



Bensalem Township School District

**District Level Plan**

07/01/2014 - 06/30/2017

# District Profile

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## Demographics

3000 Donallen Drive  
Bensalem, PA 19020-1898  
(215) 750-2800  
Superintendent: David Baugh  
Director of Special Education: Brian Cohen

## Planning Process

Prior to the 2011-2012 School Year, the Bensalem Township School District was notified that the Strategic Planning process would be replaced by the Comprehensive Planning (CP) Process. Our district secured the services of Ms. JoAnn Perotti, Bucks County Intermediate Unit #22 - Director of Strategic Services, to facilitate us through the process.

With a focus on creating a District Level Plan that satisfied state mandates and requirements and contained a collection of action plans designed to implement research-based strategies for the purpose of meeting district identified goals, we established and implemented the following timeline:

### Timeline – Bensalem Township School District Comprehensive Plan

As a Phase 2 District, Bensalem School District will be submitting their Comprehensive Plan to PDE on November 30, 2013.

October 2012 – Initial Meetings with Superintendent & Administration.

October 2012 – April 2013 – District collects data, needs assessment as per comprehensive plan.

April 24, 2013 – Overview to School Board.

May 6, 2013 – Steering Committee Session to develop Goal/Strategy Areas.

May 2013 – Special Education Plan submitted to PDE.

May – October 2013 Action Plans Developed for the three-year plan.

October 2013 – Plan inputted into PDE Web Tool.

October 2013 – Plan on display for 28 days for public review.

November 2013 – Comprehensive Plan Approved by Bensalem School Board.

November 30, 2013 – Comprehensive Plan submitted electronically to PDE.

## Mission Statement

### The Mission of the Bensalem Township School District

Striving to be the premier educational institution in Bucks County, we will provide a first class education for the whole child that challenges and supports each student to discover a passion for learning while designing and achieving a personal vision of success.

## Vision Statement

### Vision of The Bensalem Township School District

The Bensalem Township School District has experienced many changes in its history. It has evolved from a “one room schoolhouse” community, to an escape from areas of urbanization, to the “metro suburban” township it is today, a township rich with all the trappings and amenities of a big city. Throughout these changes, the school district has remained mindful of its roots as a community of friends organized around the concept of a “good peace.”

Now the school district celebrates and strives to meet the challenges of a diverse and changing community. We are committed to serving a student population rich with a diversity of socioeconomic background, ethnicity, race, religion and educational ability. We work in consort with numerous community service organizations to create and sustain an environment that supports educational excellence for each individual student.

We strive to be the premier educational institution in Bucks County, a school system that is a beacon for families that settle in the greater Philadelphia area and a work place that is the employment goal of teachers and support staff throughout Bucks County. We seek to ensure that each student has the explicit opportunity to discover a passion for learning and achievement that enhances the child’s future aspirations and values. We build an educational environment that ensures that each child is safe, engaged, healthy, supported and challenged. In order to meet the needs of the whole child, we require skilled and compassionate leaders; knowledgeable, creative and dedicated faculty and staff; proud and involved parents and stakeholders; and a spirit of innovation and perseverance. Through continuous reflection and renewal, innovative programs, comprehensive professional development, and active community involvement and coordination, we will achieve our vision for the Bensalem Township School District.

## Shared Values

### Shared Values of The Bensalem Township School District

- Each child has unique learning needs.
- All students can learn and be successful.
- Success in school can be defined in multiple ways.
- Our success requires the collaborative support of the entire community.

- Each member of our school community deserves mutual respect in a safe and healthy environment.
- While the District maintains fiscal responsibility, decisions should be driven by students' needs and interests.

## Educational Community

Bensalem Township School District (BTSD) is located in southeastern Pennsylvania, in the county of Bucks, and is a northeastern suburb of Philadelphia. It dates back into the 1700's. Ben Franklin was once a resident of the once sleepy community. In the 1830's there were 8 schools in their respective communities that now make up Bensalem Township. The school district is made up of many communities forming Bensalem Township. Some of these communities are Andalusia, Cornwells, Neshaminy Valley, Oakford, and Trevose. The once rural Bensalem has evolved into a suburban community.

Bensalem Township is approximately 21 square miles with a population of 61,000 residents. Currently, the district is comprised of 9 schools: 6 elementary (Grades K-6); 2 middles (Grades 7-8); and 1 high school (Grades 9-12). Student enrollment district-wide is approximately 6,300 students.

The BTSD conducts ongoing Child Find activities to identify students who may have a disability and need of specially designed instruction and/or education and related services. If a child is identified by the district as needing of such services, parents and/or guardians will be notified of applicable procedures. Individualized services and programs are available for children who are determined to need specially designed instruction due to the following conditions:

- Autism
- Emotional Disturbance
- Traumatic Brain Injury
- Deafness/Hearing Impairment
- Specific Learning Disability
- Intellectual Disability
- Multiple Disabilities
- Other Health Impairment
- Orthopedic Impairment
- Speech & Language Impairment
- Blindness/Visual Impairment
- Deaf-Blindness

In compliance with state and federal law, the BTSD will provide to each protected handicapped student, without discrimination or cost to the student or family, those related aids, services and/or accommodations that are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's needs. To qualify as a protected handicapped student, the child must be of school age with a physical or mental disability that substantially limits or prohibits participation in or access to an aspect of the school program.

The BTSD provides a continuum of services to support eligible students in their educational program from K-12. Students may receive services ranging from supplemental aids and services in a general education class to a full time replacement program provided in a special education setting by a certified special education teacher. Placement in these programs is based on the eligible student's needs as indicated in the student's Individual Educational Program (IEP).

BTSD offers both horizontal enrichment and vertical acceleration programs to eligible gifted students. Programs include the elementary Special Interest Program (SIP), middle school Gifted Education Program and the high school Humanities Program. The Bucks County Intermediate Unit (IU) offers Early Intervention Programs to eligible children from 3 to 5 years of age. Title I is a federally funded supplemental education program that provides additional support for qualifying students in reading and/or math. The Title I program is designed to enable students to meet the state content and performance standards.

The School Board is composed of nine unpaid members who create policy and conduct the business of the school district according to the laws of the state and the Department of Education. A non-voting secretary and treasurer are appointed by the Board. School Board members are elected from the school district at large. Regular elections are held on Election Day in November. The term of office is four years. To vote, a resident must be registered before the election date. Local papers carry the dates, times and locations of registrations. The Board is a policy-making body whose authority is derived from state law. The school system is managed by the administration that works within the limits of adopted School Board Policy.

Residents of Bensalem Township are invited to attend public school board meetings. The Action Meeting is held on the fourth Wednesday of each month at 7:30 p.m. Committee Meetings are usually held on the second Wednesday of the month. When necessary, special board meetings are called to act on urgent business. When special meetings are called, proper notice is given.

The BTSD is an equal opportunity education facility and employer. It does not discriminate on the basis of race, color, age, creed, religion, gender, sexual orientation, ancestry, national origin, marital status, pregnancy, or handicap/disability. The following individuals have been designated to handle inquiries regarding non-discrimination policies: Director of Human Resources for employment-related discrimination matters and the Director of Special Education for student-related discrimination matters. In addition, it is the policy of the school district to provide an education and employment environment free from all forms of intimidation, abuse, hostility, offensive behavior, sexual harassment and unlawful discrimination.

## Planning Committee

| Name                 | Role   |
|----------------------|--|
| David Baugh          | Administrator  |
| Roy Britton          | Administrator  |
| Roger Caine          | Business Representative                              |
| Maribel Camps        | Administrator  |
| Robert Cardillo      | Administrator  |
| Brian Cohen          | Administrator  |
| Lee Cousins          | Elementary School Teacher - Regular Education        |
| Rene Goldbolt        | Elementary School Teacher - Special Education        |
| Ruth Demshick        | Secondary School Teacher -Special Education          |
| Toni Simmon          | Community Representative                             |
| Ralph Douglass       | Board Member   |
| Stanley Dwight       | Community Representative                             |
| Heather Fedor        | Parent   |
| Leslie Fleming       | Ed Specialist - School Nurse                         |
| Kecia Hall           | Secondary School Teacher - Regular Education         |
| Christopher Karamis  | Middle School Teacher - Regular Education            |
| Cindy Keaton         | Middle School Teacher - Regular Education            |
| Kathy Leon           | Administrator  |
| Monica McHale-Small  | Administrator  |
| Kenneth Medina       | Administrator  |
| Heather Nicholas     | Board Member   |
| <b>JoAnn Perotti</b> | External Facilitator- Bucks County Intermediate Unit |
| Diane Ramsey         | Business Representative                              |
| Jessica Shupik       | Secondary School Teacher - Regular Education         |
| Jill Sitnick         | Ed Specialist - Instructional Technology             |
| Kathy Sullivan       | Parent   |
| Heidi Vermillion     | Middle School Teacher - Regular Education            |

# Core Foundations

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## 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 |
| Common Core Standards: English Language Arts  | Accomplished | Accomplished |
| Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects | Developing   | Developing   |
| Common 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  | Developing   | Developing   |
| Alternate Academic Content Standards for Math   | Accomplished | Accomplished |
| Alternate Academic Content Standards for Reading  | Accomplished | Accomplished |
| American School Counselor Association for Students  | Accomplished | Accomplished |
| Early Childhood Education: Infant-Toddler; Second Grade                                   | Accomplished | Accomplished |
| English Language Proficiency  | Accomplished | Accomplished |
| Interpersonal Skills  | Accomplished | Accomplished |
| School Climate  | Accomplished | Accomplished |

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

N/A

#### Elementary Education-Intermediate Level

| Standards   | Mapping      | Alignment    |
|---|--------------|--------------|
| Arts and Humanities   | Accomplished | Accomplished |
| Career Education and Work   | Accomplished | Accomplished |
| Civics and Government   | Accomplished | Accomplished |
| Common Core Standards: English Language Arts  | Accomplished | Accomplished |
| Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects | Developing   | Developing   |
| Common 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   | Developing   | Developing   |
| Alternate Academic Content Standards for Math      | Accomplished | Accomplished |
| Alternate Academic Content Standards for Reading   | Accomplished | Accomplished |
| American School Counselor Association for Students | Accomplished | Accomplished |
| English Language Proficiency                       | Accomplished | Accomplished |
| Interpersonal Skills                               | Accomplished | Accomplished |
| School Climate                                     | Accomplished | Accomplished |

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

N/A

### **Middle Level**

| <b>Standards</b>  | <b>Mapping</b> | <b>Alignment</b> |
|---|----------------|------------------|
| Arts and Humanities   | Accomplished   | Accomplished     |
| Career Education and Work   | Accomplished   | Accomplished     |
| Civics and Government   | Accomplished   | Accomplished     |
| Common Core Standards: English Language Arts  | Accomplished   | Accomplished     |
| Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects | Developing     | Developing       |
| Common 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  | Accomplished   | Accomplished     |
| English Language Proficiency  | Accomplished   | Accomplished     |
| Interpersonal Skills  | Accomplished   | Accomplished     |
| School Climate  | Accomplished   | Accomplished     |
| World Language  | Accomplished   | Accomplished     |

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

N/A



### High School Level

| Standards   | Mapping      | Alignment    |
|---|--------------|--------------|
| Arts and Humanities   | Accomplished | Accomplished |
| Career Education and Work   | Accomplished | Accomplished |
| Civics and Government   | Accomplished | Accomplished |
| Common Core Standards: English Language Arts  | Developing   | Developing   |
| Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects | Developing   | Developing   |
| Common Core Standards: Mathematics  | Developing   | Developing   |
| 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   |
| English Language Proficiency  | Accomplished | Accomplished |
| Interpersonal Skills  | Developing   | Developing   |
| School Climate  | Accomplished | Accomplished |
| World Language  | Accomplished | Accomplished |

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

N/A

### *Adaptations*

#### Elementary Education-Primary Level

- Arts and Humanities
- Career Education and Work
- Civics and Government
- Common Core Standards: English Language Arts
- Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- Common Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

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

- Arts and Humanities
- Career Education and Work
- Civics and Government
- Common Core Standards: English Language Arts
- Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- Common Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

### **Middle Level**

- Arts and Humanities
- Career Education and Work
- Civics and Government
- Common Core Standards: English Language Arts
- Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- Common Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

### **High School Level**

- Arts and Humanities
- Career Education and Work
- Civics and Government
- Common Core Standards: English Language Arts
- Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- Common Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Explanation for any standards checked:

N/A

## Curriculum

### Planned Instruction

#### Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

The process being used to ensure that this characteristic is accomplished is through a series of meetings with curricular teams throughout the 13-14 school year where common assessments and rubrics will be developed and posted on Performance Tracker. As assessments are administered and results recorded, team meetings to review this data will be held.

