



Palisades SD

**Special Education Plan Report**

07/01/2019 - 06/30/2022

Dr. Bridget O'Connell, Superintendent

Mr. Eric Gladfelter, Director of Pupil Services

# District Profile

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## Demographics

39 Thomas Free Dr  
 Kintnersville, PA 18930  
 (610)847-5131  
 Superintendent: Bridget O'Connell  
 Director of Special Education: Eric Gladfelter

## Planning Committee

Name	Role
Michael Donnelly	Administrator : Special Education
Eric Gladfelter	Administrator : Special Education
Janet Link	Administrator : Professional Education Special Education
Denise Miller	Ed Specialist - Other : Special Education
Maureen Vassallo	Ed Specialist - Other : Special Education
Amy Glascott	Ed Specialist - School Psychologist : Special Education
Hillary Strong	Ed Specialist - School Psychologist : Special Education
Lea Becker	Elementary School Teacher - Regular Education : Special Education
Trisha Przyuski	Elementary School Teacher - Regular Education : Special Education
Kirsten Godiksen	Elementary School Teacher - Special Education : Special Education
Jade Scholl	Elementary School Teacher - Special Education : Special Education
Rose Lipton	High School Teacher - Regular Education : Special Education
Jeanne Olliver	High School Teacher - Special Education : Professional Education Special Education
Erin Tolson	High School Teacher - Special Education : Special Education
Emily Polefka	Middle School Teacher - Special Education : Special Education
Diana Santoro	Parent : Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 248

### *Identification Method*

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

The Palisades School District uses a discrepancy model to identify students who have a specific learning disability and are in need of special education services. According to this model, a determination of cognitive ability is made utilizing a standardized, nationally-normed test(s) of intellectual ability, and similarly, the student's academic achievement in the basic curricular areas of reading, math, and writing are assessed using an appropriate nationally-normed achievement battery. If there is a statistically significant difference between the predicted level of achievement and the student's actual achievement, and the level of achievement is below the average range for that age level, the student is suspected of having a learning disability provided the lack of achievement is not better explained by other factors such as medical factors, emotional/behavioral difficulties, English as a second language, environmental or economic disadvantage, or inadequate instruction. While nationally norm-referenced measures are the principle measures used in making this determination, the evaluation team will also take into consideration additional data and information from curriculum-based measures, teacher and other professional observations, parents and private evaluations.

### *Enrollment*

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

The percentage of students receiving special education services in the Palisades School District is comparable to that reported across the state. Analysis of the proportion of students by disability category identified two areas of possible concern, Emotional Disturbance and Specific Learning Disability.

### **Emotional Disturbance -**

The district's percentage of students identified with Emotional Disturbance has significantly increased over the past 3 school years from 7.0% to 13.5%. The district will be further investigating this increase; however, a preliminary review suggests that a number of students recently enrolled in the district came to the district with this as an existing disability classification. The district has also experienced an increase of secondary level students identified with emotional disorders such as anxiety. In a small district such as Palisades, an increase of a few students in one exceptionality can result in a percentage increase of several points. Palisades has increased its capacity to meet this need with the addition of dedicated emotional support programs at both the elementary and middle school levels, and is further investigating how to reorganize and/or expand emotional support services at the high school.

### **Specific Learning Disability -**

The district's percentage of students identified with a Specific Learning Disability is lower than the state's average. In that most of the other exceptionalities, other than Speech/Language Impairment, are reasonably close to state averages, one explanation may be that our evaluation teams are viewing students with significant language disabilities with a primary disability of Speech/Language Impairment rather than as demonstrating a Specific Learning Disability. While these students are afforded support from either or both support programs, the designation of their primary disability may be skewing the statistics. The district's speech therapists are often involved with written language and comprehension interventions with students in the district as the student's disability is sometimes viewed as originating from an overall language disability.

For low incidence disabilities the small discrepancies between the district and state averages are most likely the result of small numbers significantly impacting changes in the percentages as Palisades is a small district.

### ***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?

1. Palisades School District has one institution within its boundaries that meets Section 1306 status, the Point Pleasant Pediatric Specialty Care facility. The facility serves students with complex medical needs oftentimes requiring them to receive their education at the facility or in the public school with medical accommodations. Arrangements have been made with the Bucks County Intermediate Unit to provide primary oversight and programming for students in the facility. Some of the students residing at the facility who are able to access the local public schools will do so with the proper supports and services coordinated by the Palisades School District and/or the Bucks County Intermediate Unit. These students are welcomed into the school community like any other

resident student and provided with all of the supports and services identified through the IEP or Section 504 process.

