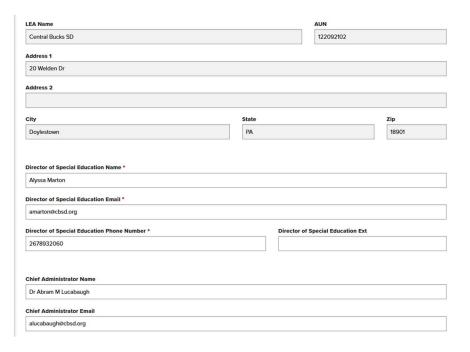
Central Bucks SD

Central Bucks SD | Special Education Plan | 2022 - 2025

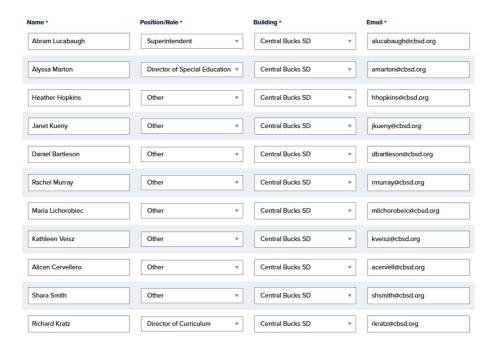
Profile and Plan Essentials



Special Education Students

Total Number of Students Receiving Special Education 2550 School District Total Student Enrollment 17554 Percent of Students Receiving Special Education 14.5

Steering Committee



Chad Watters	Building Principal ▼	Central Bucks HS-East	cwatters@cbsd.org
Kevin Marton	Building Principal	Tohickon MS	w kmarton@cbsd.org
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Cristy Kreusher	Other •	Unami MS	v	ckreusher@cbsd.org
Chad Leonard	Other v	Central Bucks SD	¥	cleonard@cbsd.org
_ouise Watkins	Other v	Central Bucks SD	-	lwatkins@cbsd.org

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning – Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Significant Disproportionality - Placement

Significant Disproportionality

District not flagged for Significant Disproportionality in this area.

Significant Disproportionality - Discipline

Significant Disproportionality

District not flagged for Significant Disproportionality in this area.

Significant Disproportionality - Identification

Significant Disproportionality
District not flagged for Significant Disproportionality in this area.

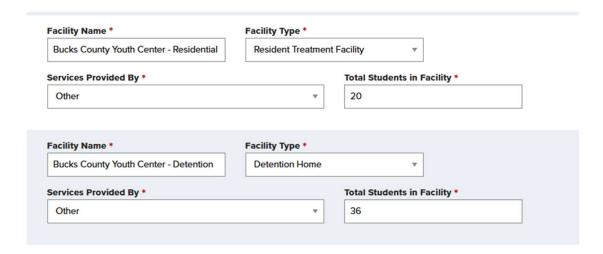
Non-Resident Students Oversight

Other

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

24 P.S. §1306 facilities Facility Name * Facility Type * Warwick Family Services Resident Treatment Facility Services Provided By * Total Students in Facility * Other 32 Facility Name * Facility Type * Mathom House/Edison prep Resident Treatment Facility Services Provided By * Total Students in Facility * Other 39 Facility Name * Facility Type * Foundations Behavioral Helath Resident Treatment Facility Services Provided By * Total Students in Facility *

60



2. 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.)

Section 1306 of the PA Public School Code requires the district in which a residential facility is located to provide special education and related services to each non-resident student. There are a variety of residential facilities within the Central Bucks School District boundaries. To meet the educational needs of these students, the district has an agreement with the Bucks County Intermediate Unit #22 (BCIU). The BCIU serves as the LEA for each of the facilities, handling child accounting, school records, and providing an education to these students.

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

When the district has 1306 students residing in another school district, we work with the host LEA to ensure placement in the least restrictive environment. As part of these ongoing conversations, we seek out information about when the student will be returning back to the Central Bucks School District. When we are presented with that information, we reconvene the IEP team to update the IEP and make any changes to support the student as he/she returns.

Incarcerated Students Oversight

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

acility Name *	Fac	ility Type *
Bucks County Correctional Facility	Ja	il
ervices Provided By *	Stu	dent Count *
Other	▼ 0	

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

There are several correctional institutions within the boundaries of the Central Bucks School District, so a system for oversight already exists. As with students placed in non-correctional, residential facilities within the school district, there is also an agreement between CBSD and the BCIU for LEA responsibilities. This partnership is another example of how the district attends to CBSD's third Pillar of Excellence, Community Connections, in the district's strategic plan. The district and the BCIU maintain close contact regarding the needs of any students who may be thought to be eligible. In addition, the district's Child Find responsibilities and procedures are posted on the district's website, which in this case could be utilized by either the residential facilities or the families of the students temporarily residing in the district. If students are evaluated and found eligible for services, the district continues to work with the BCIU to develop an IEP and determine what constitutes FAPE for each individual student.

Least Restrictive Environment

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

Currently, Central Bucks School District is exceeding the state average in two areas, students receiving instruction in the regular education classroom for less than 40% of their school day, and students receiving instruction in other settings. Only 6.3% of our students spend less than 40% of their school day in the regular education classroom (as compared with the state average of 9.8%), and only 2.7% are being educated in other settings (as compared with the state average of 4.7%).

An area of significant growth should also be noted. During the 2018-2019 school year, 49.1% of our students received instruction in the regular education classroom for 80% or more of their school day. Currently, 54.6% of our students receive instruction in the regular education classroom for 80% or more of their school day.

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 employs an expansive repertoire of supplemental aids and services to ensure that identified students are educated to the maximum extent possible with non-disabled peers in the general education setting. A variety of instructional delivery models are available to ensure that students are educated in the least restrictive environment, including co-teaching models and supported models involving the integration of paraprofessionals into the regular education classroom. The District also has a 1:1 technology program in place, allowing assistive technology, including a variety of devices, to be readily available to all.

Technology is just one way differentiated instruction is provided to ensure the general education curriculum and classroom is accessible to all. Other examples include curricular, assignment, and assessment modifications, use of alternate/adapted instructional materials, assignments, and assessments, providing alternate ways for students to demonstrate learning, adaptive equipment, preferential/flexible seating, and availability of evidence-based academic, social, and behavioral interventions for direct instruction to address specific student skill needs.

In terms of supporting students with social/emotional needs, the District currently has four Board Certified Behavior Analysts who provide ongoing coaching and training on inclusive practices, positive behavior supports, Safe and Positive Approaches for Preventing and Responding to Crisis (SPA), provide individualized support for building and student teams, conduct Functional Behavioral Assessments (FBA), and assist with the development of positive behavior support plans.

The district has made the commitment to hire two additional BCBAs for the 22-23 school year to provide an increased level of support and service to our teams. Additionally, school psychologists, school counselors, and three social workers are available to assist with the implementation of School Wide Positive Interventions and Supports (SWPBIS) programs and collaborate with building teams and families in establishing connections with community-based organizations and agencies to support students' social/emotional needs across environments. In addition, the District has made the commitment to hire five additional social workers/mental helath counselors for the 22-23 school year, again to provide an increased level of support for the students who are in need of these services.

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

The District academic programming and training is driven by the goal to provide equitable sustainable learning outcomes for all students. Provision of evidence-based interventions, implementation of specially designed instruction, close progress monitoring, and professional development are key factors to ensure students with disabilities have purposeful and meaningful engagement in the general education curriculum.

Including special education professional staff on curriculum committees as well as program pilots ensures that curriculum adopted supports students with disabilities meaningful participation and access to general education curriculum. Our new Reading and Language Arts elementary adoption included a tier 2 strategic intervention to meet the needs of our students with disabilities and provided purposeful access to general education curriculum. This practice naturally promoted an increased time in general education

Special Education administrators, professional staff, and our staff development team work in tandem with our general education administrators, curriculum supervisors, and general education colleagues to ensure the general education curriculum is delivered to students with disabilities using high leverage practices including differentiated content, product, and delivery of service models to provide access and response.

The District is driven by the provision of high quality professional development, ongoing coaching, modeling, and feedback to ensure that all students are meeting learning outcomes to the maximum extent appropriate with their general education peers.

Purposeful professional development is readily available and easily accessible to our special education and general education administrative, professional, and support staff on an ongoing basis.

Administrative Meetings, faculty meetings, and department meetings have proven to be an effective way to provide procedural and substantive content and clarification to all stakeholders. Professional development and coaching on the WHY, WHAT, and the HOW is delivered by our general and special education staff development professional partners. The staff development team models the model of a shared and collective efficacy that all students can learn and how we can ensure that students with disabilities are engaged and accessing the general education curriculum to all new educators beginning their career in Central

Bucks during our year long induction program. The shared professional development delivery of service coaching model allows the general education and special education teacher to collectively receive coaching in content and methodology through the lens of all students learning and accessing general education curriculum and promotes teacher ownership.

Professional development courses, evidence based research articles, resources and tools are housed in Canvas Courses and on our district professional development website for ease of access. We continue to access the multitude of district expertise and evidence based resources to ensure that students with disabilities are accessing meaningful ways to participate in the general education curriculum.

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

The District uses a variety of supplemental aides and services to ensure meaningful participation of students with disabilities in extracurricular activities at the Elementary, Middle, and Secondary levels. Students who require individualized support from a staff member to meaningfully participate are provided with paraprofessional support to access activities. Each paraprofessional is given training opportunities as well as a paraprofessional handbook to utilize as a resource for supporting students. Extracurricular staff members are provided with coaching and training to implement modifications and supports for students. This coaching and training includes support from our District Board Certified Behavior Analysts as well as Special Education Teachers. The District also provides collaboration for program staff and families on the implementation of Specially Designed Instruction and Positive Behavior Supports.

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

The District has shifted from a previous model of program based supervision to the current model which includes Special Education Supervisors managing students in a building model. This shift has allowed all building supervisors to manage students in their buildings rather than one supervisor responsible for all students educated in out of district placements. The new model allows Supervisors to more actively participate in programming decisions, including connecting the student and family with district opportunities to access extracurricular activities with non-disabled peers and the accommodations required and needed for access.

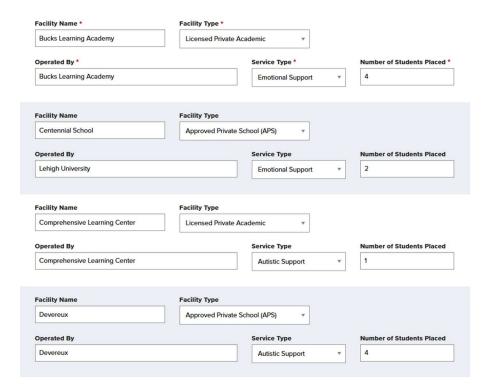
6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)

Central Bucks School District provides a continuum of services to meet the needs of all students within the Least Restrictive Environment. Special Education programming includes learning support, emotional support, autistic support, life skills support, and multiple disabilities support programs in elementary, middle school, and high school programs. This range of programs allows us to meet the varied and complex needs of all students with disabilities in our school district. In addition, all supports and services are implemented with fidelity and exhausted before a student is referred to an outside placement. The percentage of Central Bucks special education students in placements outside the school district is 2.7%. The state percentage of students in placements outside the school district is 4.7%. The district places 50% less students than the state in out of district placements. Central Bucks continues to serve as the LEA and remains actively involved in the student's program outside of the district. Our goal is to return the student to district and access special education programming in the Least Restrictive Environment.

The District is increasing low incidence programming as a means to transition students back to the district from out of district placement and to meet the needs of our Early Intervention Transition students in district, the Least Restrictive Environment. The district is adding the following programs in the 2022.2023 school year:

- 1 Elementary Multiple Disabilities Support Program
- 1 Elementary Low Incidence Autistic Support Program
- *differentiated delivery of service model
- *students come out of general education for targeted intervention, not an all or nothing approach
- *2 new BCBAs to build capacity
- *integrated related service delivery model
- *coaching and training of general education teachers
- *shared planning
- *special education teacher pushing in to general education to model implementation of social/emotional/behavioral interventions

Out of District Placements



Facility Name	Facility Type				
GABS Academy	Licensed Private Academic	*			
Operated By	Serv	ice Type		Number of Students Placed	
GABS	Au	tistic Support	*	2	
Facility Name	Facility Type				
Lakeside School	Licensed Private Academic	*			
Operated By	Serv	ісе Туре		Number of Students Placed	
Lakeside Facility Name	Facility Type	notional Support	T	3	
			*	3	
Facility Name	Facility Type Licensed Private Academic		*	Number of Students Placed	
Facility Name Lifeworks	Facility Type Licensed Private Academic Serv	Ψ	Y Y		
Facility Name Lifeworks Operated By	Facility Type Licensed Private Academic Serv	Ψ ice Type		Number of Students Placed	
Facility Name Lifeworks Operated By Foundations Behavioral Health	Facility Type Licensed Private Academic Serv	v ice Type notional Support		Number of Students Placed	
Facility Name Lifeworks Operated By Foundations Behavioral Health	Facility Type Licensed Private Academic Serv Em Facility Type Licensed Private Academic	v ice Type notional Support		Number of Students Placed	

Facility Name	Facility Type		
New Hope Academy	Licensed Private	Academic ▼	
Operated By		Service Type	Number of Students Placed
New Hope Academy		Emotional Support	₹ 12
Facility Name	Facility Type		
Nexus School	Licensed Private	Academic ▼	
Operated By		Service Type	Number of Students Placed
operate by			
Nexus School	Facility Type	Autistic Support	1
Nexus School Facility Name PAAL	Facility Type Licensed Private	Academic v	Number of Students Placed
Nexus School Facility Name	Licensed Private	Academic Service Type	
Nexus School Facility Name PAAL Operated By	Licensed Private	Academic Service Type	Number of Students Placed
Nexus School Facility Name PAAL Operated By MECA partnered with the Chester O	Licensed Private	Academic Service Type	Number of Students Placed
Nexus School Facility Name PAAL Operated By MECA partnered with the Chester C	Licensed Private County Intermediate Unit Facility Type	Academic Service Type Autistic Support	Number of Students Placed

Facility Name	Facility Type		
Bucks County Youth Center	Other	*	
Operated By		Service Type	Number of Students Placed
Bucks County Intermediate Unit #22		Emotional Support	5
Facility Name	Facility Type		
High Road	Other	*	
Operated By		Service Type	Number of Students Placed
Bucks County Intermediate Unit #22 Facility Name	Facility Type	Emotional Support v	2
Facility Name Palisades Middle School	Facility Type Other	*	
Facility Name			
Facility Name Palisades Middle School Operated By		Service Type	Number of Students Placed
Facility Name Palisades Middle School Operated By Bucks County Intermediate Unit #22	Other	Service Type	Number of Students Placed
Facility Name Palisades Middle School Operated By Bucks County Intermediate Unit #22 Facility Name	Other Facility Type	Service Type Multiple Disabilities Support	Number of Students Placed

Positive Behavior Support

Date of Approval

Uploaded Files

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

Central Bucks School District offers each student with any disability education programs, services and support that appropriately meet the student's needs for educational, instructional, emotional, social, behavioral, transitional, and related services. A student who requires special education in areas specific to emotional and social needs receives programing and services according to related services and specially designed instruction documented in the Individualized Education Program (IEP). The district provides a continuum of placement options to appropriately meet the needs of students with disabilities who have needs directly related to emotional and social functioning. While the district houses three Regional Emotional Support programs, each school in our district educates and services students with a disability category of Emotional Disturbance and/or with social areas of need.