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

*This narrative is empty.*

#### Elementary Education-Intermediate Level

| Curriculum Characteristics   | Status       |
|--|--------------|
| Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area. | Not answered |
| Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.       | Not answered |
| The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.  | Not answered |
| Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.         | Not answered |

Processes used to ensure Accomplishment:

The process being used to ensure that this characteristic is accomplished is through a series of meetings with curricular teams throughout the 13-14 school year where common assessments and rubrics will be developed and posted on Performance Tracker. As assessments are administered and results recorded, team meetings to review this data will be held.

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

Processes used to ensure Accomplishment:

The process being used to ensure that this characteristic is accomplished is through a series of meetings with curricular teams throughout the 13-14 school year where common assessments and rubrics will be developed and posted on Performance Tracker. As assessments are administered and results recorded, team meetings to review this data will be held.

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

Processes used to ensure Accomplishment:

The process being used to ensure that this characteristic is accomplished is through a series of meetings with curricular teams throughout the 13-14 school year where common assessments and rubrics will be developed and posted on Performance Tracker. As assessments are administered and results recorded, team meetings to review this data will be held.

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.

The specially designed page of the IEP is reviewed by the appropriate staff. All accommodations and modifications are provided as per the IEP document.

## **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

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

The district has developed district-level assessments to ensure standards aligned instruction and consistency between classrooms, grade levels, and curricular areas.

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

Building level administrators are responsible for monitoring teacher lesson plans in their buildings.

## *Responsiveness to Student Needs*

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

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

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

N/A

**Middle Level**

| <b>Instructional Practices</b>   | <b>Status</b>       |
|--|---------------------|
| Structured grouping practices are used to meet student needs.  | Full Implementation |
| Flexible instructional time or other schedule-related practices are used to meet student needs.  | Full Implementation |
| Differentiated instruction is used to meet student needs.  | Full Implementation |
| A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students. | 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>       |
|--|---------------------|
| Structured grouping practices are used to meet student needs.  | Full Implementation |
| Flexible instructional time or other schedule-related practices are used to meet student needs.  | Full Implementation |
| Differentiated instruction is used to meet student needs.  | Full Implementation |
| A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students. | 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 employs a multi-tiered hiring practice that includes a paper screening, a screening interview and a writing sample as part of the building level interview. A collaborative team approach is used at the building level to identify a recommended candidate who is then interviewed at the district level. Recommended candidates are submitted to the Board of School Directors for approval.

## *Assessments*

### *Local Graduation Requirements*

| <b>Course Completion</b>   | <b>SY 13-14</b> | <b>SY 14-15</b> | <b>SY 15-16</b> | <b>SY 16-17</b> | <b>SY 17-18</b> | <b>SY 18-19</b> |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Total Courses  | 28.00           | 28.00           | 28.00           | 28.00           | 28.00           | 28.00           |
| English  | 4.00            | 4.00            | 4.00            | 4.00            | 4.00            | 4.00            |
| Mathematics  | 3.00            | 4.00            | 4.00            | 4.00            | 4.00            | 4.00            |
| Social Studies   | 3.00            | 3.00            | 4.00            | 4.00            | 4.00            | 4.00            |
| Science  | 3.00            | 3.00            | 4.00            | 4.00            | 4.00            | 4.00            |
| Physical Education   | 3.00            | 2.00            | 2.00            | 2.00            | 2.00            | 2.00            |
| Health   | 1.00            | 1.00            | 1.00            | 1.00            | 1.00            | 1.00            |
| Music, Art, Family & Consumer Sciences, Career and Technical Education | 2.00            | 2.00            | 2.00            | 2.00            | 2.00            | 2.00            |
| Electives  | 10.00           | 9.00            | 9.00            | 9.00            | 9.00            | 9.00            |
| Minimum % Grade Required for Credit (Numerical Answer)                 | 60.00           | 60.00           | 70.00           | 70.00           | 70.00           | 70.00           |

### *2014 Graduation Specifics*

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

#### **Reading**

- Proficiency on State Assessments

#### **Writing**

- Proficiency on State Assessments

#### **Mathematics**

- Proficiency on State Assessments

### *Local Assessments*

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

### *2015 and beyond Graduation Requirement Specifics*

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

#### **English Language and Composition**

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

#### **English Literature**

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

#### **Mathematics**

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.



### Science & Technology

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Successfully complete Advanced Placement or Independent Bacculaureate Courses including "passing" a course exam.

### Environment & Ecology

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Successfully complete Advanced Placement or Independent Bacculaureate Courses including "passing" a course exam.

### *2017 and beyond Graduation Requirement Specifics*

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

#### English Language and Composition

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Successfully complete Advanced Placement or Independent Bacculaureate Courses including "passing" a course exam.

#### American History, Civics/Government, or World History

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Successfully complete Advanced Placement or Independent Bacculaureate Courses including "passing" a course exam.

### *Methods and Measures*

#### Summative Assessments

| Summative Assessments | EEP | E EI | ML | HS |
|-----------------------|-----|------|----|----|
| PSSA's                | X   | X    | X  |    |
| Keystone Exams        |     |      | X  | X  |
| AP Exams              |     |      |    | X  |

#### Benchmark Assessments

| Benchmark Assessments  | EEP | E EI | ML | HS |
|--|-----|------|----|----|
| Northwest Evaluation Association Measures of Academic Progress | X   | X    | X  | X  |
| Dynamic Indicators of Basic Early Literacy Skills              | X   |      |    |    |
| District developed common assessments                          | X   | X    | X  | X  |

### Formative Assessments

| Formative Assessments  | EEP | E EI | ML | HS |
|--|-----|------|----|----|
| Teachers at all levels and in all content areas develop standards aligned formative assessment to assure continuous academic growth. | X   | X    | X  | X  |
| Program specific assessments (EveryDay Math, SuperKids, Read 180, etc.)  |     |      |    |    |

### Diagnostic Assessments

| Diagnostic Assessments  | EEP | E EI | ML | HS |
|---|-----|------|----|----|
| Developmental Reading Assessment  | X   | X    | X  |    |
| Dynamic Indicators of Basic Early Literacy Skills                       | X   |      |    |    |
| Northwest Evaluation Association Measures of Academic Progress          | X   | X    | X  | X  |
| Program specific assessments (EveryDay Math, SuperKids, Read 180, etc.) |     |      |    |    |

### *Validation of Implemented Assessments*

| Validation Methods                     | EEP | E EI | 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             |     |      |    |    |
| Teacher Peer Review                    | X   | X    | X  | X  |

Provide brief explanation of your process for reviewing assessments.

Common assessments in all content areas are developed through a collaborative process involving teachers, curriculum coordinators and district level curriculum coordinators. These assessments are shared with and added to by building level administration. Teachers and building level administrators work collaboratively in professional learning communities to develop classroom-based 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.

NA

### *Collection and Dissemination*

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

The district recently implemented a data warehousing system that allows for both teachers and administrators to easily access student achievement data and to run various reports that detail needs and strengths at the student, classroom, building and district level. This data ensures that appropriate curricular and instructional changes are made. Achievement data is periodically reported out to the Board and to parents.

**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.

Data collected from various assessments is continuously examined through the PLC process at each building. This data is used to identify students in need of support or enrichment. The assessment data is also used to design and monitor intervention effectiveness. At the secondary level, assessment data is utilized to assist with the course selection and placement process. Students are targeted for supplemental instruction based on data from various achievement assessments.

**Assessment Data Uses**

| Assessment Data Uses  | EEP | E EI | 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.

Utilizing specific standards bar chart, level to level and assessment section reports from Performance Tracker, students skill deficits are identified and instruction is planned to address those needs. The assessments at the elementary level are PSSA, NWEA MAP, DIBELS, Every Day Mathematics and DRA . This is accomplished by teachers through their participation and discussions in Professional Development Community Meetings and School Leadership Team Meetings. At the district level, the Director of Elementary Curriculum and Instruction meets with Principals, Curriculum Coordinators and teachers to review data so that appropriate interventions are provided. E-suite which is a component of the EveryDay Mathematics program assists the teachers in delivering differentiated lessons based on the results of the students' formative assessments.

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

NA

### *Distribution of Summative Assessment Results*

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

Provide brief explanation of the process for incorporating selected strategies.

An Assessment calendar is distributed district-wide and all information is posted on the district website. A description of the district assessment program can be found in the student-parent handbook as well. Parents are also informed throughout the year via meetings, our district TV show, School Board Meetings, report card conferences and district mailings.

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

Schools will be directed to include this information in their school websites, calendars,

## **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.

School level teams have met, analyzed and developed school level plans to address strengths and deficiencies. Resources have been aligned to support the schools. We are awaiting guidance from PDE as to the possible identification of "struggling" school in Bensalem Township School District.

### *Programs, Strategies and Actions*

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

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

We trained a core group of teachers and administrators in restorative practices at the middle and high school level. We are integrating restorative practices into our disciplinary and instructional programs.

### *Identifying Gifted Students*

Describe your entity's process for identifying gifted children.

The Bensalem Township School District utilizes multiple criteria to determine student eligibility for gifted support services. Students may be found eligible as a result of outstanding cognitive functioning, exceptional academic achievement, and professional and parental judgment. The following guidelines assist building teams to determine eligibility in accordance with state and district criteria. Students may be referred by parents once per school year to determine eligibility for gifted support services. Such referrals should be provided in writing to the building principal. Professional staff within the schools may refer students to the building principal for gifted screening procedures. Typically, this includes:

- A cognitive ability screening test
- PSSA data when available
- Checklist data supplied by parents and teachers

#### III. Formal assessment facilitated by the School Psychologist

- The WISC-IV, SB-V, and WJ-III Cog are the primary cognitive ability measures used to determine a student's level of cognitive functioning. However, multiple measures are taken into consideration by the psychologist when deemed necessary. Private assessments are always taken into consideration.

- Achievement data for Reading Comprehension and Math Reasoning obtained from screening instruments or other available standardized measures (e.g. PSSA)

IV. A Gifted Multidisciplinary Team, including the student's teacher(s), parent(s), and Local Educational Agency (LEA) representative review the information gathered for the Gifted Written Report and determine whether or not the student meets district and State eligibility criteria. Parents are provided with procedural safeguards to ensure due process rights throughout this process.

### *Developmental Services*

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

Explanation of developmental services:

The Bensalem Township School District is in the process of developing a Tiered Intervention Model similar to PDE's RTII model.

### *Diagnostic, Intervention and Referral Services*

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

|  |   |   |   |   |
|--|---|---|---|---|
| Small Group Counseling-Educational planning            | X | X | X | X |
| Small Group Counseling-Personal and Social Development | X | X | X | X |
| Special Education Evaluation                           | X | X | X | X |
| Student Assistance Program                             | 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> |
|--|------------|------------|-----------|-----------|
| Alternative Education  | X          | X          | X         | X         |
| Case and Care Management   | X          | X          | X         | X         |
| Community Liaison  | X          | X          | X         | X         |
| Community Services Coordination (Internal or External)                               | X          | X          | X         | X         |
| Coordinate Plans   | X          | X          | X         | X         |
| Coordination with Families (Learning or Behavioral)                                  | X          | X          | X         | X         |
| Home/Family Communication  | X          | X          | X         | X         |
| Managing Chronic Health Problems   | X          | X          | X         | X         |
| Managing IEP and 504 Plans   | X          | X          | X         | X         |
| Referral to Community Agencies   | X          | X          | X         | X         |
| Staff Development  | X          | X          | X         | X         |
| Strengthening <b>Relationships Between</b> School Personnel, Parents and Communities | X          | X          | X         | X         |
| System Support   | X          | X          | X         |           |
| Truancy Coordination   | 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>EEI</b> | <b>ML</b> | <b>HS</b> |
|--|------------|------------|-----------|-----------|
| Course Planning Guides                                   | X          | X          | X         | X         |
| Directing Public to the PDE & AYP Websites               | X          | X          | X         | X         |
| Individual Meetings                                      | X          | X          | X         | X         |
| Letters to Parents/Guardians                             | X          | X          | X         | X         |
| Local Media Reports                                      | X          | X          | X         | X         |
| Website  | X          | X          | X         | X         |
| Meetings with Community, Families and Board of Directors | X          | X          | X         | X         |
| Mass Phone Calls/Emails/Letters                          | X          | X          | X         | X         |
| Newsletters  | X          | X          | X         | X         |
| Press Releases   | X          | X          | X         | X         |
| School Calendar  | X          | X          | X         | X         |
| Student Handbook   | 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> |
|--|------------|------------|-----------|-----------|
| Individual Meetings                                      | X          | X          | X         | X         |
| Individual Screening Results                             | X          | X          | X         | X         |
| Letters to Parents/ <b>Guardians</b>                     | X          | X          | X         | X         |
| Website  | X          | X          | X         | X         |
| Meetings with Community, Families and Board of Directors | X          | X          | X         | X         |
| Newsletters  | X          | X          | X         | X         |
| School Calendar  | X          | X          | X         | X         |
| Student Handbook   | X          | X          | X         | X         |

### *Frequency of Communication*

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

- More than once a month

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

- More than once a month

#### **Middle Level**

- More than once a month

#### **High School Level**

- More than once a month

### *Collaboration for Interventions*

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

Schools are organized in professional learning communities that meet on a weekly basis to review student data and address strengths and weaknesses.

