Quakertown Community School District

Board of School Directors
100 Commerce Drive
Quakertown, PA 18951
(215) 529-2002
FAX (215) 529-2042

A Work Session/Regular Voting Meeting of the Board of Trustees of Quakertown Community School District will be held Thursday, August 27, 2026, beginning at 7:00 PM QCSD District Service Center - Community Room, 100 Commerce Drive, Quakertown, PA 18951.

1. **CALL TO ORDER 7:00 PM**
   1.A. Flag Salute
   1.B. Roll Call
   Description:
   Board of School Directors
   Mr. Jonathan Kern
   Mr. Brian Reimers
   Mr. Christopher Spear
   Mr. Todd Hippauf
   Mr. Joseph Lyons
   Mr. David O'Donnell
   Ms. Amanda Hahn
   Ms. Rebecca Merola
   Ms. Roberta Rogers
   Non-Voting Members
   Dr. Lisa Hoffman, Superintendent (Non-Voting Member)
   Ms. Terry San Angelo, Non-Member Board Secretary
   Others Present
   Mrs. Dawn Young, Chief Financial Officer, and Board Treasurer
   Mr. Jeffrey P. Garton, Esquire, Begley, Carlin & Mandio, LLP
   1.C. Announcements
   Description:

- Before this meeting, an Executive Session was held to discuss tax assessments, a settlement agreement, and an update on transportation.
- This meeting is being recorded by the Board Secretary.
- Tonight's meeting is live-streamed and recorded.

2. **MINUTES**
   2.A. Approval of Minutes
3. **SUPERINTENDENT REPORT**
   3.A. Superintendent Update
4. **STANDING COMMITTEE REPORTS**
   4.A. Finance Committee: met on August 13th, Mr. Hippauf
   4.B. Policy Committee Report: met on August 12th, Ms. Merola
   Description: The Policy committee met on Monday, August 10th, 2026.

   The following policies were presented for review. Both policies will move for 1st reading.

The Quakertown Community School District does not discriminate on the basis of race, color, religion, sex, national origin, age, marital status, or the presence of job-related medical conditions or physical challenges.

Policy 123 — Interscholastic Athletics

Policy 915 — Booster Groups

The following policies are moved for 2nd reading and approval:
Policy 122 - Extracurricular Activities
Policy 122.1 - Noncurriculum-Related, Nonschool-Sponsored, Student Initiated Groups
Policy 237 - Electronic Devices
Policy 624 - Taxable Fringe Benefits
Policy 716 - Integrated Pest Management
Policy 816 - District Social Media

4.C. Communications Committee Meeting: will next meet on September 14th, Mr. Lyons
4.D. QCEF (Quakertown Community Education Foundation): met on August 12th, Mr. Lyons
4.E. Upper Bucks County Technical School: met on August 20th, Mr. Lyons
4.F. Facilities Committee: met on August 13th, Mr. Spear
4.G. Student Activities and Athletics Committee Meeting: will next meet on September 9th, Mr. Spear
4.H. QAPC (Quakertown Area Planning Committee): met on August 11th, Mr. Spear
Description: Quakertown Area Planning Committee (QAPC)
4.I. PSBA (Pennsylvania School Boards Association) Update — Mr. Spear
4.J. Education Committee Meeting: met on August 10th, Mr. Reimers
Description: The Education committee met on Monday, August 10th, 2026.
4.K. BCIU #22 (Bucks County Intermediate Unit): met on August 18th, Mr. Reimers
4.L. Legislative Report (Provided by the BCIU #22): met on August 18th, Mr. Reimers

5. **PUBLIC COMMENT ON AGENDA ITEM TOPICS**
5.A. Request to Address the School Board Directors
Description:

- Please use the attached form for all public comments.
- Hand your completed form to the Board Secretary before the start of the meeting, or before you make your public comment if the meeting is in progress.
- If there are multiple public comments, we will hold them until after our Board Business is completed to ensure we fulfill our obligations to the District.

6. **PRESIDENT'S REPORT**
6.A. President's Comments - Mr. O'Donnell

7. **QE PROJECT AGENDA**
7.A. QE Bid Results
7.B. Award of the General Construction Contract
Description: Award a General Construction Contract to Skepton Construction in the amount of $31,691,000, including bid alternates 3,4,6A,6B,6C,8, 13, and 15.
*This amount has been updated on 8/27/2026 at 5:05 PM due to a clerical error.

7.C. Award of the Electrical Construction Contract
Description:
Award the Electrical Construction Contract to Phillips Brothers Electric in the amount of $4,810,900, including bid alternates 3, 4, 6A, 6B, 6C, 24, 25, 26, and 27.

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7.D. Award of the Plumbing Construction Contract

Description: Award a Plumbing Construction Contract to Integrity Mechanical in the amount of $2,743,000, including bid alternates 4, 6A, 6B, 6C, and 28.

7.E. Award of the Mechanical Construction Contract

Description: Award a Mechanical Construction Contract to JBM Mechanical in the amount of $5,930,000, including bid alternates 18, 19, 20, and 21.

7.F. Award of the Professional Services Contract for Construction Testing

Description: Award a professional services contract for construction testing to Earth Engineers on a unit cost basis in an amount not to exceed $100,000 for construction phase materials testing of soils, asphalt, concrete, steel, and other required and specified testing for the Quakertown Elementary School project.

7.G. Award of the Professional Services Contract for Air Balancing and Testing

Description: Award a professional services contract for Air Balancing and Testing to Butler Air Balancing in the amount of $91,000 for the Quakertown Elementary School Project.

