemented in 50% or more of district classrooms
<b>School Climate</b>	Implemented in 50% or more of district classrooms
<b>World Language</b>	Implemented in 50% or more of district classrooms

Further explanation for columns selected:

N/A

### High School Level

<b>Standards</b>	<b>Status</b>
<b>Arts and Humanities</b>	Implemented in 50% or more of district classrooms
<b>Career Education and Work</b>	Implemented in 50% or more of district classrooms
<b>Civics and Government</b>	Implemented in 50% or more of district classrooms
<b>PA Core Standards: English Language Arts</b>	Implemented in 50% or more of district classrooms
<b>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</b>	Implemented in 50% or more of district classrooms
<b>PA Core Standards: Mathematics</b>	Implemented in 50% or more of district classrooms
<b>Economics</b>	Implemented in 50% or more of district classrooms
<b>Environment and Ecology</b>	Implemented in 50% or more of district classrooms
<b>Family and Consumer Sciences</b>	Implemented in 50% or more of district classrooms
<b>Geography</b>	Implemented in 50% or more of district classrooms
<b>Health, Safety and Physical Education</b>	Implemented in 50% or more of district classrooms
<b>History</b>	Implemented in 50% or more of district classrooms
<b>Science and Technology and Engineering Education</b>	Implemented in 50% or more of district classrooms
<b>Alternate Academic Content Standards for Math</b>	Implemented in 50% or more of district classrooms
<b>Alternate Academic Content Standards for Reading</b>	Implemented in 50% or more of district classrooms
<b>American School Counselor Association for Students</b>	Implemented in 50% or more of district classrooms
<b>English Language Proficiency</b>	Implemented in 50% or more of district classrooms
<b>Interpersonal Skills</b>	Implemented in 50% or more of district classrooms
<b>School Climate</b>	Implemented in 50% or more of district classrooms
<b>World Language</b>	Implemented in 50% or more of district classrooms

Further explanation for columns selected:

N/A

## Professional Education

### *Characteristics*

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X
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.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

Provide brief explanation of your process for ensuring these selected characteristics.

Staff development facilitators provide individual instruction and district workshops, teaching and modeling based on effective practice research, with attention given to interventions for struggling students and differentiating instruction. Additionally, educators are provided with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

N/A

### ***Educator Discipline Act 126, 71***

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

<b>Questions</b>
<b>The LEA plans to conduct the required training on approximately:</b>
<b>12/31/2015</b>
<b>12/31/2016</b>
<b>12/31/2017</b>

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

<b>Questions</b>
<b>The LEA plans to conduct the training on approximately:</b>
<b>6/30/2016</b>
<b>6/30/2017</b>
<b>6/30/2018</b>

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

<b>Questions</b>
<b>The LEA plans to conduct the training on approximately:</b>
<b>6/30/2016</b>
<b>6/30/2017</b>
<b>6/30/2018</b>

### *Strategies Ensuring Fidelity*

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Provide brief explanation of your process for ensuring these selected characteristics.

The above criteria is achieved through several cyclical processes including, but not limited to, the involvement of staff developers in district and building-based student data meetings, monthly building principal meetings, and monthly curriculum meetings. Through the combination of identifying student needs, district initiatives, and teacher input, long term and short term goals are developed. Once goals are developed and approved by the assistant superintendents, professional development workshops are highlighted at the principal and curriculum meetings. The principals are provided with the same resources as district level workshops giving them the tools to ensure district initiatives are being implemented. Likewise, staff developers continually provide sessions on these topics with opportunity for teacher feedback.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

N/A

### *Induction Program*

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Provide brief explanation of your process for ensuring these selected characteristics.

The induction program begins with a general, district-focused overview of practices that support student achievement. Moving to a strategic and targeted model, the induction program then has three separate components working in tandem: elementary, secondary, and special education. All induction programs are facilitated by staff developers and curriculum coordinators who provide additional job-embedded, instructional coaching. During induction sessions we provide training in several areas including lesson design, classroom management, technology integration, instructional best practices, and meeting the needs of all learners. Support for new district teachers includes staff development-led model lessons and specifically designed workshops and academies (entitled CB101) for the novice teacher. Inductees are provided with district-created resources, (CB at a Glance, Professional Development, Professional Practices, Professional Resources, Professional Readings) that are

referenced throughout the year-long academy induction sessions facilitated by curriculum coordinators and staff developers.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

N/A

### *Needs of Inductees*

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).
- Keystone Data

Provide brief explanation of your process for ensuring these selected characteristics.

The needs of inductees are considered through frequent formal and informal observations by staff developers, curriculum coordinators, special education supervisors, building principals, and assistant superintendents. After observations, inductees are asked to reflect on their current level of instructional understanding and the needs of their students through self-reflection, observation reports, and post-observation conferences. Inductees are included in building-level discussions on student achievement and required to reflect on their practice through the support of their mentors, staff developers, and curriculum coordinators. The

needs of inductees are reviewed in an on-going manner through lesson plans, observation reports, surveys, and informal conversations.

Provide brief explanation for strategies not selected and you plan to address their incorporation.

N/A

### *Mentor Characteristics*

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Provide brief explanation of your process for ensuring these selected characteristics.

