



Palisades School District
Special Education Comprehensive Plan
7/1/2022-6/30/2025

Dr. Bridget O’Connell, Superintendent
Mr. Lou deFonteny, Director of Student Services

Profile and Plan Essentials

Special Education Students

Total Number of Special Education Students: 262

Total Student Enrollment: 1405

Percent of Special Education Students: 18.6

Steering Committee

Name	Position/Role	Building	Email
Lou deFonteny	Director of Special Education	Palisades SD	ldefonteny@palisadesd.org
Bridget O'Connell	Superintendent	Palisades SD	boconnell@palisadesd.org
Donna Holmes	Other	Palisades SD	dholmes@palisadesd.org
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Kirsten Godiksen	Special Education Teacher	Durham-Nockamixon El Sch	kgodiksen@palisadesd.org
Lori Tirjan	Other	Palisades HS	ltirjan@palisadesd.org
Rose Lipton	General Education Teacher	Palisades HS	rosecortina@hotmail.com
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Allison Varanelli	Parent	Durham-Nockamixon El Sch	avaranelli@palisadesd.org
Nichole Lang	Parent	Palisades SD	nicholc16@hotmail.com
Diana Santoro	Parent	Palisades SD	dgsantoro@gmail.com
Michael Donnelly	Building Principal	Tinicum El Sch	mdonnelly@palisadesd.org

School District Areas of Improvement and Planning - Indicators

Suspension/Expulsion by Race/Ethnicity (Indicator 4B)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring
District has completed all monitoring corrective action/improvement plans.

Identification Method

Identify the District's method for identifying students with specific learning disabilities: Discrepancy Model

Identify the buildings using RTI: NA

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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N/A

Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

1. Is your district currently a host district for a 1306 facility?

Yes

24 P.S. 1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Pediatric Specialty Care	Resident Treatment Facility		Other	23

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

1. Palisades School District has one institution within its boundaries that meets Section 1306 status, the Point Pleasant Pediatric Specialty Care facility. The facility serves students with complex medical needs oftentimes requiring them to receive their education at the facility or in the public school with medical accommodations. Arrangements have been made with the Bucks County Intermediate Unit to provide primary oversight and programming for students in the facility. Some of the students residing at the facility who are able to access the local public schools will do so with the proper supports and services coordinated by the Palisades School District and/or the Bucks County Intermediate Unit. These students are welcomed into the school community like any other resident student and provided with all of the supports and services identified through the IEP or Section 504 process. 2. Students with 1306 status are afforded the same services and safeguards as resident students at no cost to parents or the institution where they reside. Every student is provided with a free appropriate public education (FAPE). 3. No barriers exist which interfere with the district's ability to meet its obligation under Section 1306 of the Public-School Code.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?

The Educational Liaison at Point Pleasant Pediatric Specialty Care, enrolls students using the district's on-line registration system. Once registered, the liaison and the Director of Student Services review the student's needs to determine if the student is likely to attend a district run program or will require the services of the Bucks County Intermediate Unit. Once established, an IEP meeting is held with the appropriate LEA representatives to determine the student's educational placement.

Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?

No

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

Palisades School District does not have a detention facility within the district serving incarcerated students. However, when a student with a disability is incarcerated in a correctional institution, the district cooperates with the institution to provide the appropriate records to assist with the educational decisions being made through the evaluation and IEP team process. All eligible students are provided with a free appropriate public education (FAPE).

Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.

The Palisades School District's Educational Environment percentages fall within 4.3 percentage points of the state average, albeit lower than the state average, in all three categories measured. The district has taken measures to ensure proper reporting of LRE data in student IEPs, reviewed building specific items relative to LRE and reviewed instructional practices and staffing relative to educating students in the least restrictive environment. As a result of these discussions and review, in the last three years, the district has hired a licensed crisis counselor, a board certified behavior analyst and is participating in the P2G initiative, all of which focus on providing supports and services to students with behavioral and/or emotional based disabilities with the intent to educate these students with their typical peers to the greatest extent possible.