2. Students with 1306 status are afforded the same services and safeguards as resident students at no cost to parents or the institution where they reside. Every student is provided with a free appropriate public education (FAPE).

3. No barriers exist which interfere with the district's ability to meet its obligation under Section 1306 of the Public School Code.

### *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).

Palisades School District does not have a detention facility within the district serving incarcerated students.

However, when a Palisades student with disabilities is incarcerated in a correctional institution, the district cooperates with the institution to provide the appropriate records to assist with the educational decisions being made through the evaluation and IEP team process. All eligible students are provided with a free appropriate public education (FAPE).

### *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.

1. The Palisades School District works cooperatively with the Bucks County Intermediate Unit, neighboring school districts and private providers to provide a continuum of services for students whose needs vary by type and level of support. Students who have been identified with a disability and demonstrate a need for specially designed instruction are provided with an Individualized Educational Program (IEP). The IEP

teams meet and document that they have considered other educational placement options for each student. The district provides an array of inclusive programming and practices, including (1) consultation services to the regular education teacher(s) by the district psychologists, IU Program and Training Specialist, school counselors and social worker; (2) teaching assistants for individual students or classrooms to support students with unique needs for all or part of the day; (3) itinerant services to the classroom by a special education teacher as "push-in" support; (4) and co-teaching by regular and special education teacher teams. These efforts have resulted in more than 56% of our students who receive special education services to be included in the regular education program for 80% or more of their school day.

Special education teachers work collaboratively with regular education teachers at all levels to develop accommodations and curricular modifications for individual students. Instructional assistants may be assigned to specific students in order to facilitate their inclusion in the regular education program, and students with unique medical or personal care needs may be provided with nursing assistance and/or a personal care assistant. Furthermore, the services of the occupational therapist, physical therapist, vision therapist, hearing therapist and speech and language therapist are often integrated into a student's regular classes, when appropriate. Assistive technology is provided in various ways (i.e., sound field systems, FM systems, augmentative communication devices, laptops, iPads, etc.) to aid students in communication, instruction and classroom participation. The IEP teams rely upon school counselors, school psychologists, school wide positive behavior support programs, behavior specialists, behavior plans, restorative practices and conflict resolution procedures within the regular class setting to assist students with emotional and/or behavior needs, and routinely collect and review data to ensure effectiveness.

Most students with disabilities at the middle and high school level participate in the regular education program and are able to self-select electives and extra-curricular activities. Many high school students with disabilities choose to participate in the Upper Bucks County Technical School, which serves students with and without disabilities. A learning support teacher and/or individual instructional assistant may support students requiring special accommodations and modifications in these regular education programs. As recommended by the IEP team, plans are put in place to foster the participation of students with disabilities with non-disabled peers throughout the school day, including extracurricular activities. Copies of a student's IEP Goals and Specially Designed Instruction are distributed to all teachers involved with the student at the beginning of each year/semester, or when a new IEP is written or a revision is made, ensuring that students receive appropriate accommodations and modifications across the school setting.

Students with disabilities at the elementary level are typically included with their non-disabled peers for most of the school day. Decisions to limit a student's inclusion with non-disabled peers may be made by the IEP team after proper consideration of the supplementary aids and services has been reviewed.

While most students are able to benefit from inclusive programming, the district provides a continuum of special education supports and services for exceptional students through an array of special education programs. Some students whose needs cannot be met through more inclusive programming or for students with low incidence disabilities (i.e. intellectual disability, autism, severe emotional disturbance, multiple disabilities, etc.) of a moderate to severe nature who may require unique instructional needs, programming may be provided through the Intermediate Unit in a program located within the Palisades School District, a neighboring school district, or at the local Vocational-Technical School. A few students receive their education in more restrictive settings such as an Approved Private School or alternative school.

Professional development and supports are available through the district, IU consultants, webinars, special speakers/consultants and PATTAN staff to address the issue of access to the regular education curriculum and topics such as co-teaching, differentiated instruction, transition planning, behavior support plans and progress monitoring.