Mentors are carefully selected by building principals, with final approval from the assistant superintendents, with consideration towards years of experience, matching certification, grade level and overall professionalism. District-wide training is provided for all mentors on a yearly basis to ensure effective and systemic instructional implementation. Mentors are provided with resources to help guide them. In addition, staff development facilitators support mentors throughout the year.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

N/A



### *Induction Program Timeline*

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
<b>Code of Professional Practice and Conduct for Educators</b>	X	X	X	X	X	X
<b>Assessments</b>	X	X	X	X	X	X
<b>Best Instructional Practices</b>	X	X	X	X	X	X
<b>Safe and Supportive Schools</b>	X	X	X	X	X	X
<b>Standards</b>	X	X	X	X	X	X
<b>Curriculum</b>	X	X	X	X	X	X
<b>Instruction</b>	X	X	X	X	X	X
<b>Accommodations and Adaptations for diverse learners</b>	X	X	X	X	X	X
<b>Data informed decision making</b>	X	X	X	X	X	X
<b>Materials and Resources for Instruction</b>	X	X	X	X	X	X

If necessary, provide further explanation.

N/A

### *Monitoring Evaluating and Induction Program*

Identify the procedures for monitoring and evaluating the Induction program.

- Mentors log their time spent collaborating with inductees throughout the year. All mentor logs are collected in June by staff development department for review.
- All new teacher Academy sessions are listed in their Induction binder. Attendance is maintained using *PD Place*. Hard copies and electronic copies are saved.
- New teachers are surveyed by the staff development department and curriculum coordinators re: needs/questions and staff development sessions are designed to fit those needs. Surveys are administered periodically throughout the year using *Quia.com*. Results of surveys are kept by the staff development department in electronic and hard copy form.
- All mentors are required to attend a two-hour training to standardize expectations. Attendance is maintained using *PD Place*. Hard copies and electronic copies are saved.
- Principals meet with mentors and inductees at the building level to individualize information.

- Staff developers, curriculum coordinators, and assistant superintendents review the induction process on a yearly basis to monitor, adjust, and evaluate the induction program.

### *Recording Process*

Identify the recording process for inductee participation and program completion. (Check all that apply)

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

## **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 education 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 intellectually 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 education 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 education teacher in the general education setting.
- Increased the number of students taking math in general education classes. We relooked at our criteria for inclusion in basic math in 7th grade and determined we could include more special education students in these classes.
- Reviewed opportunities for inclusion in general education with support from the special education teacher at the elementary level. Although more challenging because of schedules, we have identified subjects and grade levels where special education teachers can provide support to students in general education classes.
- Reviewed placement decisions especially at the elementary level. Many students do not need to be placed in special education 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 education 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 Education 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 education 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

---

## Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

## 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 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, student instructional grouping is within the appropriate age.							

### Program Position #2

*Operator:* School District

#### 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 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* September 1, 2014

*Average square feet in regular classrooms:* sq. ft.

*Square footage of this classroom:* sq. ft. ( feet long x feet wide)

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

#### 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 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	15	1

**Program Position #5***Operator: School District***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 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 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

**Program Position #8***Operator:* School District**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	15	1

**Program Position #9 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Linden	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	15	1

**Program Position #10 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #11 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Linden	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	12	1



**Program Position #12 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Linden	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	15	1

**Program Position #13 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Linden	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 instructional grouping is within the appropriate age.							

**Program Position #14 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Linden	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

**Program Position #15***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mill creek	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	15	1

**Program Position #16 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mill Creek	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

**Program Position #17 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mill Creek	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	20	1

**Program Position #18 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #19 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mill Creek	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

**Program Position #20***Operator: School District***PROGRAM SEGMENTS**

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

**Program Position #21 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: September 1, 2014**Average square feet in regular classrooms: sq. ft.**Square footage of this classroom: sq. ft. ( feet long x feet wide)**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
C.B. West	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 21	15	1

**Program Position #22***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lenape	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 16	20	1

**Program Position #23***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bridge Valley	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	20	1

**Program Position #24***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bridge Valley	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	20	1

**Program Position #25***Operator: School District***PROGRAM SEGMENTS**

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

**Program Position #26***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bridge Valley	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 instructional grouping is within the appropriate age.							

**Program Position #27***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Gayman	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	5 to 8	12	1

**Program Position #28***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Buckingham	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 instructional grouping is within the appropriate age.							

**Program Position #29 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #30 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Buckingham	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

**Program Position #31 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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



**Program Position #32 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #33***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cold Spring	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 instructional grouping is within the appropriate age.							

**Program Position #34***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cold Spring	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

**Program Position #35 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #36 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Gayman	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

**Program Position #37***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Gayman	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 instructional grouping is within the appropriate age.							

**Program Position #38 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: September 1, 2014**Average square feet in regular classrooms: sq. ft.**Square footage of this classroom: sq. ft. ( feet long x feet wide)**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warwick	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 #39***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warwick	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

**Program Position #40***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warwick	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 instructional grouping is within the appropriate age.							

**Program Position #41***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Titus	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 8	12	0.8

**Program Position #42***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Titus	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 10	12	0.8

**Program Position #43 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Titus	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 10	10	0.4
Justification: Although students ages 5 to 10 are on the teacher's caseload, student instructional grouping is within the appropriate age.							