Our Regional Emotional Support programs are designed to work with students who express greater emotional, social, and/or behavioral need. The purpose of the regional programs are to provide more intense intervention with the end goal of having said students grow and master goals related to emotional, social and behavioral needs so that students can re-enter their home school environment successfully. The regional programs implement program wide positive behavioral support and incorporate daily lessons derived from the AIM (Accept – Identify – Move) Curriculum, a behavior analytic curriculum for social emotional development in children.

Our building-based supports for our students with emotional and social disability/need areas are supported in various ways in order to assure students are able to access the Least Restrictive Environment (LRE). This population of students are provided with a case manager who helps to manage their educational program, as well as oversee and consult with all teachers on the child's IEP team to implement any specially designed instruction and related services specifically related to emotional and social needs. When deemed necessary, the IEP team will include the district's social workers to help families gain access to outside agency support that may be able to support the child to a greater level beyond the school setting. The Central Bucks School District also utilizes Lakeside's In-School Counselor program to provide in-school counseling for our secondary and Mill Creek Elementary School students who require it to receive a free appropriate public education (FAPE). The frequency and type of counseling services can vary based on the individual emotional and social need(s) of the student.

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 Central Bucks School District has four Board Certified Behavior Analysts who work with IEP teams across the district. The District has committed to hire two additional Board Certified Behavior Analysts starting in the 22-23 school year to provide additional support to the school based teams. Their support role can vary from consultation to conducting Functional Behavior Assessment, writing Positive Behavior Support Plans, and providing direct coaching and modeling to teachers and staff. Likewise, four Program Specialists work with teachers on more global behavior supports that can increase the behavioral momentum and environment of a whole class while also meeting the individual needs of specific students. For more significant behavioral needs, the Central Bucks School District has four certified Safe and Positive Approaches Program (SPA) trainers that are re-certified yearly by the Devereux Foundation. Using the SPA Program, the Central Bucks School District provides yearly training to teach staff safety techniques and personal emergency intervention techniques.

3. Describe the district positive school wide support programs.

Sections 218 through 255 of Central Bucks School District's Policy Manual addresses behavioral policies and school wide support programs for all pupils within various policies, including but not limited to student discipline, weapons, terroristic acts/threats, suspension/expulsion, student government, student assistance program and wellness. The aforementioned policies are geared more toward outlining expected behavior and supports for all students served by our district, as well as the outcome if expected behavior is not evident by any student. In addition, Central Bucks School Board Policies 113 and 113.1 address special education and discipline of student with disabilities. Most pertinent is CBSD Board Policy 113.3, which fully outlines the district's policy on the use of positive behavior supports. Through this policy, the district promotes the use of positive behavior support plans and, when necessary, the use of physical restraints via crisis plans.

Pine Run, Bridge Valley, Gayman, Titus, and Barclay Elementary Schools are in their first year of implementing the Multi-Tiered System of Supports (MTSS). All our elementary schools utilize Second Step curriculum which targets social and emotional learning with an emphasis on improving school wide behavior and self-regulation. Tohickon Middle School has started weekly training and professional development for their MTSS team which will officially become implemented in the 2022-2023 school year. Tohickon is our pilot school at the secondary level; to be followed within the next two-three school years by our remaining secondary schools. Less formally, each school in Central Bucks School District has developed school wide positive behavior support systems. Students receive tangible evidence of praise and acts of kindness that are outlined in each schools' behavior code. District wide, the Boomerang Award system is implemented. Using the Boomerang Award system, students in each school can be nominated by community members, parents, and school staff for exhibiting positive contributions in the one of nine chosen developmental assets of school engagement, cultural competence, responsibility, equality and social justice, caring, honesty, reading for pleasure, and sense of purpose.

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

Central Bucks School District Policy 236 outlines the school district's Student Assistance Program (SAP), which is a systematic process using effective and accountable professional techniques to mobilize school resources to remove the barriers to learning. Any district faculty or staff can make a SAP referral, and school SAP teams have the responsibility to inform parents of need, provide community resources, collaborate with families and outside agencies, and develop a plan for in-school support services. The Central Bucks School District also utilizes In-School Counselor program to provide in-school counseling in our secondary schools and Mill Creek Elementary School who require it in order to receive a free appropriate public education (FAPE). The frequency and type of counseling services can vary based on the individual need of the student. The Central Bucks School District also currently employs three social workers who provide counseling services as well as resources to students and families to access community based mental health and social services. The District has made the commitment of expand to eight social workers starting in the 22-23 school year to provide a greater level of support.

5. Describe the district restraint procedure.

Central Bucks School District implements Safe and Positive Approaches for Preventing and Responding to Crisis (SPA). SPA is a comprehensive crisis prevention/intervention program designed to promote staff knowledge and competence in preventing, defusing, and managing crisis situations. Research based, set in current trends and best practice, SPA is a continuum of intervention built upon a least-restrictive philosophical approach. Its strong focus on positive and preventive measures aims to reduce and eliminate the use of seclusion and restraint. At the current time, the district has approximately 300 staff, faculty and administrators certified in SPA annually.

The methods and training in SPA provide our staff the ability to work through crises and stop or reduce the intensity. This includes, but is not limited to, detecting antecedents (triggers and signals), predicting behavior, and getting further assistance. Our certified teams also implement intervention with students prior to crisis, de-escalation, and reinforcement of non-crisis behaviors. Entering restraint is always a last resort for the team involved. Should restraint occur, this procedure is documented via a certified team member. This documentation is then sent directly to our state reporting agency.

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.

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

Education Program (Caseload FTE)

FTE ID		Full-time or Part-time Pos		Support Type	Level of Support	Case Lo: Max Case	Lo Identif¶ Classro(Age Range F	rc Age Range	1 Age Range Justification	FTE Percentage
JPHearing		Full-time (1.0)	Butler El Sch	Deaf And Hearing Impaired Suppor	t Itinerant (20% or Less)	1	50 School District	12	12	0.02
RSLinden	Elementary	Full-time (1.0)	Linden El Sch	Speech And Language Support	Itinerant (20% or Less)	10	65 School District	5	11 students are not in the speech room receiving services at the same time	0.15
SSButler	Elementary	Full-time (1.0)	Butler El Sch	Speech And Language Support	Itinerant (20% or Less)	5	65 School District	5	2 Students do not receive SPL services in the same location outside of the allowable 3 year age range	0.08
SAKutz	Elementary	Full-time (1.0)	Kutz El Sch	Learning Support	Itinerant (20% or Less)	9	50 School District	11	13	0.18
SAKutz	Elementary	Full-time (1.0)	Kutz El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)	1	20 School District	12	12	0.05
BAKutz	Elementary	Full-time (1.0)	Kutz El Sch	Autistic Support	Itinerant (20% or Less)	3	12 School District	6	11 Students are not educated in the special education classroom during the same time outside of the allowable 3 year age span	0.25
LTKutz	Elementary	Full-time (1.0)	Kutz El Sch	Learning Support	Itinerant (20% or Less)	12	50 School District	10	11	0.24
TKutz	Elementary	Full-time (1.0)	Kutz El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)	1	20 School District	10	11	0.05
LTKutz	Elementary	Full-time (1.0)	Kutz El Sch	Autistic Support	Itinerant (20% or Less)	1	12 School District	10	11	0.08
TKutz	Elementary	Full-time (1.0)	Kutz El Sch	Autistic Support	Supplemental (Less Than 80% but More Than 20%)	1	8 School District	10	11	0.12
BGKutz	Elementary	Full-time (1.0)	Kutz El Sch	Learning Support	Itinerant (20% or Less)	10	50 School District	7	10	0.2
BGKutz	Elementary	Full-time (1.0)	Kutz El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)	4	20 School District	7	10	0.2
NBKutz	Elementary	Full-time (1.0)	Kutz El Sch	Learning Support	Itinerant (20% or Less)	7	50 School District	6	10 Students are not in the class with students outside of the 3 year allowable age range	0.14
VBKutz	Elementary	Full-time (1.0)	Kutz El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)	6	20 School District	6	7	0.3
NBKutz	Elementary	Full-time (1.0)	Kutz El Sch	Autistic Support	Itinerant (20% or Less)	1	12 School District	7	7	0.08
NBKutz		Full-time (1.0)	Kutz El Sch	Autistic Support	Supplemental (Less Than 80% but More Than 20%)	1	8 School District	6	6	0.12
KRDoyle	Elementary	Full-time (1.0)	Doyle El Sch	Learning Support	Itinerant (20% or Less)	8	50 School District	6	12 Students are not educated in the same classroom beyond the allowable 3 year age span	0.16
KRDoyle	Elementary	Full-time (1.0)	Doyle El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)	1	20 School District	6	6	0.05
ALDoule	Elementary	Full-time (1.0)	Doyle El Sch	Learning Support	Itinerant (20% or Less)	6	50 School District	10	12	0.12
ALDoyle	Elementary	Full-time (1.0)	Doyle El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)	3	20 School District	10	12	0.15
ECDoyle	Elementary	Full-time (1.0)	Doyle El Sch	Learning Support	Itinerant (20% or Less)	1	50 School District	9	9	0.02
ECDoyle	Elementary	Full-time (1.0)	Doyle El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)	9	20 School District	9	11	0.45
LADoule	Elementary	Full-time (1.0)	Doyle El Sch	Learning Support	Itinerant (20% or Less)	6	50 School District	6	9	0.12
LADoyle	Elementary	Full-time (1.0)	Doyle El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)	6	20 School District	6	9	0.3
KFButler	Elementary	Full-time (1.0)	Butler El Sch	Learning Support	Itinerant (20% or Less)	9	50 School District	10	12	0.18
KFButler	Elementary	Full-time (1.0)	Butler El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)	6	20 School District	10	12	0.3
DMButler		Full-time (1.0)	Butler El Sch	Learning Support	Itinerant (20% or Less)	12	50 School District	5	2 Students are not in the classroom with students outside of the 3 year allowable age range	0.24
DMButler	Elementary	Full-time (1.0)	Butler El Sch	Autistic Support	Itinerant (20% or Less)	1	12 School District	10	10	0.08
DMButler	Elementary	Full-time (1.0)	Butler El Sch	Emotional Support	Supplemental (Less Than 80% but More Than 20%)	1	20 School District	12	12	0.05
EWButler	Elementary	Full-time (1.0)	Butler El Sch	Learning Support	Itinerant (20% or Less)	8	50 School District	10	ti .	0.16
EWButler	Elementary	Full-time (1.0)	Butler El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)	6	20 School District	10	11	0.3
EMBridgeValleyUnami		Full-time (1.0)	Bridge Valley El Sch		Itinerant (20% or Less)	2	65 School District	5	6	0.03
EMBridgeValleyUnami		Full-time (1.0)	Unami MS	Speech And Language Support	Itinerant (20% or Less)	1	65 School District	12	13	0.02
TCBridgeValley		Full-time (1.0)	Bridge Valley El Sch	Speech And Language Support	Itinerant (20% or Less)	3	65 School District	6	7	0.05
ABBridgeValley		Full-time (1.0)	Bridge Valley El Sch	Learning Support	Itinerant (20% or Less)	3	50 School District	6	7	0.06
ABBridgeValley	Elementary	Full-time (1.0)	Bridge Valley El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)	4	20 School District	7	8	0.2
ABBridgeValley		Full-time (1.0)	Bridge Valley El Sch	Autistic Support	Itinerant (20% or Less)	3	12 School District	5	6	0.25
ABBridgeValley	Elementary	Full-time (1.0)	Bridge Valley El Sch	Emotional Support	Itinerant (20% or Less)	1	50 School District	5	6	0.02
JMBridgeValley	Elementary	Full-time (1.0)	Bridge Valley El Sch	Learning Support	Itinerant (20% or Less)	3	50 School District	10	12	0.06
JMBridgeValley	Elementary	Full-time (1.0)	Bridge Valley El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)	2	20 School District	10	12	0.1
JMBridgeValley	Elementary	Full-time (1.0)	Bridge Valley El Sch	Autistic Support	Itinerant (20% or Less)	2	12 School District	10	12	0.17
JMBridgeValley	Elementary	Full-time (1.0)	Bridge Valley El Sch	Autistic Support	Supplemental (Less Than 80% but More Than 20%)	1	8 School District	10	12	0.12
AGBridgeValley	Elementary	Full-time (1.0)	Bridge Valley El Sch	Speech And Language Support	Itinerant (20% or Less)	1	65 School District	7	9	0.02
AGBridgeValley		Full-time (1.0)	Bridge Valley El Sch	Emotional Support	Itinerant (20% or Less)	2	50 School District	10	11	0.04
CRBridgeValley	Elementary	Full-time (1.0)	Bridge Valley El Sch	Learning Support	Itinerant (20% or Less)	9	50 School District	8	n e	0.18