### *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



Before and after school BASE Program Collaborate with Head Start Early Intervention Meetings The Federal Programs Officer meets with pre-school providers to make them aware of services provided in the district.

### *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 Bucks County Intermediate Unit provides preschool intervention services for children with disabilities. The student's strengths and needs are assessed by trained specialists and, when deemed eligible for special education services, they receive an individualized program designed to address the student's unique needs. When the student becomes kindergarten eligible by age, the Intermediate Unit and district coordinate the transition to school-age program and services. This coordination includes visitation by Bensalem Township School District personnel to the Early Intervention site. Parents are an integral part of the process and encouraged to actively participate in the transition planning. The school receiving the student is properly briefed of the incoming student needs, and the student's progress closely monitored. Their team meets prior to the beginning of the school-based program to revised and update the IEP with parents.

## **Materials and Resources**

### *Description of Materials and Resources*

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

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

Provide explanation for processes used to ensure Accomplishment.

Through the Curriculum Modification Process, Curriculum Coordinators and their teams meet with teachers throughout the year to evaluate the materials and resources that are being used. If new materials are being considered there are a specific program and or

textbook selection checklist and process that need to be followed, Materials must also be available in the Board Room for public view for 2 weeks. Materials and resources are purchased in quantities consistent with the enrollment of each school in order to guarantee a robust supply that is accessible to teachers and students. Through data analysis of students' performance on state and local assessments and alignment with the eligible content in state assessments informed decisions are made on what type of differentiated materials are to be made available to accommodate diverse levels of student motivation, performance and educational needs.

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

Provide explanation for processes used to ensure Accomplishment.

Through the Curriculum Modification Process, Curriculum Coordinators and their teams meet with teachers throughout the year to evaluate the materials and resources that are being used. If new materials are being considered there are a specific program and or textbook selection checklist and process that need to be followed, Materials must also be available in the Board Room for public view for 2 weeks. Materials and resources are purchased in quantities consistent with the enrollment of each school in order to guarantee a robust supply that is accessible to teachers and students. Through data analysis of students' performance on state and local assessments and alignment with the eligible content in state assessments informed decisions are made on what type of differentiated materials are to be made available to accommodate diverse levels of student motivation, performance and educational needs.

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

N/A

### Middle Level

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

|   |  |
|---|--|
| student motivation, performance and educational needs |  |
|---|--|

Provide explanation for processes used to ensure Accomplishment.

Through the Curriculum Modification Process, Curriculum Coordinators and their teams meet with teachers throughout the year to evaluate the materials and resources that are being used. If new materials are being considered there are a specific program and or textbook selection checklist and process that need to be followed, Materials must also be available in the Board Room for public view for 2 weeks. Materials and resources are purchased in quantities consistent with the enrollment of each school in order to guarantee a robust supply that is accessible to teachers and students. Through data analysis of students' performance on state and local assessments and alignment with the eligible content in state assessments informed decisions are made on what type of differentiated materials are to be made available to accommodate diverse levels of student motivation, performance and educational needs.

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

N/A

### High School Level

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

Provide explanation for processes used to ensure Accomplishment.

Through the Curriculum Modification Process, Curriculum Coordinators and their teams meet with teachers throughout the year to evaluate the materials and resources that are being used. If new materials are being considered there are a specific program and or textbook selection checklist and process that need to be followed, Materials must also be available in the Board Room for public view for 2 weeks. Materials and resources are purchased in quantities consistent with the enrollment of each school in order to guarantee a robust supply that is accessible to teachers and students. Through data analysis of students' performance on state and local assessments and alignment with the eligible content in state assessments informed decisions are made on what type of differentiated materials are to be made available to accommodate diverse levels of student motivation, performance and educational needs.

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>                                     |
|---|---|
| Arts and Humanities   | Implemented in 50% or more of district classrooms |
| Career Education and Work   | Implemented in 50% or more of district classrooms |
| Civics and Government   | Implemented in 50% or more of district classrooms |
| Common Core Standards: English Language Arts  | Implemented in 50% or more of district classrooms |
| Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects | Implemented in 50% or more of district classrooms |
| Common Core Standards: Mathematics  | Implemented in 50% or more of district classrooms |
| Economics   | Implemented in 50% or more of district classrooms |
| Environment and Ecology   | Implemented in 50% or more of district classrooms |
| Family and Consumer Sciences  | Implemented in 50% or more of district classrooms |
| Geography   | Implemented in 50% or more of district classrooms |
| Health, Safety and Physical Education   | Implemented in 50% or more of district classrooms |
| History   | Implemented in 50% or more of district classrooms |
| Science and Technology and Engineering Education  | Implemented in 50% or more of district classrooms |

|   |   |
|---|---|
|   | classrooms  |
| Alternate Academic Content Standards for Math                       | Implemented in 50% or more of district classrooms |
| Alternate Academic Content Standards for Reading                    | Implemented in 50% or more of district classrooms |
| American School Counselor Association for Students                  | Implemented in 50% or more of district classrooms |
| Early Childhood Education: Infant-Toddler&rarr; <b>Second</b> Grade | Implemented in 50% or more of district classrooms |
| English Language Proficiency  | Implemented in 50% or more of district classrooms |
| Interpersonal Skills  | Implemented in 50% or more of district classrooms |
| School Climate  | Implemented in 50% or more of district classrooms |

Further explanation for columns selected "

N/A

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

| <b>Standards</b>  | <b>Status</b>                                     |
|---|---|
| Arts and Humanities   | Implemented in 50% or more of district classrooms |
| Career Education and Work   | Implemented in 50% or more of district classrooms |
| Civics and Government   | Implemented in 50% or more of district classrooms |
| Common Core Standards: English Language Arts  | Implemented in 50% or more of district classrooms |
| Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects | Implemented in 50% or more of district            |

|  |   |
|--|---|
|  | classrooms  |
| Common Core Standards: Mathematics                 | Implemented in 50% or more of district classrooms |
| Economics  | Implemented in 50% or more of district classrooms |
| Environment and Ecology                            | Implemented in 50% or more of district classrooms |
| Family and Consumer Sciences                       | Implemented in 50% or more of district classrooms |
| Geography  | Implemented in 50% or more of district classrooms |
| Health, Safety and Physical Education              | Implemented in 50% or more of district classrooms |
| History  | Implemented in 50% or more of district classrooms |
| Science and Technology and Engineering Education   | Implemented in 50% or more of district classrooms |
| Alternate Academic Content Standards for Math      | Implemented in 50% or more of district classrooms |
| Alternate Academic Content Standards for Reading   | Implemented in 50% or more of district classrooms |
| American School Counselor Association for Students | Implemented in 50% or more of district classrooms |
| English Language Proficiency                       | Implemented in 50% or more of district classrooms |
| Interpersonal Skills                               | Implemented in 50% or more of district classrooms |
| School Climate                                     | Implemented in 50% or more of district            |

|  |            |
|--|------------|
|  | classrooms |
|--|------------|

Further explanation for columns selected "

N/A

### Middle Level

| Standards   | Status  |
|---|---|
| Arts and Humanities   | Implemented in 50% or more of district classrooms |
| Career Education and Work   | Implemented in 50% or more of district classrooms |
| Civics and Government   | Implemented in 50% or more of district classrooms |
| Common Core Standards: English Language Arts  | Implemented in 50% or more of district classrooms |
| Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects | Implemented in 50% or more of district classrooms |
| Common Core Standards: Mathematics  | Implemented in 50% or more of district classrooms |
| Economics   | Implemented in 50% or more of district classrooms |
| Environment and Ecology   | Implemented in 50% or more of district classrooms |
| Family and Consumer Sciences  | Implemented in 50% or more of district classrooms |
| Geography   | Implemented in 50% or more of district classrooms |
| Health, Safety and Physical Education   | Implemented in 50% or more of district classrooms |
| History   | Implemented in 50% or more of district            |

|  |   |
|--|---|
|  | classrooms  |
| Science and Technology and Engineering Education   | Implemented in 50% or more of district classrooms |
| Alternate Academic Content Standards for Math      | Implemented in 50% or more of district classrooms |
| Alternate Academic Content Standards for Reading   | Implemented in 50% or more of district classrooms |
| American School Counselor Association for Students | Implemented in 50% or more of district classrooms |
| English Language Proficiency                       | Implemented in 50% or more of district classrooms |
| Interpersonal Skills                               | Implemented in 50% or more of district classrooms |
| School Climate                                     | Implemented in 50% or more of district classrooms |
| World Language                                     | Implemented in 50% or more of district classrooms |

Further explanation for columns selected "

*This narrative is empty.*

### High School Level

| Standards                                    | Status  |
|--|---|
| Arts and Humanities                          | Implemented in 50% or more of district classrooms |
| Career Education and Work                    | Implemented in 50% or more of district classrooms |
| Civics and Government                        | Implemented in 50% or more of district classrooms |
| Common Core Standards: English Language Arts | Implemented in 50% or more of district            |



|   |   |
|---|---|
|   | classrooms  |
| Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects | Implemented in 50% or more of district classrooms |
| Common Core Standards: Mathematics  | Implemented in 50% or more of district classrooms |
| Economics   | Implemented in 50% or more of district classrooms |
| Environment and Ecology   | Implemented in 50% or more of district classrooms |
| Family and Consumer Sciences  | Implemented in 50% or more of district classrooms |
| Geography   | Implemented in 50% or more of district classrooms |
| Health, Safety and Physical Education   | Implemented in 50% or more of district classrooms |
| History   | Implemented in 50% or more of district classrooms |
| Science and Technology and Engineering Education  | Implemented in 50% or more of district classrooms |
| Alternate Academic Content Standards for Math   | Implemented in 50% or more of district classrooms |
| Alternate Academic Content Standards for Reading  | Implemented in 50% or more of district classrooms |
| American School Counselor Association for Students  | Implemented in 50% or more of district classrooms |
| English Language Proficiency  | Implemented in 50% or more of district classrooms |
| Interpersonal Skills  | Implemented in 50% or more of district            |

|                |   |
|----------------|---|
|                | classrooms  |
| School Climate | Implemented in 50% or more of district classrooms |
| World Language | Implemented in 50% or more of district classrooms |

Further explanation for columns selected "

N/A

### *Current Technology Services*

#### **Required for LEA applying for eRate Priority 2 Funding**

Describe your current telecommunications services, hardware, software and other services used to implement education. What strengths and weaknesses, related to technology, have been identified by staff, students or parents?

The Bensalem Township School District was not required to answer this question, however the district answered the question:

- Use of robust countywide WAN
- Curricular resources accessible via network resources
- Incorporating cyber learning via VLN Partners
- Capital plan for equipment upgrade and replenishment
- General funds for academic technology
- Staff members always need additional opportunities for staff development on the integration of technology into the curriculum, virtual learning, and other emerging technologies

### *Future Technology Services*

#### **Required for LEA applying for eRate Priority 2 Funding**

Describe what specific telecommunications services; hardware, software and other services will be needed to improve education? (Address how you plan to take advantage of emerging technologies to improve education. Be sure to include the acquisition or implementation of such services/equipment within your Action Plans.)

