

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 1016
School District Total Student Enrollment 4857
Percent of Students Receiving Special Education 20.9

Steering Committee

Name	Position/Role	Building	Email
Janet Pelone	Director of Special Education	Quakertown Community SD	jpelone@qcsd.org
Innocenzo Martellucci	Other	Quakertown Community SD	imartellucci@qcsd.org
Carolyn Staffieri	Other	Quakertown Community SD	cstaffieri@qcsd.org
Rebecca Connelly	Special Education Teacher	Quakertown Community SD	rconnelly@qcsd.org
Natalie Woodward	Special Education Teacher	Quakertown Community SD	nwoodward@qcsd.org
Dr. William Harner	Superintendent	Quakertown Community SD	wharner@qcsd.org
Dr. Lisa Hoffman	Other	Quakertown Community SD	lhoffman@qcsd.org
Jerica Keoseyan	Other	Quakertown Community SD	jkeoseyan@qcsd.org
Brett Farley	General Education Teacher	Quakertown Community SD	bfarley@qcsd.org
Marilee Mundt	Parent	Quakertown Community SD	m.mundt@verizon.net
Candace Titus	Parent	Quakertown Community SD	candace.titus@gmail.com
Michelle and Adam Frei	Parent	Quakertown Community SD	mlbrox30@gmail.com
Barbara Cerminaro	Parent	Quakertown Community SD	barbara.romer@hotmail.com
Kim Povenski	Parent	Quakertown Community SD	kpovenski@yahoo.com

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

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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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 Cedar Crest	Resident Treatment Facility		Other	6
Pedia Manor Milford Square House	Resident Treatment Facility		Other	8
Pedia Manor Thatcher	Resident Treatment Facility		Other	7
Pedia Manor Old Bethlehem Pike	Resident Treatment Facility		Other	8

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.)
 Quakertown Community School District acts as host district for the following Section 1306 facilities: Pedia Manor Milford, Pedia Manor Old Bethlehem, Pediatric Specialty Care and Cedar Crest. These facilities serve students who are placed through various means, including court placements. Students residing at Pedia Manor facilities or Pediatric Specialty Care are educated within Quakertown boundaries through doctor ordered instruction in the home (IU provided service), in an IU classroom operating within Quakertown public school buildings or through the regular education setting with supports depending upon the student's medical conditions and educational needs. Students with 1306 status are afforded the same services and safeguards as resident students at no cost to parents or to the institution where they reside.
2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
 Every student is provided a free appropriate public education (FAPE) Quakertown and/or the Bucks County Intermediate Unit acts as Host LEA at all the IEP meetings for students living in the 1306 facilities and we follow the same procedures at 1306 facilities as we do in our own buildings, always with fidelity to the law. The district and IU have ongoing communication with the facilities regarding setting up IEP meetings, registration and any other concerns either party may have. The district facilitates successful transitions back to school by having ongoing communication with the facilities so that all student needs are met.

Incarcerated Students Oversight

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

No

1. 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).

Least Restrictive Environment

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

Quakertown Community School District (QCSD) makes every effort to provide all students with a quality education, appropriate to meet their individual needs, within the neighborhood school to the maximum extent possible. Building level supports include instructional support teams, reading specialists, guidance counselors, special education teachers and instructional aides. In addition to highly qualified employees, QCSD partners with Pediatric Therapeutic Services (PTS), Therapy Source, DotCom Therapy and Bucks County Intermediate Unit # 22 to offer related services in the area of autistic and behavioral consulting, occupational therapy, physical therapy, speech and language therapy, hearing support, vision support, orientation and mobility support, American sign Language interpreters/interveners and Brain Injury Team support. When a student begins to demonstrate academic or behavioral difficulties, the Instructional Support Team convenes. The members of the team identify the area(s) of concern and develop an action plan for the student. The action plan identifies strategies, accommodations, modifications and supports to be implemented within the general education setting. During the intervention(s), the team collects and analyzes the data to determine the effectiveness of the implemented intervention(s). The Instructional Support Team discusses the supports necessary to meet the student's needs and designs an action plan to provide and monitor progress within the general education environment on an ongoing basis. The Instructional Support Team may determine that a multidisciplinary evaluation is needed after several interventions have been unsuccessful and data determines a higher level of support is necessary. The school psychologist will conduct a comprehensive evaluation. When the evaluation is complete, and if the student is identified as a student with a disability and in need of specially designed instruction, an IEP is developed. The IEP team includes a building administrator as the LEA, a general education teacher, a special education teacher, parents or guardian, and any other specialists identified through the evaluation process. The team will develop an IEP to address strengths, needs, goals and specially designed instruction and the need for supplementary aids and services that would enable the student to continue placement in a general education environment to the maximum 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?

The district provides a variety of training and staff development for meeting all of our student's needs. The district-wide special education teams (IU consultants, Pupil Services Director, Special Education Supervisors, and related service providers when applicable) meet on a monthly basis to share and network best practices and new program focusing. Professional development for district staff covered the following topics over the past two years: Trauma-informed care, ACES, incorporating SEL into everyday lessons, Non-violent crisis intervention, FERPA, team approach decision-making, working with students and challenging behavior, best practices for utilizing Paraprofessionals in your classroom, Modifications vs. Accommodations, Career Pathways, and developing building level MTSS. Building-level teams meet to discuss the academic trends identified through LinkIt, Dibels, and Acadience benchmark assessments at the beginning, middle, and end of the year. Teams also review behavioral data collected through our SWIS and Panorama surveys. These team meetings help our staff identify strengths and needs for supporting our students and determine appropriate accommodations and interventions.
3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.

Quakertown has remained relatively consistent with the State Target for the past 5 years with regard to both groups of children identified with special needs and who receive services in the general education environment more than 80% of their day and students who receive services in the general education environment <40% of their day. Data review from the 2019-2020 school year indicates that children with significant enough needs to require a placement outside of the district continues to remain below the state target, while students being educated in the general education setting for 80% or more of their day is close to 3% higher than the state average. Quakertown Community School District prides itself on the tiered interventions and professional development opportunities to strengthen our general education curriculum. Since the previous special education plan, QCSD has implemented LETRS training and professional development regarding the science of reading for all teachers K-5. In addition across grades K-8, we implement school-wide benchmarking data three times per year, ongoing progress monitoring for smaller subsets of students, tiered reading and math supports, and documentation of prereferral intervention strategies with periodic data review. Across grades K-12, strategies to provide meaningful participation in the general education curriculum include co-teaching, data review teams, weekly morning professional development in caring school communities, supporting students with proactive behavioral strategies, and best practices in allocating instructional aides to support academic engagement.
4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.