CRBridgeValley	Elementary	Full-time (1.0)	Bridge Valley El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)		ool District	9 10	0.05
CRBridgeValley	Elementary	Full-time (1.0)	Bridge Valley El Sch	Autistic Support	Itinerant (20% or Less)		ool District	9 10	0.33
TFBridgeValley	Elementary	Full-time (1.0)	Bridge Valley El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)	9 20 Sch	ool District	9 11	0.45
TFBridgeValley	Elementary	Full-time (1.0)	Bridge Valley El Sch	Learning Support	Itinerant (20% or Less)	2 50 Sch	ool District	10 11	0.04
CMBridgeValley	Elementary	Full-time (1.0)	Bridge Valley El Sch	Autistic Support	Supplemental (Less Than 80% but More Than 20%)	7 8 Sch	ool District	7 11 justified in student's IEP	0.88
AWBridgeValley	Elementary	Full-time (1.0)	Bridge Valley El Sch	Speech And Language Support	Itinerant (20% or Less)	3 65 Sch	ool District	5 6	0.05
AWBridgeValley	Elementary	Full-time (1.0)	Bridge Valley El Sch	Speech And Language Support	Itinerant (20% or Less)	2 65 Sch	ool District	7 8	0.03
SEBridgeValley	Elementary	Full-time (1.0)	Bridge Valley El Sch	Autistic Support	Supplemental (Less Than 80% but More Than 20%)	6 8 Sch	ool District	9 10	0.75
DLBridgeValley	Elementary	Full-time (1.0)	Bridge Valley El Sch	Autistic Support	Supplemental (Less Than 80% but More Than 20%)	6 8 Sch	ool District	5 7	0.75
CFLinden	Elementary	Full-time (1.0)	Linden El Sch	Learning Support	Itinerant (20% or Less)	8 50 Sch	ool District	11 13	0.16
CFLinden	Elementary	Full-time (1.0)	Linden El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)	5 20 Sch	ool District	11 12	0.25
JSLinden	Elementary	Full-time (1.0)	Linden El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)		ool District	10 12	0.5
JLLinden	Elementary	Full-time (1.0)	Linden El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)		ool District	5 7	0.45
ZSLinden	Elementary	Full-time (1.0)	Linden El Sch	Emotional Support	Itinerant (20% or Less)		ool District	11 12	0.04
ZSLinden	Elementary	Full-time (1.0)	Linden El Sch	Emotional Support	Supplemental (Less Than 80% but More Than 20%)		ool District	10 12	0.3
G\/Linden	Elementary	Full-time (1.0)	Linden El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)		ool District	7 9	0.4
BTLinden	Secondary	Full-time (1.0)	Linden El Sch	Emotional Support	Itinerant (20% or Less)		ool District	6 7	0.02
BTLinden	Secondary	Full-time (1.0)	Linden El Soh	Emotional Support	Supplemental (Less Than 80% but More Than 20%)		ool District	6 8	0.2
BTLinden	Secondary	Full-time (1.0)	Linden El Sch	Emotional Support	Itinerant (20% or Less)		ool District	8 9	0.16
SCLinden	Elementary	Full-time (1.0)	Linden El Sch	Learning Support	Itinerant (20% or Less)		ool District	8 9	0.02
SCLinden	Elementary	Full-time (1.0)	Linden El Sch	Emotional Support	Supplemental (Less Than 80% but More Than 20%)		ool District	8 9	0.4
SCLinden	Elementary	Full-time (1.0)	Linden El Sch	Emotional Support	Itinerant (20% or Less)		ool District	9 10	0.02
MMLinden	Elementary	Full-time (1.0)	Linden El Sch	Emotional Support	Itinerant (20% or Less)		ool District	9 10	0.02
MMLinden	Elementary	Full-time (1.0)	Linden El Sch	Emotional Support	Supplemental (Less Than 80% but More Than 20%)		ool District	8 10	0.3
L'V/Linden	Elementary	Full-time (1.0)	Linden El Sch	Learning Support	Itinerant (20% or Less)		ool District	6 7	0.04
LWLinden	Elementaru	Full-time (1.0)	Linden El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)		ool District	6 11 justified in IEP	0.35
RMJamison	Elementary	Full-time (1.0)	Jamison El Sch	Autistic Support	Supplemental (Less Than 80% but More Than 20%)		ool District	6 12 justified in student's IEP	0.75
RMJamison	Elementary	Full-time (1.0)	Jamison El Sch	Autistic Support	Itinerant (20% or Less)		ool District	9 12	0.25
LMJamison	Elementary	Full-time (1.0)	Jamison El Sch	Learning Support	Itinerant (20% or Less)		ool District	5 7	0.1
LMJamison	Elementary	Full-time (1.0)	Jamison El Sch	Learning Support	Itinerant (20% or Less)		ool District	7 9	0.24
SSJamison	Elementary	Full-time (1.0)	Jamison El Sch	Learning Support	Itinerant (20% or Less)		ool District	0 4	0.24
SSJamison	Elementary	Full-time (1.0)	Jamison El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)		ool District	0 11	0.45
JCJamison	Elementary	Full-time (1.0)	Jamison El Sch	Learning Support	Itinerant (20% or Less)		ool District	0 11	0.14
JCJamison	Elementaru	Full-time (1.0)	Jamison El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)		ool District	11 B	0.14
TJJamison	Elementary	Full-time (1.0)	Jamison El Sch	Learning Support	Itinerant (20% or Less)		ool District	1 B	0.3
TJJamison	Elementary	Full-time (1.0)	Jamison El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)		ool District	9 10	0.1 0.5
CGJamison	Elementary	Full-time (1.0)	Jamison El Sch	Speech And Language Support	Itinerant (20% or Less)		ool District	5 12 students who are out of age range do not receive supports at the same time or in the same	
EVJamison	Elementary	Full-time (1.0)	Jamison El Sch	Autistic Support	Supplemental (Less Than 80% but More Than 20%)		ool District	5 Iz students who are out or age range do not receive supports at the same time or in the same	0.03 0.75
BBJamison	Elementary	Full-time (1.0)	Jamison El Sch	Autistic Support			ool District	2 0	0.75
BRJamison	Elementary	Full-time (1.0)	Jamison El Sch	Autistic Support	Supplemental (Less Than 80% but More Than 20%) Supplemental (Less Than 80% but More Than 20%)		ool District		0.88
KLButler		Full-time (1.0)	Butler El Sch	Learning Support	Itinerant (20% or Less)		ool District	6 6	0.00
	Elementary							8 10	
KLButler SOButler	Elementary	Full-time (1.0) Full-time (1.0)	Butler El Sch Butler El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)		ool District	0 10	0.25 0.12
	Elementary			Learning Support	Itinerant (20% or Less)		ool District	8 10	0.12 0.75
SOButler	Elementary	Full-time (1.0)	Butler El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)		ool District	8 10	0.75
KHButler	Elementary	Full-time (1.0)	Butler El Sch	Learning Support	Itinerant (20% or Less)		ool District	5 10 Students are not educated in the same classroom beyond the allowable 3 year age span	0.34 0.15
KHButler	Elementary	Full-time (1.0)	Butler El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)		ool District	6 9 students are not in the classroom at the same time outside of the allowable age range	0.15
LBBarclay	Elementary	Full-time (1.0)	Butler El Sch	Speech And Language Support	Itinerant (20% or Less)		ool District	5 12 Students are not educated in the same classroom beyond the allowable 3 year age span	0.51
BMBarclay	Elementary	Full-time (1.0)	Barclay El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)		ool District	11 13	0.55
BMBarclay	Elementary	Full-time (1.0)	Barclay El Sch	Learning Support	Itinerant (20% or Less)		ool District	11 13	0.12
KI	Elementary	Full-time (1.0)	Barclay El Sch	Learning Support	Itinerant (20% or Less)		ool District	10 11	0.14
KI	Elementary	Full-time (1.0)	Barclay El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)		ool District	10 11	0.45
LTBarclay	Elementary	Full-time (1.0)	Barclay El Sch	Learning Support	Itinerant (20% or Less)		ool District	10 10	0.02
I TRardau	Flementarii	Full-time (10)	Barolau Fl Sch	Learning Support	Sunnlemental (Less Than 80% but More Than 20%)	11 20 Soh	ool District	91 111	0.55