**Program Position #44 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #45 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #46 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Linden	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 12	10	0.8

**Program Position #47***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Unami	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 16	12	0.5

**Program Position #48***Operator: School District***PROGRAM SEGMENTS**

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

**Program Position #49***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tohickon	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 16	12	0.5

**Program Position #50***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tohickon	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 16	10	0.5

**Program Position #51***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lenape	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 16	12	0.5

**Program Position #52***Operator: School District***PROGRAM SEGMENTS**

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

**Program Position #53***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tamanend	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 16	12	0.5

**Program Position #54***Operator: School District***PROGRAM SEGMENTS**

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



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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Holicong	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 16	12	0.5

**Program Position #56***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Holicong	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 16	10	0.5

**Program Position #57 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
C.B. West	A Senior High School Building	A building in which General Education programs are operated	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.							

**Program Position #58***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
C.B. West	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 19	20	1

**Program Position #59 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: September 1, 2014**Average square feet in regular classrooms: sq. ft.**Square footage of this classroom: sq. ft. ( feet long x feet wide)**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
C.B. East	A Senior High School Building	A building in which General Education programs are operated	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.

**Program Position #60***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
C.B. East	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 19	20	1

**Program Position #61 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
C.B. South	A Senior High School Building	A building in which General Education programs are operated	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.							

**Program Position #62***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
C.B. South	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 19	20	1

**Program Position #63***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Holicong	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	50	1

**Program Position #64***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Holicong	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	50	1

**Program Position #65***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Holicong	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	20	1

**Program Position #66***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Holicong	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	20	1

**Program Position #67***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Holicong	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	20	1

**Program Position #68***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Holicong	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	20	1

**Program Position #69***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Holicong	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	20	1

**Program Position #70***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tamanend	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	50	1

**Program Position #71***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tamanend	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	50	1

**Program Position #72 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tamanend	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	40	1

**Program Position #73***Operator:* School District**PROGRAM SEGMENTS**

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

**Program Position #74***Operator:* School District**PROGRAM SEGMENTS**

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

**Program Position #75***Operator: School District***PROGRAM SEGMENTS**

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

**Program Position #76***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tohickon	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	50	1

**Program Position #77***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tohickon	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	20	1

**Program Position #78***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tohickon	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	20	1

**Program Position #79***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tohickon	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	20	1

**Program Position #80***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tohickon	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	20	1

**Program Position #81 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: September 1, 2014**Average square feet in regular classrooms: sq. ft.**Square footage of this classroom: sq. ft. ( feet long x feet wide)**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

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



**Program Position #82***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Unami	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	50	1

**Program Position #83***Operator: School District***PROGRAM SEGMENTS**

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

**Program Position #84***Operator: School District***PROGRAM SEGMENTS**

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

**Program Position #85***Operator: School District***PROGRAM SEGMENTS**

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

**Program Position #86***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lenape	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	50	1

**Program Position #87***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lenape	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	50	1

**Program Position #88***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lenape	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	20	1

**Program Position #89***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lenape	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	20	1

**Program Position #90***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lenape	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	20	1

**Program Position #91***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tohickon	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	50	1

**Program Position #92 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: September 1, 2014**Average square feet in regular classrooms: sq. ft.**Square footage of this classroom: sq. ft. ( feet long x feet wide)**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cold Spring	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	7 to 10	3	0.25

**Program Position #93 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cold Spring	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	10	0.75

**Program Position #94 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lenape	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	12 to 16	3	0.25

**Program Position #95 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
C.B. West	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 20	15	1

**Program Position #96 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
C.B. West	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	18 to 21	15	1

**Program Position #97 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Groveland	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	7 to 10	2	0.25

**Program Position #98 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Groveland	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	6 to 9	6	0.75

**Program Position #99 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #100 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Unami	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	12 to 16	6	0.75

**Program Position #101 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #102 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
C.B. South	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	17 to 21	2	0.25

**Program Position #103***Operator:* School District**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	Deaf and Hearing Impaired Support	5 to 12	5	0.1

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



**Program Position #104***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bridge Valley	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	5 to 12	5	0.1
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.							

**Program Position #105***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Butler	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	5 to 12	5	0.1
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.							

**Program Position #106***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cold Spring	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	5 to 12	5	0.1
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.							

**Program Position #107***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Doyle	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	5 to 12	5	0.1
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.							

**Program Position #108***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
C.B. East	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	15 to 21	5	0.1
Justification: Although students ages 15 to 21 are on the teacher's caseload, student instructional grouping is within the appropriate age span.							

**Program Position #109***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Gayman	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	5 to 12	2	0.05
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.							

**Program Position #110***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Groveland	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	5 to 12	2	0.05
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.							

**Program Position #111***Operator: School District***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	Deaf and Hearing Impaired Support	5 to 12	5	0.1
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.							

**Program Position #112***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Kutz	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	5 to 12	5	0.1
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.							

**Program Position #113***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Linden	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	5 to 12	5	0.1
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.							

**Program Position #114***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mill Creek	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	5 to 12	2	0.05
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.							

**Program Position #115***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine Run	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	5 to 12	2	0.05
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.							

**Program Position #116***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
C.B. South	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	15 to 21	5	0.1
Justification: Although students ages 15 to 21 are on the teacher's caseload, student instructional grouping is within the appropriate age span.							

**Program Position #117***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Titus	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	5 to 12	2	0.05
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.							