8. **FISCAL CONSENT AGENDA**

8.A. Budget Transfers - May 2026

Description: Approval of May 2026 Budget Transfers

8.B. Bills List - May, June & July 2026

Description: Approval of the May, June & July 2026 Bills List as presented.

*June 2026 Bills List was revised on Wednesday, August 26, 2026, to remove one redaction that was in error.

8.C. Financial Report - May 2026 Year To Date (July 2025-May 2026)

Description: Approval of May 2026 Year To Date Financial Report (July 2025-May 2006)

8.D. Real Estate Tax Assessment Appeal Stipulation

Description: Approval of Real Estate Tax Assessment Appeal Stipulation

8.E. Public School Facility Improvement Grant Program Authorized Official Resolution

Description: This Resolution is needed in order to finalize submission of the Public School Facility Improvement Grant application. Applications were reopened on July 27th, 2026 and closed on August 7th, 2026. Due to the very limited window for applications, the Department of Community & Economic Development (DCED) allowed the submission by August 7th, 2026 with the Official Resolution being approved at the August 27th, 2026 Board Meeting. The submission was for upgrades to critical building systems within the District. The grant requires a district match of 25%, which equals $893,250.

*Was updated to reflect the revised grant match of $883,250 on Thursday, August 27, 2026 at 8:59am.

8.F. VOTE on Fiscal Consent Agenda

9. **SPORTS AND ACTIVITIES AGENDA**

9.A. 2026-2027 Athletic and Activity Unit Pay Structure

10. **HUMAN RESOURCES CONSENT AGENDA**

10.A. Administrative Staff

Description:

a. Dr. Gina Finnerty, transfer from Director of Human Resources and K-12 Leadership to

Assistant Superintendent, effective August 28, 2026 — Salary $205,000

b. Kelly Cramer — Director of Teaching and Learning - Increase in salary due to realignment of responsibilities, effective August 28, 2026 — Salary $179,002.94

c. Pamela Dobson, transfer from Office of Teaching and Learning Coordinator to Office of Teaching and Learning Supervisor, effective August 28, 2026 - Salary $140,000.

10.B. Professional Staff

Description:

1. Employment

a. Laura Schmieg, Professional Employee at Pfaff Elementary, effective August 25, 2026 - Salary $77,572 (Master's, Step 3)

b. Margaret Miller, Temporary Professional Employee at Strayer Middle School, effective August 25, 2026 - Salary $55,638 (Bachelor's, Step 1)

c. Gabrielle Shimp, Temporary Professional Employee at Trumbauersville Elementary School, effective August 25, 2026 - Salary of $49,753.20 (60% of Master's +15, step 3)

d. Casie Csonder- Spano, Long-Term Substitute at Neidig Elementary, effective date August 25, 2026 - end of 26/27 School Year - Salary $50,074 (LTS, Step 1)

e. Caroline Zidek, Long-Term Substitute at Richland Elementary, effective date August 25, 2026 - end of 26/27 School Year - Salary $50,074 (LTS, Step 1)

f. Kylie Norbeck, Long-Term Substitute at Senior High School, effective August 25, 2026 - end of 26/27 School Year - Salary $50,074 (LTS, Step 1)

g. Sophia Hockman, Temporary Professional Employee at Senior High School, effective August 25, 2026 - Salary $71,687 (Master's, Step 1)

h. Brianna Duncan, Long-Term Substitute at Trumbauersville Elementary, effective August 25, 2026 - January 29, 2027 School Year - Prorated Salary $50,074 (LTS, Step 1)

i. Lindsay Bauer, Professional Employee at Sixth Grade Center, effective date TBD* - Prorated Salary $74,630 (Master's, Step 2)**

2. Transfer

a. Corey Beil, transfer from Interventionist at Sixth Grade Center to Math Teacher at Sixth Grade Center, effective August 25, 2026

b. Shannon Widmann, transfer from Special Education Teacher at Richland and Quakertown Elementary to Special Education Teacher at Trumbauersville Elementary, effective August 25, 2026

c. Todd Silvius, transfer from Instructional Coach at District Services Center to Music Teacher at Neidig Elementary and Quakertown Elementary, effective date August 25, 2026

d. Brett Farley, transfer from Office of Teacher and Learning Coordinator at District Services Center to Interventionist at Sixth Grade Center, effective date August 31, 2026 - Prorated Salary $108,868 (Master's +30, Step 10)

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3. 2026-2027 Leader Positions

Position Type	Area	Name	Stipend
High School Department Liaison	Science	Katie Hoffman	$1,765.44
High School Department Liaison	Math	Allen Hunsicker	$1,765.44
High School Department Liaison	Social Studies	Tom Brader	$1,765.44
High School Department Liaison	English/ELD/Library	Tyler Kitchenman	$1,295.99
High School Department Liaison	World Language	Laura Neilson	$1,566.86
High School Department Liaison	Elective & Special Areas	Chris Polk	$1,524.69
High School Department Liaison	Special Education	Krista Rupar	$1,765.44
High School Department Liaison	Guidance	Patty Sabol	$1,765.44

4. Content Specialist for 2026-2027 School Year
   a. Elizabeth Coyle - ELD K-12 Content Specialist - $2,353.92
   b. Nicole Jerrom - HPE K-12 Content Specialist - $2,353.92