Barclay Barclay	Elementary	Full-time (1.0)	Barclay El Sch Learning Support	Itinerant (20% or Less) 5	50 School District	5 8 students are not educated in the same classroom outside of the 3 year allowable age range
Barclay	Elementary	Full-time (1.0)	Barclay El Sch Learning Support	Supplemental (Less Than 80% but More Than 20%) 7	20 School District	7 9
clay	Elementary	Full-time (1.0)	Barclay El Sch Learning Support	Itinerant (20% or Less) 9	50 School District	5 II Students are not educated in the same classroom beyond the allowable 3 year age span
clay	Elementary Elementary	Full-time (1.0) Full-time (1.0)	Barclay El Sch Learning Support Barclay El Sch Autistic Support	Supplemental (Less Than 80% but More Than 20%) 2 Itinerant (20% or Less) 3	20 School District 12 School District	8 9
rolay doeValleu	Elementary	Full-time (1.0)	Barclay El Sch Autistic Support Bridge Valley El Sch Autistic Support	Supplemental (Loss Than 90% but More Than 20%)	8 School District	7 10
dqeValley	Elementary	Full-time (1.0)	Bridge Valley El Sch Autistic Support	Supplemental (Less Than 80% but More Than 20%) 7 Supplemental (Less Than 80% but More Than 20%) 8	8 School District	9 12
ige Valley Ige Valley	Elementary	Full-time (1.0)	Bridge Valley El Sch Autistic Support	Supplemental (Less Than 80% but More Than 20%) 6 Supplemental (Less Than 80% but More Than 20%) 6	8 School District	8 9
doeVallen	Elementary	Full-time (1.0)	Bridge Valley El Sch Autistic Support	Itinerant (20% or Less) 2	12 School District	7 8
IdSpring	Elementary	Full-time (1.0)	Cold Spring El Sch Learning Support	Itinerant (20% or Less) 4	50 School District	1 1
ldSpring	Elementary	Full-time (1.0)	Cold Spring El Sch Learning Support	Supplemental (Less Than 80% but More Than 20%) 7	20 School District	11 11
oldSpring	Elementary	Full-time (1.0)	Cold Spring El Sch Learning Support	Itinerant (20% or Less) 6	50 School District	11 12
oldSpring	Elementary	Full-time (1.0)	Cold Spring El Sch Learning Support	Supplemental (Less Than 80% but More Than 20%) 5	20 School District	11 12
ldSpring	Elementary	Full-time (1.0)	Cold Spring El Sch Learning Support	Supplemental (Less Than 80% but More Than 20%) 12	20 School District	7 10
ldSpring	Elementary	Full-time (1.0)	Cold Spring El Sch Learning Support	Supplemental (Less Than 80% but More Than 20%) 4	20 School District	7 9
ldSpring	Elementary	Full-time (1.0)	Cold Spring El Sch Learning Support	Supplemental (Less Than 80% but More Than 20%) 5	20 School District	9 10
ldSpring oldSpring	Elementary	Full-time (1.0)	Cold Spring El Sch Learning Support	Itinerant (20% or Less) 7	50 School District	9 10
oldSpring oldSpring	Elementary Elementary	Full-time (1.0) Full-time (1.0)	Cold Spring El Sch Autistic Support Cold Spring El Sch Autistic Support	Supplemental (Loss Than 90% but More Than 20%)	12 School District 8 School District	11 13
oldSpring IdSpring	Elementary	Full-time (1.0) Full-time (1.0)	Cold Spring El Sch Autistic Support Cold Spring El Sch Autistic Support	Supplemental (Less Than 80% but More Than 20%) 2 Itinerant (20% or Less) 8	8 School District 12 School District	11 13 5 10 Students are not in the classroom at the same time.
ldSpring ldSpring	Elementary	Full-time (1.0)	Cold Spring El Sch Autistic Support Cold Spring El Sch Autistic Support	Supplemental (Less Than 80% but More Than 20%) 2	8 School District	5 10 Students are not in the classroom at the same time. 5 10 The student needs to be separated from his twin brother for behavioral reasons and there are 2 caseloads in the building.
ldSpring	Elementary	Full-time (1.0)	Cold Spring El Sch Life Skills Support (Grades K-6)	Supplemental (Less Than 80% but More Than 20%) 5 Supplemental (Less Than 80% but More Than 20%) 5	20 School District	8 11
oldSpring	Elementary	Full-time (1.0)	Cold Spring El Sch Life Skills Support (Grades K-6)	Supplemental (Less Than 80% but More Than 20%) 6	20 School District	5 8
ldSpring	Elementary	Full-time (1.0)	Cold Spring El Sch Life Skills Support (Grades K-6)	Supplemental (Less Than 80% but More Than 20%) 6	20 School District	9 11
IIM an	Elementary	Full-time (1.0)	Gayman El Sch Speech And Language Support	Itinerant (20% or Less) 10	65 School District	6 10 Students are not in the classroom at the same time.
ıman	Elementary	Full-time (1.0)	Cold Spring El Sch Speech And Language Support	Itinerant (20% or Less) 0	65 School District	0 0
ıman	Elementary	Full-time (1.0)	Gayman El Sch Learning Support	Itinerant (20% or Less) 5	50 School District	10 12
ıman	Elementary	Full-time (1.0)	Gayman El Sch Learning Support	Supplemental (Less Than 80% but More Than 20%) 8	20 School District	10 12
nyman yman yman yman nyman	Elementary	Full-time (1.0)	Gayman El Sch Learning Support	Itinerant (20% or Less)	50 School District	7 8
uman	Elementary	Full-time (1.0)	Gayman El Sch Learning Support	Supplemental (Less Than 80% but More Than 20%) 5 Supplemental (Less Than 80% but More Than 20%) 1	20 School District	7 8
ųman	Elementary	Full-time (1.0)	Gayman El Sch Autistic Support	supplemental [Less Than 80% but More Than 20%] 1	8 School District	f Coulous and the description
uman	Elementary	Full-time (1.0)	Gayman El Sch Learning Support	Itinerant (20% or Less) 8 Supplemental (Less Than 80% but More Than 20%) 4	50 School District	5 9 Students are not in the classroom at the same time.
nemp	Elementary Elementary	Full-time (1.0) Full-time (1.0)	Gayman El Sch Learning Support Gayman El Sch Learning Support	Supplemental [Less Than 80% but More Than 20%] 4 Itinerant (20% or Less) 7	20 School District 50 School District	9 12 Students are not in the classroom at the same time.
ıqman ıqman	Elementary	Full-time (1.0)	Gauman El Sch Learning Support	Supplemental (Less Than 80% but More Than 20%) 7	20 School District	9 12 Students are not in the classroom at the same time. 9 12 Students are not in the classroom at the same time.
yman ickingham	Elementary	Full-time (1.0)	Buckingham El Sch Learning Support	Itinerant (20% or Less)	50 School District	5 12 Students are not in the classroom at the same time. 6 10 Students are not in the classroom at the same time.
ckingham	Elementary	Full-time (1.0)	Buckingham El Sch Learning Support	Supplemental (Less Than 80% but More Than 20%) 9	20 School District	6 10 Students are not in the classroom at the same time.
ickingham	Elementary	Full-time (1.0)	Buckingham El Sch Learning Support	Itinerant (20% or Less) 3	50 School District	8 12 Availability of specialized replacement instructional group
ıckingham	Elementaru	Full-time (1.0)	Buckingham El Sch Learning Support	Supplemental (Less Than 80% but More Than 20%) 7	20 School District	8 11
okingham	Elementary	Full-time (1.0)	Buckingham El Sch Learning Support	Itinerant (20% or Less) 2	50 School District	10 11
ckingham	Elementary	Full-time (1.0)	Buckingham El Sch Learning Support	Supplemental (Less Than 80% but More Than 20%) 3	20 School District	10 11
ckingham	Elementary	Full-time (1.0)	Buckingham El Sch Autistic Support	Itinerant (20% or Less) 3	12 School District	8 10
ckingham	Elementary	Full-time (1.0)	Buckingham El Sch Autistic Support	Supplemental (Less Than 80% but More Than 20%) 2	8 School District	8 10
ckingham	Elementary	Full-time (1.0)	Buckingham El Sch Autistic Support	Supplemental (Less Than 80% but More Than 20%) 6	8 School District	8 10
ckingham	Elementary	Full-time (1.0)	Buckingham El Sch Autistic Support	Itinerant (20% or Less) 2	12 School District	9 11
okingham	Elementary	Full-time (1.0)	Buckingham El Sch Autistic Support Buckingham El Sch Autistic Support	Itinerant (20% or Less) 1 Supplemental (Less Than 20% but More Than 20%) 5	12 School District 8 School District	0 0
uckingham uckingham	Elementary Elementary	Full-time (1.0)	Buckingham El Sch Autistic Support Buckingham El Sch Learning Support	Supplemental (Less Than 80% but More Than 20%) 5 Itinerant (20% or Less) 1	8 School District 50 School District	7 7
okingham Jokingham	Elementary	Full-time (1.0)	Buckingham El Sch Speech And Language Support	Itinerant (20% or Less) 18	65 School District	5 8 Students are not in the classroom at the same time.
st	Secondary	Full-time (1.0)	Central Bucks HS-West Learning Support	Itinerant (20% or Less) 16	50 School District	15 18
tse	Secondary	Full-time (1.0)	Central Bucks HS-West Learning Support	Supplemental (Less Than 80% but More Than 20%)	20 School District	16 16
est est est	Secondary	Full-time (1.0)	Central Bucks HS-West Learning Support	Full-Time (80% or More)	12 School District	21 21
est	Secondary	Full-time (1.0)	Central Bucks HS-West Learning Support	Supplemental (Less Than 80% but More Than 20%) 4	20 School District	19 21
est	Secondaru	Full-time (1.0)	Central Bucks HS-West Autistic Support	Supplemental (Less Than 80% but More Than 20%) 3	8 School District	20 21
	Canand	Full time (10)	County Boule HS Man 1 and a County	Biograph (Office Lores)	E0 School Pittiis	16 16 16 16 16 16 16 16 16 16 16 16 16 1
	Secondary Secondary	Full-time (1.0)	Central Blucks HS-Vest Learning Support Central Blucks HS-Vest Learning Support	binerant (20% or Less) 16 Supplemental (Less Than 80% but More Than 20%) 1	50 School District 20 School District	56 10 16 16
	Secondary	Full-time (1.0)	Central Bucks HS-West Learning Support	Supplemental (Less Than 80% but More Than 20%)	20 School District	16 18 16 16 16 15 15 15
est est est		Full-time (1.0) Full-time (1.0) Full-time (1.0) Full-time (1.0)	Central Blocks HS-Vert Learning Support Central Blocks HS-Vert Learning Support Central Blocks HS-Vers Emotional Support Central Blocks HS-Vers Mustics Support	Supplemental [Less Than 80% but More Than 20%] 1	.50 Sehool Clistriot 20 Sehool Clistriot 50 Sehool Clistriot 12 Sehool Clistriot 12 Sehool Clistriot	16. 10 16. 15. 15. 15. 15. 15. 15. 15. 15. 15. 15
sst sst sst esst esst	Secondary Secondary Secondary Secondary	Full-time (1.0) Full-time (1.0) Full-time (1.0) Full-time (1.0)	Central Bucks HS-West Learning Support Central Bucks HS-West Emotional Support Central Bucks HS-West Autistic Support Central Bucks HS-West Autistic Support	Supplemental (Less Than 80% but More Than 20%) 1	20 School District 50 School District 12 School District 8 School District	16 18 16 16 15 15 15 15 16 18 18 17 17 19
ंडर इर इर १९इ १९इ १९इ	Secondary Secondary Secondary Secondary Secondary	Full-time (1.0) Full-time (1.0) Full-time (1.0) Full-time (1.0) Full-time (1.0)	Central Bucks HS-Vest Learning Support Central Bucks HS-Vest Emotional Support Central Bucks HS-Vest Autistic Support Central Bucks HS-Vest Autistic Support Central Bucks HS-Vest Learning Support	Supplemental [Less Than 80% but More Than 20%] 1	20 School District 50 School District 12 School District 8 School District 20 School District	16 10 16 16 16 16 16 16 16 16 16 16 16 16 16
st st st est est st st	Secondary Secondary Secondary Secondary Secondary Secondary	Full-time (1.0) Full-time (1.0) Full-time (1.0) Full-time (1.0) Full-time (1.0) Full-time (1.0)	Central Bucks HS-Mest Learning Support Central Bucks HS-Mest Emotional Support Central Bucks HS-Mest Austistic Support Central Bucks HS-Mest Austistic Support Central Bucks HS-Mest Learning Support Central Bucks HS-Mest Learning Support	Supplemental (Less Than 80% but More Than 20%) 1	20 School District 50 School District 12 School District 8 School District 20 School District 50 School District	16 18 18 18 18 19 19 19 19 19 19 19 19 19 19 19 19 19
ST S	Secondary Secondary Secondary Secondary Secondary Secondary Secondary	Full-time (1.0)	Central Busks HS-Vest Learning Support Central Busks HS-Vest Emotional Support Central Busks HS-Vest Autistic Support Central Busks HS-Vest Autistic Support Central Busks HS-Vest Learning Support	Supplemental (Less Than 80% but More Than 20%) 1 Ininean (20% or Less) 1 Ininean (20% or Less) 3 Supplemental (Less Than 80% but More Than 20%) 5 Supplemental (Less Than 80% but More Than 20%) 6 Ininean (20% or Less) 13 Ininean (20% or Less) 2	20 School District 50 School District 12 School District 8 School District 20 School District 50 School District 50 School District 50 School District	16 18 18 16 16 16 16 16 16 16 16 16 16 16 16 16
st st st est est st st st	Secondary Secondary Secondary Secondary Secondary Secondary Secondary Secondary Secondary	Full-time (1.0)	Central Bucks HS-West Learning Support Central Bucks HS-West Emotional Support Central Bucks HS-West Austistic Support Central Bucks HS-West Austistic Support Central Bucks HS-West Learning Support Central Bucks HS-West Learning Support Central Bucks HS-West Emotional Support Central Bucks HS-West Emotional Support Central Bucks HS-West Emotional Support	Supplemental (Less Than 80x but More Than 20x)	20 School District 50 School District 12 School District 8 School District 20 School District 50 School District 50 School District 50 School District 20 School District 20 School District	16 18 16 16 16 16 16 17 16 17 18 18 18 18 18 18 18 18 18 18 18 18 18
\$	Secondary	Full-time (1.0)	Central Bucks HS-West Learning Support Central Bucks HS-West Emotional Support Central Bucks HS-West Austrial Support Central Bucks HS-West Austrial Support Central Bucks HS-West Learning Support Central Bucks HS-West Learning Support Central Bucks HS-West Emotional Support	Supplemental (Less Than 80% but More Than 20%) 1 Immerant (20% or Less)	20 School District 50 School District 12 School District 8 School District 20 School District 50 School District 50 School District 50 School District 50 School District 20 School District 20 School District 12 School District	16 18 18 16 16 16 16 17 17 18 18 18 18 18 18 18 18 18 18 18 18 18
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됐 됐 됐	Secondary Second	Full-time (10)	Central Bucks HS-West Learnina Support Central Bucks HS-West Emotional Support Central Bucks HS-West Emotional Support Central Bucks HS-West Emotional Support Central Bucks HS-West Learnina Support Central Bucks HS-West Learnina Support Central Bucks HS-West Emotional Support Central Bucks HS-West Learnina Support Central Buc	Supplemental (Less Than 800: but More Than 200:) 1	20 School District 10 School District 11 School District 12 School District 13 School District 14 School District 15 School District 16 School District 17 School District 18 School District 18 School District 18 School District 18 School District 19 School District 19 School District 19 School District 10 School District 11 School District 12 School District 13 School District 14 School District 15 School District 16 School District 17 School District 18 School District 18 School District 19 School District	13 15 15 18 16 18 18 18 18 18 18 18 18 18 18 18 18 18
됐 됐 보 문 election of the control of	Secondary Second	Full-time (10)	Central Bucks HS-West Learnina Support Central Bucks HS-West Emotional Support Central Bucks HS-West Audistic Support Central Bucks HS-West Audistic Support Central Bucks HS-West Learnina Support Central Bucks HS-West Learnina Support Central Bucks HS-West Emotional Support Central Bucks HS-West Emotional Support Central Bucks HS-West Audistic Support Central Bucks HS-West Learnina Support Central Bucks H	Supplemental (Less Than 800c but More Than 200c) 1	20 School District 10 School District 11 School District 12 School District 13 School District 14 School District 15 School District 16 School District 17 School District 18 School District 18 School District 19 School District 19 School District 19 School District 19 School District 10 School District 11 School District 12 School District 13 School District 14 School District 15 School District 16 School District 17 School District 18 School District 19 School District 19 School District 19 School District 10 School District 11 School District 12 School District 13 School District 14 School District 15 School District 15 School District 16 School District 17 School District 18 School District 19 School Dis	13 15 15 18 18 18 18 18 18 18 18 18 18 18 18 18
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PORT STATE OF THE PORT OF THE	Secondary Second	Full-time (10)	Central Bucks HS-West Learnina Support Central Bucks HS-West Emotional Support Central Bucks HS-West Audistic Support Central Bucks HS-West Audistic Support Central Bucks HS-West Learnina Support Central Bucks HS-West Learnina Support Central Bucks HS-West Learnina Support Central Bucks HS-West Emotional Support Central Bucks HS-West Audistic Support Central Bucks HS-West Learnina Support Central Bucks HS	Supplemental (Less Than 800: but More Than 2001) Interest (200: oc. Less) Interest (200: oc. Les	20 School District 10 School District 11 School District 12 School District 13 School District 14 School District 15 School District 15 School District 16 School District 17 School District 18 School District 18 School District 18 School District 19 School District 19 School District 19 School District 10 School District 11 School District 12 School District 12 School District 12 School District 13 School District 14 School District 15 School District 15 School District 16 School District 17 School District 18 School District 18 School District 19 School District 19 School District 10 School District 10 School District 10 School District 11 School District 12 School District 13 School District 14 School District 15 School District 16 School District 17 School District 18 School District 19 School Dis	13 15 15 18 18 18 18 18 18 18 18 18 18 18 18 18
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est	Secondary Second	Full-time (10)	Central Bucks HS-West Learnina Support Central Bucks HS-West Emotional Support Central Bucks HS-West Audistic Support Central Bucks HS-West Audistic Support Central Bucks HS-West Learnina Support Central Bucks HS-West Learnina Support Central Bucks HS-West Learnina Support Central Bucks HS-West Emotional Support Central Bucks HS-West Audistic Support Central Bucks HS-West Learnina Support Central Bucks HS	Supplemental (Less Than 800: but More Than 2001) Interest (200: oc. Less) Interest (200: oc. Les	20 School District 10 School District 11 School District 12 School District 13 School District 14 School District 15 School District 16 School District 17 School District 18 School District 18 School District 18 School District 19 School District 19 School District 19 School District 10 School District 11 School District 12 School District 12 School District 12 School District 13 School District 14 School District 15 School District 15 School District 16 School District 17 School District 18 School District 18 School District 19 School District 19 School District 10 School District 10 School District 10 School District 11 School District 12 School District 13 School District 14 School District 15 School District 16 School District 17 School District 18 School District 19 School Dis	13 15 15 18 18 18 18 18 18 18 18 18 18 18 18 18