The IEP team discuss what supplementary aids and services the student requires to ensure meaningful participations in extracurricular activities. The supplementary aids and services include but are not limited to Unified Sports, Best Buddies, training of the coach/es in relevant SDIs, additional staffing to support the student, modified grouping, extra practice in skill development, modified materials and equipment.
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?

Frequent meetings are held with the teams of students who are placed in private institutions to discuss that, to the maximum extent appropriate, they are educated with non-disabled children and have the opportunity to participate in district led extracurricular activities.

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 Quakertown Community School District has built a K-12 continuum of services throughout the district in an attempt to provide services to all children in their neighborhood schools. Quakertown utilizes the Bucks County Intermediate Unit to provide specialized educational supports and services to students in Autistic Support, Multiple Disability Support and Emotional Support classrooms. In addition to the BCIU, we have opened up several new classrooms to better meet the needs of students in district programs. The district proudly partnered with PATTAN to open six Autism Initiative supported classrooms to support students within the district. In order to meet the needs of students who require a smaller, more supportive setting, the district opened up The Academy to support students in grades seven through twelve. Additionally, the district opened up an 18-21 programming for students requiring more time to successfully meet their transition goals.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Buxmont Academy - CSF	Other		Buxmont Academy	Emotional Support	3
Centennial School of Lehigh University	Approved Private School (APS)		Centennial School of Lehigh University	Emotional Support	3
Fairwold	Other		Fairwold Academy	Autistic Support	3
Devereux Leo Kanner Lrng Ctr	Approved Private School (APS)		Devereux Leo Kanner Lrng Ctr	Autistic Support	1
The Hillside School	Licensed Private Academic		The Hillside School	Learning Support	1
Lifeworks Alternative School	Approved Private School (APS)		Foundations Behavioral Health	Emotional Support	6
KidsPeace	Licensed Private Academic		KidsPeace	Emotional Support	1
Palisades High School	Other	IU Operated Classroom	Bucks County Intermediate Unit	Autistic Support	2
Pennridge High School	Other	IU Operated Classroom	Bucks County Intermediate Unit	Multiple Disabilities Support	2
Pathway School	Approved Private School (APS)		Pathway School	Autistic Support	2
Merakey	Licensed Private Academic		Merakey	Emotional Support	2
Perkasie Square WOW Program	Other	IU Operated Classroom	Bucks County Intermediate Unit	Multiple Disabilities Support	1
Project Search	Other	IU Operated Program	Bucks County Intermediate Unit	Autistic Support	1
Vantage Academy	Licensed Private Academic		Lakeside	Emotional Support	1

Positive Behavior Support

Date of Approval
2021-02-11

Uploaded Files
PBSP Policy.pdf

1. How does the district support the emotional, social needs of students with disabilities?
QCSD utilizes services from the Bucks County Intermediate Unit and training has been provided to staff in the areas of : Literacy, Cooperative Learning, Differentiated Instruction, Explicit Instruction and Inclusion in order to strengthen instruction and improve classroom management. Other professional development topics include the Role of the Regular Education Teacher in Special Education, Co-Teaching, Classroom Management, Behavior Management Strategies for Inclusive Classrooms, strategies for including students with a variety of disabilities and behavioral issues in the general education classroom. We have provided training on writing appropriate behavior goals that stressed the importance of data collection for positive behavior support and interventions, as well as conducting a FBA. Each regular education teacher was provided with a special education manual which outlines their role/expectations in the special education process. The District has hired two full-time Board Certified Behavior analysts and contracts with outside agencies to provide RBT (registered behavior technician) support to buildings.
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 District has contracted the BCIU to train building level teams in Positive Behavioral Interventions. Additional training has been offered to all staff to include aides, cafeteria staff and custodians so that they can appropriately meet student needs across all environments. All new teachers to the district are trained in Non-violent crisis intervention and each building has a crisis response team that is trained. All district schools have School Wide Programs to support positive student behavior.
3. Describe the district positive school wide support programs.
The District accesses supports through the Bucks County Intermediate Unit and the Pennsylvania Positive Behavior Support Network (PA PBS Network) which falls under the direction of PaTTAN and the state leadership team. The goal of the PA PBS Network is to ensure that all schools have the necessary technical assistance, collaborative opportunities, and evaluative tools needed to overcome non-academic barriers to learning and achieve competence and confidence in advancing academic, social, and emotional success for all students. For the past six years, it has been a superintendent goal for all buildings to implement PBIS through tiered supports. Several schools have been recognized by the PA PBS Network for their work.
4. Describe the district school-based behavior health services.
QCSD utilizes a tiered approach to school-behavioral health services with tier one being teaching social emotional learning in the classroom. Classroom teachers would then refer students with higher needs to the school counselor who would provide short-term individual or group counseling. If needs continue beyond the school counselor a SAP referral is made and students may access short-term individual or group counseling from the district contracted SAP counselor. The SAP counselor and team can also connect the family with outside resources. The district also utilized dotcom therapy to provide tier three interventions. Additionally, the school district has partnered with Lehigh Valley Health Network to provide insurance based counseling to students who experience barriers to outside counseling.
5. Describe the district restraint procedure.
The district contracts with the Bucks County Intermediate Unit to provide Crisis Prevention Institute (CPI) training to building level teams, all new teachers and any interested staff. We utilize de-escalation strategies to the Should a restraint occur, there are typically two staff members are involved with one staff member taking data. Once the situation has been resolved, the building principal submits the restraint information to the supervisor of secondary special education who then reports that to the state on a quarterly basis.

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.