This section does not need to be answered by Bensalem Township School District and is not required for the district to answer, however the district answered this section. Services: 1. Engineering services to provide ongoing network growth support. (BYOD will need

extensive planning and implementation for robust computing experiences.) 2. Consultation services to support district tools like BTSD Google Docs, Sungard and curriculum software purchases. Hardware: 1. Reliable hardware (laptops, tablets) for staff and students on a scheduled refresh cycle to allow for budget planning. 2. Reliable network infrastructure equipment to ensure connectivity in all buildings, at all times. Software: 1. Microsoft agreement organized by BCIU #22 allows for full use of Microsoft products (users and network) 2. Student achievement data warehouses like PerformanceTracker to aid data-driven instruction 3. Cloud managed resources to allow for device agnostic access to district resources.

## 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  |
| Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional <b>decision-making</b> . | X   | X   | X  | X  |
| <b>Empower educators</b> to work effectively with parents and community partners.  | X   | X   | X  | X  |

| District's Professional Education Characteristics   | EEP | EEI | ML | HS |
|---|-----|-----|----|----|
| 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 leaders with the ability to access and use appropriate data to inform <b>decision-making</b> .   | X   | X   | X  | X  |
| <b>Empower leaders</b> 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.

Our annual Needs Assessment Survey focused on areas that each school's Act 48 Committee representatives and member of the Act 48 Committee submitted as topics of interest for their school community. These topics were based not only on student needs as evidenced by their performance on state and local assessments, but also on the personal needs of the professional staff and the social emotional wellness of our students. Staff members were invited to respond to the professional development needs and assessment survey by noting their professional assignment and top five preferences for additional professional development opportunities. Since the survey identified the identified each respondent's prioritized preferences, we will be able to differentiate between the needs of the novice

teachers and our more experienced staff when we plan our professional development sessions.

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

N/A

### *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 district has a Professional Development Coordinator and an assistant. The coordinator schedules two district-wide meetings. Building level principals form an Act 48 Committee to identify professional development needs for building days. The Act 48 personnel also meet district-wide to identify district-wide professional development needs. Building level principals conduct data meetings to identify necessary students at risk and plan intervention steps. The Instructional Cabinet meets to identify building and district professional development dates throughout the school year. All staff is informed at the beginning of the school year about professional development dates. Instructional coaches, consultants and curriculum coordinators are secured to facilitate professional development workshops.

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 process entails an intense program of professional development during the first year of contracted employment. Inductees are involved in two full days of professional development prior to the start of school. The initial days of induction are spent over-viewing professional responsibilities and an overview of curriculum. Inductees are then involved in monthly after school professional development sessions, which address all of the characteristics, checked above. In addition to professional development sessions, inductees work with their assigned mentors on relevant characteristics and on best instructional practices.

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).

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

Our Induction Program is an intensive professional development experience scheduled over the course of the school year.

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.

Through a clear articulation of criteria for appropriate mentors, building level administrators in consultation with our professional developers choose professional

mentors each year to match the needs of inductees with the professional strengths of building mentors.

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 |
|---|---------|---------|---------|---------|---------|---------|
| Code of Professional Practice and Conduct for Educators | X       |         |         |         |         |         |
| Assessments   |         | X       | X       | X       | X       |         |
| Best Instructional Practices                            | X       | X       | X       | X       | X       | X       |
| Safe and Supportive Schools                             | X       |         | X       |         | X       |         |
| Standards   | X       | X       | X       | X       | X       | X       |
| Curriculum  | X       | X       | X       | X       | X       | X       |
| Instruction   | X       | X       | X       | X       | X       | X       |
| Accommodations and Adaptations for diverse learners     | X       | X       | X       | X       | X       | X       |
| Data informed decision making                           | X       | X       | X       | X       | X       | X       |
| Materials and Resources for Instruction                 | 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.

The Bensalem Township School District gathers a tremendous amount of data on our inductees ranging from portfolio collections and work product from the induction program to multiple observations and feedback from classroom observation. Through this data collection, feedback is given to the inductee on classroom practice but also feedback - through reflections, surveys, and direct contact - is provided to our administrative team on the effectiveness of our 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 Administrator on the Application for Level 2 Certification.

## Special Education

### *Special Education Students*

Total students identified: **1283**

### *Identification Method*

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

The Bensalem Township School District continues to use the discrepancy model for the identification of children with specific learning disabilities. The district continues to develop the Response to Intervention and Instruction (RTII) model within all 9 schools. Currently, the RTII model is most focused within the 6 elementary schools, particularly in Reading/Language Arts.

### *Enrollment*

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

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 Bensalem Township School District met the SPP Target for Disproportionate Representation by Race/Ethnicity and Disability Category based on the 2010-2011 Special Education Data Report.

### *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 Bensalem Township School District has one program operating within its boundaries, the Saint Francis/Saint Joseph Home for Boys. This facility also operates the Saint Katherine Drexel School on its campus as well. Currently, the BCIU and the 1306 program



have a contract enabling the BCIU to serve as the LEA Rep for student within the program. The district is notified when the residential program team believes a student is in need of a less restrictive environment and a review of records meeting is set up. Once scheduled, a representative from BTSD along with a school psychologist attends the meeting at St. Francis and reviews the entire record along with the current IEP. A new IEP may be developed upon which a NOREP may be issued recommending a change in placement to a less restrictive environment and away from the on grounds academic program. After receipt of the signed NOREP, transportation is arranged and the student attends the new school.

### *Incarcerated Students Oversight*

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

There are no facilities for incarcerated youth located within the boundaries of the district. If there were, we would implement the same childfind procedures we have in place in our school district's buildings to ensure that all potentially eligible students are evaluated, identified when deemed eligible, and offered a free appropriate public education if found eligible.

### *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 Bensalem Township School District ensures that children with disabilities are educated to the maximum extent appropriate with non-disabled children by complying with the evaluation, the identification, and the IEP process. The evaluation is utilized by the team members to identify a student's disability and needs in a particular area. The IEP team then attempts to program for the student within the general education setting using accommodations and modifications that will be written into the IEP. All efforts are made by the team to support the student within the general education setting using supplementary aides and services such as modified tests, curricular materials on tape, adaptive equipment

for the classroom, explicit social skills instruction, or even a personal care assistant. However, there are occasions where even maximum support in the general education setting is not sufficient and the student requires intense, direct, explicit instruction in their skills deficits. A district level administrator is always involved where there is the potential for a change to a more restrictive setting and only after thorough review of the progress monitoring data, teacher feedback, and related services input would a student be transitioned to a new setting. For students receiving services in out of district programs, a Special Education Supervisor attends every IEP meeting and continues to emphasize the need for returning students to the district in order to be educated with their neighborhood peers in the least restrictive environment. Inclusive Practices is a major point of pride for the District and we continue to show our commitment to this subject through our numerous co-teaching opportunities available to students across the district. One elementary school has been involved with the PaTTAN Inclusive Practices Mini Grant for the past 5 years in an effort to increase student access to the setting for those students with significant disabilities. The District also employs a large number of instructional assistants and Personal Care Assistants in order to support students of varying disabilities within the general education setting. The District also attempts to provide related services such as Occupational Therapy and Speech Therapy to students within the general education setting as much as is practicable. The District uses the support of 2 full time Board Certified Behavior Analysts in order to support students in need of special education services that require a PBSP and those general education students that may need some classroom support and or their classroom teachers as well. We also utilize the support of our BCIU TaC in order to continue to expand School Wide Positive Behavioral Supports throughout our 6 elementary and 2 middle schools. Although the district failed to reach the state performance plan target for Indicator 5 (LRE) the district continues to work on expanding its inclusive practices and supporting students within the general education classroom. The district needs to improve its number of students being educated within the general education setting for more than 40% of the day. The work the district has been doing through the inclusive practices mini grant should help facilitate a positive change in this area. Students are only placed in out of district placements when the IEP team has exhausted all available resources for the student within the district. The district has continued to expand its programmatic offerings within the district in order to support more students within its home schools. Some of these improvements are opening district run emotional support elementary classes, evoking transfer of entity for autistic support classes 2 years ago and again this school year, and expanding district life skills classes at the secondary level. All of this improvement has allowed the district to retain students it would have historically moved to off site placements.

### *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 Bensalem Township School District Behavior Support policy directs the district that its behavior support programs be based on positive rather than negative behavior techniques

to ensure that students shall be free from demeaning treatment and the unreasonable use of restraints or other aversive techniques. In order to carry out this directive, the district has adopted the School Wide Positive Behavior Intervention and Support (SWIPBS) model in all of its schools. We have utilized the expertise of our BCIU TaC in order to facilitate the launch and expansion of SWPBIS over the past 4 years. Building based PBS teams have been formed and are charged with tracking behavioral data school wide, developing the school wide behavioral themes, and supporting teachers in using PBS techniques. The district uses the Crisis Prevention Intervention method to instruct its teachers in de-escalation techniques and restraint in the case of extreme circumstances. Each building has CPI teams that are certified yearly in order to remain current on best practices. The district also includes Instructional Assistants, Personal Care Assistants, nurses, and guidance counselors in this training as well. The district is continuing to improve its school based behavioral health services by expanding the role of the school psychologists to offer both group and direct counseling services, guidance counselor run groups, and contracting with outside services providers to offer individual counseling to those in need.

### *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 Bensalem Township School District is able to provide FAPE to all students. The IEP Teams remain focused on utilizing placements for implementing student IEPs in the least restrictive environment. This is evident in the decrease of students in Other Settings on the Special Education Data Reports over the past 5 years. Although the district still has work to do to decrease that percentage, we have continued to increase supports district wide to be able to educate students in the LRE. The district shows its commitment to our students through our plan to continue transfer of entity from IU run classes to district run programs. However, there are cases where the district is not able to support the needs of a student and an alternative placement is required. Those cases can range from high school age students with Emotional Disturbance and mental health issues such as anxiety and OCD to students with Autism and severe behavioral challenges. These cases tend to require a very therapeutic and structured setting with multiple layers of support such as behavioral modification or cognitive behavioral therapy. Often times these students have extensive home based services and mental health teams. In order to facilitate open communication between the home teams and the school based district teams an interagency meeting will be held with the help of the BCIU interagency coordinator. These meetings have proven to be very beneficial to the student and family. The district began returning students 2 years with transfer of entity from the BCIU. Autistic Support classes along with language based learning support classes were returned to district. For the 2013-2014 school year the district will be returning 3 additional autistic support classes at the elementary level. This

will complete a full continuum from K-12 in autistic support and we will look to transfer additional classes back to district each year. The district has also expanded its life skills program at the secondary level and this has enabled us to retain many students we would have traditionally placed in out of district placements. The district believes philosophically that we should be education our students and not outside providers.