5. Resignation/Retirement
   a. Susan LaBonge - Teacher at Strayer Middle School — Retirement effective July 31, 2026

   b. Rachel Frost — Teacher at Sixth Grade Center — Resignation effective July 31, 2026

   c. Damian Gomm — Teacher at Sixth Grade Center — Resignation effective August 20, 2026

   d. Jonathan Waldron - Teacher at Neidig Elementary — Resignation effective August 24, 2026

   e. Angela Lysek - School Psychologist at Quakertown Elementary School and Sixth Grade Center — Resignation effective October 23, 2026, or sooner, pending a 60-day hold

   f. Brianna Duncan - Long Term Substitute at Trumbauersville Elementary - Resignation effective August 24, 2026

5. Leave
   a. #3930 - Paid/unpaid leave effective August 25, 2026 through approximately September 22, 2026
   b. #4473 - Paid/unpaid leave effective August 25, 2026 through approximately September 28, 2026

   *Start date contingent upon completion of onboarding materials and 60-day hold.
   ** Update to Board Agenda made on August 25, 2026 at 11:35 AM

10.C. Confidential Secretaries, Supervisory Support Services, & Technology Staff
Description:
1. Transfer

The Quakertown Community School District does not discriminate on the basis of race, color, religion, sex, national origin, age, marital status, or the presence of job-related medical conditions or physical challenges.

a. Theresa San Angelo, transfer from Administrative Assistant to Superintendent to Administrative Assistant to Assistant Superintendent, effective August 28, 2026. No change in salary.

b. Grace Fassbender, transfer from Administrative Assistant to Assistant Superintendent to Administrative Assistant to Superintendent, effective August 28, 2026 - Salary $61,666

10.D. Support Staff

Description:

1. Employment

a. Christina Usewicz, Paraprofessional at Neidig Elementary School, effective date TBD* — Salary $23.25 per hour

b. Amanda Stout, General Aide at Richland Elementary School, effective date TBD* — Salary $18.58 per hour

c. Jordan Hammel, Food Service Cook at Senior High School, effective August 31, 2026 — Salary $18.66 per hour

d. Macy Schnatter, Paraprofessional at Strayer Middle School, effective August 31, 2026 — Salary $23.25 per hour

e. Abigail Zarkowski, Paraprofessional at Strayer Middle School, effective August 31, 2026 - Salary $23.25 per hour

f. Anne Magee, Food Service Helper at Sixth Grade Center, effective August 31, 2026 — Salary $17.12 per hour

g. Kristen Graham, General Aide at Quakertown Elementary School, effective date TBD* — Salary $18.58 per hour

h. Rebekah Loos - Paraprofessional at Trumbauersville Elementary, effective August 31, 2026 - Salary $23.25 per hour

i. Samantha Herstich - Paraprofessional at Strayer Middle School, effective date TBD* - Salary $23.25 per hour

2. Transfer

a. Kylie Clowney, transfer from General Aide at Quakertown Elementary to Paraprofessional/B at Quakertown Elementary, effective August 31, 2026 - Salary $23.25 per hour

b. Margaret Lewis, transfer from Paraprofessional at Richland Elementary to Paraprofessional at Senior High School, effective August 31, 2026 - Salary $23.25 per hour

c. Rebekah Angstadt, transfer from 5.0 hr. Food Service Cook at Pfaff Elementary to 5.75 hr. Food Service Cook at Pfaff Elementary, effective August 31, 2026 - Salary $19.32 per hour

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d. Diane Oetzel, transfer from Food Service Helper at Sixth Grade Center to Food Service Cook at Strayer Middle School, effective August 31, 2026 - Salary $18.98 per hour

3. Resignation/Retirement

a. Wendy Stefenack - Paraprofessional at Quakertown Elementary — Resignation effective July 16, 2026

b. Denise Everts — Food Service at Sixth Grade Center — Resignation effective August 1, 2026

c. Gaye Beeco - Paraprofessional at ASPIRE - Retirement effective August 3, 2026

d. Carly Pagano - Paraprofessional at Strayer Middle School - Resignation effective August 5, 2026

e. Paula Loftus - Food Service at Pfaff Elementary - Resignation effective August 15, 2026

f. Molly Coleman - Paraprofessional at Trumbauersville Elementary - Resignation effective August 21, 2026

4. Leave

a. #3428 - Paid leave effective June 8, 2026 through approximately September 3, 2026
b. #2485 - Unpaid leave effective May 12, 2026 through unknown.

*Start date contingent upon completion of onboarding materials

10.E. Unit Pay

Description:

1. Athletics

2. Activities

3. Game Workers

10.F. Memorandum of Agreement for the 2026-2027 School Calendar

10.G. Affiliation Agreement between Quakertown Community School District and LaSalle University for Masters of Social Work Program

10.H. VOTE on Human Resources Consent Agenda

11. **OFFICE OF TEACHING AND LEARNING CONSENT AGENDA**

11.A. Appointment of Act 44 Administrative School Safety and Security Coordinator

Description:

Act 44 requires the Chief School Administrator of each school entity to appoint an administrator as its "School Safety and Security Coordinator." This appointment must occur no later than August 31 or within 30 days of a vacancy. The new provisions establish specific duties for the coordinator, including:

- Making an annual report on school safety and security to the school board during executive session.
- Overseeing all security and police personnel
- Reviewing all policies and procedures related to school security to ensure compliance with applicable legal requirements
- Coordinating training for students and staff

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- Coordinating with outside organizations and governmental authorities