Students in Quakertown Community School District have not been in substantial risk of waiting more than 30 days for an appropriate educational placement. IEP teams are able to resolve placement discussions so that students access educational services within district specialized programs, or programs in alternative settings as needed. However, should this occur in the district, the LEA would partner with the Bucks County Intermediate Unit to conduct an Intensive Interagency Meeting to discuss interim supports and services. The district would propose instruction conducted in the home while the IEP team reviewed appropriate placement options and would contact the special education advisor to notify them of the situation. In addition, QCSD would propose educating students at The Academy of Quakertown or in an alternative out-of-district setting for a diagnostic placement.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Keller	Secondary	Full-time (1.0)	02/20/2023 01:20 PM

Building Name			
Quakertown Community HS			
Support Type			
Autistic Support			
Support Sub-Type			
Autistic Support			
Level of Support			Case Load
Full-Time (80% or More)			6
Identify Classroom	Classroom Location		Age Range
School District	Secondary		14 to 19
Age Range Justification			FTE %
Students are in HS and the 19 year old just had a birthday- waivers signed by all parents			0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Crawford	Secondary	Full-time (1.0)	01/30/2023 11:12 AM

Building Name			
Quakertown Community HS			
Support Type			
Autistic Support			
Support Sub-Type			
Autistic Support			
Level of Support			Case Load
Full-Time (80% or More)			1
Identify Classroom	Classroom Location		Age Range
School District	Secondary		12 to 12
Age Range Justification			FTE %
			0.12

Building Name			
Quakertown Community HS			
Support Type			
Life Skills Support			
Support Sub-Type			

Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	20 to 20
Age Range Justification		FTE %
		0.07

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Gizzi	Secondary	Full-time (1.0)	01/24/2023 12:09 PM

Building Name		
Quakertown Community HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.08

Building Name		
Quakertown Community HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.05

Building Name		
Quakertown Community HS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.25

Building Name		
Quakertown Community HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.32

Building Name		
Quakertown Community HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Stout	Secondary	Full-time (1.0)	01/25/2023 11:46 AM

Building Name		
Quakertown Community HS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.12

Building Name		
Quakertown Community HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.15

Building Name		
Quakertown Community HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.05

Building Name		
Quakertown Community HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		4

Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Wisser	Secondary	Full-time (1.0)	01/25/2023 11:44 AM

Building Name		
Quakertown Community HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.06

Building Name		
Quakertown Community HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.1

Building Name		
Quakertown Community HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.15

Building Name		
Quakertown Community HS		
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	14 to 17
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Alvino	Elementary	Full-time (1.0)	01/25/2023 11:43 AM

Building Name		
Quakertown Community HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	20 to 20
Age Range Justification		FTE %
		0.15

Building Name		
Quakertown Community HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	18 to 20
Age Range Justification		FTE %
		0.62

Building Name		
Quakertown Community HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	19 to 19
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Hogg	Secondary	Full-time (1.0)	01/25/2023 11:42 AM

Building Name		
Quakertown Community HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.28

Building Name		
Quakertown Community HS		
Support Type		
Autistic Support		
Support Sub-Type		

Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.08

Building Name		
Quakertown Community HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
		0.06

Building Name		
Quakertown Community HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Lubitz	Secondary	Full-time (1.0)	02/20/2023 01:27 PM

Building Name		
Quakertown Community HS		
Support Type		
Emotional Support		

Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.1

Building Name		
Quakertown Community HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.24

Building Name		
Quakertown Community HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
		0.25

Building Name		
Quakertown Community HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range

School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.17

Building Name		
Quakertown Community HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Pollock	Secondary	Full-time (1.0)	01/25/2023 11:40 AM

Building Name		
Quakertown Community HS		
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	Secondary	15 to 15
Age Range Justification		FTE %
		0.05

Building Name		
Quakertown Community HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13

Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Nielsen	Secondary	Full-time (1.0)	01/25/2023 11:38 AM

Building Name		
Quakertown Community HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.02

Building Name		
Quakertown Community HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.36

Building Name		
Quakertown Community HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Caricknoff	Secondary	Full-time (1.0)	01/25/2023 11:36 AM

Building Name		
Quakertown Community HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.04

Building Name		
Quakertown Community HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.34

Building Name		
Quakertown Community HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Cobb	Secondary	Full-time (1.0)	01/25/2023 11:35 AM

Building Name		
Quakertown Community HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.2

Building Name		
Quakertown Community HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.1

Building Name		
Quakertown Community HS		
Support Type		
Autistic Support		
Support Sub-Type		

Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.12

Building Name		
Quakertown Community HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Fisher	Secondary	Full-time (1.0)	01/25/2023 11:34 AM

Building Name		
Quakertown Community HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.34

Building Name		
Quakertown Community HS		
Support Type		
Learning Support		

Support Sub-Type		
Learning 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

Building Name		
Quakertown Community HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 18
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Ziller	Secondary	Full-time (1.0)	01/25/2023 11:32 AM

Building Name		
Quakertown Community HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.12

Building Name		
Quakertown Community HS		
Support Type		

Learning Support			
Support Sub-Type			
Learning Support			
Level of Support			Case Load
Itinerant (20% or Less)			17
Identify Classroom		Classroom Location	Age Range
School District		Secondary	14 to 18
Age Range Justification			FTE %
			0.34

Building Name			
Quakertown Community HS			
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		Secondary	15 to 15
Age Range Justification			FTE %
			0.05

Building Name			
Quakertown Community HS			
Support Type			
Emotional Support			
Support Sub-Type			
Emotional Support			
Level of Support			Case Load
Itinerant (20% or Less)			4
Identify Classroom		Classroom Location	Age Range
School District		Secondary	14 to 17
Age Range Justification			FTE %
			0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Alcaro	Secondary	Full-time (1.0)	01/25/2023 11:30 AM

Building Name			
Quakertown Community HS			

Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.04

Building Name		
Quakertown Community HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.3

Building Name		
Quakertown Community HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.08

Building Name		
Quakertown Community HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.2

Building Name		
Quakertown Community HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.05

Building Name		
Quakertown Community HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Rupar	Secondary	Full-time (1.0)	01/25/2023 11:28 AM

Building Name		
Quakertown Community HS		
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	Secondary	14 to 18
Age Range Justification		FTE %
		0.4

Building Name		
Quakertown Community HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Quinter	Secondary	Full-time (1.0)	02/20/2023 01:27 PM

Building Name		
Quakertown Community HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.2

Building Name		
Quakertown Community HS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.22

Building Name		
Quakertown Community HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.1

Building Name		
Quakertown Community HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 18
Age Range Justification		FTE %
		0.12

Building Name		
Quakertown Community HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18