### *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.

The special education program in the Bensalem Township School District prides itself in striving to meet the needs of students within the Least Restrictive Environment. To support this philosophy, the district strives to offer a full continuum of services to students, providing access to the general core curriculum while making meaningful progress within that curriculum, and a dedicated teaching staff. The Bensalem Township School District operates classrooms, which provide a variety of supports including learning support and language based learning support, emotional support, autistic support, and life skills support. The district also houses several programs and offers multiple related services provided by the Bucks County Intermediate Unit such as multiple disabilities support, hearing support, vision support, orientation and mobility services, physical therapy, occupational therapy, and speech and language therapy. Students of all disability categories can have their needs met through these programs. Each specific program is modified to meet the needs of the students being served. For many years the BCIU operated all Autistic Support classes within the district. Over time, the autistic population has grown significantly within Bensalem and the district has made a decision to work through the transfer of entity process in order to develop an Autistic Program of its own staffed by Bensalem teachers. This strategy continues to demonstrate how the Bensalem School District prides itself in supporting its students and offering a full continuum of services within its 9 schools. In the 2012-2013 school year the Bensalem High School was fortunate enough to have a Multiple Disabilities Support class move into the building that is staffed by IU teachers. This has been beneficial to both the students in the program and the teachers within the building since the district has never housed a classroom where the students required this level of intensive support. This classroom has taught students and staff within the building many lessons about life and acceptance. The district operated emotional support program began in 2010 when the district committed to retaining its students with significant emotional issues within the school district. The elementary school program is located in one elementary school and currently serves 1st through 6th graders. The middle school program supports students in 7th and 8th grade while the high school program services 9th and above. Students in need of this level of service may receive individual and/or group counseling, behavior intervention plans, social skills curriculum, and a small staff to student ratio. The district operates a Gifted Education program that includes students who are in need of gifted services. Students are referred for evaluation through the CST process, teacher recommendation, and parental request. The district uses data from the MAP assessment, which serves as the district screener, and various other assessments such as PSSA scores. The program from Kindergarten through 5th grade is called the Special Interest Program (SIP) and consists of both push in and pull out services

and is based on a five-day rotation. Students receive direct instruction by the gifted support teacher from 30 to 210 minutes over the 5 days. Our 6th grade gifted program is located in one elementary school and consists of pull out academic classes for students. The secondary gifted program consists of a pull out model for 7th and 8th grade students while the high school program is a humanities based program consisting of pull out classes as well as a mix of AP courses for students to choose from. The Bensalem Township School District has a rigorous staff development program that consists of a full year new teacher induction program where teachers are instructed on best practices in the areas of classroom management, differentiation, professional learning communities, educating the gifted child, and inclusive practices. In addition to the induction program for all new staff, teachers are expected to participate in 11 in-service days sponsored throughout the district. Those days span topics such as ADD/ADHD to Teaching Everyday Math to working with students with intense emotional needs. During those days teachers and other support staff are assigned to locations throughout the district where trainers, administrators, or other teachers will facilitate the professional development. There are also professional development days where the building administrators and staff develop the professional plan for the day and tailor the training to the specific needs of the building. Parent trainings are offered 2 to 3 times per year and have included such topics as Transition Beyond School Age, ADD/ADHD, and Cyberbullying. Although the district does not generally have a large turn out for these events, the parents that do attend provide good feedback to the staff and say the sessions were worth the time and a valuable experience.

# Assurances

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## 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
- 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 |
|--|---------------|--|---------------|
| Saint Francis / Saint Joseph Home for Boys | Nonresident   | The Bucks County Intermediate Unit serves as the LEA for this program. | 1             |

## Least Restrictive Environment Facilities

| Facility Name                  | Type of Facility         | Type of Service                           | Number of Students Placed |
|--------------------------------|--------------------------|---|---------------------------|
| Delta School                   | Approved Private Schools | Emotional Support                         | 1                         |
| Devereux School                | Approved Private Schools | Autistic Support                          | 1                         |
| Ellwyn Davidson                | Approved Private Schools | Autistic Support                          | 2                         |
| Home of the Merciful Savior    | Approved Private Schools | Multiple Disabilities Support             | 1                         |
| Martin Luther School           | Approved Private Schools | Emotional Support                         | 2                         |
| Overbrook School For the Blind | Approved Private Schools | Blind or Visually Impaired support        | 1                         |
| Valley Day School              | Approved Private Schools | Emotional Support                         | 5                         |
| Wordsworth Academy             | Approved Private Schools | Emotional Support                         | 2                         |
| Children's Home of Reading     | Other                    | Learning Support                          | 1                         |
| George Jr. Republic            | Other                    | Emotional Support                         | 1                         |
| Community Service Foundation   | Other                    | Emotional Support                         | 4                         |
| Devereux School                | Other                    | Learning Support and Emotional Support    | 3                         |
| Lakeside Academy               | Other                    | Learning Support and Emotional Support    | 12                        |
| Lakeside Girls Academy         | Other                    | Learning Support and Emotional Support    | 4                         |
| Lifeworks Academy              | Other                    | Autistic, Emotional and Learning Supports | 14                        |
| New Life and Farm Services     | Other                    | Learning Support                          | 1                         |
| Ombudsman                      | Other                    | Learning Support and Emotional Support    | 5                         |
| Tawanka                        | Other                    | Autistic Support                          | 2                         |
| Today Inc.                     | Other                    | Emotional Support                         | 4                         |



|                           |       |  |   |
|---------------------------|-------|--|---|
| Wordsworth Spirit Program | Other | Autistic Support and Life Skills Support | 4 |
| Youth Services            | Other | Learning Support and Emotional Support   | 4 |

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM SEGMENTS

| Location/Building    | Grade                         | Building Type   | Support  | Service Type      | Age Range | Caseload | FTE |
|----------------------|-------------------------------|---|--|-------------------|-----------|----------|-----|
| Bensalem High School | A Senior High School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Emotional Support | 14 to 18  | 16       | 1   |

### Program Position #2

*Operator:* School District

#### PROGRAM SEGMENTS

| Location/Building    | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|----------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Bensalem High School | A Senior High School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 14 to 15  | 19       | 1   |

### Program Position #3

*Operator:* School District

#### PROGRAM SEGMENTS

| Location/Building    | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|----------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Bensalem High School | A Senior High School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 14 to 19  | 20       | 1   |

Justification: Students attend classes where the grouping does not exceed the age range.

### Program Position #4

*Operator:* School District

#### PROGRAM SEGMENTS

| Location/Building    | Grade         | Building Type               | Support                      | Service Type     | Age Range | Caseload | FTE |
|----------------------|---------------|-----------------------------|------------------------------|------------------|-----------|----------|-----|
| Bensalem High School | A Senior High | A building in which General | Supplemental (Less Than 80%) | Learning Support | 16 to 19  | 19       | 1   |

|  |                 |                                 |                    |  |  |  |  |
|--|-----------------|---------------------------------|--------------------|--|--|--|--|
|  | School Building | Education programs are operated | but More Than 20%) |  |  |  |  |
|--|-----------------|---------------------------------|--------------------|--|--|--|--|

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

| Location/Building    | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|----------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Bensalem High School | A Senior High School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 14 to 18  | 18       | 1   |

**Program Position #6***Operator: School District***PROGRAM SEGMENTS**

| Location/Building    | Grade                         | Building Type   | Support   | Service Type     | Age Range | Caseload | FTE |
|----------------------|-------------------------------|---|-----------|------------------|-----------|----------|-----|
| Bensalem High School | A Senior High School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 14 to 19  | 13       | 1   |

Justification: Students attend class where the grouping does not exceed the age range.

**Program Position #7***Operator: School District***PROGRAM SEGMENTS**

| Location/Building    | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|----------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Bensalem High School | A Senior High School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 16 to 20  | 19       | 1   |

**Program Position #8***Operator: School District***PROGRAM SEGMENTS**

| Location/Building    | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|----------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Bensalem High School | 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  | 17       | 1   |

**Program Position #9***Operator: School District***PROGRAM SEGMENTS**

| Location/Building | Grade | Building | Support | Service | Age | Caseload | FTE |
|-------------------|-------|----------|---------|---------|-----|----------|-----|
|-------------------|-------|----------|---------|---------|-----|----------|-----|

|  |                               | Type  |  | Type             | Range    |    |   |
|--|-------------------------------|---|--|------------------|----------|----|---|
| Bensalem High School   | 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 20 | 19 | 1 |
| Justification: Students attend class that does not exceed the age range. |                               |   |  |                  |          |    |   |

**Program Position #10***Operator: School District***PROGRAM SEGMENTS**

| Location/Building    | Grade                         | Building Type   | Support  | Service Type      | Age Range | Caseload | FTE |
|----------------------|-------------------------------|---|--|-------------------|-----------|----------|-----|
| Bensalem High School | 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  | 17       | 1   |

**Program Position #11***Operator: School District***PROGRAM SEGMENTS**

| Location/Building    | Grade                         | Building Type   | Support  | Service Type      | Age Range | Caseload | FTE |
|----------------------|-------------------------------|---|--|-------------------|-----------|----------|-----|
| Bensalem High School | A Senior High School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Emotional Support | 14 to 18  | 18       | 1   |

**Program Position #12***Operator: School District***PROGRAM SEGMENTS**

| Location/Building    | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|----------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Bensalem High School | 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 17  | 17       | 1   |

**Program Position #13***Operator: School District***PROGRAM SEGMENTS**

| Location/Building    | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|----------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Bensalem High School | A Senior High School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 14 to 18  | 20       | 1   |

**Program Position #14***Operator: School District***PROGRAM SEGMENTS**

| Location/Building    | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|----------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Bensalem High School | 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 #15***Operator: School District***PROGRAM SEGMENTS**

| Location/Building    | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|----------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Bensalem High School | A Senior High School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 16 to 19  | 16       | 1   |

**Program Position #16***Operator: School District***PROGRAM SEGMENTS**

| Location/Building    | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|----------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Bensalem High School | A Senior High School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 14 to 18  | 20       | 1   |

**Program Position #17***Operator: School District***PROGRAM SEGMENTS**

| Location/Building    | Grade                         | Building Type   | Support   | Service Type     | Age Range | Caseload | FTE |
|----------------------|-------------------------------|---|-----------|------------------|-----------|----------|-----|
| Bensalem High School | A Senior High School Building | A building in which General Education programs are operated | Itinerant | Autistic Support | 14 to 18  | 10       | 1   |

**Program Position #18***Operator: School District***PROGRAM SEGMENTS**

| Location/Building    | Grade                | Building Type                         | Support                                   | Service Type     | Age Range | Caseload | FTE |
|----------------------|----------------------|---------------------------------------|---|------------------|-----------|----------|-----|
| Bensalem High School | A Senior High School | A building in which General Education | Supplemental (Less Than 80% but More Than | Learning Support | 14 to 17  | 20       | 1   |

|  |          |                       |      |  |  |  |  |
|--|----------|-----------------------|------|--|--|--|--|
|  | Building | programs are operated | 20%) |  |  |  |  |
|--|----------|-----------------------|------|--|--|--|--|

**Program Position #19***Operator:* School District**PROGRAM SEGMENTS**

| Location/Building    | Grade                         | Building Type   | Support  | Service Type        | Age Range | Caseload | FTE |
|----------------------|-------------------------------|---|--|---------------------|-----------|----------|-----|
| Bensalem High School | 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 | 14 to 20  | 8        | 1   |

Justification: Student classroom grouping does not exceed age range.

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

| Location/Building    | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|----------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Bensalem High School | 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  | 18       | 1   |

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

| Location/Building    | Grade                         | Building Type   | Support  | Service Type        | Age Range | Caseload | FTE |
|----------------------|-------------------------------|---|--|---------------------|-----------|----------|-----|
| Bensalem High School | 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 | 14 to 21  | 15       | 1   |

Justification: Student classroom grouping does not exceed age range.

**Program Position #22***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

| Location/Building    | Grade                         | Building Type   | Support                           | Service Type                  | Age Range | Caseload | FTE |
|----------------------|-------------------------------|---|-----------------------------------|-------------------------------|-----------|----------|-----|
| Bensalem High School | A Senior High School Building | A building in which General Education programs are operated | Full-Time Special Education Class | Multiple Disabilities Support | 16 to 19  | 5        | 1   |

**Program Position #23***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

| Location/Building    | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|----------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Bensalem High School | 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 21  | 6        | 1   |

Justification: Students attend classes where the grouping does not exceed the age range.

#### Program Position #24

*Operator:* Intermediate Unit

##### PROGRAM SEGMENTS

| Location/Building    | Grade                         | Building Type   | Support  | Service Type                  | Age Range | Caseload | FTE |
|----------------------|-------------------------------|---|--|-------------------------------|-----------|----------|-----|
| Bensalem High School | 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 | 15 to 21  | 6        | 1   |

Justification: Students are placed in age appropriate groups during instruction.

#### Program Position #25

*Operator:* Intermediate Unit

##### PROGRAM SEGMENTS

| Location/Building    | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|----------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Bensalem High School | 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 17  | 6        | 1   |

#### Program Position #26

*Operator:* Intermediate Unit

##### PROGRAM SEGMENTS

| Location/Building    | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|----------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Bensalem High School | 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 20  | 7        | 1   |

Justification: Students attend classes where the grouping does not exceed the age range.