11.B. Approve the Chief Science Officers Program Grant MOU with the BCIU #22
Description: The Bucks IU shared an opportunity with the Bucks County school districts to expand countywide participation in the Chief Science Officers Program Grant. The BCIU would like to take all MOUs to the August 18, 2026, Bucks IU Board of School Directors meeting for approval.
11.C. Textbooks for review
Description: The Office for Teaching and Learning is seeking approval for the adoption of the following teacher materials for implementation in the corresponding College Board Advanced Placement courses starting in the 2026-2027 School Year.
11.D. Strayer ATSI non-Title 1 School Plan 2026-2027
11.E. Quakertown Community High School TSI non-Title 1 School Plan 2026-2027
11.F. Neidig Elementary Title I Schoolwide Plan 2026–2027
Description: The Education Committee will review Neidig Elementary School's Title I Schoolwide Plan for the 2026-2027 school year. The plan outlines the school's identified needs, instructional priorities, family engagement efforts, and proposed use of federal resources. Following committee review, the plan will be presented for approval at the next Board meeting.
11.G. VOTE on Office of Teaching and Learning Consent Agenda

12. **POLICY AND PROGRAMS CONSENT AGENDA**

12.A. Settlement Agreement between #24447 and Quakertown Community School District
12.B. Policy Committee Recommendations
Description: The following polices are presented for 1st reading:

Policy 123 — Interscholastic Athletics

Policy 915 — Booster Groups

The following policies are moved for 2nd reading and approval:
Policy 122 - Extracurricular Activities
Policy 122.1 - Noncurriculum-Related, Nonschool-Sponsored, Student Initiated Groups
Policy 237 - Electronic Devices
Policy 624 - Taxable Fringe Benefits
Policy 716 - Integrated Pest Management
Policy 816 - District Social Media
12.C. Tuition agreement between Quakertown Community School District and Fairwold Academy.
Description: Tuition Agreement between Quakertown Community School District and Fairwold Academy for the 2026-2027 school year. This is the annual renewal of the agreement and there are budgeted funds for these services.
12.D. VOTE on Policy and Programs Consent Agenda

13. **TECHNOLOGY CONSENT AGENDA**

13.A. Agreement between Quakertown Community School District and Raptor Technologies
13.B. VOTE on Technology Consent Agenda

14. **INFORMATION ITEMS**

14.A. Donations
14.B. Enrollment Updates
14.B.1. Enrollment Update
Description:
***Added to Agenda 08/27/26**

As of August 27th, we have completed 452 New Student Registrations (K-12), including 8

Dual Enrollments for homeschool/private school students attending Upper Bucks County Technical School.

There are currently 12 New Student Registrations pending approval and missing documentation as of 8/27/26.

11 of the 12 registrations have come in this week between 8/20-8/27.

- Elementary: 3
- Gr 6-8: 2
- SHS: 7

Enrollment Comparison	Aug 27, 2026	EOY: June 2026	9/30/25
Elem (K-5)	1865	1893	1903
Middle (Gr 6-8)	1018	1040	1055
SHS (Gr 9-12)	1565	1528	1573
Total	4448	4461	4531

Current 2026-2027 Kindergarten Registration Enrollments as of 8/5/26 (Completed & In Process)

- **Neidig: 66** *Projected: 73*
- **Pfaff: 69** *Projected: 77*
- **QE: 37** *Projected: 43*
- **Richland: 53** *Projected: 48*
- **Trumbauersville: 50** *Projected: 59*

Current Total: 275 *Projected: 300*

Enrollments Completed/In-Process by Special Program:

- **LifeSpan & BCIU PreK Counts Students (age eligible)**: 30
- **Early Intervention to Kindergarten:** 75 out of 75
- **Possible English Learners:** 43 out of 275 in the Registration pipeline

** To be eligible for Kindergarten in 2026-27, a child must be 5 years of age on or before August 31, 2026.*

14.C. District Vacancies

14.D. Right to Know Legal Bills

14.E. Transportation Trend Analysis — Bus Patrol Monthly Activity Report

Description:

June 2026 Traffic Violations

14.F. Middle School Guest Speakers and Presenters

Description:

14.G. High School Guest Speakers and Presenters

14.H. Elementary School Handbook 2026 - 2027

14.I. Middle School Handbook (6th-8th Grades) 2026 - 2027

14.J. QCHS Handbook 2026 - 2027

15. **BOARD COMMENT (NEW BUSINESS)**

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15.A. Board comments

16. **DATES FOR BOARD MEMBERS CALENDARS**

16.A. 2026 School Board and Committee Meeting Schedules

17. **GENERAL PUBLIC COMMENT**

17.A. General Public Comment

18. **ADJOURNMENT**

18.A. Adjourn the meeting

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QUAKERTOWN COMMUNITY SCHOOL DISTRICT

Monthly Superintendent Report

Prepared by: **Dr. Lisa Hoffman**

Date: **August 27, 2026**



Opening Day Highlights

Our staff came back with incredible energy, enthusiasm, and purpose. Opening Day set the tone for the year ahead: **connected, collaborative, and focused on what's possible for our students.**







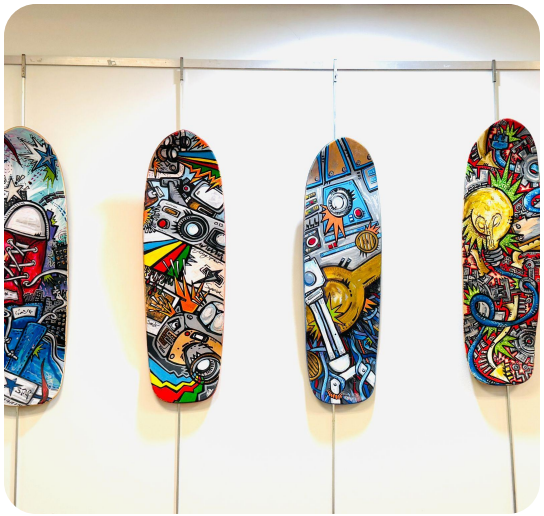
QCSD Spotlight: Amy Migliore

This month, we celebrate a remarkable member of our staff whose creative work has found a public stage — a reminder that our educators inspire both inside and outside the classroom.