Age Range Justification	FTE %
	0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Fields	Secondary	Full-time (1.0)	01/25/2023 11:26 AM

Building Name			
Quakertown Community HS			
Support Type			
Learning Support			
Support Sub-Type			
Learning Support			
Level of Support			Case Load
Itinerant (20% or Less)			17
Identify Classroom	Classroom Location		Age Range
School District	Secondary		14 to 18
Age Range Justification			FTE %
			0.34

Building Name			
Quakertown Community HS			
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	Secondary		14 to 17
Age Range Justification			FTE %
			0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Michael	Secondary	Full-time (1.0)	01/25/2023 11:23 AM

Building Name			
Strayer MS			
Support Type			

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.15

Building Name		
Strayer MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.12

Building Name		
Strayer MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Wagner	Secondary	Full-time (1.0)	01/25/2023 11:22 AM

Building Name		
Strayer MS		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.2

Building Name		
Strayer MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.3

Building Name		
Strayer MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Newton	Secondary	Full-time (1.0)	01/25/2023 11:20 AM

Building Name

Strayer MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Endlein	Secondary	Full-time (1.0)	01/25/2023 11:19 AM

Building Name		
Strayer MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.08

Building Name		
Strayer MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.04

Building Name		
Strayer MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.05

Building Name		
Strayer MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	13 to 14
Age Range Justification		FTE %
		0.2

Building Name		
Strayer MS		
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	Secondary	12 to 14
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Simms	Secondary	Full-time (1.0)	01/25/2023 11:13 AM

Building Name		
Strayer MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.24

Building Name		
Strayer MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.02

Building Name		
Strayer MS		
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	12 to 14
Age Range Justification		FTE %
		0.35

Building Name		
Strayer MS		
Support Type		
Life Skills Support		

Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Yannarella	Secondary	Full-time (1.0)	01/25/2023 11:08 AM

Building Name		
Strayer MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.38

Building Name		
Strayer MS		
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	Secondary	12 to 12
Age Range Justification		FTE %
		0.05

Building Name		
Strayer MS		
Support Type		

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 12
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Boess	Secondary	Full-time (1.0)	01/25/2023 11:00 AM

Building Name		
Strayer MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.28

Building Name		
Strayer MS		
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	Secondary	12 to 14
Age Range Justification		FTE %
		0.3

Building Name		
Strayer MS		

Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 12
Age Range Justification		FTE %
		0.08

Building Name		
Strayer MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Capuo	Secondary	Full-time (1.0)	02/20/2023 01:27 PM

Building Name		
Strayer MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.12

Building Name

Strayer MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.08

Building Name		
Strayer MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Rudolph	Secondary	Full-time (1.0)	01/25/2023 10:46 AM

Building Name		
Strayer MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 14
Age Range Justification		FTE %
		0.12

Building Name			
Strayer MS			
Support Type			
Autistic Support			
Support Sub-Type			
Autistic Support			
Level of Support			Case Load
Full-Time (80% or More)			4
Identify Classroom		Classroom Location	Age Range
School District		Secondary	10 to 14
Age Range Justification			FTE %
			0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Zong	Secondary	Full-time (1.0)	01/25/2023 10:44 AM

Building Name			
Strayer MS			
Support Type			
Multiple Disabilities Support			
Support Sub-Type			
Multiple Disabilities Support			
Level of Support			Case Load
Full-Time (80% or More)			6
Identify Classroom		Classroom Location	Age Range
School District		Secondary	11 to 14
Age Range Justification			FTE %
			0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Kellerman	Elementary	Full-time (1.0)	02/20/2023 01:27 PM

Building Name			
Quakertown El Sch			
Support Type			
Speech And Language Support			
Support Sub-Type			
Speech And Language Support			

Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
Students are not grouped outside of age range.		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Reese	Secondary	Full-time (1.0)	01/25/2023 10:38 AM

Building Name		
Quakertown Community HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.08

Building Name		
Quakertown Community HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.38

Building Name		
Quakertown Community HS		
Support Type		
Autistic Support		
Support Sub-Type		

Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Feeney	Secondary	Full-time (1.0)	01/25/2023 10:37 AM

Building Name		
6th Grade Center		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 11
Age Range Justification		FTE %
		0.25

Building Name		
6th Grade Center		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 12
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Scheetz	Secondary	Full-time (1.0)	01/25/2023 10:35 AM

Building Name		
6th Grade Center		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Keating	Elementary	Full-time (1.0)	01/25/2023 11:15 AM

Building Name		
Neidig El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.17

Building Name		
Neidig El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range

School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Boyer	Elementary	Full-time (1.0)	02/20/2023 01:24 PM

Building Name		
Pfaff El Sch		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
MDS classroom, waivers signed by all parents.		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Dovido	Elementary	Full-time (1.0)	01/25/2023 10:20 AM

Building Name		
Pfaff El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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Schulte	Elementary	Full-time (1.0)	01/25/2023 10:17 AM
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Building Name		
Neidig El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.25

Building Name		
Neidig El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.25

Building Name		
Neidig El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Hunt	Elementary	Full-time (1.0)	01/25/2023 09:33 AM

Building Name			
Richland El Sch			
Support Type			
Autistic Support			
Support Sub-Type			
Autistic Support			
Level of Support			Case Load
Supplemental (Less Than 80% but More Than 20%)			1
Identify Classroom	Classroom Location		Age Range
School District	Elementary		10 to 10
Age Range Justification			FTE %
			0.12

Building Name			
Richland El Sch			
Support Type			
Emotional Support			
Support Sub-Type			
Emotional Support			
Level of Support			Case Load
Itinerant (20% or Less)			4
Identify Classroom	Classroom Location		Age Range
School District	Elementary		9 to 10
Age Range Justification			FTE %
			0.08

Building Name			
Richland 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		9 to 12
Age Range Justification			FTE %
			0.4

Building Name		
Richland El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Markley	Elementary	Full-time (1.0)	02/20/2023 01:27 PM

Building Name		
Richland El Sch		
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	Elementary	7 to 10
Age Range Justification		FTE %
		0.1

Building Name		
Richland El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Students are not grouped outside of age range.		0.38

Building Name		
Richland El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.25

Building Name		
Richland El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
McGough	Elementary	Full-time (1.0)	01/25/2023 09:36 AM