2. **What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?**

Palisades School District truly views special education as a service and not a program. In the development of a student's IEP, the special education teachers work collaboratively with regular education teachers, at all levels, to develop accommodations and curricular modifications for individual students with the focus on maximizing the amount of time that a student is educated in the general education setting. In support of LRE, the district employs 43 instructional assistants. These assistants may be assigned to specific students in order to facilitate their inclusion in the regular education program. Students with unique medical or personal care needs may be provided with nursing assistance and/or a personal care assistant. Furthermore, the services of the occupational therapist, physical therapist, vision therapist, teacher of the deaf, interpreter services and speech and language therapist are often integrated into a student's regular classes, when appropriate. Where warranted, the district also utilizes the SETT process to determine effective assistive technology interventions (i.e., sound field systems, FM systems, augmentative communication devices, laptops, iPads, text to speech applications, etc.) to aid students in communication, instruction and classroom participation. Relative to social/emotional needs, the district has established a Positive Behavior Interventions and Supports system (PBIS) in each of its elementary schools and the middle school. Furthermore, the leadership team in each of the buildings is working toward developing a Multi-Tiered System of Support (MTSS) by which data regarding student's academic and behavioral performance is monitored and interventions offered for students who are at risk. The district also provides professional development in Restorative Practices, Trauma Informed Instruction and Nonviolent Crisis Prevention Intervention Strategies, kindergarten through twelfth grade, to support the development of Tier I, Tier II and Tier III interventions and supports. Finally, the district has employed a Licensed Crisis Counselor (LCC) and Board Certified Behavior Analyst to assist students who require more supports and services beyond the typical Tier I and Tier II support services that are inherent in the PBIS system.

3. **Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.**

The district provides an array of inclusive programming and practices, including (1) consultation services to the regular education teacher(s) by the district psychologists, ongoing consultative support from the IU Program and Training Specialist, school counselors and the BCBA (2) individual or classroom teaching assistants for students with unique needs for all or part of the day; (3) itinerant services to the classroom by a special education teacher or teaching assistant as "push-in" support; (4) and co-teaching by regular and special education teacher teams.

4. **Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.**

The district recognizes that it has a responsibility to provide students with disabilities with the supplemental aids and supports that they require to be successful during the school day and their extra-curricular activities. As a result, the district ensures that para educators and nursing staff are available during extra-curricular activities as they would be during the school day. The district also provides coaches, assistant coaches and directors with information from the participating student's IEP or ECP, when appropriate, to help support the student and teachers will provide consultation to such staff to ensure they understand the unique needs of the student(s). Finally, the district participates in Unified Sports which provides more opportunities for students with disabilities to participate in extracurricular activities with their peers.

5. **Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?**

The Director of Student Services, serves as the LEA representative for all students placed in private institutions. Announcements regarding school sponsored activities are placed on each building's website and the opportunity for students to participate in extracurricular activities is discussed at IEP meetings or as the request is made. Once a request is made, the LEA representative reviews that student's IEP to determine that supplemental aids and

services that a student may need to participate in the desired activity and then works collaboratively with the building's administrators to secure transportation and develop schedules. Finally, should the participating student require special considerations throughout the activity, the special education teacher, BCBA, counselor and/or nurse will work with the coach or director of the event to make sure they have the proper training to support the student throughout the activity.

6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)

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

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Buxmont Academy	Licensed Private Academic		Community Services Foundation	Emotional Support	1
The Centennial School	Approved Private School (APS)		The Centennial School	Emotional Support	5
High Roads	Other	Bucks Count Intermediate Unit Program	Bucks County Intermediate Unit	Emotional Support	1
Lifeworks	Licensed Private Academic		Foundations Behavioral Health	Emotional Support	1
New Hope Academy	Licensed Private Academic		New Hope Academy	Emotional Support	1
Pennridge School District	Other	Public School	Pennridge School District	Life Skills Support	2
WOW	Other	Other Public School Program	Bucks County Intermediate Unit	Life Skills Support	5
BCIU AS Program at Springfield Elementary School	Other	Public School	Bucks County Intermediate Unit	Autistic Support	6
BCIU AS Program and Palisades Middle School	Other	Public School	Bucks County Intermediate Unit	Autistic Support	2