**Program Position #118***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warwick	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	5 to 12	5	0.1
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.							

**Program Position #119***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
C.B. West	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	15 to 21	5	0.1
Justification: Although students ages 15 to 21 are on the teacher's caseload, student instructional grouping is within the appropriate age span.							

**Program Position #120***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Buckingham	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	5 to 12	5	0.1
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.							

**Program Position #121***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Unami	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	12 to 15	5	0.1

**Program Position #122***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tohickon	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	12 to 15	5	0.1

**Program Position #123***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tamanend	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	12 to 15	5	0.1

**Program Position #124***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Holicong	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	12 to 15	2	0.5

**Program Position #125***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lenape	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	12 to 15	5	0.1

**Program Position #126***Operator: School District***PROGRAM SEGMENTS**

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

**Program Position #127 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #128***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bridge Valley	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 12	8	1

**Program Position #129***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bridge Valley	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 11	8	1

**Program Position #130 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #131***Operator:* School District**PROGRAM SEGMENTS**

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

**Program Position #132***Operator:* School District**PROGRAM SEGMENTS**

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



**Program Position #133 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #134 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #135 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**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	Autistic Support	5 to 8	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.							

**Program Position #136***Operator:* School District**PROGRAM SEGMENTS**

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

**Program Position #137***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Buckingham	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 11	8	1

**Program Position #138 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #139***Operator:* School District**PROGRAM SEGMENTS**

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

**Program Position #140 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #141 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #142***Operator:* School District**PROGRAM SEGMENTS**

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

**Program Position #143***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lenape	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	12 to 15	6	0.5

**Program Position #144 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tohickon	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	12 to 15	6	0.5

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Holicong	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 15	4	0.5

**Program Position #146***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Holicong	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	12 to 15	6	0.5

**Program Position #147***Operator:* School District**PROGRAM SEGMENTS**

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

**Program Position #148***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tamanend	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	12 to 15	6	0.5

**Program Position #149***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Unami	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 15	4	0.5

**Program Position #150***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Unami	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	12 to 15	6	0.5

**Program Position #151 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: September 1, 2014**Average square feet in regular classrooms: sq. ft.**Square footage of this classroom: sq. ft. ( feet long x feet wide)**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
C.B. East	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	16 to 20	4	0.5

**Program Position #152***Operator: School District***PROGRAM SEGMENTS**

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

**Program Position #153***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
C.B. South	A Senior High School Building	A building in which General Education programs are operated	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.

**Program Position #154***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
C.B. West	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	12 to 15	6	0.5

**Program Position #155***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
C.B. West	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 15	4	0.5

**Program Position #156***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
C.B. South	A Senior High School Building	A building in which General Education programs are operated	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.							

**Program Position #157***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
C.B. South	A Senior High School Building	A building in which General Education programs are operated	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.							

**Program Position #158***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
C.B. South	A Senior High School Building	A building in which General Education programs are operated	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.							

**Program Position #159***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
C.B. South	A Senior High School Building	A building in which General Education programs are operated	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.							



**Program Position #160 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
C.B. South	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	50	1

**Program Position #161***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
C.B. South	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	20	1

**Program Position #162***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
C.B. South	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	18 to 21	20	1

**Program Position #163***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
C.B. South	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	15	1

**Program Position #164***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
C.B. South	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	18 to 21	15	1

**Program Position #165***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
C.B. East	A Senior High School Building	A building in which General Education programs are operated	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.							

**Program Position #166***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
C.B. East	A Senior High School Building	A building in which General Education programs are operated	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.							

**Program Position #167***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
C.B. East	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	50	1

**Program Position #168 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
C.B. East	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	18 to 21	50	1

**Program Position #169***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
C.B. East	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	20	1

**Program Position #170***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
C.B. East	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	18 to 21	20	1

**Program Position #171***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
C.B. East	A Senior High School Building	A building in which General Education programs are operated	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.

**Program Position #172***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
C.B. West	A Senior High School Building	A building in which General Education programs are operated	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.

**Program Position #173***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
C.B. West	A Senior High School Building	A building in which General Education programs are operated	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.

**Program Position #174***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
C.B. West	A Senior High School Building	A building in which General Education programs are operated	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.							

**Program Position #175 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: September 1, 2014**Average square feet in regular classrooms: sq. ft.**Square footage of this classroom: sq. ft. ( feet long x feet wide)**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
C.B. West	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	40	1

**Program Position #176***Operator: School District***PROGRAM SEGMENTS**

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

**Program Position #177***Operator: School District***PROGRAM SEGMENTS**

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

**Program Position #178***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Titus	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 #179***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Titus	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

**Program Position #180***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Titus	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 instructional grouping is within the appropriate age span.							

**Program Position #181***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Butler	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 #182***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Butler	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	20	1

**Program Position #183***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Butler	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

**Program Position #184***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Butler	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 instructional grouping is within the appropriate age span.

**Program Position #185***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Butler	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 instructional grouping is within the appropriate age span.							

**Program Position #186***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Doyle	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 #187 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: September 1, 2014**Average square feet in regular classrooms: sq. ft.**Square footage of this classroom: sq. ft. ( feet long x feet wide)**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Doyle	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



**Program Position #188***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Doyle	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 instructional grouping is within the appropriate age span.							