Building Name		
Trumbauersville El Sch		
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	Elementary	7 to 7
Age Range Justification		FTE %

	0.1
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Building Name		
Trumbauersville El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.17

Building Name		
Trumbauersville El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.25

Building Name		
Trumbauersville El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Mchugh	Elementary	Full-time (1.0)	01/25/2023 09:40 AM

Building Name		
Quakertown El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.24

Building Name		
Quakertown El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.15

Building Name		
Quakertown El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.25

Building Name		
Richland El Sch		

Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LaBadie	Elementary	Full-time (1.0)	02/20/2023 01:27 PM

Building Name		
Neidig El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Students are not grouped outside of age range.		0.37

Building Name		
6th Grade Center		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.09

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Overmier	Secondary	Full-time (1.0)	02/20/2023 01:27 PM

Building Name			
Quakertown Community HS			
Support Type			
Speech And Language Support			
Support Sub-Type			
Speech And Language Support			
Level of Support			Case Load
Itinerant (20% or Less)			2
Identify Classroom	Classroom Location		Age Range
School District	Secondary		15 to 16
Age Range Justification			FTE %
			0.03

Building Name			
Richland El Sch			
Support Type			
Speech And Language Support			
Support Sub-Type			
Speech And Language Support			
Level of Support			Case Load
Itinerant (20% or Less)			12
Identify Classroom	Classroom Location		Age Range
School District	Secondary		5 to 10
Age Range Justification			FTE %
Students are not grouped outside of age range.			0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Bolks	Elementary	Full-time (1.0)	02/20/2023 01:27 PM

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

Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
Students are not grouped outside of age range.		0.3

Building Name		
Quakertown El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.04

Building Name		
Quakertown 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	11 to 11
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Mostellar	Elementary	Full-time (1.0)	02/20/2023 01:27 PM

Building Name		
Neidig El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
Students are not grouped outside of age range.		0.3

Building Name		
Neidig El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Students are not grouped outside of age range.		0.42

Building Name		
Neidig El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Paglia-Curato	Elementary	Full-time (1.0)	02/20/2023 01:27 PM

Building Name		
Neidig El Sch		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	7 to 11
Age Range Justification		FTE %
Students are not grouped outside of age range.		0.34

Building Name		
Neidig El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.06

Building Name		
Neidig El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 8
Age Range Justification		FTE %
		0.08

Building Name		
Neidig 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
Greenday	Elementary	Full-time (1.0)	02/20/2023 01:27 PM

Building Name		
Neidig El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
Students are not grouped outside of age range.		0.3

Building Name		
Neidig El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
Students are not grouped outside of age range.		0.15

Building Name		
Neidig El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range

School District	Elementary	9 to 9
Age Range Justification		FTE %
		0.08

Building Name		
Neidig El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	7 to 10
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Bailey	Elementary	Full-time (1.0)	01/25/2023 09:55 AM

Building Name		
Trumbauersville 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	10 to 10
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Fry	Elementary	Full-time (1.0)	02/20/2023 01:27 PM

Building Name		
Trumbauersville El Sch		

Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		28
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Students are not grouped outside of age range.		0.43

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Kocher	Elementary	Full-time (1.0)	02/20/2023 01:27 PM

Building Name		
Pfaff El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		27
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Students are not grouped outside of age range.		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Claire	Elementary	Full-time (1.0)	01/25/2023 09:57 AM

Building Name		
Pfaff El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1

Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %
		0.08

Building Name		
Pfaff El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 7
Age Range Justification		FTE %
		0.02

Building Name		
Pfaff El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Barlow	Elementary	Full-time (1.0)	01/25/2023 09:58 AM

Building Name		
Pfaff El Sch		
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	Elementary	9 to 10
Age Range Justification		FTE %
		0.25

Building Name		
Pfaff El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Greger	Elementary	Full-time (1.0)	01/25/2023 10:00 AM

Building Name		
Pfaff El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 7
Age Range Justification		FTE %
		0.06

Building Name		
Pfaff El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		

Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6
Age Range Justification		FTE %
		0.08

Building Name		
Pfaff El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional 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
Frary	Elementary	Full-time (1.0)	01/25/2023 10:01 AM

Building Name		
Pfaff El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.12

Building Name		
Pfaff El Sch		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.48

Building Name		
Pfaff El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.17

Building Name		
Pfaff El Sch		
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	Elementary	8 to 9
Age Range Justification		FTE %
		0.1

Building Name		
Pfaff El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9

Age Range Justification	FTE %
	0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Tucholski	Elementary	Full-time (1.0)	01/25/2023 10:05 AM

Building Name			
Pfaff El Sch			
Support Type			
Autistic Support			
Support Sub-Type			
Autistic Support			
Level of Support			Case Load
Itinerant (20% or Less)			3
Identify Classroom	Classroom Location		Age Range
School District	Elementary		7 to 8
Age Range Justification			FTE %
			0.25

Building Name			
Pfaff El Sch			
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	Elementary		10 to 10
Age Range Justification			FTE %
			0.1

Building Name			
Pfaff El Sch			
Support Type			
Autistic Support			
Support Sub-Type			
Autistic Support			
Level of Support			Case Load
Supplemental (Less Than 80% but More Than 20%)			1
Identify Classroom	Classroom Location		Age Range

School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.12

Building Name		
Pfaff El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.02

Building Name		
Pfaff El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Byrne	Elementary	Full-time (1.0)	01/25/2023 10:06 AM

Building Name		
Trumbauersville 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	10 to 10
Age Range Justification		FTE %
		0.05

Building Name		
Trumbauersville El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Walter	Elementary	Full-time (1.0)	01/25/2023 10:09 AM

Building Name		
Trumbauersville El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 7
Age Range Justification		FTE %
		0.12

Building Name		
Trumbauersville El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.5

Building Name		
Trumbauersville El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Ivory	Elementary	Full-time (1.0)	01/25/2023 10:14 AM

Building Name		
Trumbauersville El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
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 10
Age Range Justification		FTE %
		0.3

Building Name		
Trumbauersville El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Vorwaller	Secondary	Full-time (1.0)	02/20/2023 01:27 PM

Building Name		
6th Grade Center		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.06

Building Name		
6th Grade Center		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.12

Building Name		
6th Grade Center		
Support Type		
Emotional Support		
Support Sub-Type		

Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 11
Age Range Justification		FTE %
		0.05