Positive Behavior Support

Date of Approval

2021-01-20

1. How does the district support the emotional, social needs of students with disabilities?

The Palisades School District employs 3.5 teachers, instructional assistants and personal care assistants to support the needs of students with social, emotional and behavioral based disabilities. In addition, the district employs a Board Certified Behavior Analyst to complete functional behavioral assessments and assist staff in developing behavioral plans and interventions to support the needs of students with such disabilities. Finally, the district employs a Licensed Crisis Counselor to provide intensive counseling services for students in need of such supports and to support families in linking to community-based services. Currently, the district has a teacher designated to provide emotional support services at Durham Nockamixon Elementary School, Palisades Middle School, and 1.5 teachers providing these services at Palisades High School. At the elementary level the services include principles inherent in Responsive Classroom, Restorative Practices, Zones of Regulation and Superflex. At the middle school, the staff are engaged in their 2nd year of the Path 2 Graduation grant and have worked to develop an Early Warning System (EWS) to identify students with behavioral based disabilities that are demonstrating at-risk behaviors and are implementing the Check and Connect mentoring program. Finally, at the high school, staff are working to develop behavioral monitoring systems to ensure accurate data to assist them in developing goals and interventions that support student growth as they implement restorative practices to address student's needs.

2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.

The Bucks County Intermediate Unit is working with the administrators in the district to develop Positive Behavior Intervention Support systems throughout the district. Currently, a number of schools have established Tier I and are working on, or have achieved, Tier II status. These programs include the development and implementation of the SWIS system and CICO. Over the past two years, the district has also provided staff with training regarding Trauma Informed Instruction. This, accompanied by recent training and action planning toward the development of a Multi-Tiered System of Support serves to provide a strong Tier I program that supports the academic, social and emotional development of students, while establishing monitoring systems and interventions for students who present with at risk concerns in one or more of the areas. Finally, in the 2021-2022 school year, the district trained over 35 instructional assistants and 15 professional staff in Crisis Prevention. As a result, there are staff in each of our buildings certified to intervene should a student or students behavior require immediate intervention.

3. Describe the district positive school wide support programs.

The district has developed Positive Behavior Intervention and Supports systems on four of its five schools. In said cases, the leadership team reviews data through the SWIS system to identify students presenting with at-risk behaviors and implement behavioral interventions to effect a positive change. At the Tier I and Tier II, the Bucks County Intermediate Unit Training and Consultant (TAC) facilitates support in developing these interventions. Currently, the district is working toward developing Multi-Tiered Systems of Support in an effort to develop additional interventions for its schoolwide programs.

4. Describe the district school-based behavior health services.

As previously noted, the district has established PBIS in 4 out of 5 buildings and is developing Multi-Tiered Systems of Support utilizing processes inherent in PBIS to support the needs of students requiring behavioral health services. These processes include principles consistent with Restorative Practices, Responsive Classroom, Second Step and PBIS. Should students present with at-risk behaviors, the district calls on the expertise of school counselors to facilitate small group counseling, the BCBA to assist teams in developing and implementing individualized behavior plans for students, and/or the Crisis Counselor to provide individual counseling and work with community-based services to support the whole child. Should these systems and supports not adequately meet the needs of the student, the district will complete an evaluation, including an FBA conducted by the district's BCBA, to determine

the student's eligibility for special education services. If found eligible, the district employs 3.5 professional staff members who provide emotional support services to students in need of such services.

5. Describe the district restraint procedure.

In the event that a restraint is used to address a student who is presenting with behaviors that might result in harm to themselves or others, the staff member, utilizing CPI strategies and protocols, will engage the acting out person and work to resolve the matter. Should a restraint be necessary to quell the issue, the staff member involved in the matter completes a restraint report which is forwarded to the assistant to the director of student services who then enters the restraint into the RISC system. As previously noted, staff throughout the district have been certified in CPI and are well informed on the implementation of de-escalation practices prior to the use of physical restraint as well as the reporting process should a restraint be necessary to ensure the safety of the student(s) and staff.

Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

Palisades has successfully provided programming for all students for the past several years. Students with low incidence disabilities who may need more unique or intensive services may receive special programs or services through the Intermediate Unit or a private school approved by the Pennsylvania Department of Education. Locating appropriate programs and services for students with severe emotional and/ or behavioral needs occasionally may be a challenge; however, the district has been successful in developing relationships with various schools to assist with meeting these needs. On very rare occasions when an appropriate placement does not appear available, the district works through the local Intermediate Unit's Interagency Coordinator and Child and Adolescent Social Services Program personnel to expedite a placement. In such situations, the Intermediate Unit has taken the lead in creatively providing programming in the interim or long-term, oftentimes through adjustments to an existing program or by providing increased supports. The district has not experienced difficulty in providing programming for any group of students. The district's blended program of cyber schooling and "brick and mortar" classes has increased general education options for students with varied needs.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PHS.AD.LS	Secondary	Full-time (1.0)	04/01/2022 11:27 AM