2. Palisades School District staff receive professional development offerings through webinars, the local Intermediate Unit, PATTAN and other agencies, as well as ongoing work with the IU Program and Training Specialist, or TAC. These opportunities expand the supports/services which allow for students to increasingly access the regular education curriculum in the least restrictive environment. Small group training sessions, individual training and mentoring, etc. is provided for topics such as transition services, progress monitoring, assistive technology, behavior management, Indicator 13 and others as the need is identified. The recent development of School-wide Positive Behavior Support Programs across the 3 elementary buildings and middle school is a specific example of the collaborative efforts of PDE, the Intermediate Unit, and the district to put in place best practices addressing behavior.

### 3. School Performance Profile (SPP) Targets

Palisades School District works closely with parents and the IEP teams to provide students with the appropriate level of intervention to meet a student's needs, while also providing them with meaningful inclusion opportunities with nondisabled peers. For the 2016-2017 school year, 56.4% of students with special education needs were educated for 80% or more of their school day in the regular education environment, and just 6.4% of students with special education needs were educated in the regular education environment less than 40% of their school day. Occasionally some students (less than 1% of student enrollment) may present with significant needs beyond the district's current special education program capacity and may be provided with programs outside of the regular education environment. As many of these students evidence significant emotional/behavioral needs, the district has been working to increase its emotional support programs and services within the district with the intent of being able to better program for these students within district buildings.

## *Behavior Support Services*

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

Following best practices, Palisades School District implements positive behavior support practices in an effort to encourage appropriate behavior in the school environment, and enhance student learning and self-esteem. The high school publishes in their handbook student rules and consequences, and evidences a commitment to the use of restorative practices to build a positive school community focusing upon the resolution of conflicts. The elementary and middle schools use a combination of restorative practices and responsive classroom techniques to build a sense of community and to empower students through the School-Wide Positive Behavior Interventions and Support (SWPBIS) model. School counselors and administrators implement various anti-bullying

programs, such as Stand Up to Silence, We are a School, and No Place for Hate, at each of the individual schools to promote positive social behavior.

The SWPBIS model is used in these buildings to teach, encourage, and promote positive behaviors both inside and outside the classroom. For example, students at the middle school follow the four expectations (Be Responsible, Be Respectful, Be Caring, Make Good Decisions) to earn pirate passes in the classroom, hallways, cafeteria, and other settings. The elementary schools also follow similar token-economy systems to reinforce their behavior expectations. The buildings are working towards building RTI/MTSS teams to support this system and the students. A tiered approach provides interventions for students through the student support teams (SST). Student Assistance Programs (SAP) are in place at all buildings to assist in the identification of students needing additional supports to overcome barriers to their learning or social interactions. Functional behavioral assessments (FBA's) are completed when students evidence behaviors significantly interfering with their learning or the learning of others. Students who have received an FBA and need additional behavioral supports may receive instruction and support through the Emotional Support programs with teachers trained in this area. Students who require this tier of support may receive social skills instruction, classroom supports, and behavioral interventions supporting academic achievement and appropriate social skills. A Program and Training Specialist from the local Intermediate Unit also frequently consults with staff to assist with more challenging student behaviors.

Specialized training pertaining to positive behavior supports, behavior management, and de-escalation strategies are also provided to all teachers, instructional assistants, school counselors and psychologists throughout the school year during department days and out-of-district workshops. Special education instructional assistants utilize this training to count toward their annual 20 hours of professional development required by PDE.

### *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.

Palisades has successfully provided programming for all students for the past several years. Students with low incidence disabilities who may need more unique or intensive services may receive special programs or services through the Intermediate Unit or a private school approved by the Pennsylvania Department of Education. Locating appropriate programs and services for students with severe emotional and/ or behavioral



needs occasionally may be a challenge; however, the district has been successful in developing relationships with various schools to assist with meeting these needs.

On very rare occasions when an appropriate placement does not appear available, the district works through the local Intermediate Unit's Interagency Coordinator and Child and Adolescent Social Services Program personnel to expedite a placement. In such situations, the Intermediate Unit has taken the lead in creatively providing programming in the interim or long-term, oftentimes through adjustments to an existing program or by providing increased supports. The district has not experienced difficulty in providing programming for any group of students. The district's blended program of cyber schooling and "brick and mortar" classes has increased general education options for students with varied needs.