Building Name		
6th Grade Center		
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	Secondary	12 to 12
Age Range Justification		FTE %
		0.05

Building Name		
6th Grade Center		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 12
Age Range Justification		FTE %
		0.12

Building Name		
6th Grade Center		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 11

Age Range Justification	FTE %
	0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Evans	Secondary	Full-time (1.0)	01/25/2023 10:11 AM

Building Name		
6th Grade Center		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 12
Age Range Justification		FTE %
		0.02

Building Name		
6th Grade Center		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 11
Age Range Justification		FTE %
		0.02

Building Name		
6th Grade Center		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range

School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.22

Building Name		
6th Grade Center		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Mushrush	Secondary	Full-time (1.0)	01/18/2023 03:01 PM

Building Name		
6th Grade Center		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.5

Special Education Facilities

Building Name		Room #
Quakertown Community SD		1
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 5 inches x 25 feet, 0 inches	510sqft	18
Implementation Date		
2022-09-23		
Uploaded Files		

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 #
Pfaff El Sch		204
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
7 feet, 10 inches x 10 feet, 9 inches	84sqft	3
Implementation Date		
2022-10-24		
Uploaded Files		

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 #
Quakertown El Sch		1 McHugh
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 3 inches x 22 feet, 2 inches	382sqft	13
Implementation Date		
2023-01-31		
Uploaded Files		

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 #
Quakertown El Sch		Bolks
School Building		Building Description

Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 5 inches x 25 feet, 8 inches	524sqft	18
Implementation Date		
2023-02-01		
Uploaded Files		

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 #
Quakertown El Sch		Kellerman
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
70 feet, 10 inches x 10 feet, 9 inches	761sqft	27
Implementation Date		
2023-02-01		
Uploaded Files		

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 #
Strayer MS		Boess
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, 2 inches x 25 feet, 0 inches	604sqft	21
Implementation Date		
2023-02-01		
Uploaded Files		

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 #
Strayer MS		Cornish
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, 2 inches x 21 feet, 1 inches	636sqft	22
Implementation Date		
2023-02-01		

Uploaded Files

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 #
Strayer MS		Michael
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, 1 inches x 21 feet, 1 inches	634sqft	22
Implementation Date		
2023-02-01		
Uploaded Files		

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 #
Strayer MS		Yannarella
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 2 inches x 24 feet, 2 inches	777sqft	27
Implementation Date		
2023-02-01		
Uploaded Files		

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 #
Strayer MS		Newton/Rudolph
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 11 inches x 25 feet, 4 inches	833sqft	29
Implementation Date		
2023-02-01		
Uploaded Files		

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 #
Strayer MS		Newton
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 11 inches x 25 feet, 5 inches	836sqft	29
Implementation Date		
2023-02-01		
Uploaded Files		

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 #
Strayer MS		B124 OT/PT/Speech
School Building		Building Description

Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 11 inches x 33 feet, 0 inches	1350sqft	48
Implementation Date		
2023-02-01		
Uploaded Files		

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 #
Strayer MS		Zong MDS IU
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
51 feet, 4 inches x 29 feet, 6 inches	1514sqft	54
Implementation Date		
2023-02-01		
Uploaded Files		

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 #
Strayer MS		Mrs Moyer/Serok, Soriono
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
39 feet, 5 inches x 32 feet, 2 inches	1267sqft	45
Implementation Date		
2023-02-01		
Uploaded Files		

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 #
Strayer MS		Caputo
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 11 inches x 26 feet, 2 inches	861sqft	30
Implementation Date		
2023-02-01		

Uploaded Files

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 #
Strayer MS		A109 Caputo
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 11 inches x 26 feet, 3 inches	864sqft	30
Implementation Date		
2023-02-01		
Uploaded Files		

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 #
Strayer MS		Wagner
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, 3 inches x 21 feet, 1 inches	637sqft	22
Implementation Date		
2023-02-01		
Uploaded Files		

[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 #
Strayer MS		Endlein
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, 1 inches x 21 feet, 1 inches	634sqft	22
Implementation Date		
2023-02-01		
Uploaded Files		

[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 #
Richland El Sch		Simms
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, 1 inches x 25 feet, 4 inches	762sqft	27
Implementation Date		
2023-02-01		
Uploaded Files		

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 #
6th Grade Center		Mushrush
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, 8 inches x 21 feet, 5 inches	699sqft	24
Implementation Date		
2023-02-01		
Uploaded Files		

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 #
6th Grade Center		Sheetz-HS IU
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 8 inches x 23 feet, 8 inches	749sqft	26
Implementation Date		
2023-02-01		
Uploaded Files		

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 #
6th Grade Center		Fenney
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 7 inches x 28 feet, 0 inches	856sqft	30
Implementation Date		
2023-02-01		
Uploaded Files		

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 #
6th Grade Center		Vorwaller
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 9 inches x 20 feet, 3 inches	744sqft	26
Implementation Date		
2023-02-01		

Uploaded Files

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 #
Quakertown Community HS		Lubitz
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
23 feet, 6 inches x 23 feet, 10 inches	560sqft	20
Implementation Date		
2023-02-01		
Uploaded Files		

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 #
Pfaff El Sch		Kocher SLP
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
9 feet, 9 inches x 24 feet, 9 inches	241sqft	8
Implementation Date		
2023-02-01		
Uploaded Files		

[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 #
Trumbauersville El Sch		Byrne
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 36 feet, 0 inches	1080sqft	38
Implementation Date		
2023-02-01		
Uploaded Files		

[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 #
Trumbauersville El Sch		Walter
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 21 feet, 0 inches	693sqft	24
Implementation Date		
2023-02-01		
Uploaded Files		

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 #
Trumbauersville El Sch		LS Teacher TBD
School Building		Building Description

Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 0 inches x 24 feet, 0 inches	408sqft	14
Implementation Date		
2023-02-01		
Uploaded Files		

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 #
Trumbauersville El Sch		McGough
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 24 feet, 0 inches	552sqft	19
Implementation Date		
2023-02-01		
Uploaded Files		

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 #
Richland El Sch		Overmier
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 22 feet, 0 inches	792sqft	28
Implementation Date		
2023-02-01		
Uploaded Files		

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 #
6th Grade Center		Evans
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 10 inches x 30 feet, 11 inches	953sqft	34
Implementation Date		
2023-02-02		