CONGRATULATIONS!

Congratulations on bringing beauty, creativity, and district pride to our broader community!





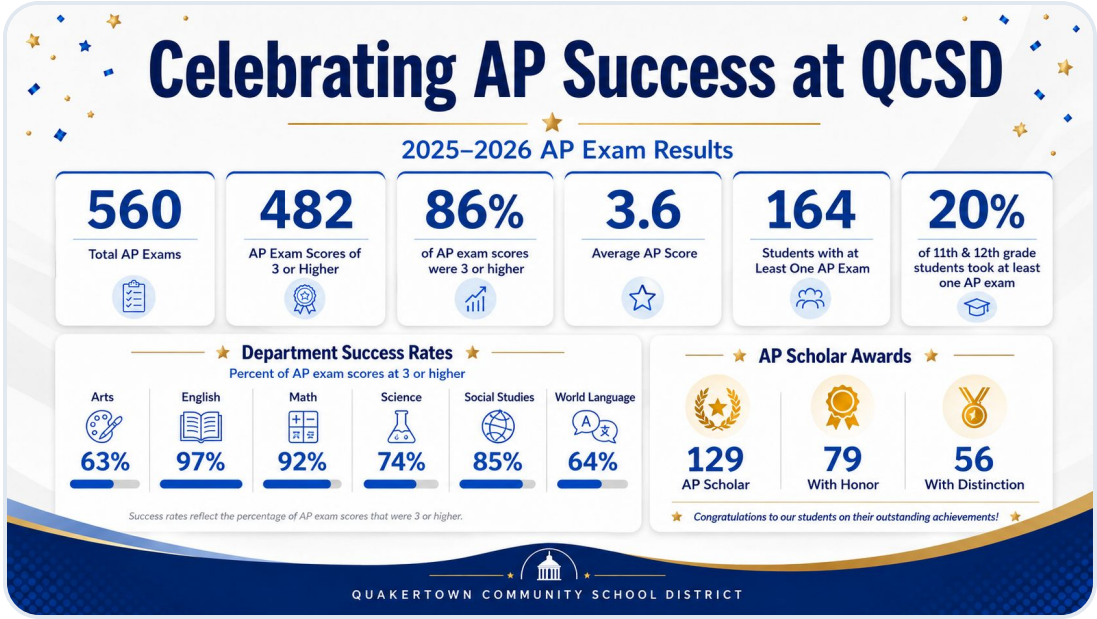


Academic Excellence in Action

Celebrating student achievements, outstanding department success rates, and AP Scholar honors.

AP Success at QCSD

A comprehensive breakdown of our 2025–2026 Advanced Placement results, demonstrating academic rigor and excellence across all departments.



Partnerships & Community Outreach

A heartfelt thank you to our community partners for their generous support across QCSD schools.

Crayola Creative Sweepstakes
Always Beautiful Floral Design
Quakertown Rotary Club
Morning Star Fellowship
The Family of Jen Reich
Delta T-Group
Action Karate










Superintendent Shoutouts

Every month brings new reasons to celebrate the incredible people who make QCSD special. Here are a few of the individuals and teams who gave us another reason to be **Proud to Be QCSD** this month.



Todd Hippauf

PSBA has recognized Mr. Hippauf for 5 years of service to QCSD!

Thank you for all you do to support our schools!

QCSD Facilities Department

Thank you to our Facilities team for all of their hard work behind the scenes! From navigating a building move to addressing HVAC needs, you continue to problem-solve and make it happen!

Fall Student Athletes

A huge shoutout to our fall student-athletes preparing for their seasons! Your dedication and Panther pride are already showing. Best of luck this season!

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FINANCE COMMITTEE MEETING - Date: August 13,2026 - Meeting Start Time: 5:15 p.m.

This Committee Meeting is an informational meeting (no voting takes place) that is open to the public as well as live streamed. August 13, 2026 Finance & Facilities Meeting

Finance Committee Meeting Agenda/Minutes

Committee Members Present:
Mr. Todd Hippauf
Ms. Rebecca Merola

Additional Board Members In Attendance:
Mr. David O'Donnell
Mr. Brian Reimers
Ms. Roberta Rogers
Mr. Joe Lyons

Administration In Attendance:
Dr. Lisa Hoffman
Mrs. Dawn Young
Mr. Rob Christine
Ms. Lorie Olexson

Topics for Discussion:
1) Approve the June 11, 2026 Meeting Minutes
2) 07/01/2025-05/31/2026 YTD Financial Report
3) 2025-2026 Audit Timeline
4) 2027-2028 Tentative Budget Calendar

Public Comment:
None

The meeting adjourned at 5:25 p.m.

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Minutes from August 13, 2026 Meeting:

1. Approval of Prior Month Finance Committee Meeting Minutes

- The June 11, 2026 Finance Committee Meeting Minutes were approved.