**Program Position #189***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Groveland	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 #190***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Groveland	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

**Program Position #191***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Groveland	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 instructional grouping is within the appropriate age span.							

**Program Position #192***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Groveland	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	20	1

**Program Position #193***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Groveland	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	20	1

**Program Position #194 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: September 1, 2014**Average square feet in regular classrooms: sq. ft.**Square footage of this classroom: sq. ft. ( feet long x feet wide)**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Groveland	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 12	30	1
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age.							

**Program Position #195***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Kutz	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 instructional grouping is within the appropriate age span.							

**Program Position #196***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Kutz	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 #197***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Kutz	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

**Program Position #198***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine Run	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	20	1

**Program Position #199***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine Run	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 instructional grouping is within the appropriate age span.							

**Program Position #200***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine Run	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	20	1

**Program Position #201 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: September 1, 2014**Average square feet in regular classrooms: sq. ft.**Square footage of this classroom: sq. ft. ( feet long x feet wide)**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***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	10	0.5

**Program Position #202***Operator: School District***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	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.							

**Program Position #203***Operator: School District***PROGRAM SEGMENTS**

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

**Program Position #204 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: September 1, 2014**Average square feet in regular classrooms: sq. ft.**Square footage of this classroom: sq. ft. ( feet long x feet wide)**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

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

**Program Position #205***Operator: School District***PROGRAM SEGMENTS**

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

**Program Position #206***Operator: School District***PROGRAM SEGMENTS**

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

**Program Position #207***Operator: School District***PROGRAM SEGMENTS**

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

**Program Position #208 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #209 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**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	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.							

**Program Position #210 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #211***Operator:* School District**PROGRAM SEGMENTS**

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

**Program Position #212***Operator:* School District**PROGRAM SEGMENTS**

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



**Program Position #213 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Kutz	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	39	0.6
Justification: Although students ages 5 to 12 are on the teacher's caseload, student instructional grouping is within the appropriate age span.							

**Program Position #214***Operator:* School District**PROGRAM SEGMENTS**

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

**Program Position #215***Operator:* School District**PROGRAM SEGMENTS**

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

**Program Position #216***Operator:* School District**PROGRAM SEGMENTS**

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

**Program Position #217 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #218 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #219 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #220 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #221***Operator:* School District**PROGRAM SEGMENTS**

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

**Program Position #222 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lenape	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 15	52	0.8

**Program Position #223 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #224***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tohickon	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 15	20	0.3

**Program Position #225***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Unami	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 15	20	0.3

**Program Position #226 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
C.B. East	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	16 to 21	19	0.3
Justification: Although students ages 16 to 21 are on the teacher's caseload, student instructional grouping is within the appropriate age span.							

**Program Position #227 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
C.B. South	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	16 to 21	39	0.6
Justification: Although students ages 16 to 21 are on the teacher's caseload, student instructional grouping is within the appropriate age span.							

**Program Position #228***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
C.B. West	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	16 to 21	26	0.4
Justification: Although students ages 16 to 21 are on the teacher's caseload, student instructional grouping is within the appropriate age span.							

**Program Position #229***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
C.B. East	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	17 to 21	6	0.5

**Program Position #230 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: September 1, 2014**Average square feet in regular classrooms: sq. ft.**Square footage of this classroom: sq. ft. ( feet long x feet wide)**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

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

**Program Position #231 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #232***Operator:* School District**PROGRAM SEGMENTS**

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



**Program Position #233 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #234 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mill Creek	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 instructional grouping is within the appropriate age span.							

**Program Position #235***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine Run	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

**Program Position #236 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lenape	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 16	7	0.75

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tohickon	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 15	8	1

**Program Position #238 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

**Program Position #239 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine Run	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	4	0.5

**Program Position #240 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* 700 sq. ft.*Square footage of this classroom:* 700 sq. ft. (28 feet long x 25 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mill Creek	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	20	1

**Program Position #241 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* 700 sq. ft.*Square footage of this classroom:* 700 sq. ft. (28 feet long x 25 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bridge Valley	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

**Program Position #242 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* 700 sq. ft.*Square footage of this classroom:* 700 sq. ft. (28 feet long x 25 feet wide)**PROGRAM SEGMENTS**

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

**Program Position #243 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: September 1, 2014**Average square feet in regular classrooms: 700 sq. ft.**Square footage of this classroom: 700 sq. ft. (28 feet long x 25 feet wide)***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Unami	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	50	1

**Program Position #244 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: September 1, 2014**Average square feet in regular classrooms: 700 sq. ft.**Square footage of this classroom: 700 sq. ft. (28 feet long x 25 feet wide)***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%)	Autistic Support	5 to 8	6	0.75

**Program Position #245 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: September 1, 2014**Average square feet in regular classrooms: 700 sq. ft.**Square footage of this classroom: 700 sq. ft. (28 feet long x 25 feet wide)***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tohickon	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	12 to 15	4	0.5

**Program Position #246 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: September 1, 2014**Average square feet in regular classrooms: 700 sq. ft.**Square footage of this classroom: 700 sq. ft. (28 feet long x 25 feet wide)***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tamanend	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 15	4	0.5

**Program Position #247 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: September 1, 2014**Average square feet in regular classrooms: 700 sq. ft.**Square footage of this classroom: 700 sq. ft. (28 feet long x 25 feet wide)***PROGRAM SEGMENTS**