# Assurances

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## Special Education Assurances

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

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

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

Facility Name	Facility Type	Services Provided By	Student Count
Point Pleasant Pediatric Specialty Care	Nonresident	Bucks County Intermediate Unit #22 Palisades School District	23

		Pennridge School District Quakertown School District	
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## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Centennial School	Approved Private Schools	Emotional Support and/or Autism	7
WOW at Perkasio Square	Special Education Centers	IU operated Life Skills program for students ages 18-21	1
Parkland High School	Neighboring School Districts	Hearing Support Program	1
Upper Bucks Technical School	Neighboring School Districts	Emotional Support	5
Quakertown Community High School	Neighboring School Districts	Autistic Support Programs	1
Pfaff Elementary	Neighboring School Districts	Autistic Support Program	1
Life Works School	Special Education Centers	Emotional Support	2
Community Service Foundation	Approved Private Schools	Emotional Support	3
Strayer Middle School	Neighboring School Districts	Life Skills and Autistic Support Programs	1
Pennridge High School	Neighboring School Districts	IU operated Life Skills Program for students grades 9-12	1

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* September 2, 2014

*Reason for the proposed change:* Increased staffing at middle school to meet IEP needs.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	11	1

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

**Program Position #2***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 28, 2017*Reason for the proposed change:* Provides continuum of services for AS in district.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	11 to 14	4	1
Locations:				
Palisades Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #3***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2019*Reason for the proposed change:* Change from Itinerant to Supplemental Support provides increased flexibility to meet student needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 11	3	0.5
Justification: Ages of students within instructional program never exceed 3 year range.				
Locations:				
Durham Nockamixon Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	3	0.5
Justification: Ages of students in instructional program never exceed 3 year range				
Locations:				
Durham Nockamixon Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #4***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 28, 2017*Reason for the proposed change:* Additional learning support services provided to high school to meet IEP needs.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	15 to 17	5	1
Locations:				
Palisades High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #5***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 2, 2014*Reason for the proposed change:* Serving student(s) in included setting with varying age levels.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	13	1
Locations:				
Palisades High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #6***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	17	1
Justification: Students receiving Learning Support services are always kept within 3 years of their peers at the elementary level and 4 years of peers at the secondary level.				
Locations:				
Palisades High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #7***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	6	1
Locations:				
Palisades High School	A Senior High	A building in which General		

	School Building	Education programs are operated		
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**Program Position #8***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	8	1
Locations:				
Palisades High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #9***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2019*Reason for the proposed change:* Changes from Itinerant to Supplemental Support provides increased flexibility to meet student needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	3	0.5
Locations:				
Palisades High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	8	0.5
Locations:				
Palisades High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #10***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	11	1
Locations:				
Palisades Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #11***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	10	1
Locations:				
Palisades Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #12***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	11	1
Locations:				
Palisades Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #13***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2019*Reason for the proposed change:* Addition of Emotional Support programming to meet student needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	6	0.5
Locations:				
Palisades Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	5	0.5
Locations:				
Palisades Middle School	A Middle School	A building in which General		

	Building	Education programs are operated		
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**Program Position #15***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 10	11	1
Justification: Students are kept within a 3 year age range within the classroom or age waivers are secured from parents.				
Locations:				
Tinicum Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #16***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	6	1
Locations:				
Tinicum Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #18***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	13	1
Justification: Ages of students within instructional program never exceed 3 years or will have age waiver				
Locations:				
Springfield Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #19***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:*



**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 11	9	1
Justification: Ages of students within instructional program never exceed 3 year requirement				
Locations:				
Durham Nockamixon Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #20**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* July 1, 2019

*Reason for the proposed change:* Anticipated changes in special education needs at the elementary level.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	4	1
Locations:				
Springfield Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #21**

*Operator:* Intermediate Unit

**PROGRAM DETAILS**

*Type:*

*Implementation Date:*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	14 to 18	8	1
Locations:				
Palisades High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #22**

*Operator:* Intermediate Unit

**PROGRAM DETAILS**

*Type:*

*Implementation Date:*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	15 to 19	4	1
Locations:				
Palisades High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #23***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	6 to 9	8	1
Locations:				
Springfield Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #24***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 2, 2014*Reason for the proposed change:* Adjusting of Speech Therapist caseload and building assignment.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	19	0.5
Justification: Students receiving Speech/Language services are always kept within 3 years of their peers at the elementary level and 4 years of peers at the secondary level.				
Locations:				
Tinicum Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 14	19	0.4
Locations:				
Palisades Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	15 to 16	2	0.1
Locations:				
Palisades High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #25***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 28, 2017