Discussion Topics

2. 7/1/25 - 5/31/26 YTD Financial Report

- Mrs. Young presented the July 2025- May 2026 financial report stating that June's financial data still needs to be added along with any accruals for July and August and that this should not be taken as the final numbers.

3. 2025-2026 Audit Timeline
   - Mrs. Young stated the auditors were onsite to do the interim audit. They will be back for the final audit Oct. 12 -Oct. 30th. The tentative timeline for the 25-26 audit is that it will be complete by Dec. 31st and be ready for a Finance review in January.

4. 2027-2028 Budget Calendar

- Mrs. Young explained the ACT 1 index and the process if the Board decides to take exceptions which would allow the Board to approve a tax increase above the ACT 1 index. Historically, the Board has done the ACT 1 Resolution which does not allow a tax increase above the ACT 1 Index. The ACT 1 Index is typically published Sept. 1st with the adjusted index published by Sept. 30th each school year.
  Mr. O'Donnell stated since we do not know what the ACT 1 index will be until September, how much time is required to pull the preliminary budget together? Mrs. Young stated if we follow the normal timeline for the budget and the Board decides to not do a resolution, there will not be enough time to meet the requirements of a Preliminary budget in January. Ms. Merola stated that it is best to have the option and to move forward with a preliminary budget.

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POLICY COMMITTEE MEETING - Date: 08/10/2026 Meeting Start Time: 5:15 p.m.

This Committee Meeting is an informational meeting (no voting takes place) that is open to the public as well as live streamed. *Click here to view the recorded live stream.*

Policy Committee Meeting Agenda/Minutes

Committee Members Present:
Rebecca Merola - Chair
Amanda Hahn
Roberta Rogers

Additional Board Members In Attendance:
Jon Kern
Brian Reimers
David O'Donnell

Administration In Attendance:
Dr. Lisa Hoffman

Topics for Discussion:

Approval of Minutes
The Committee approved the June meeting minutes.

Policy 123 — Interscholastic Athletics

Under the **Off Campus Activities** section of this policy, the following sentence has been updated from "whether or not" to "only via school district furnished transportation". This policy shall also apply to student conduct that occurs off school property and would otherwise violate the Code of Student Conduct if any of the following circumstances exist: The conduct occurs during the time the student is traveling to and from school or traveling to and from school-sponsored activities, only via school district furnished transportation. Policy 123 will move for 1st reading.

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Policy 915 — Booster Groups

The changes to policy 915 are under the section **Sponsorships, Banquets, Fundraisers and Events**. The following sentence was added to the policy, “Fundraisers or events where alcohol will be served, sold or consumed may not be advertised by students or within schools, with the exception of "discount night" events at establishments that also serve alcohol.” Policy 915 will move for 1st reading.

Public Comment (on agenda item topics only):

None

The meeting adjourned at 5:22 p.m.

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Quakertown Community Education Foundation, Inc.
"Promoting unique and meaningful educational experiences"
100 Commerce Drive
Quakertown, PA 18951-1588
(215) 529-2002
Fax (215) 529-2042

Board
Dr. William Tuszynski, President
Christopher Betz, Vice President
Hon. C. Robert Roth, Secretary
Lorie Olexson, Treasurer
Jacki Clymer
Kelly Cramer
Dr. Lisa Hoffman
Warren Levy Jr.
Joseph Lyons
Rebecca Merola
Kellie Miller
Katie Skonier
Stephanie Zajkowski

June 10, 2026 Board Meeting
QCSD District Office

The meeting was called to order by President William Tuszynski at 7:32 AM.

Present: Dr. William Tuszynski, Christopher Betz, C. Robert Roth, Lorie Olexson, Jacki Clymer, Kelly Cramer, Dr. Lisa Hoffman, Joseph Lyons, Rebecca Merola, Kellie Miller, Katie Skonier, and Stephanie Zajkowski.

Absent: Warren Levy Jr. (excused)

RESOLVED, that the minutes dated April 8, 2026 be approved. (copy attached)

Lorie Olexson gave the Treasurer's Report. She also stated that QCEF is now registered with EITC. It was suggested by the committee that Outdoor School be included as a proposed project.

RESOLVED, that the Treasurer's Report presented by Lorie Olexson be approved. (copy attached)

Rebecca suggested that QCED have a presence at Autumn Alive. Bob asked that a small give-away item with the name Quakertown Community Education Foundation on it be procured. Chris will look into what might be available.

Kellie and Stephanie reported that $7042.00 was raised at the QCEF bingo night. They feel that more cards need to be available next year and that food is not needed. Kellie and Stephanie will look into local restaurants to see if they would be willing to donate a percentage of proceeds from meals served on a pre-arranged date.

Joe reported that $147.50 was raised at the recent Quakertown Fireman's Carnival via the dunk tank.

THE QUAKERTOWN COMMUNITY EDUCATION FOUNDATION DOES NOT DISCRIMATE ON THE BASIS OF RACE, COLOR, RELIGION, SEX, NATIONAL ORIGIN, AGE, MARITAL STATUS, OR THE PRESENCE OF NON-JOB- RELATED MEDICAL CONDITIONS OR HANDICAPS.

There were no Mini-Grants received.

The Niemand Lecture will be given consideration closer to the beginning of school year 2026-2027.

Kelly reported that all first graders enthusiastically received books.

Bill and Stephanie presented two senior awards of $500.00 from QCEF at the awards ceremony. The two seniors who received the awards were Valentina Angelini and Logan Niewhoehner.

RESOLVED, that the Senior Awards designation be changed to “Dr. Robert L. Leight Memorial Award presented by the Quakertown Community Education Foundation.”