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

**Program Position #248 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: September 1, 2014**Average square feet in regular classrooms: 700 sq. ft.**Square footage of this classroom: 700 sq. ft. (28 feet long x 25 feet wide)***PROGRAM SEGMENTS**

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

**Program Position #249 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: September 1, 2014**Average square feet in regular classrooms: 700 sq. ft.**Square footage of this classroom: 700 sq. ft. (28 feet long x 25 feet wide)***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine Run	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 11	4	0.5

**Program Position #250 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: September 1, 2014**Average square feet in regular classrooms: 700 sq. ft.**Square footage of this classroom: 700 sq. ft. (28 feet long x 25 feet wide)***PROGRAM SEGMENTS**

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

**Program Position #251 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: September 1, 2014**Average square feet in regular classrooms: 700 sq. ft.**Square footage of this classroom: 700 sq. ft. (28 feet long x 25 feet wide)***PROGRAM SEGMENTS**

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

**Program Position #252 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2014*Average square feet in regular classrooms:* 700 sq. ft.*Square footage of this classroom:* 700 sq. ft. (28 feet long x 25 feet wide)**PROGRAM SEGMENTS**

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

**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
Transition 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

<b>Special Education Contracted Services</b>	<b>Operator</b>	<b>Amountt of Time per Week</b>
Austill's 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

# Needs Assessment

---

## Record School Patterns

**Question:**

After reviewing school level accomplishments and systemic challenges, what patterns can you identify among your schools?

What other information do you still need to assess?

**Answer:**

Student achievement as measured by the final exams, core assessments, PSSA results, and other measures is consistently high and reflects a sustained and systematic approach to K-12 curriculum, assessment, and instruction. Highly effective hiring practices, rich and consistent curriculum, and ongoing staff development combine to support our goal of consistently high student achievement.

## District Accomplishments

**Accomplishment #1:**

The District is routinely ranked near the top of all school districts in Pennsylvania on PSSA scores.

**Accomplishment #2:**

Central Bucks' established assessment model, which includes district-developed core assessments and transitional assessments at 3rd, 6th, 9th, and 12th grade, ensures program fidelity.

**Accomplishment #3:**

The District annually has one of the best student performance to education cost ratio.

**Accomplishment #4:**

Teachers participate in the design and implementation of a common core standards-aligned curriculum.

**Accomplishment #5:**

The District has a strong emphasis on continued training for its professional staff with over 85% of CB teachers attending specialized training each summer.

**Accomplishment #6:**

Over 90% of students continue to post-secondary education.

**Accomplishment #7:**

Over a third of high school students are enrolled in Advanced Placement classes.

**Accomplishment #8:**

Central Bucks educates over 97% of resident children in our school buildings.

**Accomplishment #9:**

The District has a rigorous, systematic, ongoing procedure for recruiting, hiring, training, and retaining teachers.

**Accomplishment #10:**

Students are involved in reflecting on their learning during student-led conferences in elementary school, personal academic goal creation in middle school, and the Career Plan Model in high school.

**District Concerns****Concern #1:**

There is a need to create a school district community outreach program that supports the mission of the Central Bucks School District.

**Concern #2:**

There is a need to use educational technology to enhance and support the instructional goals of the district.

**Prioritized Systemic Challenges**

**Systemic Challenge #1** (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

**Aligned Concerns:**

There is a need to use educational technology to enhance and support the instructional goals of the district.

**Systemic Challenge #2** (*Guiding Question #9*) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Aligned Concerns:**

There is a need to create a school district community outreach program that supports the mission of the Central Bucks School District.

DRAFT

# District Level Plan

---

## Action Plans

**Goal #1:** Create a school district community outreach program that supports the mission of Central Bucks School District.

### Related Challenges:

- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

### Indicators of Effectiveness:

Type: Annual

Data Source: Building Wellness Committees, Grit and Perseverance lessons, Utilization of newsletters, Use of district website, Facebook, e-mail and CBTV-monthly.

Specific Targets: Review of data from Positive Parenting Series Meetings and school nurses using Anxiety Toolboxes, how schools are incorporating these themes into their classrooms, feedback from ELL families and teachers through parent, teacher and student surveys, data from newsletters to include the number of views and length of time spent on site, use of e-mail account and Office 365 to facilitate learning.

### Strategies:

*Develop and encourage district and community wellness programs*

### Description:

Building Wellness Committees (Partnerships with Doylestown Hospital, YMCA, and CB Cares to better pool community resources- yearly)- monthly meetings.

Review of data from Positive Parenting Series Meetings and school nurses using Anxiety Toolboxes

**SAS Alignment:** Materials & Resources, Safe and Supportive Schools

*Enhance communication strategies at all levels*

**Description:**

The district is looking to enhance communication with all stakeholders. The most used tools to provide news, announcements, photos, and video are: the district website, Facebook site, use of e-mail blasts, School Newsletters, and CBTV.

Teachers and students will benefit using district e-mail accounts that automatically access Office 365, a cloud based service that allows for online collaboration.

**SAS Alignment:** Materials & Resources, Safe and Supportive Schools

***Implementation Steps:***

*Develop a systemic wellness program that focuses on stress reduction strategies.*

**Description:**

The district will continue to look for avenues to provide information to our community on healthy ways to deal with stress.