Uploaded Files

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 #	
6th Grade Center	Speech	
School Building	Building Description	
Elementary	A building in which general education programs are operated	
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 10 inches x 11 feet, 10 inches	234sqft	8
Implementation Date		
2023-02-02		
Uploaded Files		

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 #
Richland El Sch		Markley
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 3 inches x 37 feet, 0 inches	712sqft	25
Implementation Date		
2023-02-02		
Uploaded Files		

[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 #
Richland El Sch		Hunt
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 31 feet, 0 inches	899sqft	32
Implementation Date		
2023-02-02		
Uploaded Files		

[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 #
Quakertown Community HS		Rupar
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 6 inches x 16 feet, 6 inches	470sqft	16
Implementation Date		
2023-02-02		
Uploaded Files		

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 #
Trumbauersville El Sch		Kimie
School Building		Building Description

Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 32 feet, 0 inches	992sqft	35
Implementation Date		
2023-02-02		
Uploaded Files		

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 #
Quakertown Community HS		Nielsen
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
28 feet, 6 inches x 16 feet, 6 inches	470sqft	16
Implementation Date		
2023-02-02		
Uploaded Files		

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 #
Trumbauersville El Sch		Fry
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 13 feet, 0 inches	247sqft	8
Implementation Date		
2023-02-02		
Uploaded Files		

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 #
Trumbauersville El Sch		Bonsall/Logue
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 13 feet, 0 inches	247sqft	8
Implementation Date		
2023-02-02		

Uploaded Files

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 #
Pfaff El Sch		Surovi
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 34 feet, 0 inches	510sqft	18
Implementation Date		
2023-02-02		
Uploaded Files		

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 #
Pfaff El Sch		Pagano
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 35 feet, 0 inches	1155sqft	41
Implementation Date		
2023-02-02		
Uploaded Files		

[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 #
Pfaff El Sch		Dovidio
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 34 feet, 0 inches	646sqft	23
Implementation Date		
2023-02-02		
Uploaded Files		

[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 #
Pfaff El Sch		Boyer
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 31 feet, 0 inches	713sqft	25
Implementation Date		
2023-02-02		
Uploaded Files		

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 #
Pfaff El Sch		Greger
School Building		Building Description

Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 34 feet, 0 inches	510sqft	18
Implementation Date		
2023-02-02		
Uploaded Files		

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 #
Pfaff El Sch		Barlow
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 30 feet, 0 inches	750sqft	26
Implementation Date		
2023-02-02		
Uploaded Files		

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 #
Pfaff El Sch		Forlini/Tucholski
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 25 feet, 0 inches	600sqft	21
Implementation Date		
2023-02-02		
Uploaded Files		

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 #
Pfaff El Sch		Kaskowitz
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 21 feet, 0 inches	315sqft	11
Implementation Date		
2023-02-02		

Uploaded Files

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 #	
Neidig El Sch	Mosteller	
School Building	Building Description	
Elementary	A building in which general education programs are operated	
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 8 inches x 24 feet, 0 inches	736sqft	26
Implementation Date		
2023-02-02		
Uploaded Files		

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 #
Neidig El Sch		Greenday
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 19 feet, 8 inches	590sqft	21
Implementation Date		
2023-02-02		
Uploaded Files		

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 #
Neidig El Sch		Curato
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 2 inches x 16 feet, 10 inches	406sqft	14
Implementation Date		
2023-02-02		
Uploaded Files		

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 #
Neidig El Sch		Schutte
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 3 inches x 24 feet, 0 inches	822sqft	29
Implementation Date		
2023-02-02		
Uploaded Files		

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 #
Neidig El Sch		Keating
School Building		Building Description

Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 6 inches x 44 feet, 2 inches	949sqft	33
Implementation Date		
2023-02-02		
Uploaded Files		

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 #
Neidig El Sch		LaBadie
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 4 inches x 26 feet, 0 inches	580sqft	20
Implementation Date		
2023-02-02		
Uploaded Files		

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 #
Quakertown Community HS		Multi Teachers
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
32 feet, 6 inches x 21 feet, 6 inches	698sqft	24
Implementation Date		
2023-02-02		
Uploaded Files		

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

Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
School Psychologist	2	Elementary	District
School Psychologist	2	Secondary	District
Other	3	District Wide	Contractor
Director of Pupil Services	1	District Wide	District
Social Worker	1	District Wide	District
Director of Special Education	1	Elementary	District
Director of Special Education	1	Secondary	District
Other	1	Elementary	District
Other	1	Secondary	District
Paraprofessionals	32	Elementary	District
Paraprofessionals	30	Secondary	District
Behavior Specialist	2	Secondary	Contractor
Behavior Specialist	3	Elementary	Contractor
Guidance Counselor	10	Secondary	District
Guidance Counselor	7	Elementary	District
Other	2	Elementary	Contractor
Other	3	Secondary	Contractor

Special Education Personnel Development

Autism

Description of Training			
Autism Initiative Bootcamp			
Lead Person/Position		Year of Training	
PaTTAN Training Staff			
Hours Per Training	Number of Sessions	Provider	Audience
16	4	PaTTAN	Central Office Administrators Special Education Teachers

Description of Training			
PaTTAN Autism Initiative Monthly Consults			
Lead Person/Position		Year of Training	
Heather Thompson/Heather Yakaitis			
Hours Per Training	Number of Sessions	Provider	Audience
3	160	PaTTAN	Building Administrators Central Office Administrators Paraprofessionals Special Education Teachers

Description of Training			
Autism Initiative Refresher			
Lead Person/Position		Year of Training	
Heather Thompson/Heather Yakaitis			
Hours Per Training	Number of Sessions	Provider	Audience
5	1	District	Central Office Administrators Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Non-Violent Crisis Intervention			
Lead Person/Position		Year of Training	
Lisa Politi			
Hours Per Training	Number of Sessions	Provider	Audience

5	1	Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers
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Description of Training			
Youth Mental Health First Aid			
Lead Person/Position		Year of Training	
Lisa Politi/Judy Heath			
Hours Per Training	Number of Sessions	Provider	Audience
8	1	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training			
CPI			
Lead Person/Position		Year of Training	
Lisa Politi			
Hours Per Training	Number of Sessions	Provider	Audience
8	2	Intermediate Unit	Paraprofessionals