PineRun PineRun PineRun	Elementary	Full-time (1.0)	Pine Run El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)		0 School District	9 1	1 N/A	0.
	Elementary	Full-time (1.0)	Pine Run El Sch	Autistic Support	Itinerant (20% or Less)		2 School District	11 1	I N/A	0
	Elementary	Full-time (1.0)	Pine Run El Sch	Autistic Support	Supplemental (Less Than 80% but More Than 20%)		8 School District		N/A	0
PineRun	Elementary Elementary	Full-time (1.0) Full-time (1.0)	Pine Run El Sch Pine Run El Sch	Learning Support	Itinerant (20% or Less)		0 School District 0 School District	9 1	1 N/A	0.
rineHun	Elementary	Full-time (1.0)	Titus El Sch	Learning Support Blind And Visually Impaired Support	Supplemental (Less Than 80% but More Than 20%)		0 School District		I N/A	0
'itus 'itus	Elementary	Full-time (1.0)	Titus El Sch	Learning Support	Itinerant (20% or Less)		0 School District		n na	0.
tus	Elementary	Full-time (1.0)	Titus El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)	8 20	0 School District	7 1	I N/A	
tus	Elementary	Full-time (1.0)	Titus El Sch	Learning Support	Itinerant (20% or Less)		0 School District		I N/A	
tus	Elementary	Full-time (1.0)	Titus El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)		0 School District		I N/A	
tus	Elementary	Full-time (1.0)	Titus El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)	5 20	0 School District		N/A	0.
itus	Elementary	Full-time (1.0)	Titus El Sch	Learning Support	Itinerant (20% or Less)		0 School District	7 1	N/A	0
itus	Elementary	Full-time (1.0)	Titus El Sch	Blind And Visually Impaired Support	Itinerant (20% or Less)	1 50	0 School District	9 :	N/A	0.
itus	Elementary	Full-time (1.0)	Titus El Sch	Speech And Language Support	Itinerant (20% or Less)	14 65	5 School District	5 :	N/A	0.
us	Elementary	Full-time (1.0)	Titus El Sch	Learning Support	Itinerant (20% or Less)		0 School District	7 1	I N/A	0.
us	Elementary	Full-time (1.0)	Titus El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)		0 School District		I N/A	
15	Elementary	Full-time (1.0)	Titus El Sch	Learning Support	Itinerant (20% or Less)		0 School District		I N/A	0.
us	Elementary	Full-time (1.0)	Titus El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)	10 20	9 School District	11 1	N/A	
arwick	Elementary	Full-time (1.0)	Warwick El Sch	Autistic Support	Itinerant (20% or Less)		2 School District		N/A	0.
arwick	Elementary	Full-time (1.0)	Warwick El Sch	Autistic Support	Supplemental (Less Than 80% but More Than 20%)		8 School District	8 1	N/A	0
arwick	Elementary	Full-time (1.0)	Warwick El Sch	Learning Support	Itinerant (20% or Less)		0 School District	7	N/A	
arwick	Elementary	Full-time (1.0)	Warwick El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)		0 School District		N/A	
arwick	Elementary	Full-time (1.0)	Warwick El Sch	Speech And Language Support	Itinerant (20% or Less)		5 School District	6 1	N/A	0
/arwick	Elementary	Full-time (1.0)	Warwick El Sch	Learning Support	Itinerant (20% or Less)		0 School District		N/A	0
arwick	Elementary	Full-time (1.0)	Warwick El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)		0 School District		N/A	0
rwick	Elementary	Full-time (1.0)	Warwick El Sch	Autistic Support	Supplemental (Less Than 80% but More Than 20%)		8 School District	10 1:	N/A	0
rwick	Elementary	Full-time (1.0)	Warwick El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)		0 School District		N/A	
rwick	Elementary	Full-time (1.0)	Warwick El Sch	Learning Support	Itinerant (20% or Less)		0 School District		N/A	0
rwick	Elementary	Full-time (1.0)	Warwick El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)		0 School District	10 1:	N/A	
rwick	Elementary	Full-time (1.0)	Warwick El Sch	Learning Support	Itinerant (20% or Less)		0 School District		N/A	
arwick	Elementary	Full-time (1.0)	Warwick El Sch	Autistic Support	Supplemental (Less Than 80% but More Than 20%)		8 School District		N/A	0.
oveland	Elementary	Full-time (1.0)	Groveland El Sch	Learning Support	Itinerant (20% or Less)	7 50	0 School District	9 1	1 N/A	0
oveland	Elementary	Full-time (1.0)	Groveland El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)		0 School District		1 N/A	0.
oveland	Elementary	Full-time (1.0)	Groveland El Sch	Learning Support	Itinerant (20% or Less)		0 School District		N/A	
oveland	Elementary	Full-time (1.0)	Groveland El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)	9 20	0 School District		N/A	0.
oveland	Elementaru	Full-time (1.0)	Groveland El Sch	Learning Support	Itinerant (20% or Less)		0 School District		I N/A	
oveland	Elementary	Full-time (1.0)	Groveland El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)		0 School District	8 :	9 N/A	0
oveland	Elementary	Full-time (1.0)	Groveland El Sch	Learning Support	Itinerant (20% or Less)		0 School District		N/A	0
oveland	Elementary	Full-time (1.0)	Groveland El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)		0 School District		N/A	0
oveland	Elementary	Full-time (1.0)	Groveland El Sch	Autistic Support	Itinerant (20% or Less)		2 School District		N/A	0
oveland	Elementary	Full-time (1.0)	Groveland El Sch	Learning Support	Itinerant (20% or Less)		0 School District		7 N/A	0
oveland	Elementary	Full-time (1.0)	Groveland El Sch	Emotional Support	Itinerant (20% or Less)		0 School District		N/A	0.
oveland	Elementary	Full-time (1.0)	Groveland El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)	1 20	0 School District		N/A	0.
oveland	Elementary	Full-time (1.0)	Groveland El Sch	Multiple Disabilities Support	Full-Time (80% or More)		8 School District	5 1	Yes	0.
oveland	Elementary	Full-time (1.0)	Groveland El Sch	Learning Support	Itinerant (20% or Less)		0 School District	6 1	N/A	0.
oveland	Elementary	Full-time (1.0)	Groveland El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)		0 School District	9	N/A	
aferGroveland	Elementary	Full-time (1.0)	Groveland El Sch	Speech And Language Support	Itinerant (20% or Less)		5 School District		N/A	
veland	Elementary	Full-time (1.0)	Groveland El Sch	Learning Support	Itinerant (20% or Less)		0 School District	6	N/A	0.
oveland	Elementary	Full-time (1.0)	Groveland El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)		0 School District	7 :	N/A	0.
oveland	Elementary	Full-time (1.0)	Groveland El Sch	Emotional Support	Itinerant (20% or Less)		0 School District		N/A	0.
oveland	Elementary	Full-time (1.0)	Groveland El Sch	Emotional Support	Supplemental (Less Than 80% but More Than 20%)		0 School District	5 !	N/A	0
oveland	Elementary	Full-time (1.0)	Groveland El Sch	Autistic Support	Supplemental (Less Than 80% but More Than 20%)		8 School District		N/A	0
oveland oveland	Elementary	Full-time (1.0) Full-time (1.0)	Groveland El Sch Groveland El Sch	Learning Support Learning Support	Itinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%)		0 School District 0 School District		1 N/A	0.
am am	Secondary	Full-time (1.0)	Tamanend MS	Learning Support	Supplemental (Less Than 80% but More Than 20%)		20 School District	12	13	
am	Secondary	Full-time (1.0)	Tamanend MS	Learning Support	Itinerant (20% or Less)		50 School District	12	3	
Tam	Secondary	Full-time (1.0)	Tamanend MS	Learning Support	Itinerant (20% or Less)		50 School District	13	4	
Tam	Secondary	Full-time (1.0)	Tamanend MS	Learning Support	Supplemental (Less Than 80% but More Than 20%)		20 School District	13	4	
ım	Secondary	Full-time (1.0)	Tamanend MS	Learning Support	Itinerant (20% or Less)		50 School District	12	3	
am	Secondary Secondary	Full-time (1.0) Full-time (1.0)	Tamanend MS Tamanend MS	Learning Support	Supplemental (Less Than 80% but More Than 20%)	6 21	20 School District	12	S .	
im im				Learning Support	Supplemental (Less Than 80% but More Than 20%) Supplemental (Less Than 80% but More Than 20%)			13	0	
im	Secondary	Full-time (1.0)	Tamanend MS	Emotional Support			20 School District	17		
ım	Secondary		Tamanend MS	Autistic Support	Supplemental (Less Than 80% but More Than 20%)	- 1	8 School District	15	b .	
am	Secondary	Full-time (1.0)	Tamanend MS	Emotional Support	Supplemental (Less Than 80% but More Than 20%)			13	4	
am	Secondary	Full-time (1.0)	Tamanend MS	Learning Support	Supplemental (Less Than 80% but More Than 20%)	1 20	20 School District	14	Pi	
m m	Secondary	Full-time (1.0)	Tamanend MS	Autistic Support	Itinerant (20% or Less)	5 12	12 School District	12	IO.	
m m	Secondary			Learning Support	Itinerant (20% or Less)			14	IQ.	
m m	Secondary Secondary	Full-time (1.0) Full-time (1.0)	Tamanend MS Tamanend MS	Learning Support	Supplemental (Less Than 80% but More Than 20%) Itinerant (20% or Less)		20 School District 50 School District	10	IV	
m	Secondary Secondary	Full-time (1.0)	Tamanend MS Tamanend MS	Learning Support			50 School District 50 School District	12	ID I	
m m				Learning Support	kinerant (20% or Less)			19	IV	
n	Secondary	Full-time (1.0)	Tamanend MS	Learning Support	Supplemental (Less Than 80% but More Than 20%)	10 20	20 School District 50 School District	19	IQ re	
	Secondary	Full-time (1.0)	Tamanend MS	Learning Support	kinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%)		50 School District 20 School District	13	IO IS	
m	Secondaru	Full-time (1.0)	Tamanend MS	Learning Support	Supplemental (Less Than 80% but More Than 20%) Supplemental (Less Than 80% but More Than 20%)	7 20				
m m	Secondom		Tohiston 840					14	d.	
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n hyTohickonMS hyTohickonMS	Secondary	Full-time (1.0)	Tohickon MS	Emotional Support	Supplemental (Less Than 80% but More Than 20%)		20 School District 50 School District	14 12 12	N 4 4 4	
n hyTohickonMS hyTohickonMS hyTohickonMS	Secondary Secondary	Full-time (1.0) Full-time (1.0)	Tohickon MS Tohickon MS	Emotional Support Learning Support	Itinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%)	5 20	20 School District 50 School District 20 School District	14 12 12 12 12	44 44 44	
n huTohickonMS huTohickonMS huTohickonMS huTohickonMS	Secondary Secondary Secondary	Full-time (1.0)	Tohickon MS	Emotional Support Learning Support Learning Support	Itinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Itinerant (20% or Less)	5 20 3 50	20 School District 50 School District	14 12 12 12 12 12	S 4 4 4 4 4	
n n httohickonMS httohickonMS httohickonMS httohickonMS orTohickonMS	Secondary Secondary Secondary Secondary	Full-time (1.0) Full-time (1.0) Full-time (1.0) Full-time (1.0)	Tohickon MS Tohickon MS Tohickon MS Tohickon MS	Emotional Support Learning Support Learning Support Learning Support	Itinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Itinerant (20% or Less) Itinerant (20% or Less)	5 20 3 50 8 50	20 School District 50 School District 20 School District 50 School District 50 School District	14 12 12 12 12 12	44 44 44 44	
m phyTohickonMS phyTohickonMS phyTohickonMS phyTohickonMS phyTohickonMS prTohickonMS prTohickonMS	Secondary Secondary Secondary Secondary Secondary	Full-time (1.0) Full-time (1.0) Full-time (1.0) Full-time (1.0) Full-time (1.0)	Tohickon MS Tohickon MS Tohickon MS Tohickon MS Tohickon MS	Emotional Support Learning Support Learning Support Learning Support Learning Support	kinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) kinerant (20% or Less) kinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%)	5 20 3 50 8 50 9 20	20 School District 50 School District 20 School District 50 School District 50 School District 20 School District	14 12 12 12 12 13 13	44 44 44 45 46 46 46	
n n hyTohickonMS hyTohickonMS hyTohickonMS hyTohickonMS orTohickonMS orTohickonMS orTohickonMS	Secondary Secondary Secondary Secondary Secondary Secondary	Full-time (1.0) Full-time (1.0) Full-time (1.0) Full-time (1.0)	Tohickon MS Tohickon MS Tohickon MS Tohickon MS	Emotional Support Learning Support Learning Support Learning Support Learning Support Learning Support	Rinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Rinerant (20% or Less) Rinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Rinerant (20% or Less)	5 20 3 50 8 50 9 20 13 50	20 School District 50 School District 20 School District 50 School District 50 School District	14 12 12 12 12 13 13 13	44 44 44 44 44 44 44 44 44 44 44 44 44	
n n hyTohickonMS hyTohickonMS hyTohickonMS hyTohickonMS orTohickonMS orTohickonMS orTohickonMS orTohickonMs owolskiTohickonNo	Secondary Secondary Secondary Secondary Secondary V Secondary	Full-time (1.0)	Tohickon MS	Emotional Support Learning Support	Rinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Rinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Rinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Rinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Rinerant (20% or Less)	5 20 3 50 8 50 9 20 13 50 3 20	20 School District 30 School District 50 School District	14 12 12 12 12 12 13 13 14 14	44 44 44 44 46 66 67 68 68 68 68 68 68 68 68 68 68	
n n hyTohickonMS hyTohickonMS hyTohickonMS orTohickonMS orTohickonMS orTohickonMS orTohickonMS orwolskiTohickonMs owolskiTohickonM ensonTohickonMt	Secondary Secondary Secondary Secondary Secondary M Secondary M Secondary Secondary	Full-time (1.0)	Tohickon MS	Emotional Support Learning Support	Rinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Rinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Rinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Rinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Rinerant (20% or Less)	5 20 3 50 8 56 9 20 13 50 3 20 9 50	20 School District 20 School District 20 School District 30 School District 40 School District 50 School District 50 School District	14 12 12 12 12 13 13 14 14 14	44 44 44 44 44 45 55 53 33	
n n n n hyTohickonMS hyTohickonMS hyTohickonMS hyTohickonMS orTohickonMS orWolskiTohickonMS owolskiTohickonMs owolskiTohickonMi owolskiTohickonMi ensonTohickonMi ensonTohickonMi	Secondary Secondary Secondary Secondary Secondary M Secondary M Secondary Secondary Secondary Secondary Secondary	Full-time (1.0)	Tohickon MS	Emotional Support Learning Support	linerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Idinerant (20% or Less) Idinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Supplemental (Less Than 80% but More Than 20%) Supplemental (Less Than 80% but More Than 20%) Idinerant (20% or Less)	5 20 3 50 8 50 9 22 13 50 3 20 9 50 7 22	20 School District 30 School District 50 School District	14 12 12 12 12 13 13 14 14 12 12	44 44 44 44 44 66 67 68 68 68 68 68 68	
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mental control of the	Secondary	Full-time (10)	Tokickon MS Lenape MS Lenape MS Lenape MS Lenape MS	Emotional Support Learning Support Emotional Support Emotional Support Emotional Support Emotional Support Emotional Support Learning Support Emotional Support Emotional Support Emotional Support Emotional Support Emotional Support Learning Support Emotional Support Learning Support Emotional Support Learning Support Emotional Support Emotional Support Emotional Support	Rinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Interest (20% or Less) Supplemental (Less Than 80% but More Than 20%) Rinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Rinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Rinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Rinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Rinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Rinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Rinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Rinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Rinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Rinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Rinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Rinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Rinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Rinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Rinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Rinerant (20% or Less)	5 20 20 20 20 20 20 20 20 20 20 20 20 20	20 School District 30 School District 40 School District 41 School District 42 School District 43 School District 44 School District 45 School District	H 2	44 44 44 44 45 46 46 47 47 48 48 48 48 48 48 48 48 48 48 48 48 48	