#### Program Position #27

*Operator:* School District

##### PROGRAM SEGMENTS

| Location/Building           | Grade                | Building Type               | Support                                   | Service Type     | Age Range | Caseload | FTE |
|-----------------------------|----------------------|-----------------------------|---|------------------|-----------|----------|-----|
| Cornwells Elementary School | An Elementary School | A building in which General | Supplemental (Less Than 80% but More Than | Learning Support | 8 to 13   | 20       | 1   |

|  |          |                                 |      |  |  |  |  |
|--|----------|---------------------------------|------|--|--|--|--|
|  | Building | Education programs are operated | 20%) |  |  |  |  |
| Justification: Student classroom grouping does not exceed the age range. |          |                                 |      |  |  |  |  |

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

| Location/Building           | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|-----------------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Cornwells Elementary School | 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    | 18       | 1   |

**Program Position #29***Operator: School District***PROGRAM SEGMENTS**

| Location/Building  | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|--|-------------------------------|---|--|------------------|-----------|----------|-----|
| Cornwells Elementary School  | 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 12   | 19       | 1   |
| Justification: Student classroom grouping does not exceed age range. |                               |   |  |                  |           |          |     |

**Program Position #30***Operator: School District***PROGRAM SEGMENTS**

| Location/Building  | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|--|-------------------------------|---|--|------------------|-----------|----------|-----|
| Cornwells Elementary School  | 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 11   | 17       | 1   |
| Justification: Students attend classes where the grouping does not exceed the age range. |                               |   |  |                  |           |          |     |

**Program Position #31***Operator: School District***PROGRAM SEGMENTS**

| Location/Building                 | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|-----------------------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Samuel K. Faust Elementary School | 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   | 15       | 1   |

**Program Position #32***Operator: School District***PROGRAM SEGMENTS**

| Location/Building                 | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|-----------------------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Samuel K. Faust Elementary School | 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   | 17       | 1   |

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

| Location/Building                 | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|-----------------------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Samuel K. Faust Elementary School | An Elementary School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 11 to 13  | 14       | 1   |

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

| Location/Building                 | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|-----------------------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Samuel K. Faust Elementary School | 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 10   | 12       | 1   |

**Program Position #35***Operator: School District***PROGRAM SEGMENTS**

| Location/Building                 | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|-----------------------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Samuel K. Faust Elementary School | 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    | 19       | 1   |

**Program Position #36***Operator: School District***PROGRAM SEGMENTS**

| Location/Building | Grade | Building | Support | Service | Age | Caseload | FTE |
|-------------------|-------|----------|---------|---------|-----|----------|-----|
|-------------------|-------|----------|---------|---------|-----|----------|-----|



|                                 |                               | Type  |  | Type             | Range   |    |   |
|---------------------------------|-------------------------------|---|--|------------------|---------|----|---|
| Belmont Hills Elementary School | 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 #37***Operator: School District***PROGRAM SEGMENTS**

| Location/Building  | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|--|-------------------------------|---|--|------------------|-----------|----------|-----|
| Belmont Hills Elementary School  | 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 9    | 7        | 1   |
| Justification: Students attend classes where the grouping does not exceed the age range. |                               |   |  |                  |           |          |     |

**Program Position #38***Operator: School District***PROGRAM SEGMENTS**

| Location/Building               | Grade                         | Building Type   | Support   | Service Type     | Age Range | Caseload | FTE |
|---------------------------------|-------------------------------|---|-----------|------------------|-----------|----------|-----|
| Belmont Hills Elementary School | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 5 to 8    | 15       | 1   |

**Program Position #39***Operator: School District***PROGRAM SEGMENTS**

| Location/Building               | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|---------------------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Belmont Hills Elementary School | 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    | 13       | 1   |

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

| Location/Building               | Grade                         | Building Type                                  | Support  | Service Type     | Age Range | Caseload | FTE |
|---------------------------------|-------------------------------|--|--|------------------|-----------|----------|-----|
| Belmont Hills Elementary School | An Elementary School Building | A building in which General Education programs | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 8 to 11   | 13       | 1   |

|  |  |              |  |  |  |  |  |
|--|--|--------------|--|--|--|--|--|
|  |  | are operated |  |  |  |  |  |
|--|--|--------------|--|--|--|--|--|

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

| Location/Building              | Grade                    | Building Type   | Support   | Service Type     | Age Range | Caseload | FTE |
|--------------------------------|--------------------------|---|-----------|------------------|-----------|----------|-----|
| Robert K. Shafer Middle School | A Middle School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 12 to 14  | 14       | 1   |

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

| Location/Building              | Grade                    | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|--------------------------------|--------------------------|---|--|------------------|-----------|----------|-----|
| Robert K. Shafer Middle School | 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 14  | 11       | 1   |

**Program Position #43***Operator: School District***PROGRAM SEGMENTS**

| Location/Building              | Grade                    | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|--------------------------------|--------------------------|---|--|------------------|-----------|----------|-----|
| Robert K. Shafer Middle School | 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 14  | 7        | 1   |

**Program Position #44***Operator: School District***PROGRAM SEGMENTS**

| Location/Building              | Grade                    | Building Type   | Support  | Service Type        | Age Range | Caseload | FTE |
|--------------------------------|--------------------------|---|--|---------------------|-----------|----------|-----|
| Robert K. Shafer Middle School | A Middle School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Life Skills Support | 11 to 13  | 8        | 1   |

**Program Position #45***Operator: School District***PROGRAM SEGMENTS**

| Location/Building              | Grade           | Building Type                         | Support   | Service Type     | Age Range | Caseload | FTE |
|--------------------------------|-----------------|---------------------------------------|-----------|------------------|-----------|----------|-----|
| Robert K. Shafer Middle School | A Middle School | A building in which General Education | Itinerant | Learning Support | 13 to 14  | 12       | 1   |

|  |          |                       |  |  |  |  |  |
|--|----------|-----------------------|--|--|--|--|--|
|  | Building | programs are operated |  |  |  |  |  |
|--|----------|-----------------------|--|--|--|--|--|

**Program Position #46***Operator: School District***PROGRAM SEGMENTS**

| Location/Building              | Grade                    | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|--------------------------------|--------------------------|---|--|------------------|-----------|----------|-----|
| Robert K. Shafer Middle School | 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 14  | 12       | 1   |

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

| Location/Building              | Grade                    | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|--------------------------------|--------------------------|---|--|------------------|-----------|----------|-----|
| Robert K. Shafer Middle School | 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 14  | 13       | 1   |

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

| Location/Building              | Grade                    | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|--------------------------------|--------------------------|---|--|------------------|-----------|----------|-----|
| Robert K. Shafer Middle School | 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 14  | 12       | 1   |

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

| Location/Building            | Grade                    | Building Type   | Support   | Service Type     | Age Range | Caseload | FTE |
|------------------------------|--------------------------|---|-----------|------------------|-----------|----------|-----|
| Cecelia Snyder Middle School | A Middle School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 12 to 15  | 14       | 1   |

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

| Location/Building | Grade    | Building Type | Support      | Service Type | Age Range | Caseload | FTE |
|-------------------|----------|---------------|--------------|--------------|-----------|----------|-----|
| Cecelia Snyder    | A Middle | A building in | Supplemental | Learning     | 13 to     | 14       | 1   |

|               |                 |   |                                   |         |    |  |  |
|---------------|-----------------|---|-----------------------------------|---------|----|--|--|
| Middle School | School Building | which General Education programs are operated | (Less Than 80% but More Than 20%) | Support | 15 |  |  |
|---------------|-----------------|---|-----------------------------------|---------|----|--|--|

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

| Location/Building            | Grade                    | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|------------------------------|--------------------------|---|--|------------------|-----------|----------|-----|
| Cecelia Snyder Middle School | 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 14  | 8        | 1   |

**Program Position #52***Operator: Intermediate Unit***PROGRAM SEGMENTS**

| Location/Building            | Grade                    | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|------------------------------|--------------------------|---|--|------------------|-----------|----------|-----|
| Cecelia Snyder Middle School | A Middle School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Autistic Support | 13 to 14  | 8        | 1   |

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

| Location/Building            | Grade                    | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|------------------------------|--------------------------|---|--|------------------|-----------|----------|-----|
| Cecelia Snyder Middle School | 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 14  | 17       | 1   |

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

| Location/Building            | Grade                    | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|------------------------------|--------------------------|---|--|------------------|-----------|----------|-----|
| Cecelia Snyder Middle School | 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 14  | 20       | 1   |

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

| Location/Building            | Grade                    | Building Type   | Support  | Service Type      | Age Range | Caseload | FTE |
|------------------------------|--------------------------|---|--|-------------------|-----------|----------|-----|
| Cecelia Snyder Middle School | 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 14  | 15       | 1   |

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

| Location/Building            | Grade                    | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|------------------------------|--------------------------|---|--|------------------|-----------|----------|-----|
| Cecelia Snyder Middle School | 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 15  | 13       | 1   |

**Program Position #57***Operator: School District***PROGRAM SEGMENTS**

| Location/Building            | Grade                    | Building Type   | Support   | Service Type     | Age Range | Caseload | FTE |
|------------------------------|--------------------------|---|-----------|------------------|-----------|----------|-----|
| Cecelia Snyder Middle School | A Middle School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 12 to 15  | 14       | 1   |

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

| Location/Building               | Grade                         | Building Type   | Support  | Service Type      | Age Range | Caseload | FTE |
|---------------------------------|-------------------------------|---|--|-------------------|-----------|----------|-----|
| Benjamin Rush Elementary School | 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   | 9        | 1   |

**Program Position #59***Operator: School District***PROGRAM SEGMENTS**

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

|  |  |          |  |  |  |  |  |
|--|--|----------|--|--|--|--|--|
|  |  | operated |  |  |  |  |  |
|--|--|----------|--|--|--|--|--|

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

| Location/Building               | Grade                         | Building Type   | Support   | Service Type     | Age Range | Caseload | FTE |
|---------------------------------|-------------------------------|---|-----------|------------------|-----------|----------|-----|
| Benjamin Rush Elementary School | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 5 to 6    | 17       | 1   |

**Program Position #61***Operator: School District***PROGRAM SEGMENTS**

| Location/Building               | Grade                         | Building Type   | Support   | Service Type     | Age Range | Caseload | FTE |
|---------------------------------|-------------------------------|---|-----------|------------------|-----------|----------|-----|
| Benjamin Rush Elementary School | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 5 to 8    | 21       | 1   |

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

| Location/Building               | Grade                         | Building Type   | Support  | Service Type      | Age Range | Caseload | FTE |
|---------------------------------|-------------------------------|---|--|-------------------|-----------|----------|-----|
| Benjamin Rush Elementary School | An Elementary School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Emotional Support | 11 to 13  | 8        | 1   |

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

| Location/Building                    | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|--------------------------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Russell C. Struble Elementary School | An Elementary School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 11 to 13  | 15       | 1   |

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

| Location/Building                    | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|--------------------------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Russell C. Struble Elementary School | 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 9    | 17       | 1   |

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

| Location/Building                    | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|--------------------------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Russell C. Struble Elementary School | 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   | 7        | 1   |

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

| Location/Building                    | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|--------------------------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Russell C. Struble Elementary School | 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 11  | 13       | 1   |

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

| Location/Building                    | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|--------------------------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Russell C. Struble Elementary School | 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 10   | 11       | 1   |

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

| Location/Building                    | Grade                         | Building Type                         | Support  | Service Type     | Age Range | Caseload | FTE |
|--------------------------------------|-------------------------------|---------------------------------------|--|------------------|-----------|----------|-----|
| Russell C. Struble Elementary School | An Elementary School Building | A building in which General Education | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 10 to 12  | 13       | 1   |

|  |  |                       |  |  |  |  |  |
|--|--|-----------------------|--|--|--|--|--|
|  |  | programs are operated |  |  |  |  |  |
|--|--|-----------------------|--|--|--|--|--|

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

| Location/Building        | Grade                         | Building Type   | Support   | Service Type     | Age Range | Caseload | FTE |
|--------------------------|-------------------------------|---|-----------|------------------|-----------|----------|-----|
| Valley Elementary School | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 11 to 13  | 15       | 1   |

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

| Location/Building        | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|--------------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Valley Elementary School | 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   | 17       | 1   |

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

| Location/Building        | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|--------------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Valley Elementary School | 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   | 19       | 1   |

**Program Position #72***Operator: School District***PROGRAM SEGMENTS**

| Location/Building        | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|--------------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Valley Elementary School | 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 12   | 15       | 1   |

Justification: Students attend classes where the grouping does not exceed the age range.