Building Name	
Palisades HS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Supplemental (Less Than 80% but More Than 20%)	0
Identify Classroom	Classroom Location
School District	Secondary
Age Range Justification	FTE %
	0

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PHS.DT.LS	Secondary	Full-time (1.0)	04/01/2022 11:17 AM

Building Name	
Palisades HS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Full-Time (80% or More)	8
Identify Classroom	Classroom Location
School District	Secondary
Age Range Justification	FTE %
	0.67

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PHS.LF.ES	Secondary	Full-time (1.0)	04/01/2022 11:15 AM

Building Name	
Palisades HS	
Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	
Level of Support	Case Load
Supplemental (Less Than 80% but More Than 20%)	5
Identify Classroom	Classroom Location
	Age Range

School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PHS.LF.LS	Secondary	Full-time (1.0)	04/01/2022 11:14 AM

Building Name		
Palisades HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PHS.ET.LS	Secondary	Full-time (1.0)	04/01/2022 10:48 AM

Building Name		
Palisades HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PALMS.PF.LS	Secondary	Full-time (1.0)	03/31/2022 11:10 AM

Building Name		
Palisades MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PALMS.EP.ES	Secondary	Full-time (1.0)	03/22/2022 10:00 AM

Building Name		
Palisades MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PALMS.EP.LS	Secondary	Full-time (1.0)	03/22/2022 10:27 AM

Building Name		
Palisades MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PALMS.AS.LS	Secondary	Full-time (1.0)	03/22/2022 09:55 AM

Building Name		
Palisades MS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PALMS.BD.LS	Secondary	Full-time (1.0)	03/22/2022 10:52 AM

Building Name		
Palisades MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PALMS.JO.LS	Secondary	Full-time (1.0)	03/22/2022 09:52 AM

Building Name		
Palisades MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DN.SO.LS	Elementary	Full-time (1.0)	03/22/2022 09:45 AM

Building Name		
Durham-Nockamixon El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DN.KG.LS	Elementary	Full-time (1.0)	03/22/2022 09:38 AM

Building Name		
Durham-Nockamixon El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 7
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DN.KG.ES	Elementary	Full-time (1.0)	03/31/2022 11:10 AM

Building Name		
Durham-Nockamixon El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification	FTE %	
Caseload age range does not reflect individual class age range. Class age range does not exceed the 3-year maximum allowance.	0.5	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PHS.ET.ES	Secondary	Full-time (1.0)	04/01/2022 10:47 AM

Building Name		
Palisades HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification	FTE %	
	0.4	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PHS.KD.LS	Secondary	Full-time (1.0)	03/15/2022 01:20 PM

Building Name		
Palisades HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification	FTE %	
	0.85	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PHS.JO.LS	Secondary	Full-time (1.0)	03/15/2022 01:18 PM

Building Name		
Palisades HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		23
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.46

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TN.HW.LS	Elementary	Full-time (1.0)	03/15/2022 01:12 PM

Building Name		
Tinicum El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
The age range of students on the caseload does not reflect the age range of students in the classes which is within limits.		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TN.ES.LS	Elementary	Full-time (1.0)	03/15/2022 01:09 PM

Building Name	
Tinicum El Sch	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load

Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SP.CL.LS	Elementary	Full-time (1.0)	03/15/2022 01:05 PM

Building Name	
Springfield El Sch	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Supplemental (Less Than 80% but More Than 20%)	14
Identify Classroom	Classroom Location
School District	Elementary
Age Range Justification	FTE %
	0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SP.JS.LS	Elementary	Full-time (1.0)	03/15/2022 12:43 PM

Building Name	
Springfield El Sch	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Supplemental (Less Than 80% but More Than 20%)	14
Identify Classroom	Classroom Location
School District	Elementary
Age Range Justification	FTE %
Age span of the caseload does not reflect the age of students that are in the teacher's individual classes.	0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DN.JS.LS	Elementary	Full-time (1.0)	03/22/2022 10:52 AM

Building Name		
Durham-Nockamixon El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
Caseload is not reflective of that age range of students in individual classes which is in compliance.		0.3