KDownsLenapeMS	Secondary	Full-time (1.0)	Lenape MS	Emotional Support	Itinerant (20% or Less)	10	50 School District	13	15	0.2
DownsLenapeMS	Secondary	Full-time (1.0)	Lenape MS	Emotional Support	Supplemental (Less Than 80% but More Than 20%)	2	20 School District	15	15	0.2
ownsLenapeMS	Secondary	Full-time (1.0)	Lenape MS	Learning Support	Supplemental (Less Than 80% but More Than 20%)	2	20 School District	13	14	0.1
wnsLenapeMS	Secondary	Full-time (1.0)	Lenape MS	Learning Support	Itinerant (20% or Less)	1	50 School District	14	M	0.02
anuseyLenapeMS	Secondary	Full-time (1.0)	Lenape MS	Learning Support	Supplemental (Less Than 80% but More Than 20%)	8	20 School District	12	13	0.4
nuseqLenapeMS	Secondary	Full-time (1.0)		Learning Support	Itinerant (20% or Less) Itinerant (20% or Less)	3	50 School District	12	13	0.06
entaLenapeMS entaLenapeMS	Secondary Secondary	Full-time (1.0)	Lenape MS Lenape MS	Learning Support Learning Support	Supplemental (Less Than 80% but More Than 20%)	7	50 School District 20 School District	13	14	0.18 0.35
amerLenapeMS	Secondary	Full-time (1.0)		Learning Support	Itinerant (20% or Less)	6	50 School District	12	14	0.12 0.5
amerLenapeMS	Secondary	Full-time (1.0)	Lenape MS	Learning Support	Supplemental (Less Than 80% but More Than 20%)	10	20 School District	12	14	0.5
xenrothLenapeMS	Secondary	Full-time (1.0)	Lenape MS	Learning Support	Itinerant (20% or Less)	6	50 School District	12	14	0.12
xenrothLenapeMS	Secondary	Full-time (1.0)		Learning Support	Supplemental (Less Than 80% but More Than 20%)	10	20 School District	12	14	0.5
omolonisMillCreekEl	Elementary	Full-time (1.0)	Lenape MS	Learning Support	Itinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%)	5	50 School District	10	10	0.5
omolonisMillCreekEl aufmanMillCreekEl	Elementary	Full-time (1.0) Full-time (1.0)	Lenape MS Mill Creek El Sch	Learning Support Emotional Support	Supplemental (Less Than 80% but More Than 20%) Supplemental (Less Than 80% but More Than 20%)	10	20 School District 20 School District	10	13	0.25
(aufmanMillCreekEl	Elementary Elementary	Full-time (1.0)	Mill Creek El Sch	Learning Support	Itinerant (20% or Less)	2	50 School District	9	10	0.04
OstrowMillCreekEl	Elementary	Full-time (1.0)	Mill Creek El Sch	Speech And Language Support	Itinerant (20% or Less)	13	65 School District	6	13 Our speech teachers see students of all grade levels and ages.	0.2
JohnsonMillCreekEl	Elementary	Full-time (1.0)	Mill Creek El Soh	Learning Support	Itinerant (20% or Less)	1	50 School District	6	6	0.02
ohnsonMillCreekEl	Elementary	Full-time (1.0)	Mill Creek El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)	9	20 School District 65 School District	6	8	0.49
SwartzMillCreekEl	Elementary	Full-time (1.0)	Mill Creek El Sch	Speech And Language Support	Itinerant (20% or Less) Itinerant (20% or Less)	7	65 School District 65 School District	5	12 Speech and Language therapists see a variety of students in the elementary level at all grade and age levels.	0.1
SwartzMillCreekEl WebbMillCreekEl	Elementary Elementary	Full-time (1.0) Full-time (1.0)	Doule El Sch Mill Creek El Sch	Speech And Language Support Learning Support	Itinerant (20% or Less)	9	50 School District	9	12 Students are not educated in groups outside the allowable age range. 12 The students who are out of age range are not educated in the same classroom at the same time.	0.0
VebbMillCreekEl	Elementary	Full-time (1.0)	Mill Creek El Sch	Learning Support	Supplemental (Less Than 80% but More Than 20%)	2	20 School District	7	12. The students who are out of age range are not educated in the same classroom at the same time	0.
WebbMillCreekEl	Elementary	Full-time (1.0)	Mill Creek El Sch	Blind And Visually Impaired Support	Itinerant (20% or Less)	1	50 School District	12	12	0.0
SaylorMillCreekEl	Elementary	Full-time (1.0)	Mill Creek El Sch	Learning Support	Itinerant (20% or Less)	12	50 School District	8	10	0.2 0.2
SaylorMillCreekEl RoseMillCreekEl	Elementary	Full-time (1.0)		Learning Support	Supplemental (Less Than 80% but More Than 20%)	5	20 School District 50 School District	9	11	0.2
RoseMillCreekEl	Elementary Elementary	Full-time (1.0) Full-time (1.0)	Mill Creek El Sch Mill Creek El Sch	Learning Support Learning Support	Itinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%)	5	50 School District 20 School District	7	11 Student outside of the age range are not educated in the same classroom at the same time	0.29 0.09 0.10
RoseMillCreekEl	Elementary	Full-time (1.0)	Mill Creek El Sch	Emotional Support	Supplemental (Less Than 80% but More Than 20%)	1	20 School District	11	11 State in County County of the age range are not educated in the Same classification at the Same time.	0.2
RoseMillCreekEl ZEast	Secondary	Full-time (1.0)	Central Bucks HS-East		Itinerant (20% or Less)	8	50 School District	15	18	0.1
∉Fast	Secondary	Full-time (1.0)	Central Bucks HS-East	Learning Support	Itinerant (20% or Less)	18	50 School District	15	18	0.3 0.4
/East rEast	Secondary	Full-time (1.0)	Central Bucks HS-East	Learning Support	Supplemental (Less Than 80% but More Than 20%)	9	20 School District	15	18	0.4
TEast TEast	Secondary	Full-time (1.0) Full-time (1.0)	Central Bucks HS-East	Learning Support	Itinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%)	12	50 School District	15 16	18	0.2
TEast SEast	Secondary Secondary	Full-time (1.0)	Central Bucks HS-East Central Bucks HS-East	Learning Support	biperant (20% or Less)	11	20 School District 50 School District	15	10 19	0.
East	Secondary	Full-time (1.0) Full-time (1.0)	Central Bucks HS-East	Learning Support	Itinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Supplemental (Less Than 80% but More Than 20%)	5	20 School District	15	18	0.2 0.2 0.0
BEast	Secondary	Full-time (1.0)	Central Bucks HS-East	Learning Support	Supplemental (Less Than 80% but More Than 20%)	1	20 School District	16	16	0.0
East	Secondary	Full-time (1.0)	Central Bucks HS-East	Learning Support	Itinerant (20% or Less)	14	50 School District	16	18	0.2
REast	Secondary	Full-time (1.0)	Central Bucks HS-Fast	Autistic Support	Itinerant (20% or Less)	1	12 School District	17	V .	0.0
REast MPEast	Secondary Secondary	Full-time (1.0) Full-time (1.0)	Central Bucks HS-East	Autistic Support Deaf And Hearing Impaired Support	Supplemental (Less Than 80% but More Than 20%)		8 School District 50 School District	15	IS te	0.8
PEast	Secondary	Full-time (1.0)	Central Bucks HS-East	Learning Support	Itinerant (20% or Less)	13	50 School District	15	18	0.0
PEast PEast	Secondary	Full-time (1.0)	Central Bucks HS-East	Learning Support	Supplemental (Less Than 80% but More Than 20%)	2	20 School District	15	18	0
NEast	Secondary	Full-time (1.0)	Central Bucks HS-East	Emotional Support	Itinerant (20% or Less)	10	50 School District	15	18	0.
NEast MEast MEast	Secondary	Full-time (1.0)	Central Bucks HS-East	Emotional Support	Supplemental (Less Than 80% but More Than 20%)	2	20 School District	15	18	0
MEast	Secondary	Full-time (1.0)	Central Bucks HS-East	Emotional Support	Itinerant (20% or Less)	.1	50 School District	16	16	0.0
MEast MEast	Secondary Secondary	Full-time (1.0) Full-time (1.0)	Central Bucks HS-East Central Bucks HS-East	Learning Support	Itinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%)	14	50 School District 20 School District	16	16 16	0.2 0.1
1.Fast	Secondary Secondary	Full-time (1.0)	Central Bucks H5-East	Learning Support	Supplemental [Less Ihan 80% but More Ihan 20%] Itinerant [20% or Less]	13	20 School District 50 School District	15	17	0.1
LEast LEast	Secondary	Full-time (1.0)	Central Bucks HS-East Central Bucks HS-East	Autistic Support	Itinerant (20% or Less)	1	12 School District	16	16	0.0
LEast	Secondary	Full-time (1.0)	Central Bucks HS-East	Learning Support	Supplemental (Less Than 80% but More Than 20%)	2	20 School District	15	18	0.
PLEast	Secondary	Full-time (1.0)	Central Bucks HS-East	Learning Support	Itinerant (20% or Less)	16	50 School District	16	18	0.3
RSHolicona RSHolicona	Secondary Secondary	Full-time (1.0)		Autistic Support Learning Support	Supplemental (Less Than 80% but More Than 20%) Itinerant (20% or Less)	1	8 School District 50 School District	14	14	0.1:
SHolicong	Secondary	Full-time (1.0)	Holicong MS	Learning Support	Supplemental (Less Than 80% but More Than 20%)	5	20 School District	13	15	
SHolicona	Secondary	Full-time (1.0)	Holicong MS	Autistic Support	Supplemental [Less Than 80'x but More Than 20'x] Rinerant (20'x or Less)	5 5	12 School District	13 12	75 13	
SHolicona	Secondary Secondary	Full-time (1.0) Full-time (1.0)	Holicong MS Holicong MS	Autistic Support Autistic Support	Itinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%)	5 5 3	12 School District 8 School District	13 12 13	15 12 16	
SHoliconq SHoliconq SHolicona	Secondary Secondary Secondary	Full-time (1.0) Full-time (1.0) Full-time (1.0)	Holicong MS Holicong MS Holicong MS	Autistic Support Autistic Support Autistic Support	Itinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Itinerant (20% or Less)	5 5 3	12 School District 8 School District 12 School District	13 12 13 14	15 15 16 14	
SHoliconq SHoliconq RHoliconq RHoliconq	Secondary Secondary Secondary Secondary	Full-time (1.0) Full-time (1.0) Full-time (1.0) Full-time (1.0)	Holicong MS Holicong MS Holicong MS Holicong MS	Autistic Support Autistic Support Autistic Support Learning Support	Itinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Itinerant (20% or Less)	5 5 5 3 1 4 4	12 School District 8 School District 12 School District 50 School District	13 12 13 14 13	15 13 86 14	
SHolicong SHolicong SHolicong SHolicong SHolicong	Secondary Secondary Secondary Secondary Secondary	Full-time (1.0) Full-time (1.0) Full-time (1.0) Full-time (1.0) Full-time (1.0)	Holicong MS Holicong MS Holicong MS Holicong MS Holicong MS	Autistic Support Autistic Support Autistic Support Learning Support Learning Support	Itinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Itinerant (20% or Less) Itinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%)	5 5 5 3 1 4	12 School District 8 School District 12 School District 50 School District 20 School District	13 12 13 14 13 14 14 15	15 12 18 14 14	
SHolicona SHolicona SHolicona SHolicona SHolicona SHolicona	Secondary Secondary Secondary Secondary	Full-time (1.0) Full-time (1.0) Full-time (1.0) Full-time (1.0)	Holicong MS Holicong MS Holicong MS Holicong MS	Autistic Support Autistic Support Autistic Support Learning Support	linerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Itinerant (20% or Less) Itinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Itinerant (20% or Less)	5 5 3 1 4 12 1	12 School District 8 School District 12 School District 50 School District	13 12 13 14 13 14 15 15	15 12 16 14 19 15 15	
Holiconq Holiconq Holiconq Holiconq Holiconq Holiconq Holiconq Holiconq	Secondary Secondary Secondary Secondary Secondary Secondary Secondary Secondary Secondary	Full-time (1.0)	Holicong MS	Autistic Support Autistic Support Autistic Support Learning Support Learning Support Autistic Support Autistic Support Autistic Support Emotional Support	Ikinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Ikinerant (20% or Less) Ikinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Ikinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Ikinerant (20% or Less)	5 5 3 1 4 12 1	12 School District 8 School District 12 School District 50 School District 20 School District 12 School District 8 School District 8 School District 9 School District 150 School District	13 12 13 14 14 15 15	15 12 16 14 14 14 15 15 15	
SHoliconq SHoliconq RHoliconq RHoliconq RHoliconq RHoliconq RHoliconq RHoliconq RHoliconq RHoliconq	Secondary	Full-time (1.0)	Holicong MS	Autistic Support Autistic Support Autistic Support Learning Support Learning Support Autistic Support Autistic Support Emotional Support Emotional Support	klinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) klinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Supplemental (Less Than 80% but More Than 20%) klinerant (20% or Less) klinerant (20% or Less) klinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) klinerant (20% or Less)	5 5 3 1 4 12 1 1 1	12 Sehool District 8 School District 12 School District 50 School District 20 School District 12 School District 12 School District 8 School District 50 School District 50 School District 20 School District	13 12 13 14 15 15 15 15 15 15 15	15 13 14 14 15 15 15 15	
SHoliconq SHoliconq SHoliconq RHoliconq RHoliconq RHoliconq RHoliconq RHoliconq RHoliconq RHoliconq RHoliconq	Secondary	Full-time (1.0)	Holicong MS	Autistic Support Autistic Support Autistic Support Learning Support Learning Support Autistic Support Autistic Support Autistic Support Emotional Support Emotional Support Learning Support Learning Support	Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Supplemental (Less Than 80% but More Than 20%) Supplemental (Less Than 80% but More Than 20%)	5 5 5 3 1 4 12 1 1 1 1 5 5	12 School District 8 School District 12 School District 50 School District 20 School District 12 School District 8 School District 50 School District 50 School District 20 School District 20 School District 20 School District 20 School District	13 12 13 14 13 15 15 15 15	15 13 16 14 14 14 15 15 15 15	
SHolicona SHolicona SHolicona SHolicona SHolicona SHolicona SHolicona SHolicona SHolicona SHolicona	Secondary	Full-time (1.0)	Holicong MS	Autistic Support Autistic Support Autistic Support Learning Support Learning Support Autistic Support Autistic Support Emotional Support Emotional Support Learning Support Learning Support Learning Support Learning Support	Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Supplemental (Less Than 80% but More Than 20%) Supplemental (Less Than 80% but More Than 20%)	5 5 3 1 4 4 12 1 1 1 1 1 5 9	12 School District 3 School District 12 School District 50 School District 50 School District 12 School District 8 School District 8 School District 50 School District 20 School District 20 School District 50 School District 50 School District 50 School District 50 School District	13 12 12 13 14 15 15 15 15	55 10 10 18 16 16 15 15 15 15	
SHolicona SHolicona SHolicona SHolicona SHolicona SHolicona SHolicona SHolicona SHolicona SHolicona SHolicona	Secondary	Full-time (1.0)	Holicong MS	Autistic Support Autistic Support Autistic Support Learning Support Learning Support Autistic Support Autistic Support Autistic Support Emotional Support Emotional Support Learning Support Learning Support Learning Support Learning Support Learning Support Learning Support	Illinerand (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerand (20% or Less) Illinerand (20% or Less) Supplemental (Illees Than 80% but More Than 20%) Illinerand (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerand (20% or Less) Supplemental (Less Than 80% but More Than 20%)	5 5 5 3 1 4 122 1 1 1 1 5 5 9 9 9 9 2 5 5	12 School District 8 School District 12 School District 12 School District 20 School District 20 School District 8 School District 8 School District 90 School District 20 School District 20 School District 50 School District 20 School District 20 School District 20 School District	13 12 13 14 13 14 15 15 15 15 15 15	15 15 15 16 16 16 16 16 16 16 16 16 16 16 16 16	
Holicona Holicona Holicona Holicona Holicona Holicona Holicona Holicona Holicona Holicona Holicona Holicona Holicona Holicona Holicona	Secondary	Full-time (1.0)	Holicong MS	Autistic Support Autistic Support Autistic Support Learning Support Learning Support Autistic Support Autistic Support Emotional Support Emotional Support Learning Support Learning Support Learning Support Learning Support	Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%)	5 5 5 3 1 1 1 1 1 1 1 1 1 1 5 9 9 2 2 2 2 5 1 1 1 1	12 School District School District 12 School District 13 School District 15 School Distri	13 12 12 13 14 15 15 15 15 15 15 15 15 15 15 15 15 15	55 15 15 16 16 15 15 15 15 15 16 16 16 18 18 18	
Holicona Holicona Holicona Holicona Holicona Holicona Holicona Holicona Holicona Holicona Holicona Holicona Holicona Holicona Holicona Holicona	Secondary	Full-time (10)	Hollcong MS	Autistic Support Autistic Support Autistic Support Autistic Support Learning Support Learning Support Autistic Support Autistic Support Emotional Support Emotional Support Emotional Support Learning Support Learning Support Emotional Support Autistic Support	Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Supplemental (Less Than 80% but More Than 20%) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Illinerant (20% or Less)	5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	12 School District School District 12 School District 13 School District 15 School District 20 School District 20 School District 21 School District 21 School District 23 School District 20 School District 50 School District	13 12 13 14 15 15 15 15 15 15 15 15 15 15 15 15 15	15 15 16 14 14 15 15 15 15 15 15 15 15 15 15 15 16 16 16 16 16 16 16 16 16 16 16 16 16	
SHolicona SHolicona SHolicona SHolicona SHolicona SHolicona SHolicona SHolicona SHolicona SHolicona SHolicona SHolicona SHolicona SHolicona SHolicona SHolicona SHolicona SHolicona SHolicona	Secondary	Full-time (10)	Hollcong MS	Autistic Support Autistic Support Autistic Support Autistic Support Learning Support Learning Support Autistic Support Autistic Support Emotional Support Emotional Support Learning Support Learning Support Learning Support Learning Support Emotional Support Emotional Support Emotional Support Emotional Support Emotional Support	Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less)	5 5 5 3 1 1 4 2 2 1 1 1 1 5 9 9 2 2 5 5	12 School District 8 School District 12 School District 12 School District 12 School District 13 School District 14 School District 15 School District 15 School District 15 School District 15 School District 16 School District 17 School District 18 School District 19 School District 19 School District 10 School Dist	13 12 12 13 14 15 15 15 15 15 15 15 15 15 15 15 15 15	55 15 15 16 14 14 15 15 15 15 16 16 16 16 16 16	
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SHolicona	Secondary	Full-time (10)	Hollcong MS	Autistic Support Autistic Support Autistic Support Autistic Support Learning Support Learning Support Earning Support Emotional Support Emotional Support Learning Support Learning Support Learning Support Learning Support Emotional Support Learning Support	Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Supplemental (Less Than 80% but More Than 20%) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Supplemental (Less Than 80% but More Than 20%) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less)	5 5 5 3 1 1 1 1 1 5 5 5 1 1 1 1 1 1 5 5 5 1	12 School District 8 School District 12 School District 12 School District 12 School District 13 School District 14 School District 15 School District 15 School District 15 School District 15 School District 16 School District 17 School District 18 School District 18 School District 19 School Dist	10 12 12 13 14 14 15 15 15 15 15 15 15 15 15 15 15 15 15	55 15 16 14 14 14 15 15 15 15 16 16 16 16 16 16 16 16	
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SH-blicong H-blicong H-bli	Secondary Second	Full-time (10)	Hollcong MS Unami MS	Autistic Support Emotional Support Emotional Support Learning Support Emotional Support Learning Support Emotional Support Emotional Support Emotional Support Autistic Support Learning Support Autistic Support Learning Support Autistic Support Learning Support Autistic Support Learning Support	Illinerant (2005 or Less) Supplemental (Less Than 80% but More Than 2005) Illinerant (2005 or Less) Supplemental (Less Than 80% but More Than 2005) Illinerant (2005 or Less) Supplemental (Less Than 80% but More Than 2005) Illinerant (2005 or Less) Supplemental (Less Than 80% but More Than 2005) Illinerant (2005 or Less) Supplemental (Less Than 80% but More Than 2005) Illinerant (2005 or Less) Supplemental (Less Than 80% but More Than 2005) Illinerant (2005 or Less) Supplemental (Less Than 80% but More Than 2005) Illinerant (2005 or Less) Supplemental (Less Than 80% but More Than 2005) Illinerant (2005 or Less) Supplemental (Less Than 80% but More Than 2005) Illinerant (2005 or Less) Supplemental (Less Than 80% but More Than 2005) Illinerant (2005 or Less) Supplemental (Less Than 80% but More Than 2005) Illinerant (2005 or Less) Supplemental (Less Than 80% but More Than 2005) Illinerant (2005 or Less) Supplemental (Less Than 80% but More Than 2005) Illinerant (2005 or Less) Supplemental (Less Than 80% but More Than 2005) Illinerant (2005 or Less) Supplemental (Less Than 80% but More Than 2005) Illinerant (2005 or Less) Illinerant (5 5 5 3 3 1 4 2 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	12 School District 12 School District 12 School District 13 School District 13 School District 13 School District 14 School District 15 School District 15 School District 15 School District 16 School District 17 School District 18 School District 18 School District 19 School District 19 School District 19 School District 10 School Dis	13 12 12 13 14 14 15 15 15 15 15 15 15 15 15 15 15 15 15	15	
SH-blictong Hi-blictong Hi-bli	Secondary Second	Full-time (10)	Hollcong MS Hollco	Austick Support Austerio Support Emotional Support Austerio Support Learninal Support	Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Supplemental (Less Than 80% but More Than 20%) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Illinerant (20% or Less) Illinerant (20% or Less) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Supplemental (Less Than 80% but More Than 20%) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% but More Than 20%) Illinerant (20% or Less) Supplemental (Less Than 80% bu	5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	12 School District 12 School District 12 School District 13 School District 12 School District 13 School District 14 School District 15 School District 15 School District 16 School District 16 School District 17 School District 18 School District 19 School District 19 School District 10 School Dis	12 12 13 14 14 15 15 15 15 15 15 15 15 15 15 15 15 15	15	
SHolicona SHolic	Secondary Second	Full-time (10)	Hollcong MS Unami MS	Autistic Support Emotional Support Emotional Support Learning Support Lear	Illinerant (2005 or Less) Supplemental (Less Than 80% but More Than 2005) Illinerant (2005 or Less) Illinerant (2005 or Less) Supplemental (Less Than 80% but More Than 2005) Illinerant (2005 or Less) Supplemental (Less Than 80% but More Than 2005) Illinerant (2005 or Less) Supplemental (Less Than 80% but More Than 2005) Illinerant (2005 or Less) Supplemental (Less Than 80% but More Than 2005) Illinerant (2005 or Less) Supplemental (Less Than 80% but More Than 2005) Illinerant (2005 or Less) Supplemental (Less Than 80% but More Than 2005) Illinerant (2005 or Less) Supplemental (Less Than 80% but More Than 2005) Illinerant (2005 or Less) Supplemental (Less Than 80% but More Than 2005) Illinerant (2005 or Less) Illinerant (2005 or Less) Supplemental (Less Than 80% but More Than 2005) Supplemental (Less Than 80% but More Than 2005) Illinerant (2005 or Less) Supplemental (Less Than 80% but More Than 2005) Illinerant (2005 or Less)	5 5 5 3 1 4 2 2 1 1 1 1 5 5 9 9 2 2 5 5 1 1 1 1 1 1 2 2 9 9 9 4 2 2 6 6 7 1 1 1 1 2 2 9 9 9 9 4 2 2 6 6 7 1 1 1 1 1 2 2 9 9 9 9 9 9 9 9 9 9 9 9 9	12 School District 12 School District 12 School District 12 School District 13 School District 13 School District 14 School District 15 School District 15 School District 16 School District 17 School District 18 School District 18 School District 19 School District 19 School District 10 School District 11 School District 12 School District 13 School District 14 School District 15 School District 15 School District 16 School District 17 School District 18 School District 19 School District 10 School District 11 School District 12 School District 12 School District 13 School District 14 School District 15 School District 15 School District 16 School District 17 School District 18 School Dis	13 12 12 13 14 14 15 15 15 15 15 15 15 15 15 15 15 15 15	15	
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SHolloona SHOllo	Secondary Second	Full-time (10)	Hollcong MS Unami MS	Autistic Support Emotional Support Autistic Support Autistic Support Learninal Support Learn	Illinerant (2005 or Less) Supplemental (Less Than 80% but More Than 2005) Illinerant (2005 or Less) Illinerant (2005 or Less) Supplemental (Less Than 80% but More Than 2005) Illinerant (2005 or Less) Supplemental (Less Than 80% but More Than 2005) Illinerant (2005 or Less) Supplemental (Less Than 80% but More Than 2005) Illinerant (2005 or Less) Supplemental (Less Than 80% but More Than 2005) Illinerant (2005 or Less) Supplemental (Less Than 80% but More Than 2005) Illinerant (2005 or Less) Supplemental (Less Than 80% but More Than 2005) Illinerant (2005 or Less) Supplemental (Less Than 80% but More Than 2005) Illinerant (2005 or Less) Supplemental (Less Than 80% but More Than 2005) Illinerant (2005 or Less) Illinerant (2005 or Less) Supplemental (Less Than 80% but More Than 2005) Supplemental (Less Than 80% but More Than 2005) Illinerant (2005 or Less) Supplemental (Less Than 80% but More Than 2005) Illinerant (2005 or Less)	5 5 5 3 1 4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	12 School District 12 School District 12 School District 12 School District 13 School District 13 School District 14 School District 15 School District 15 School District 16 School District 17 School District 18 School District 18 School District 19 School District 19 School District 10 School District 11 School District 12 School District 13 School District 14 School District 15 School District 15 School District 16 School District 17 School District 18 School District 19 School District 10 School District 11 School District 12 School District 12 School District 13 School District 14 School District 15 School District 15 School District 16 School District 17 School District 18 School Dis	13 12 12 13 14 14 15 15 15 15 15 15 15 15 15 15 15 15 15	15	