**Program Position #73***Operator: Intermediate Unit*



**PROGRAM SEGMENTS**

| Location/Building           | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|-----------------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Cornwells Elementary School | 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 7    | 8        | 1   |

**Program Position #74***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

| Location/Building               | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|---------------------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Belmont Hills Elementary School | An Elementary School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Autistic Support | 6 to 9    | 8        | 1   |

**Program Position #75***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

| Location/Building           | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|-----------------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Cornwells Elementary School | An Elementary School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Autistic Support | 10 to 11  | 7        | 1   |

**Program Position #76***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

| Location/Building               | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|---------------------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Belmont Hills Elementary School | 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 11   | 8        | 1   |

**Program Position #77***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

| Location/Building    | Grade           | Building Type               | Support                      | Service Type     | Age Range | Caseload | FTE |
|----------------------|-----------------|-----------------------------|------------------------------|------------------|-----------|----------|-----|
| Shafer Middle School | A Middle School | A building in which General | Supplemental (Less Than 80%) | Autistic Support | 11 to 14  | 5        | 1   |

|  |          |                                 |                    |  |  |  |  |
|--|----------|---------------------------------|--------------------|--|--|--|--|
|  | Building | Education programs are operated | but More Than 20%) |  |  |  |  |
|--|----------|---------------------------------|--------------------|--|--|--|--|

**Program Position #78***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

| Location/Building                 | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|-----------------------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Samuel K. Faust Elementary School | 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 10   | 8        | 1   |

**Program Position #79***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

| Location/Building | Grade                         | Building Type   | Support   | Service Type                       | Age Range | Caseload | FTE |
|-------------------|-------------------------------|---|-----------|------------------------------------|-----------|----------|-----|
| District Wide     | A Senior High School Building | A building in which General Education programs are operated | Itinerant | Blind or Visually Impaired Support | 14 to 18  | 8        | 0.2 |
| District Wide     | A Middle School Building      | A building in which General Education programs are operated | Itinerant | Blind or Visually Impaired Support | 12 to 14  | 8        | 0.2 |
| District Wide     | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Blind or Visually Impaired Support | 6 to 12   | 8        | 0.6 |

Justification: Students attend classes where the grouping does not exceed the age range.

**Program Position #80***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

| Location/Building | Grade                         | Building Type   | Support   | Service Type                      | Age Range | Caseload | FTE |
|-------------------|-------------------------------|---|-----------|-----------------------------------|-----------|----------|-----|
| District Wide     | A Senior High School Building | A building in which General Education programs are operated | Itinerant | Deaf and Hearing Impaired Support | 14 to 18  | 7        | 0.6 |
| District Wide     | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Deaf and Hearing Impaired Support | 6 to 8    | 7        | 0.4 |

**Program Position #81**

*Operator:* Intermediate Unit

**PROGRAM SEGMENTS**

| Location/Building           | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|-----------------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Cornwells Elementary School | 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   | 7        | 1   |

**Program Position #82**

*Operator:* Intermediate Unit

**PROGRAM SEGMENTS**

| Location/Building                 | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|-----------------------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Samuel K. Faust Elementary School | 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 7    | 7        | 1   |

**Program Position #83**

*Operator:* Intermediate Unit

**PROGRAM SEGMENTS**

| Location/Building    | Grade                         | Building Type   | Support   | Service Type                | Age Range | Caseload | FTE |
|----------------------|-------------------------------|---|-----------|-----------------------------|-----------|----------|-----|
| Bensalem High School | A Senior High School Building | A building in which General Education programs are operated | Itinerant | Speech and Language Support | 14 to 21  | 60       | 1   |

Justification: Students are placed in age appropriate groups during instruction.

**Program Position #84**

*Operator:* Intermediate Unit

**PROGRAM SEGMENTS**

| Location/Building    | Grade                         | Building Type   | Support   | Service Type                | Age Range | Caseload | FTE |
|----------------------|-------------------------------|---|-----------|-----------------------------|-----------|----------|-----|
| Bensalem High School | A Senior High School Building | A building in which General Education programs are operated | Itinerant | Speech and Language Support | 14 to 21  | 10       | 0.2 |

Justification: Students are placed in age appropriate groups for instruction.

**Program Position #85**

*Operator:* Intermediate Unit

**PROGRAM SEGMENTS**

| Location/Building | Grade | Building Type | Support | Service Type | Age Range | Caseload | FTE |
|-------------------|-------|---------------|---------|--------------|-----------|----------|-----|
|-------------------|-------|---------------|---------|--------------|-----------|----------|-----|

|   |                               |   |           |                             |          |    |     |
|---|-------------------------------|---|-----------|-----------------------------|----------|----|-----|
| Bensalem High School  | A Senior High School Building | A building in which General Education programs are operated | Itinerant | Speech and Language Support | 14 to 21 | 10 | 0.2 |
| Justification: Students are placed in age appropriate groups for instruction. |                               |   |           |                             |          |    |     |

**Program Position #86***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

| Location/Building  | Grade                         | Building Type   | Support   | Service Type                | Age Range | Caseload | FTE |
|--|-------------------------------|---|-----------|-----------------------------|-----------|----------|-----|
| Belmont Elementary School  | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Speech and Language Support | 6 to 13   | 65       | 1   |
| Justification: Students are placed in age appropriate groups during instruction. |                               |   |           |                             |           |          |     |

**Program Position #87***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

| Location/Building  | Grade                         | Building Type   | Support   | Service Type                | Age Range | Caseload | FTE |
|--|-------------------------------|---|-----------|-----------------------------|-----------|----------|-----|
| Belmont Elementary School  | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Speech and Language Support | 6 to 13   | 10       | 0.2 |
| Justification: Students are placed in age appropriate groups during instruction. |                               |   |           |                             |           |          |     |

**Program Position #88***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

| Location/Building   | Grade                         | Building Type   | Support   | Service Type                | Age Range | Caseload | FTE |
|---|-------------------------------|---|-----------|-----------------------------|-----------|----------|-----|
| Cornwells Elementary School   | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Speech and Language Support | 6 to 13   | 65       | 1   |
| Justification: Students are placed in age appropriate groups for instruction. |                               |   |           |                             |           |          |     |

**Program Position #89***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

| Location/Building           | Grade                         | Building Type   | Support   | Service Type                | Age Range | Caseload | FTE |
|-----------------------------|-------------------------------|---|-----------|-----------------------------|-----------|----------|-----|
| Cornwells Elementary School | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Speech and Language Support | 5 to 13   | 45       | 0.8 |

Justification: Students are placed in age appropriate groups during instruction.

**Program Position #90**

*Operator:* Intermediate Unit

**PROGRAM SEGMENTS**

| Location/Building       | Grade                         | Building Type   | Support   | Service Type                | Age Range | Caseload | FTE |
|-------------------------|-------------------------------|---|-----------|-----------------------------|-----------|----------|-----|
| Faust Elementary School | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Speech and Language Support | 5 to 13   | 45       | 0.8 |

Justification: Students are placed in age appropriate groups during instruction.

**Program Position #91**

*Operator:* Intermediate Unit

**PROGRAM SEGMENTS**

| Location/Building       | Grade                         | Building Type   | Support   | Service Type                | Age Range | Caseload | FTE |
|-------------------------|-------------------------------|---|-----------|-----------------------------|-----------|----------|-----|
| Faust Elementary School | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Speech and Language Support | 5 to 13   | 12       | 0.4 |

Justification: Students are placed in age appropriate groups for instruction.

**Program Position #92**

*Operator:* Intermediate Unit

**PROGRAM SEGMENTS**

| Location/Building         | Grade                         | Building Type   | Support   | Service Type                | Age Range | Caseload | FTE |
|---------------------------|-------------------------------|---|-----------|-----------------------------|-----------|----------|-----|
| Struble Elementary School | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Speech and Language Support | 5 to 13   | 65       | 1   |

Justification: Students are placed in age appropriate groups for instruction.

**Program Position #93**

*Operator:* Intermediate Unit

**PROGRAM SEGMENTS**

| Location/Building         | Grade                         | Building Type   | Support   | Service Type                | Age Range | Caseload | FTE |
|---------------------------|-------------------------------|---|-----------|-----------------------------|-----------|----------|-----|
| Struble Elementary School | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Speech and Language Support | 5 to 13   | 35       | 0.6 |

Justification: Students are placed in age appropriate groups during instruction.

**Program Position #94**

*Operator:* Intermediate Unit

**PROGRAM SEGMENTS**

| Location/Building  | Grade                         | Building Type   | Support   | Service Type                | Age Range | Caseload | FTE |
|--|-------------------------------|---|-----------|-----------------------------|-----------|----------|-----|
| Valley Elementary School   | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Speech and Language Support | 5 to 13   | 45       | 0.8 |
| Justification: Students are placed in age appropriate groups during instruction. |                               |   |           |                             |           |          |     |

**Program Position #95***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

| Location/Building  | Grade                         | Building Type   | Support   | Service Type                | Age Range | Caseload | FTE |
|--|-------------------------------|---|-----------|-----------------------------|-----------|----------|-----|
| Valley Elementary School   | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Speech and Language Support | 5 to 13   | 10       | 0.2 |
| Justification: Students are placed in age appropriate groups during instruction. |                               |   |           |                             |           |          |     |

**Program Position #96***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

| Location/Building   | Grade                         | Building Type   | Support   | Service Type                | Age Range | Caseload | FTE |
|---|-------------------------------|---|-----------|-----------------------------|-----------|----------|-----|
| Rush Elementary School  | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Speech and Language Support | 5 to 13   | 35       | 0.6 |
| Justification: Students are placed in age appropriate groups for instruction. |                               |   |           |                             |           |          |     |

**Program Position #97***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

| Location/Building    | Grade                    | Building Type   | Support   | Service Type                | Age Range | Caseload | FTE |
|----------------------|--------------------------|---|-----------|-----------------------------|-----------|----------|-----|
| Shafer Middle School | A Middle School Building | A building in which General Education programs are operated | Itinerant | Speech and Language Support | 13 to 15  | 32       | 0.5 |

**Program Position #98***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

| Location/Building    | Grade           | Building Type                         | Support   | Service Type        | Age Range | Caseload | FTE |
|----------------------|-----------------|---------------------------------------|-----------|---------------------|-----------|----------|-----|
| Snyder Middle School | A Middle School | A building in which General Education | Itinerant | Speech and Language | 13 to 15  | 32       | 0.5 |

|  |          |                       |  |         |  |  |  |
|--|----------|-----------------------|--|---------|--|--|--|
|  | Building | programs are operated |  | Support |  |  |  |
|--|----------|-----------------------|--|---------|--|--|--|

## Special Education Support Services

| Support Service                 | Location                                     | Teacher FTE |
|---------------------------------|--|-------------|
| School Psychologist             | District Wide                                | 0.8         |
| Nurses                          | District Wide                                | 3           |
| Personal Care Assistants        | District Wide                                | 17          |
| Instructional Assistants        | District Wide                                | 42          |
| Behavior Analyst                | District Wide                                | 1           |
| Guidance Counselors             | District Wide                                | 0.4         |
| Social Worker                   | District Wide                                | 1           |
| School Psychologist             | Valley Elementary School                     | 0.6         |
| School Psychologist             | Struble Elementary School                    | 0.8         |
| School Psychologist             | Robert Shafer Middle School                  | 0.2         |
| School Psychologist             | Benjamin Rush Elementary School              | 0.8         |
| School Psychologist             | Faust Elementary School                      | 0.8         |
| School Psychologist             | Cornwells Elementary School                  | 0.6         |
| School Psychologist             | Belmont Elementary                           | 0.6         |
| School Psychologist             | Robert Shafer Middle School                  | 0.2         |
| School Psychologist             | Cecelia Snyder Middle School                 | 0.2         |
| School Psychologist             | Bensalem High School                         | 0.6         |
| School Psychologist             | Bensalem High School                         | 1           |
| Supervisor of Special Education | Off Site Placements, Transition Coordination | 1           |
| Supervisor of Special Education | Bensalem High School                         | 1           |
| Supervisor of Special Education | Rush, Struble, Valley, Snyder                | 1           |
| Supervisor of Special Education | Belmont, Cornwells, Faust, Shafer            | 1           |
| Director of Special Education   | District Wide                                | 1           |

## Special Education Contracted Services

| Special Education Contracted Services | Operator           | Amt of Time per Week |
|---------------------------------------|--------------------|----------------------|
| Physical Therapist - Austill's Rehab  | Outside Contractor | 60 Minutes           |
| Mainstay Counselor                    | Outside Contractor | 10 Days              |
| Board Certified Behavior Analyst      | Intermediate Unit  | 5 Days               |
| Physical Therapist                    | Intermediate Unit  | 5 Days               |
| Occupational Therapist                | Intermediate Unit  | 10 Days              |
| Hearing Interpreter Services          | Intermediate Unit  | 10 Hours             |
| Social Worker                         | Intermediate Unit  | 5 Days               |

|                              |                    |            |
|------------------------------|--------------------|------------|
| Job Coach                    | Intermediate Unit  | 5 Days     |
| Hearing Interpreter Services | Outside Contractor | 10 Minutes |



# Needs Assessment

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## 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:

This question has not been answered.