Special Education Facilities

Building Name		Room #
Palisades HS		C13
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 22 feet, 0 inches	660sqft	23
Implementation Date		
2022-03-22		
Uploaded Files		

1Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Palisades HS		B6
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom

22 feet, 0 inches x 18 feet, 0 inches	396sqft	14
Implementation Date		
2022-03-31		
Uploaded Files		

2Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Palisades HS		110
School Building		Building Description
Senior High		
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 19 feet, 0 inches	608sqft	21
Implementation Date		
2022-03-31		
Uploaded Files		

3Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Palisades HS		120
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 22 feet, 0 inches	660sqft	23
Implementation Date		
2022-03-31		
Uploaded Files		

4Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Palisades MS		101
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 24 feet, 0 inches	576sqft	20
Implementation Date		
2022-03-31		
Uploaded Files		

5Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Palisades MS		202
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 24 feet, 0 inches	720sqft	25
Implementation Date		
2022-03-31		
Uploaded Files		

6Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	

The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Palisades MS		203
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 24 feet, 0 inches	720sqft	25
Implementation Date		
2022-03-31		
Uploaded Files		

7Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Palisades MS		212
School Building		Building Description
Middle		
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 24 feet, 0 inches	720sqft	25
Implementation Date		
2022-03-31		
Uploaded Files		

8Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Palisades MS		213
School Building		Building Description
Middle		
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 24 feet, 0 inches	720sqft	25
Implementation Date		
2022-03-31		
Uploaded Files		

9Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Palisades HS		108
School Building		Building Description
Senior High		
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 19 feet, 0 inches	608sqft	21
Implementation Date		
2022-03-31		
Uploaded Files		

10Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Tinicum El Sch		100
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 20 feet, 0 inches	800sqft	28
Implementation Date		

2022-03-31
Uploaded Files

11Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name	Room #	
Springfield El Sch	308	
School Building	Building Description	
Elementary	A building in which general education programs are operated	
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 32 feet, 0 inches	800sqft	28
Implementation Date		
2022-03-31		
Uploaded Files		

12Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name	Room #	
Springfield El Sch	202	
School Building	Building Description	
Elementary		
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 26 feet, 0 inches	806sqft	28
Implementation Date		
2022-03-31		
Uploaded Files		

13Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	

The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Springfield El Sch		310
School Building		Building Description
Elementary		
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 33 feet, 0 inches	825sqft	29
Implementation Date		
2022-03-31		
Uploaded Files		

14Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Springfield El Sch		116
School Building		Building Description
Elementary		
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 0 inches x 12 feet, 0 inches	144sqft	5
Implementation Date		
2022-03-31		
Uploaded Files		

15Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Durham-Nockamixon El Sch		103
School Building		Building Description
Elementary		

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 26 feet, 0 inches	832sqft	29
Implementation Date		
2022-03-31		
Uploaded Files		

16Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Durham-Nockamixon El Sch		104
School Building		Building Description
Elementary		
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 26 feet, 0 inches	832sqft	29
Implementation Date		
2022-03-31		
Uploaded Files		

17Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Durham-Nockamixon El Sch		209
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 26 feet, 0 inches	832sqft	29
Implementation Date		
2022-03-31		
Uploaded Files		

18 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Durham-Nockamixon El Sch		212
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 26 feet, 0 inches	832sqft	29
Implementation Date		
2022-03-31		
Uploaded Files		

19 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Tinicum El Sch		203
School Building		Building Description
Elementary		
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 22 feet, 0 inches	616sqft	22
Implementation Date		
2022-03-31		
Uploaded Files		

20 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Special Education Support Services

21Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1 FTE	District Wide	District
School Psychologist	2 FTE	District Wide	District
Behavior Specialist	1 FTE	District Wide	District
Paraprofessionals	22	Elementary	District
Paraprofessionals	23	Secondary	
Guidance Counselor	3	Elementary	District
Guidance Counselor	3	Secondary	District
Other	1	District Wide	District
Physical Therapist	.05	District Wide	Contractor
Occupational Therapist	.35	District Wide	Contractor
Other	1	District Wide	District
Other	1	District Wide	District
Other	.3		Contractor