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423 RSSouth#1	Secondary	Full-time (1.0)	Central Bucks HS-South Learning Support	Itinerant (20% or Less)	16	50 School District	16	18	0.32
424 RSSouth#1	Secondary	Full-time (1.0)	Central Bucks HS-South Learning Support	Supplemental (Less Than 80% but More Than 20%)	2	20 School District	16	17	0.1
425 RSSouth	Secondary	Full-time (1.0)	Central Bucks HS-South Autistic Support	Supplemental (Less Than 80% but More Than 20%)	5	8 School District	16	18	0.62
426 RSSouth	Secondary	Full-time (1.0)	Central Bucks HS-South Learning Support	Itinerant (20% or Less)	2	50 School District	17	18	0.04
427 RSSouth	Secondary	Full-time (1.0)	Central Bucks HS-South Autistic Support	Full-Time (80% or More)	1	8 School District	18	18	0.12
428 RSSouth	Secondary	Full-time (1.0)	Central Bucks HS-South Autistic Support	Itinerant (20% or Less)	1	12 School District	18	18	0.08
429 JSSouth	Secondary	Full-time (1.0)	Central Bucks HS-South Learning Support	Itinerant (20% or Less)	20	50 School District	16	18	0.4
430 JSSouth	Secondary	Full-time (1.0)	Central Bucks HS-South Emotional Support	Supplemental (Less Than 80% but More Than 20%)	1	20 School District	17	17	0.05
431 ESSouth	Secondary	Full-time (1.0)	Central Bucks HS-South Emotional Support	Supplemental (Less Than 80% but More Than 20%)	5	20 School District	16	18	0.25
432 ESSouth	Secondary	Full-time (1.0)	Central Bucks HS-Souti Learning Support	Itinerant (20% or Less)	5	50 School District	16	19	0.1
433 ESSouth	Secondary	Full-time (1.0)	Central Bucks HS-South Emotional Support	Itinerant (20% or Less)	9	50 School District	16	19	0.18
434 ESSouth	Secondary	Full-time (1.0)	Central Bucks HS-South Learning Support	Supplemental (Less Than 80% but More Than 20%)	1	20 School District	17	17	0.05
435 MRSouth	Secondary	Full-time (1.0)	Central Bucks HS-South Learning Support	Itinerant (20% or Less)	18	50 School District	16	18	0.36
436 MRSouth	Secondary	Full-time (1.0)	Central Bucks HS-South Learning Support	Supplemental (Less Than 80% but More Than 20%)	3	20 School District	17	18	0.15
437 MLSouth	Secondary	Full-time (1.0)	Central Bucks HS-South Learning Support	Itinerant (20% or Less)	15	50 School District	15	18	0.3
438 MLSouth	Secondary	Full-time (1.0)	Central Bucks HS-South Learning Support	Supplemental (Less Than 80% but More Than 20%)	3	20 School District	16	19	0.15
439 COSouth	Secondary	Full-time (1.0)	Central Bucks HS-South Autistic Support	Itinerant (20% or Less)	5	12 School District	16	18	0.42
440 COSouth	Secondary	Full-time (1.0)	Central Bucks HS-South Learning Support	Itinerant (20% or Less)	9	50 School District	16	18	0.18
441 COSouth	Secondary	Full-time (1.0)	Central Bucks HS-South Learning Support	Supplemental (Less Than 80% but More Than 20%)	2	20 School District	17	18	0.1
442 JLSouth	Secondary	Full-time (1.0)	Central Bucks HS-Souti Learning Support	Itinerant (20% or Less)	16	50 School District	15	18	0.32
443 JLSouth	Secondary	Full-time (1.0)	Central Bucks HS-South Learning Support	Supplemental (Less Than 80% but More Than 20%)	2	20 School District	16	16	0.1
444 RLSouth	Secondary	Full-time (1.0)	Central Bucks HS-Souti Learning Support	Supplemental (Less Than 80% but More Than 20%)	1	20 School District	16	16	0.05
445 RLSouth	Secondary	Full-time (1.0)	Central Bucks HS-South Learning Support	Itinerant (20% or Less)	4	50 School District	16	18	0.08
446 RLSouth	Secondary	Full-time (1.0)	Central Bucks HS-South Emotional Support	Itinerant (20% or Less)	12	50 School District	15	18	0.24
447 RLSouth	Secondary	Full-time (1.0)	Central Bucks HS-South Emotional Support	Supplemental (Less Than 80% but More Than 20%)	1	20 School District	17	17	0.05
448 JJSouth	Secondary	Full-time (1.0)	Central Bucks HS-South Emotional Support	Itinerant (20% or Less)	13	50 School District	17	18	0.26
449 JJSouth	Secondary	Full-time (1.0)	Central Bucks HS-South Emotional Support	Supplemental (Less Than 80% but More Than 20%)	4	20 School District	16	18	0.2
450 JJSouth	Secondary	Full-time (1.0)	Central Bucks HS-South Autistic Support	Itinerant (20% or Less)	1	12 School District	16	17	0.08
451 MJSouth	Secondary	Full-time (1.0)	Central Bucks HS-South Learning Support	Itinerant (20% or Less)	16	50 School District	16	18	0.32
452 MJSouth	Secondary	Full-time (1.0)	Central Bucks HS-South Learning Support	Supplemental (Less Than 80% but More Than 20%)	5	20 School District	16	19	0.25
453 AG South	Secondaru	Full-time (1.0)	Central Bucks HS-South Learning Support	Supplemental (Less Than 80% but More Than 20%)	4	20 School District	16	17	0.25 0.2 0.3
454 AG South	Secondary	Full-time (1.0)	Central Bucks HS-Souti Learning Support	Itinerant (20% or Less)	15	50 School District	15	18	0.3
455 AG South	Secondary	Full-time (1.0)		t Itinerant (20% or Less)	1	50 School District	15	15	0.02
456 AFSouth	Secondary	Full-time (1.0)	Central Bucks HS-South Learning Support	Supplemental (Less Than 80% but More Than 20%)	15	20 School District	16	18	0.75
457 AFSouth	Secondary	Full-time (1.0)	Central Bucks HS-Souti Learning Support	Itinerant (20% or Less)	12	50 School District	16	18	0.24
458 NDSouth	Secondary	Full-time (1.0)	Central Bucks HS-South Multiple Disabilities Support	Supplemental (Less Than 80% but More Than 20%)	4	8 School District	19	21	0.5
459									

Special Education Facilities



•	Unami MS I Room 311
0	Unami MS I Room 201
•	Unami MS I Room 210
•	Unami MS I Room 320
•	Titus El Sch Room 104
•	Titus El Sch Room 102/103
•	Titus El Sch Room 105
•	Titus El Sch Room 407
•	Titus El Sch Room 503
•	Titus El Sch Room 112
•	Tohickon MS I Room 101
•	Tohickon MS I Room 122
0	Tohickon MS Room 213

0	Tohickon MS Room 215
•	Tohickon MS I Room 221
•	Tohickon MS Room 223
0	Tohickon MS I Room 224
•	Tohickon MS I Room 305
•	Tohickon MS I Room 311
•	Tohickon MS I Room 312
•	Tamanend MS I Room 205
•	Tamanend MS I Room 207/209
•	Tamanend MS i Room 229
•	Tamanend MS I Room 232
0	Tamanend MS i Room 235
0	Tamanend MS i Room 302

•	Tamanend MS Room 502
•	Tamanend MS I Room 504
0	Tamanend MS I Room 509
•	Central Bucks HS-West Room D115A
0	Central Bucks HS-West Room D115B
•	Central Bucks HS-West Room D113
•	Central Bucks HS-West Room C115A
•	Central Bucks HS-West Room C115B
•	Central Bucks HS-West Room A114
•	Central Bucks HS-West Room C101
•	Central Bucks HS-West Room C103
•	Central Bucks HS-West Room C105
•	Central Bucks HS-West Room B101
0	Central Bucks HS-West Room B102