- Meet with building-level Wellness Committee members to share best practices for increasing wellness initiatives in their buildings.
- Update materials and information used during Health and Physical Education classes.
- Consider districtwide competitions (i.e. pedometer) that encourages staff to exercise.
- Create a link on the district Intranet site for Wellness Committee members to share resources.
- Provide activities for teachers to learn how to integrate wellness initiatives in their classes and/or advisories.

- Encourage and provide resources for the discussion of grit and perseverance in classes.
- Develop a common language for district staff to use when communicating about stress and anxiety.
- Provide parents with information about the latest unhealthy trends in media as well as tips on how to handle these situations at home.

**Start Date:** 9/1/2015    **End Date:** 6/30/2019

**Program Area(s):** Student Services

**Supported Strategies:**

- Develop and encourage district and community wellness programs

### *Establish and expand community partnerships*

**Description:**

We will continue to build and strengthen relationships within our community.

- Establish and expand partnerships with community organizations including Doylestown Health, YMCA, and CB Cares to better pool community resources.
- Develop evening presentations for students and parents in the community. Topics may include stress reduction techniques, coping with anxiety, and digital citizenship.
- Enhance parent link on the district website to include building and district presentations that parents may not have been able to attend.

**Start Date:** 9/1/2015    **End Date:** 6/30/2019

**Program Area(s):** Student Services

**Supported Strategies:**

- Develop and encourage district and community wellness programs

*Language and Literacy Acquisition and Teaching Diverse Learners  
in an inclusive setting- connected to PD plan -Improve  
communication with ELL families*

**Description:**

As ELL populations continue to grow the district needs to find ways to communicate and build strong relationships with this population in our district.

- Establish an ELL parent target group to determine needs and develop plans of action.
- Evaluate existing plan for ELL students who may be ready to exit the ELL program.
- Develop a faculty meeting presentation that shares Best Practices regarding ELL instruction with teachers.
- Provide teachers with background information about the ELL students in their classes in order to better acquaint teachers with students' life experiences.

**Start Date:** 9/1/2015      **End Date:** 6/30/2019

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

**Supported Strategies:**

- Develop and encourage district and community wellness programs

*Enhance electronic school and community communications*

**Description:**

The district is looking to enhance communication with all stakeholders. The most used tools to provide news, announcements, photos, and video are: the district website, Facebook site, use of e-mail blasts, School Newsletters, and CBTV.

- District website updated regularly



- Facebook updated regularly
- District and school based E-mail blasts for specific and important issues
- Use of digital newsletters (*Smores*)
- Continue producing spotlight videos in schools to share with the community
- Investigate a district mobile app
- Investigate other new communication avenues

**Start Date:** 9/1/2015    **End Date:** 6/30/2019

**Program Area(s):** Student Services, Educational Technology

**Supported Strategies:**

- Enhance communication strategies at all levels

*Establish and expand consistent use of student e-mail and use of Office 365*

**Description:**

Teachers and students will benefit using district e-mail accounts that automatically access Office 365, a cloud based service that allows for online collaboration.

- Students provided e-mail accounts in 5th grade until graduation
- Teacher training on Office 365
- Student training and use of Office 365

**Start Date:** 9/1/2015    **End Date:** 6/30/2019

**Program Area(s):** Student Services, Educational Technology

**Supported Strategies:**

- Enhance communication strategies at all levels

**Goal #2:** Use educational technology to enhance and support the instructional goals of the district.

**Related Challenges:**

- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.
- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Use of technological hardware- annually, Teacher Collaboration at building and district level- monthly, and new educational software and apps.

Specific Targets: District Technology Initiative Phase II: Increased availability and use of computers and iPads in school, Increased sharing of teacher activities and assessments and the use of updated teacher and district sites, Meaningful summative student work products that showcase the use of new software, student work products that showcase the use of new software.

Increased formative assessment using technology (e.g. document cameras, interactive white boards, *Socrative*, *Kahoot*, *Polleverywhere*)

**Strategies:**

*Increase both summative and formative assessment opportunities*

**Description:**

Use of technological hardware- annually.

Teacher Collaboration at building and district level- monthly.

Use of new educational software and apps- ongoing.

District Technology Initiative Phase II: Increased availability and use of computers and iPads in school.

Increased sharing of teacher activities and assessments and the use of updated teacher and district sites.

Meaningful summative student work products that showcase the use of new software (e.g. *OneNote, Powerpoint, Prezi*, screencasts).

Increased formative assessment using technology (e.g. document cameras, interactive white boards, *Socrative, Kahoot, Polleverywhere*)

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

### *Professional Development on Technology and Educational Applications*

**Description:**

Foster collaboration on the use of educational technology.

Continue to encourage outside professional development for staff.

Enhance monthly time available through district meetings.

Expand peer observations.

Expand the use of Skype/Lync.

Prepare leveled workshop offerings (beginner, intermediate, advanced)

Expand use of online resources to provide training opportunities.

Increase the use of online tutorials/resources.

Develop 'look fors' and Best Practices for the use of each educational technology tool.

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

**Implementation Steps:**

*Enhance communication to allow for more productive and meaningful conversations about student academic work.*

**Description:**

Enhancing communication between parents, students and teachers will allow for more productive and meaningful conversations about student academic work.