Special Education Personnel Development

Autism

Description of Training			
Maximizing Inclusion of Students with Autism in the General Education Setting			
Lead Person/Position		Year of Training	
Amy Glascott, BCIU TAC		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	3 (One Session Per Year)	Intermediate Unit Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
FBA's Understanding Student Behavior for the Purpose of Developing Effective Positive Behavior Support Plans			
Lead Person/Position		Year of Training	
Cindy Toms		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District	Building Administrators Central Office Administrators Parents Paraprofessionals Special Education Teachers

Description of Training			
Utilizing Data to Develop Effective Social, Emotional, and Behavioral Interventions			
Lead Person/Position		Year of Training	
Cindy Toms		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District	Building Administrators Central Office Administrators Parents Paraprofessionals Special Education Teachers

Description of Training			
Increasing PSDs Continuum of Services for Students with Social, Emotional, and Behavioral Needs			
Lead Person/Position		Year of Training	
Cindy Toms		2024-2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District	Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
Crisis Prevention Intervention			
Lead Person/Position		Year of Training	
Lou deFonteny; BCIU TAC		2022 2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	1 per year	District Intermediate Unit	Paraprofessionals

Description of Training			
Utilizing data to make informed decisions regarding goals, student interventions and updating progress			
Lead Person/Position		Year of Training	
BCIU TAC		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
5	3 times per year	District Intermediate Unit	Paraprofessionals Special Education Teachers

Transition

Description of Training	
Curriculum Development: Identifying and Mapping the Vocational Skills and Soft Skills for Post Secondary Employment	
Lead Person/Position	Year of Training

Lou deFonteny, BCIU TAC		2022 2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	2 per year	District Intermediate Unit	Building Administrators Central Office Administrators Parents Paraprofessionals Special Education Teachers

Description of Training			
Development and Implementation of Assessments for Vocational Needs			
Lead Person/Position		Year of Training	
Lou deFonteny, BCIU TAC		2023 2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	2 per year	Intermediate Unit	Central Office Administrators Paraprofessionals Special Education Teachers

Description of Training			
Develop and implement a program for work experience that includes job coaching by instructional assistants.			
Lead Person/Position		Year of Training	
Lou deFonteny, BCIU TAC		2024 2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	2xs per year	District Intermediate Unit	Central Office Administrators Paraprofessionals Special Education Teachers

Science of Literacy

Description of Training			
The Science of Literacy- Developing Reading Interventions Using Research Based Practices.			
Lead Person/Position		Year of Training	
TAC BCIU		2022 2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District Intermediate Unit	Parents Paraprofessionals Special Education Teachers

Description of Training			
Developing Common Benchmark Assessments for Phonological Awareness and Progress Monitoring.			
Lead Person/Position		Year of Training	
BCIU TAC, Curriculum Coordinator PSD		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience

.5	4	District Intermediate Unit	Special Education Teachers
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Description of Training			
Science of Literacy- Utilizing data to make informed decisions regarding goals and interventions			
Lead Person/Position		Year of Training	
BCIU TAC, Curriculum Coordinator PSD		2023 2025	
Hours Per Training	Number of Sessions	Provider	Audience
.5	4	District Intermediate Unit	Special Education Teachers

Parent Training

Description of Training			
Special Education Services- Understanding and Navigating Special Education Services			
Lead Person/Position		Year of Training	
Lou deFonteny		2022 2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Parents

Description of Training			
Parent Support Group for Parents of Students with Disabilities			
Lead Person/Position		Year of Training	
Lou deFonteny; BCIU TAC		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	4 per year	District Intermediate Unit	Parents

IEP Development

Description of Training			
Progress monitoring- Tools for effective and efficient monitoring of progress			
Lead Person/Position		Year of Training	
Lou deFonteny, Director of Student Services		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	2 per year	District Intermediate Unit Other	Special Education Teachers

Description of Training
Special Education: Policy, Procedure and Practice! Developing Effective IEPs!

Lead Person/Position		Year of Training	
Sharon Montayne and Lou deFonteny		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
3 hours	3 (One per year)	District Intermediate Unit	Central Office Administrators Special Education Teachers

DRAFT

Signatures & Affirmations

Approval Date

Uploaded Files

- 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.
- 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.
- 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.
- The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- 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.
- 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.

Superintendent/Chief Executive Officer: _____

Date: _____

As required by the Pennsylvania Department of Education, the School Board President for the Palisades School District reviewed the Special Education Plan.

Affirmed on this _____ day of _____, 20____

By: _____ (Signature of Board President)

(Print Name)

Board of Education