*Reason for the proposed change:* Teacher was reassigned by Intermediate Unit according to her caseload.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	21	0.6
Justification: Students receiving Speech/Language services are always kept within 3 years of their peers at the elementary level and 4 years of peers at the secondary level.				
Locations:				
Springfield Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	13 to 13	1	0.1
Justification: Adjustment of caseloads to accommodate staffing changes.				
Locations:				
Palisades Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #26**

*Operator:* Intermediate Unit

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* August 28, 2017

*Reason for the proposed change:* There are no longer students with Hearing Support needs at this building.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	12 to 13	4	0.08
Locations:				
Palisades Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	15 to 18	5	0.1
Locations:				
Palisades High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	8 to 10	3	0.06
Justification: Additional building added to serve student identified with itinerant hearing needs.				
Locations:				
Durham Nockamixon Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #27***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* January 5, 2015*Reason for the proposed change:* Middle school students are now being served by a different speech therapist.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 12	24	0.4
Justification: Students receiving Speech/Language services are always kept within 3 years of their peers at the elementary level and 4 years of peers at the secondary level.				
Locations:				
Durham Nockamixon Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 21	23	0.4
Justification: Students receiving Speech/Language services are always kept within 3 years of their peers at the elementary level and 4 years of peers at the secondary level.				
Locations:				
Palisades High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #28***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	7 to 10	4	1
Locations:				
Tinicum Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Special Education Support Services**

Support Service	Location	Teacher FTE
School Psychologists	All Buildings	2
Instructional Assistants	Durham Nockamixon Elementary School	6
Instructional Assistants	Springfield Elementary School	4
Instructional Assistants	Tinicum Elementary School	6

Instructional Assistants	Palisades Middle School	9
Instructional Assistants	Palisades High School	7
Director of Pupil Services	All Buildings	1
School Counselor	Durham Nockamixon Elementary School	0.5
School Counselor	Springfield Elementary School	0.5
School Counselor	Tinicum Elementary School	0.5
School Counselor	Palisades Middle School	1
School Counselor	Palisades High School	2
Instructional Assistant	Upper Bucks County Technical School	1
Registered Behavior Technician	Tinicum Elementary	1

### Special Education Contracted Services

<b>Special Education Contracted Services</b>	<b>Operator</b>	<b>Amt of Time per Week</b>
Pediatric Therapeutic Services - Private OT/PT Therapy	Outside Contractor	0.5 Hours
Physical Therapy	Intermediate Unit	2 Days
Occupational Therapy	Intermediate Unit	5 Days
Transition Services	Intermediate Unit	8 Hours
Program and Training Specialist/Behavior Specialist	Intermediate Unit	4 Days
School Social Worker	Intermediate Unit	1.5 Days
Crisis Counselor	Outside Contractor	1.75 Days

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	Professional staff, instructional assistants, and administrators will receive information and/or training to promote the successful integration of students on the autism spectrum and other disabilities into the school environment.
<b>Person Responsible</b>	Director of Pupil Services
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	50
<b>Provider</b>	Bucks County IU, District and Special Presenters
<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	School personnel will increase their knowledge of the needs and effective strategies to use for students with autism and other disabilities.
<b>Research &amp; Best Practices Base</b>	Research and best practices will be used to provide effective strategies.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>

<b>Training Format</b>	School Whole Group Presentation Department Focused Presentation
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Other educational specialists Related Service Personnel
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Additional online information resources will be provided
<b>Evaluation Methods</b>	Participant survey

## Behavior Support

<b>Description</b>	<p>Each school will develop a plan to increase the use of positive behavior supports to meet the needs of students with special needs, as well as the general school population.</p> <p>Special education and regular education teachers will be provided with staff development addressing the use of positive behavioral supports across school settings. This may include an improved understanding of the use of positive behavioral supports, purpose of functional behavioral assessments, implementation of behavior plans, and general classroom management strategies.</p>
<b>Person Responsible</b>	Building Principals and/or Program and Training Specialist
<b>Start Date</b>	7/1/2019

<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	50
<b>Provider</b>	Bucks County Intermediate Unit
<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	All professional staff will increase their knowledge of effective positive behavioral support strategies to promote appropriate school-wide behavior for all students.
<b>Research &amp; Best Practices Base</b>	Research and best practices will be used to create staff development plans.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
<b>Training Format</b>	<p>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p>



	Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Other educational specialists
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Lesson modeling with mentoring Peer reflection on effective practices and interventions
<b>Evaluation Methods</b>	Participant survey Specialist, peer or administrative feedback/discussion following observations of students in classroom and school settings.