Central Bucks HS-West Room B104	
Central Bucks HS-West Room B110A	
Central Bucks HS-West Room B110B	
Central Bucks HS-West Room B111A	
Central Bucks HS-West Room B111B	
Central Bucks HS-West Room B112A	
Central Bucks HS-West Room B112B	
Central Bucks HS-East Room D108	
Central Bucks HS-East Room D108A	
Central Bucks HS-East Room D112	
Central Bucks HS-East Room D126	
Central Bucks HS-East Room D103	
Central Bucks HS-East Room D124	

Central Bucks HS-East Room D205
Central Bucks HS-East Room D204
Central Bucks HS-East Room D208
Central Bucks HS-East Room D216
Central Bucks HS-East Room C206
Central Bucks HS-East Room C207
Groveland El Sch Room 110
Groveland El Sch Room 111
Groveland El Sch Room 123
Groveland El Sch Room 125
Groveland El Sch Room 171
Groveland El Sch Room 214
Groveland El Sch Room 215

•	Groveland El Sch Room 216
•	Groveland El Sch Room 221
•	Groveland El Sch Room 222
•	Holicong MS I Room 115
•	Holicong MS I Room 136
•	Holicong MS I Room 140
•	Holicong MS I Room 203
•	Holicong MS I Room 211
•	Holicong MS Room 224C
•	Holicong MS Room 228
•	Holicong MS Room 235
•	Holicong MS Room 239
•	Holicong MS Room 240

0	Central Bucks HS-South Room C111
•	Central Bucks HS-South Room C112
•	Central Bucks HS-South Room C211
•	Central Bucks HS-South Room C212
0	Central Bucks HS-South Room C311
•	Central Bucks HS-South Room C312
•	Central Bucks HS-South Room C318A
0	Central Bucks HS-South Room C318B
•	Central Bucks HS-South Room C218
0	Central Bucks HS-South Room B206
•	Mill Creek El Sch Room 102
•	Mill Creek El Sch Room 109
0	Mill Creek El Sch Room 110

Mill Creek El Sch Room 111
Mill Creek El Sch Room 215
Mill Creek El Sch Room 216
Barclay El Sch I Room 303A
Barclay El Sch Room 303B
Barclay El Sch Room 419
Barclay El Sch i Room 405
Butler El Sch Room A114
Butler El Sch Room B104
Butler El Sch Room B104A
Butler El Sch Room B116A
Butler El Sch Room B116B
Butter El Sch Room B118

•	Cold Spring El Sch Room 106
0	Cold Spring El Sch Room 117
•	Cold Spring El Sch Room 119
0	Cold Spring El Sch Room 118
0	Cold Spring El Sch Room 120
•	Cold Spring El Sch Room 125
•	Cold Spring El Sch Room 201
•	Cold Spring El Sch Room 205
•	Cold Spring El Sch Room 207
•	Cold Spring El Sch Room 206
•	Cold Spring El Sch Room 208
•	Cold Spring El Sch Room 221
0	Linden El Sch Room 16

0	Linden El Sch Room 31
0	Linden El Sch Room 35
•	Linden El Sch Room 36
•	Linden El Sch Room 22B
•	Linden El Sch Room 22A
•	Linden El Sch Room SGI-F
•	Linden El Sch Room 20
•	Linden El Sch Room SGI-A
•	Linden El Sch Room 2
•	Jamison El Sch I Room 103
•	Jamison El Sch I Room 117
•	Jamison El Sch I Room 119
0	Jamison El Sch I Room 210

•	Jamison El Sch Room 211/212
0	Jamison El Sch Room 215
•	Jamison El Sch Room 217
•	Jamison El Sch Room 218
•	Jamison El Sch Room 221
•	Kutz El Sch Room A-12
•	Kutz El Sch Room D-1
•	Kutz El Sch Room D-7
•	Kutz El Sch I Room E-3
•	Gayman El Sch Room 12
•	Gayman El Sch Room 16
•	Gayman El Sch I Room 21
0	Gayman Fl Sch Room 29

•	Buckingham El Sch Room 15
•	Buckingham El Sch l Room 20
•	Buckingham El Sch I Room 39
•	Buckingham El Sch l Room 77
•	Warwick El Sch Room 1
•	Warwick El Sch Room 2
•	Warwick El Sch Room 7A
•	Warwick El Sch Room 7B
•	Warwick El Sch Room 10
•	Warwick El Sch Room 20
•	Bridge Valley El Sch Room 108
•	Bridge Valley El Sch Room 137
•	Bridge Valley El Sch Room 198

Bridge Valley El Sch Room 199
Bridge Valley El Sch Room 232
Bridge Valley El Sch Room 236
Bridge Valley El Sch i Room 149
Bridge Valley El Sch Room 207
Bridge Valley El Sch Room 221
Bridge Valley El Sch Room 233
Pine Run El Sch Room 406
Pine Run El Sch Room 304
Pine Run El Sch Room 404
Pine Run El Sch Room 504
Ooyle El Sch Room S2
Doyle El Sch Room S11

•	Doyle El Sch Room N12
•	Doyle El Sch Room N15
•	Central Bucks HS-East Room D108L
•	Central Bucks HS-East Room D204L
•	Central Bucks HS-South Room C218L
0	Buckingham El Sch Room 15L

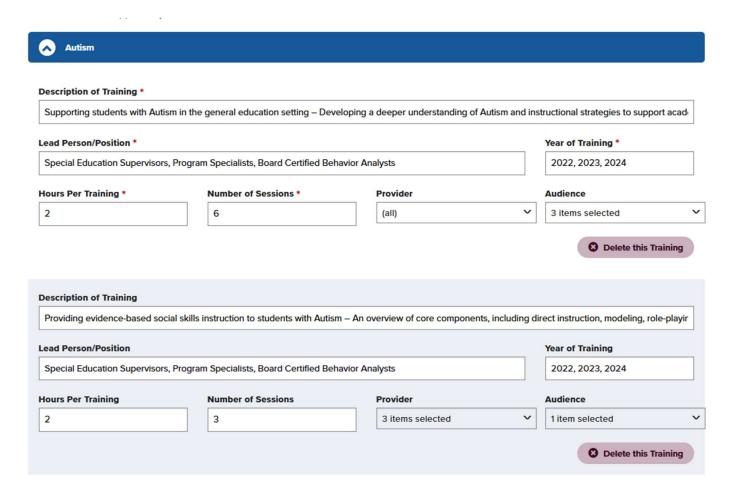
Special Education Support Services

1Special Education Support Services

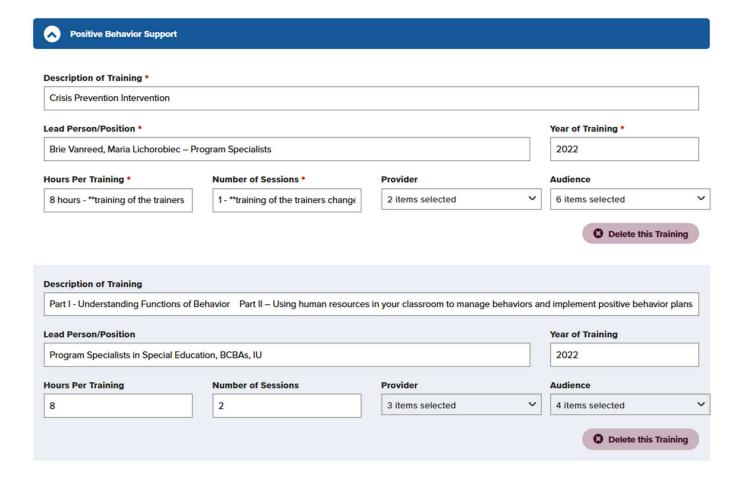
pecial Education Support Services	Numerical Value •	Primary Location		Contractor or District	
Director of Pupil Services ▼	1	District Wide	*	District	▼.
Transition Coordinator	1	Secondary	▼ 1	District	٧
Behavior Specialist ▼	4	District Wide	₩ 1	District	٧
Social Worker ▼	3	District Wide	▼	District	٧
Other v	8	District Wide	▼ 1	District	٧
Other v	2	District Wide	*	District	*
Guidance Counselor ▼	48	District Wide	₩	District	٧
School Psychologist	16	District Wide	*	District	*
Physical Therapist ▼	7	District Wide	▼ 1	Contractor	٧
Occupational Therapist	18	District Wide	▼.	Contractor	*
Paraprofessionals •	362	District Wide	*	District	*

Special Education Personnel Development

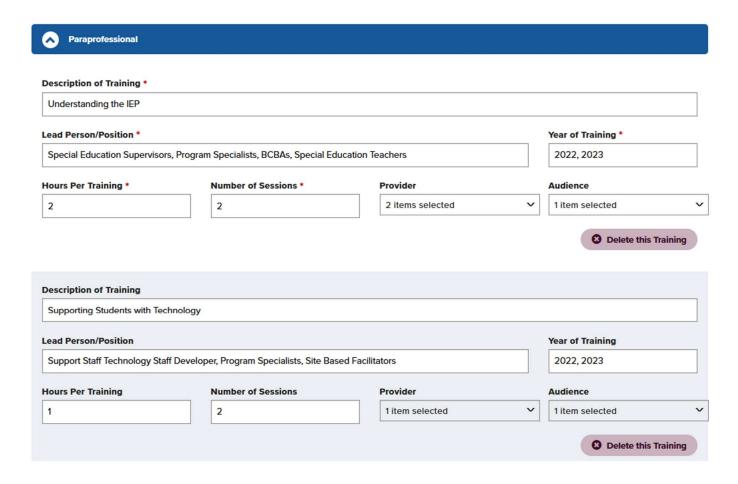
Autism



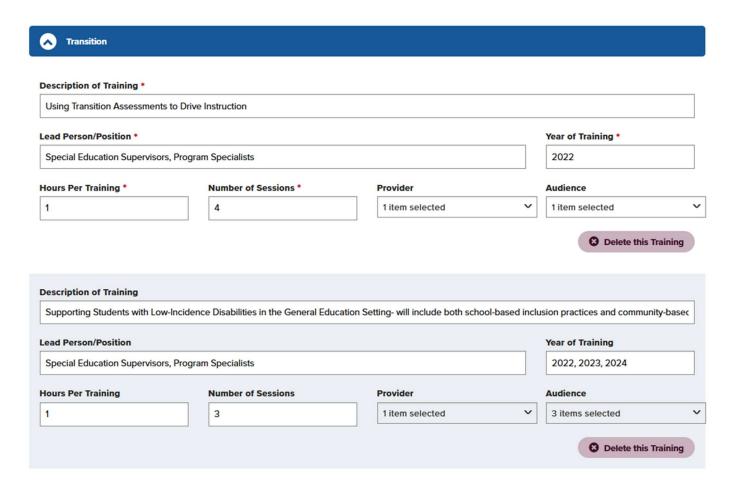
Positive Behavior Support



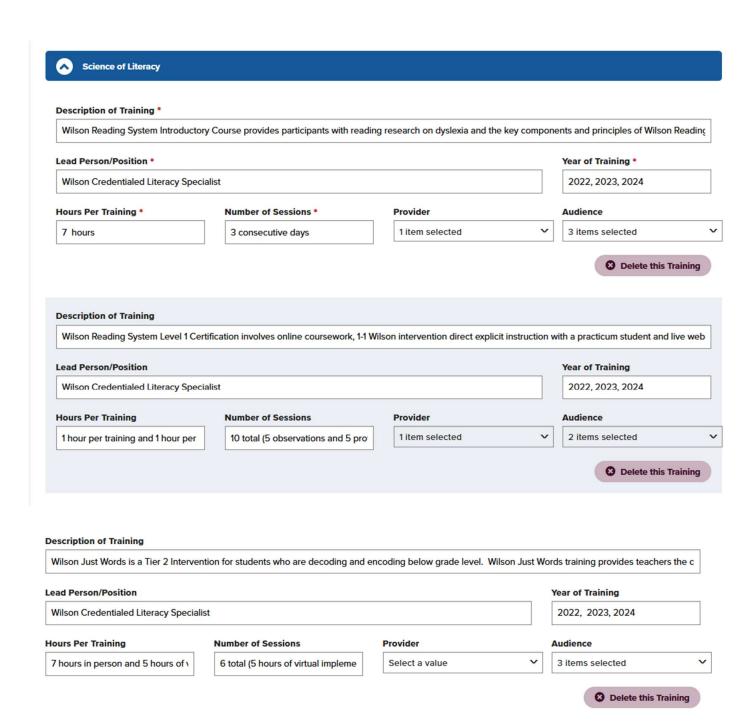
Paraprofessional



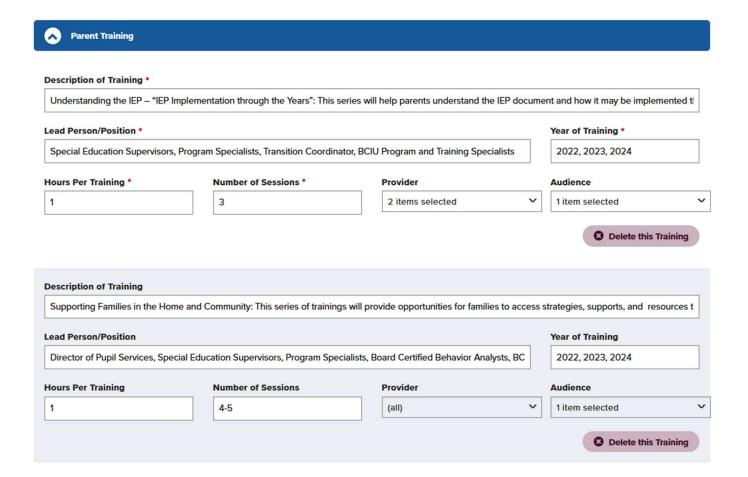
Transition



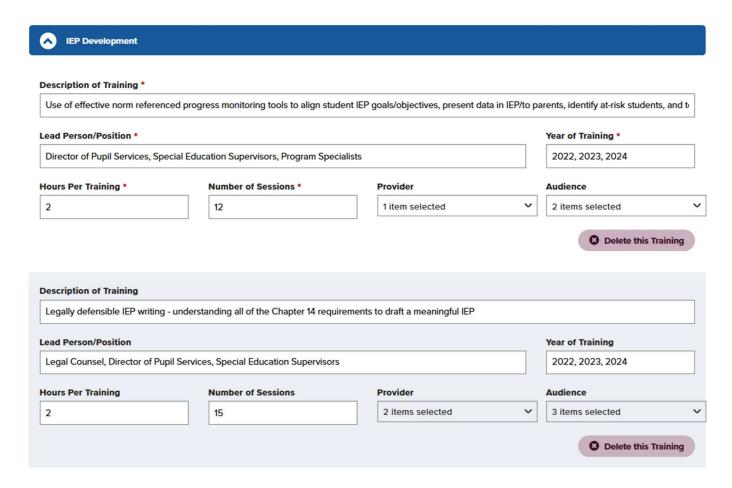
Science of Literacy



Parent Training



IEP Development



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