- Provide parents with information on educational technology hardware and applications being used in our schools.
- Ensure consistency and equity of technology available to students.
- Standardize teacher websites.
- Communicate to parents what educational technology hardware and applications are being used in school so they can be supported at home.
- Ensure students have the technology/devices needed to establish consistency and equity.
- Review teacher website expectations to make it easier for parents and students to understand when visiting multiple websites.

**Start Date:** 9/1/2015      **End Date:** 6/30/2019

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Increase both summative and formative assessment opportunities

*Increase teacher collaboration opportunities as they relate to assessment.*

**Description:**

Providing teachers the time to collaborate will enhance their planning, instruction, classroom environment and professionalism.

- Provide teachers with vetted formative and summative assessment resources.
- Enhance professional development opportunities through increased collaboration.
- Provide opportunities for more vertical conversations among district professionals.
- Make Collaboration websites more visual and organized to help teachers sift through vetted resources efficiently.
- Balance face to face technology professional development with built in time for teachers to explore and share.
- Explore the possibility of more vertical conversations among colleagues to exchange ideas regarding the use of educational technology and assessment practices.

**Start Date:** 9/1/2015    **End Date:** 6/30/2019

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Increase both summative and formative assessment opportunities

*Foster collaboration on the use of educational technology.*

**Description:**

Continue to encourage outside professional development for staff.

Enhance monthly time available through district meetings.

**Start Date:** 9/1/2015    **End Date:** 6/30/2019

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Professional Development on Technology and Educational Applications

*Expand peer observations.*

**Description:**

Expand the use of Skype/Lync.

Prepare leveled workshop offerings (beginner, intermediate, advanced)

**Start Date:** 9/1/2015    **End Date:** 6/30/2019

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Professional Development on Technology and Educational Applications

*Expand use of online resources to provide training opportunities.*

**Description:**

Increase the use of online tutorials/resources.

Develop 'look fors' and Best Practices for the use of each educational technology tool.

**Start Date:** 9/1/2015    **End Date:** 6/30/2019

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Professional Development on Technology and Educational Applications

DRAFT

# Appendix: Professional Development Implementation Step Details

<b>LEA Goals Addressed:</b>	<b>#1 Create a school district community outreach program that supports the mission of Central Bucks School District.</b>	<b>Strategy #1: Develop and encourage district and community wellness programs</b>
-----------------------------	---	--

Start	End	Title	Description			
9/1/2015	6/30/2019	Language and Literacy Acquisition and Teaching Diverse Learners in an inclusive setting-connected to PD plan -Improve communication with ELL families	<p>As ELL populations continue to grow the district needs to find ways to communicate and build strong relationships with this population in our district.</p> <ul style="list-style-type: none"> <li>Establish an ELL parent target group to determine needs and develop plans of action.</li> <li>Evaluate existing plan for ELL students who may be ready to exit the ELL program.</li> <li>Develop a faculty meeting presentation that shares Best Practices regarding ELL instruction with teachers.</li> <li>Provide teachers with background information about the ELL students in their classes in order to better acquaint teachers with students' life experiences.</li> </ul>			
Person Responsible	SH	S	EP	Provider	Type	App.
Principals, supervisors and staff developers	3	4	150	Central Bucks School District	School Entity	Yes



**Knowledge**

- Establish an ELL parent target group to determine needs and develop plans of action.
- Evaluate existing plan for ELL students who may be ready to exit the ELL program.
- Develop a faculty meeting presentation that shares Best Practices regarding ELL instruction with teachers.
- Provide teachers with background information about the ELL students in their classes in order to better acquaint teachers with students' life experiences.

**Supportive Research**

Review feedback from ELL families and teachers through parent, teacher and student surveys

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- 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.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

<b>Training Format</b>	<ul style="list-style-type: none"> <li>▪ School Whole Group Presentation</li> <li>▪ Department Focused Presentation</li> <li>▪ Professional Learning Communities</li> </ul>	
<b>Participant Roles</b>	<ul style="list-style-type: none"> <li>▪ Classroom teachers</li> <li>▪ Principals / Asst. Principals</li> <li>▪ Supt / Asst Supts / CEO / Ex Dir</li> <li>▪ School counselors</li> <li>▪ Paraprofessional</li> <li>▪ Classified Personnel</li> <li>▪ New Staff</li> <li>▪ Other educational specialists</li> <li>▪ Related Service Personnel</li> </ul>	<b>Grade Levels</b> <ul style="list-style-type: none"> <li>▪ Elementary - Primary (preK - grade 1)</li> <li>▪ Elementary - Intermediate (grades 2-5)</li> <li>▪ Middle (grades 6-8)</li> <li>▪ High (grades 9-12)</li> </ul>
<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> <li>▪ Joint planning period activities</li> <li>▪ Journaling and reflecting</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> <li>▪ Participant survey</li> <li>▪ Review of participant lesson plans</li> <li>▪ Review of written reports summarizing instructional activity</li> <li>▪ Portfolio</li> </ul>

## District Level Affirmations

---

We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

*No signature has been provided*

---

*Board President*

*No signature has been provided*

---

*Superintendent/Chief Executive Officer*

# Special Education Affirmations

---

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.

**Affirmed by Stephen Corr on 4/30/2015**

---

*Board President*

**Affirmed by David Weitzel on 4/29/2015**

---

*Superintendent/Chief Executive Officer*

DRAFT