Joe gave information about the Upper Bucks Technical School Summer Camp. He stated that, on average, between 30 and 50 Quakertown students attend annually.

RESOLVED, that QCEF donate $1000.00 to Upper Bucks Technical School to help offset costs of the program. (flyer attached)

The meeting was adjourned at 8:36 AM.

The next QCEF Board Meeting is scheduled for August 12, 2026 at **8:30** AM.

Respectfully submitted,

C. Robert Roth, Secretary

Quakertown Community Education Foundation, Inc

"Promoting unique and meaningful educational experien

100 Commerce Drive
Quakertown, PA 18951-1588

(215) 529-20
Fax (215) 529-20

April 8, 2026 Board Meeting April 8, 2026
QCSD District Office

Board

Dr. William Tuszynski, President
Christopher Betz, Vice President
Hon. C. Robert Roth, Secretary
Lorie Olexson, Treasurer
Jacki Clymer
Kelly Cramer
Dr. Lisa Hoffman
Warren Levy Jr.
Joseph Lyons
Rebecca Merola
Kellie Miller
Katie Skonier
Stephanie Zajkowski

The meeting was called to order by President Tuszynski at 7:34 AM.

Present: William Tuszynski, Christopher Betz, C. Robert Roth, Kelly Cramer, Jacki Clymer, Lisa Hoffman, Warren Levy, Jr., Joseph Lyons, Kellie Miller, Rebecca Merola, Katie Skonier, and Stephanie Zajkowski.

Absent: Lorie Olexson (Excused)

Guest: Danielle Bodnar

RESOLVED, that the minutes dated February 11, 2026 be approved. (copy attached)

RESOLVED, that the Treasurer's Report be approved. (copy attached)

Danielle gave a report of the possibility of a Pilot Program entitled Future Ready Tours. The board showed considerable interest in the Program. President Tuszynski will serve as the board's liaison.

Stephanie and Kellie gave a progress report on the bingo fundraiser and other fundraising opportunities.

Joseph gave a Publicity Report.

There were no

It was decided that the Niemand Lecture will be paused this year.

The books for first graders are scheduled to be presented to the children. Board members were encouraged to participate in the presentation.

Stephanie announced that there will be two $500.00 scholarships awarded by the board this year.

The meeting was adjourned at 8:30 AM.

The next QCEF Board meeting is scheduled for June 10, 2026 at 7:30 AM.

Respectfully submitted,

C. Robert Roth, Secretary

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UBCTS

Upper Bucks County Technical School's 2026 Summer Camp

Career Pathways Opportunities

DATES: June 22-25

TIMES:

Students Entering Grades 3-5

8 am - 11 am

Students Entering Grades 6-8

12 pm - 3 pm

COST: $150

PROGRAMS OFFERED:

- Graphic Communications
- Agricultural Science
- Carpentry
- Culinary Arts

Programs subject to change



Everyone Will Experience 4 Programs

Register Online at www.ubtech.org by June 9th

Quakertown Community Education Foundation

TREASURER'S REPORT through May 31, 2026

	2024 - 2025 Actual		2025 - 2026 Budget	2025-26 YTD												
Beginning Balance		Beginning Balance														
June 30, 2023 Ending Balance	45,614.38	**June 30, 2025 Ending Balance**	26,948.12	July	August	September	October	November	December	January	February	March	April	May	YTD (A)	Budget Variance
July 1, 2023 Beginning Balance:	**45,614.38**	**July 1, 2025 Beginning Balance:**	**26,948.12**	**26,948.12**	**26,950.44**	**25,912.34**	**25,914.40**	**26,066.75**	**25,326.85**	**25,329.00**	**24,884.76**	**25,266.68**	**22,953.12**	**27,717.18**	**26,948.12**	
Revenues		**Revenues**														
BJ Campaign Proceeds	0.00	BJ Campaign Proceeds	0.00												-	-
Donations	0.00	Donations	0.00												-	-
Donations - Individual	750.00	Donations-Individual	1,000.00							200.00					200.00	(800.00)
Donations - Corporate	6,600.00	Donations - Corporate	10,000.00										1,200.00		1,200.00	(8,800.00)
Donations - Service Clubs	0.00	Donations - Service Clubs	500.00		25.00										25.00	(475.00)
McDonald's Fundraiser	0.00	Fundraisers	10,000.00				250.00			350.00	420.00	1,960.00	6,633.00	250.00	9,863.00	(137.00)
Grants	0.00	Grants	0.00												-	-
Biz & Brews Event	273.00	Biz & Brews Event	0.00												-	-
															-	-
																-
Total Revenue	7,623.00	**Total Revenue**	21,500.00	-	25.00	-	250.00	-	-	550.00	420.00	1,960.00	7,833.00	250.00	11,288.00	(10,212.00)
Bank Interest		**Bank Interest**														
2023-24 Interest	35.92	2025-26 Interest	50.00	2.32	2.31	2.06	2.35	1.97	2.15	2.21	1.92	1.96	2.15	2.37	23.77	(26.23)
Total	35.92	**Total**	50.00	2.32	2.31	2.06	2.35	1.97	2.15	2.21	1.92	1.96	2.15	2.37	23.77	(26.23)
Expenses		**Expenses**														
Bux-Mont Awards(Wall of Fame)	0.00	Bux-Mont Awards(Wall of Fame)	175.00												-	175.00
Book Fair (1st grade books)	3,232.16	Book Fair (1st Grade Books)	3,000.00									$2,551.74			2,551.74	448.26
Civics Committee (Neamand)	0.00	Civics Committee (Neamand)	1,000.00												-	1,000.00
Mini Grants	1,966.76	Mini Grants	5,000.00		1,065.41			715.00		996.45		$1,173.78	1,050.00	250.00	5,250.64	(250.64)
Artist in Residence	0.00	Artist in Residence	0.00												-	-
Senior Awards	1,000.00	Senior Awards	1,000.00												-	1,000.00
Alumni Stadium Advertising	0.00	Alumni Stadium Advertising	350.00												-	350.00
School Grants	0.00	School Grants	0.00												-	-
Other Expenses	126.26	Other Expenses	250.00				100.00	26.87			40.00	550.00	2,021.09		2,737.96	(2,487.96)
Prior Year Grant	20,000.00	Prior Year Grant	0.00												-	-
Total Expenses:	26,325.18	**Total Expenses:**	10,775.00	-	1,065.41	-	100.00	741.87	-	996.45	40.00	4,275.52	3,071.09	250.00	10,540.34	234.66
Total Operating Expenses	26,325.18	**Total Operating Expenses**	10,775.00	-	1,065.41	-	100.00	741.87	-	996.45	40.00	4,275.52	3,071.09	250.00	10,540.34	234.66
Net Profit	(18,666.26)	**Net Profit**	10,775.00	**2.32**	**(1,038.10)**	**2.06**	**152.35**	**(739.90)**	**2.15**	**(444.24)**	**381.92**	**(2,313.56)**	**4,764.06**	**2.37**	**771.43**	**(10,003.57)**
June 30, 2024 Ending Balance:	26,948.12	**June 30, 2026 Budgeted Ending Balance:**	37,723.12	**26,950.44**	**25,912.34**	**25,914.40**	**26,066.75**	**25,326.85**	**25,329.00**	**24,884.76**	**25,266.68**	**22,953.12**	**27,717.18**	**27,719.55**	**27,719.55**	