Description of Training			
Para Ed: Focusing time and effort at tier 1 (session 1)			
Lead Person/Position		Year of Training	
Lisa Politi			
Hours Per Training	Number of Sessions	Provider	Audience
3	2	Intermediate Unit	Paraprofessionals

Description of Training	
Self selected online training for Chapter 14 hours	
Lead Person/Position	Year of Training

Janet Pelone/Vector Training Solutions			
Hours Per Training	Number of Sessions	Provider	Audience
up to 3 hours each	50	Other	Paraprofessionals

Transition

Description of Training			
Indicator 13 Training - Schoology Course			
Lead Person/Position		Year of Training	
Rachelle Quinter, Transition Coordinator			
Hours Per Training	Number of Sessions	Provider	Audience
1	6	Intermediate Unit Other	Building Administrators Central Office Administrators Special Education Teachers

Description of Training			
Indicator 13 Overview for Counselors			
Lead Person/Position		Year of Training	
Rachelle Quinter, Transition Coordinator			
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit	Other

Science of Literacy

Description of Training			
LETRS training - Unit 5			
Lead Person/Position		Year of Training	
Bucks County Intermediate Unit - Alexis Lewis and Jeffrey Kobasa, trainers			
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers

Description of Training			
MTSS Foundations Parts 1 and 2			
Lead Person/Position		Year of Training	
Lisa Politi and Laura Crowthers			
Hours Per Training	Number of Sessions	Provider	Audience
5	10	Intermediate Unit	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
Para Ed: Focusing Time and Effort at Tier 1			
Lead Person/Position		Year of Training	
Lisa Politi			
Hours Per Training	Number of Sessions	Provider	Audience
3	2	Intermediate Unit	Paraprofessionals

Description of Training			
LETRS training - Unit 6			
Lead Person/Position		Year of Training	
Bucks County Intermediate Unit - Alexis Lewis and Jeffrey Kobasa, trainers			
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers

Description of Training			
LETRS training - Unit 7			
Lead Person/Position		Year of Training	
Bucks County Intermediate Unit - Alexis Lewis and Jeffrey Kobasa, trainers			
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers

Description of Training

LETRS training - Unit 8			
Lead Person/Position		Year of Training	
Bucks County Intermediate Unit - Alexis Lewis and Jeffrey Kobasa, trainers			
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Minding Your Mind - Introduction to Mental Health, Recognizing the signs of stress, anxiety, depression, and crisis			
Lead Person/Position		Year of Training	
Minding Your Mind Organization, Kimberly Rogers, Health and Physical Education Teacher			
Hours Per Training	Number of Sessions	Provider	Audience
1.5	1	District	Parents

Description of Training			
Understanding Trauma - Discussion and Insight			
Lead Person/Position		Year of Training	
Jennifer Bubser, Principal			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Other	Parents

Description of Training			
The Science of Helping Your Child Manage Anxiety and School Avoidance			
Lead Person/Position		Year of Training	
Katherine Dahlsgard			
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

			Other
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Description of Training			
Understanding the connection between stress and vaping			
Lead Person/Position		Year of Training	
The Southeastern Council of Pennsylvania			
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Understanding Waivers and Life After High School			
Lead Person/Position		Year of Training	
Michele Leahy			
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

IEP Development

Description of Training			
Special Education Monthly Meetings			
Lead Person/Position		Year of Training	
Carolyn Staffieri, Innocenzo Martellucci			
Hours Per Training	Number of Sessions	Provider	Audience
30 minutes	810	District	Building Administrators Special Education Teachers

Description of Training			
Annotated IEPs - Understanding parts of the IEP and reviewing requirements of each section			
Lead Person/Position		Year of Training	
Carrie Staffieri/Innocenzo Martellucci			
Hours Per Training	Number of Sessions	Provider	Audience
0.5	2	District	Building Administrators Special Education Teachers

Description of Training			
Conducting FBAs - Explaining informal and formal measures, antecedents, behaviors of concern, consequences and hypotheses			
Lead Person/Position		Year of Training	
Carrie Staffieri/Innocenzo Martellucci			
Hours Per Training	Number of Sessions	Provider	Audience
0.5	1	District	Building Administrators Special Education Teachers

Description of Training			
ESY Services - Qualifications, IEP revisions, picking ESY services, documentation			
Lead Person/Position		Year of Training	
Carrie Staffieri/Innocenzo Martellucci			
Hours Per Training	Number of Sessions	Provider	Audience
0.5	1	District	Building Administrators Special Education Teachers

Description of Training			
Data Driven Goal Writing - How to select/acquire student data to write goals, 4 parts of a goal, standards alignment, STOs			
Lead Person/Position		Year of Training	
Carrie Staffieri/Innocenzo Martellucci			
Hours Per Training	Number of Sessions	Provider	Audience
0.5	1	District	Building Administrators Special Education Teachers

Description of Training			
Special Education Law for School Administrators			

Lead Person/Position		Year of Training	
Janet Pelone/Mark Walz			
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Building Administrators Central Office Administrators

Description of Training			
Supporting Student Behaviors			
Lead Person/Position		Year of Training	
Carrie Staffieri/Innocenzo Martellucci			
Hours Per Training	Number of Sessions	Provider	Audience
0.5	1	District	Building Administrators Special Education Teachers

Description of Training			
Understanding/Supporting Executive Functioning Goals			
Lead Person/Position		Year of Training	
Carrie Staffieri/Innocenzo Martellucci			
Hours Per Training	Number of Sessions	Provider	Audience
0.5	1	District	Building Administrators Special Education Teachers

Description of Training			
Use of Paraprofessionals to support students and implement IEPs			
Lead Person/Position		Year of Training	
Carrie Staffieri/Innocenzo Martellucci			
Hours Per Training	Number of Sessions	Provider	Audience
0.5	1	District	Building Administrators Special Education Teachers

Tiered Supports

Description of Training	
Lead Person/Position	Year of Training

Hours Per Training	Number of Sessions	Provider	Audience
		District	Special Education Teachers

Description of Training			
Initial Line of Inquiry - a tiered approach to defining functions of student behavior			
Lead Person/Position		Year of Training	
District BCBA - Natalie Woodward			
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Building Administrators Central Office Administrators Special Education Teachers Other

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