## District Accomplishments

### Accomplishment #1:

We have established a comprehensive district assessment plan and data management system that allows all teachers and administrators access to data that will enhance student achievement.

## District Concerns

### Concern #1:

There is a need to increase community engagement through the following measures:

- Marketing
- Branding
- Social Media

### Concern #2:

There is a need to close the achievement gap by further developing our instructional practices aligned with the standards.

### Concern #3:

There is a need to increase the Bensalem Township School District's accountability by establishing and monitoring the implementation of procedures and systems in all departments.

**Concern #4:**

There is a need to create systems and practices that assure all students have access to appropriately rigorous curriculum.

**Concern #5:**

There is a need to develop increased systems within the Bensalem Township School District in the areas of:

- Accountability
- Procedures
- Management
- District-wide Consistency
- Paperless District

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*System #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 close the achievement gap by further developing our instructional practices aligned with the standards.

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There is a need to create systems and practices that assure all students have access to appropriately rigorous curriculum.

**Systemic Challenge #2** (*System #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

**Aligned Concerns:**

There is a need to close the achievement gap by further developing our instructional practices aligned with the standards.

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There is a need to create systems and practices that assure all students have access to appropriately rigorous curriculum.

**Systemic Challenge #3** (*System #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 increase community engagement through the following measures:

- Marketing
- Branding
- Social Media

**Systemic Challenge #4** (*System #13*) Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

**Aligned Concerns:**

There is a need to increase the Bensalem Township School District's accountability by establishing and monitoring the implementation of procedures and systems in all departments.

---

There is a need to develop increased systems within the Bensalem Township School District in the areas of:

- Accountability
- Procedures
- Management
- District-wide Consistency
- Paperless District

**Systemic Challenge #5** (*System #4*) Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

**Aligned Concerns:**

There is a need to close the achievement gap by further developing our instructional practices aligned with the standards.

---

There is a need to create systems and practices that assure all students have access to appropriately rigorous curriculum.

**Systemic Challenge #6** (*System #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

**Aligned Concerns:**

There is a need to close the achievement gap by further developing our instructional practices aligned with the standards.

---

There is a need to create systems and practices that assure all students have access to appropriately rigorous curriculum.

**Systemic Challenge #7** (*System #5*) Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

**Systemic Challenge #8** (*System #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

**Systemic Challenge #9** (*System #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

# District Level Plan

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## Action Plans

**Goal #1:** Equity and Excellence - Close the Achievement and Access Gaps

### Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

### Indicators of Effectiveness:

Type: Summative

Data Source: MAPS

Specific Targets: Increase in RIT

### Strategies:

*Align K-12 core program to standards PA Core Standards*

#### Description:

Close achievement and access gaps by establishing a district system that fully ensures equity and excellence by eliminating barriers to learning in order to increase the achievement and graduation rates for all students. In addition to remediating struggling learners, we intend to ensure a more rigorous educational experience by using data to ensure that all learners are adequately challenged.

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

*Develop a tiered system of academic and behavioral intervention  
K-8*

**Description:**

An effective RTI model begins with quality core instruction that adequately addresses the needs of most of the students. In this model, interventions will be highly and correctly targeted in order to be effective. Students cannot learn to read and do math if they are not receiving quality-balanced instruction in addition to supplemental support.

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

*Utilizing data to identify and monitor achievement and access gaps***Description:**

A paradigm of data-informed decision making instills the practice of collaboratively looking at a variety of types of data and deciding the best course of action for moving forward academic achievement and engagement for all students.

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

**Action Steps:***Aligning to PA Core Standards***Description:**

1. Develop common assessments in all core academic areas that are aligned to the PA Core Standards
2. Finalize Core Curriculum Maps for all K-12 Core curriculum
3. Conduct an K-12 curriculum audit to identify gaps in standards alignment
4. Support teachers in creation of diary maps

**Start Date:** 5/1/2013      **End Date:** 6/30/2016

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

**Supported Strategies:**

- Align K-12 core program to standards PA Core Standards

## *Academic and behavioral intervention K-8*

### **Description:**

1. Inventory and classify all intervention programs available in the district
2. Identify gaps in available intervention resources
3. Professionally develop teachers and interventionists
4. Assure equitable distribution of academic and behavioral resources across all schools

**Start Date:** 5/1/2013      **End Date:** 6/30/2016

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

### **Supported Strategies:**

- Develop a tiered system of academic and behavioral intervention K-8

## *Utilize data*

### **Description:**

1. District and building co-developed effectiveness measures around various data sets including, but not limited too, AP enrollment, extra-curricular participation, PSAT and SAT scores and participation, grade analysis, etc.
2. Quarterly data meetings at the district and building level
3. Ensure all district assessment data is easily accessible to staff through use of PerformanceTracker and other data warehouse systems.

**Start Date:** 5/1/2013      **End Date:** 6/30/2016

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

### **Supported Strategies:**

- Utilizing data to identify and monitor achievement and access gaps

## **Goal #2:** Communication and Engagement

### **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: Formative

Data Source: Utilize the various BTSD media and communication tools to analyze the effectiveness of information to schools, staff, parents and the community.

Specific Targets: Increase traffic and usage of district website and social media information sources.

**Strategies:***School-Community Building***Description:**

Concerted efforts will be made to promote strong relationships between the community and schools to provide students with experience and skillsets that reaffirm and validate relevance of what they are learning through real-life applications in the community.

**SAS Alignment:** Instruction, Safe and Supportive Schools

*Branding***Description:**

Consistent symbols, logos and messaging will be developed and used in all communications in order to promote "One District".

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

**Action Steps:***School Wide Positive Behavior Support (SWBPS) and Restorative Practices***Description:**

Continue to support and develop School Wide Positive Behavior Support (SWBPS) and Restorative Practices and other best practices (yearly report to Instructional Affairs)

**Start Date:** 10/1/2013    **End Date:** 6/30/2016



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

**Supported Strategies:**

- School-Community Building

*Develop relevant parental engagement and education programs K to 12.*

**Description:**

The development of relevant parental engagement and education programs K to 12.

**Start Date:** 10/1/2013    **End Date:** 6/30/2016

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

**Supported Strategies:**

- School-Community Building

*Enhance and expand social skills, prevention and anti-bullying curricula K-12.*

**Description:**

Implementation of anti-bullying curricula K-12.

**Start Date:** 10/1/2013    **End Date:** 6/30/2016

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

**Supported Strategies:**

- School-Community Building

*School Communication Systems*

**Description:**

Use school communication systems (newsletters, text blasts, email blasts, website, etc.) to educate parents on the social and problem solving skill-building programs addressed in schools.

**Start Date:** 1/1/2014    **End Date:** 6/30/2016

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

**Supported Strategies:**

- School-Community Building

*Develop consistent symbols, logos and messaging*

**Description:**

- Expansion of social media avenues for stakeholders including Twitter, Facebook, etc.
- Continue to expand user access by enhancing district website to include a search feature, the new eSchool Home Access Center district-wide, and mobile device website application.
- Increase accessibility of district communications to speakers of other languages.
- Improve parental involvement in all schools through district-wide scheduling and announcement of all parent involvement opportunities via the website calendar and news links.
- Increase use of global communication systems for non-emergence and emergency announcements.

**Start Date:** 1/1/2014    **End Date:** 6/30/2016

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

**Supported Strategies:**

- Branding

**Goal #3:** Systems and Procedures

**Related Challenges:**

- Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

**Indicators of Effectiveness:**

Type: Formative

Data Source: Development of multiyear system plans including business and finance, human resources, facilities/buildings and grounds, technology and curriculum.

Specific Targets:

Establish, improve, and implement systems that fully ensure the district's resources effectively address instructional priorities aligned with the district's vision and mission.

***Strategies:******Management*****Description:**

Develop multiyear system plans for all departments including business and finance, human resources, facilities/buildings and grounds, technology and curriculum, which will allow the school board to make appropriate policy and governance decisions in support of the district mission.

**SAS Alignment:** Materials & Resources

***Accountability*****Description:**

Fully ensure that the budgeting, expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

Develop multiyear system plans for all departments including business and finance, human resources, facilities/buildings and grounds, technology and curriculum, which will allow the school board to make appropriate policy and governance decisions in support of the district mission.

**SAS Alignment:** Materials & Resources

## *Consistency*

### **Description:**

The development of consistent multiyear system plans for all departments including business and finance, human resources, facilities/buildings and grounds, technology and curriculum, which will allow the school board to make appropriate policy and governance decisions in support of the district mission.

**SAS Alignment:** Materials & Resources

## ***Action Steps:***

### *Management*

#### **Description:**

1. Management
  - a. Plan
    - i. One, Three, and Five year plans
    - ii. Plans need communicated to, agreed upon, and committed to by all stakeholders.
  - b. Organize to support plan
    - i. Set and follow Organizational Structure
    - ii. Set procedures grounded in policy (follow the governance)
    - iii. Procure Contracted Services (i.e. BCIU, Alternative Ed., Legal, etc.)
  - c. Staff
    - i. Hire best as affordable
    - ii. Follow best practices for hiring
    - iii. Follow best practices for discipline and up-and-out
  - d. Development
    - i. Increase communication of Professional development at all levels of the organization.
    - ii. Provide information for benchmarking for like sub-groups of other organizations
  - e. Coordinate
    - i. Utilize electronic documentation to disseminate appropriate goals for all subgroups of the organization
    - ii. Make feedback for coordination suitable, measurable
  - f. Review

- i. Provide scheduled time for Cost Center Managers to communicate their professional review of their cost centers to their upstream manager.
- ii. Provide time to review Data regarding performance of the desired end results.
- iii. Examine how reviewed information supports the original plan, and use feedback information for future planning revisions.

g. Budget

- i. Provide scheduled time for Cost Center Managers to communicate their professional review of their cost centers to their upstream manager.
- ii. Provide time to review Data regarding performance of the desired end results.
- iii. Examine how reviewed information supports the original plan, and use feedback information for future planning revisions.

**Start Date:** 1/2/2014    **End Date:** 6/30/2016

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

**Supported Strategies:**

- Management

### *Accountability*

**Description:**

- a. Hold managers responsible to accomplish the steps of one (above).
- b. Communicate in advance, the consequences for the entire organization for non-compliance.
- c. Communicate the desired measureable goals (in support of all other Plan Goals)

**Start Date:** 1/2/2014    **End Date:** 6/30/2015

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

**Supported Strategies:**

- Accountability

## *Consistency*

### **Description:**

- a. Follow Procedures as established in the plan at each level within each Cost Center
- b. Complete and communicate a cyclical review process of procedures (such as a four-year School Board Policy review schedule, or annual review of Student Handbook in each appropriate committee).

Hold quarterly status meetings with stakeholders to achieve understanding of short- and long-term goals (with feedback as to the success or failure to meet the goals), so that the goals can be revised moving forward as necessary.

**Start Date:** 1/2/2014    **End Date:** 6/30/2016

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

### **Supported Strategies:**

- Consistency

## Appendix: Professional Development Action Step Details

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*No Professional Development Action Steps have been identified for Bensalem Township SD.*

# District Level Affirmations

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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 Action 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*

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*Board President*

*No signature has been provided*

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*Chief School Administrator*



# 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.

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**Affirmed by Ralph Douglass on 6/3/2013**

*Board President*

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**Affirmed by David Baugh on 5/30/2013**

*Chief School Administrator*