## Paraprofessional

<b>Description</b>	All special education paraprofessionals will be provided with 20+ hours of training per year relevant to their role.
<b>Person Responsible</b>	Director of Pupil Services
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Special Education, Educational Technology

## Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	7
<b># of Participants Per Session</b>	30
<b>Provider</b>	Bucks County Intermediate Unit
<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Instructional assistants will gain knowledge in areas of inclusion strategies, positive behavior support, CPR/First Aid training, understanding IEP goals and data collection, interventions / strategies to support students

	academically, and learning more about the intervention programs and technology the teachers and students are using.
<b>Research &amp; Best Practices Base</b>	Research and best practices will be used to guide training
<b>For classroom teachers, school counselors and education specialists</b>	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Instructs the leader in managing resources for effective results.
<b>Training Format</b>	Department Focused Presentation Online-Asynchronous Professional Learning Communities
<b>Participant Roles</b>	Classroom teachers Paraprofessional Related Service Personnel
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Peer-to-peer lesson discussion Lesson modeling with mentoring Journaling and reflecting
<b>Evaluation Methods</b>	Participant survey Specialist, peer or administrative feedback/discussion following observations of students in classroom and school settings.

## Reading

<b>Description</b>	By building, overall ELA proficiency for students with IEP's was baselined at ranges from 29% to 61 % during the 17/18 school year. This proficiency needs to increase to ranges from 38-66% for the 19/20 school year, ranges from 40-68% for the 20/21 school year, and ranges from 43-69% for the 21/22 school year in order for the district to meet achievement goals for this group. To afford this level of growth, special education teachers will need to engage in professional development focused on increasing the effectiveness of standards-aligned ELA instruction for students with IEP's.
<b>Person Responsible</b>	Director of Special Education, Director of Curriculum, Instruction and Assessment
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	9
<b># of Participants Per Session</b>	25
<b>Provider</b>	District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Teachers will become more knowledgeable about the most effective use of district-selected replacement ELA programs and district-selected supplemental reading intervention programs in supporting students with IEP's in mastering ELA PA Core standards.
<b>Research &amp; Best Practices Base</b>	Research and best practices will be reviewed in selecting and implementing with fidelity replacement ELA programs and supplemental reading intervention programs.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>

<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
<b>Training Format</b>	<p>Department Focused Presentation Professional Learning Communities</p>
<b>Participant Roles</b>	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Other educational specialists</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion Data Protocol Groups</p>
<b>Evaluation Methods</b>	<p>Participant survey ELA Achievement Data (Formative and Summative)</p>

## Transition

<b>Description</b>	<ol style="list-style-type: none"> <li>1. Secondary level special education teachers will review and develop common transition assessments to be used within the district.</li> <li>2. Secondary level special education teachers will be provided with additional information on Agency and OVR opportunities for students with disabilities.</li> <li>3. Secondary level regular education teachers will be provided with an understanding of practical skills students will need, and how to incorporate</li> </ol>
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	them into their instruction.
<b>Person Responsible</b>	Director of Pupil Services / Transition Coordinator
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	20
<b>Provider</b>	Palisades School District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	<p>1. Special education teachers will gain a better understanding of transition assessments and supports available to assist with successful student transition outcomes.</p> <p>2. Regular education teachers will gain knowledge regarding differentiation of instruction to meet the transition needs of students with disabilities.</p>
<b>Research &amp; Best Practices Base</b>	Research and best practices will be used to provide effective strategies.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	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.

<b>Training Format</b>	Department Focused Presentation Professional Learning Communities
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Other educational specialists Related Service Personnel Parents
<b>Grade Levels</b>	Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Peer review of IEP transition assessments
<b>Evaluation Methods</b>	Participant survey Review of common assessment tools

# Special Education Affirmations

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We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

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

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*