Quakertown Community Education Foundation
2025-2026 Donations

Individual		**Date**
Pam Heywood	200.00	1/20/2026
Subtotal	200.00	
Corporate		
Fire station carnival dunk tank	25.00	8/13/2025
Unami Group	1,000.00	4/15/2026
Maye Dental Assoc	200.00	4/22/2026
Subtotal	1,225.00	
Service Clubs		
Subtotal	-	
Fundraisers		
Dominic's Pizza Fundraiser	250.00	10/17/2025
PSEA/CAPS	350.00	1/20/2026
Particle Size Technology	350.00	2/20/2026
Zeffy US	70.00	2/23/2026
Zeffy US	350.00	3/9/2026
Bingo Ticket	35.00	3/13/2026
Zeffy US-BINGO	140.00	3/16/2026
Zeffy US-BINGO	245.00	3/23/2026
Zeffy US-BINGO	140.00	3/30/2026
Hord Coplan Macht, Inc	350.00	4/1/2026
Klover Sepa Inc	350.00	4/1/2026
QNB	350.00	4/1/2026
Zeffy US-BINGO	175.00	4/6/2026
Zeffy US-BINGO	1,085.00	4/13/2026
Bingo Ticket	70.00	4/13/2026
Zeffy US-BINGO	1,185.00	4/20/2026
BINGO Levy	350.00	4/20/2026
BINGO Event Sales	3,313.00	4/20/2026
Zeffy US-BINGO	455.00	4/27/2026
Benner Hall -Refund	250.00	5/7/2026
Subtotal	**9,863.00**	
Grand Total	**$ 11,288.00**	

Quakertown Community Education Foundation
2025-2026 Disbursements

Check #	Date	Payee	Description	Amount	Cleared/ Outstanding	Comment
1452	8/12/2025	Levy Bus	Rebecca Kelly mini-LRC	341.46	Cleared	24-25 mini grant Lost River Caverns
1453	8/12/2025	QCSD	Reimbursement Rebecca Kelly mini-LRC	356.00	Cleared	24-25 mini grant Lost River Caverns
1454	8/12/2025	QCSD	Reimbursement Anna Neiman Luncheon	367.95	Cleared	24-25 Luncheon
1455	10/1/2025	Qmpo	Fall 2025 ad sponsorship ad	100.00	Cleared	Other Expenses
1456	11/6/2025	Passage Theatre Co	Nelson mini grant- Student theatre tickets	415.00	Cleared	2025-26 Mini Grant the Dutchman
1457	11/17/2025	QCSD	HS Catering class bagged lunch -2025 Shakespear day	300.00	Cleared	2025-26 Will Power tour Lunch
1458	11/17/2025	COMM PA	Tax Filing	15.00	Cleared	Other Expenses
1459	11/19/2025	Stacy Reiss	Certified mail reimbursement	11.87	Cleared	Other Expenses
1460	1/16/2026	Levy Bus	Student theatre Transpo	646.45	Cleared	25-26 Mini Grant/Nelson
1461	1/16/2026	Frederic Reiders Family Foundation	Science experience @CCBP	350.00	Cleared	25-26 Mini Grant/Stoneback Pmt 1
1462	2/6/2026	Bucks County Treas	BINGO raffle baskets	25.00	Cleared	Other Expenses
1463	2/6/2026	Bucks County Treas	BINGO Licenses	15.00	Cleared	Other Expenses
1464	3/12/2026	Richlandtown Boro	Benner Hall Rental	550.00	Cleared	Other Expenses
1465	3/12/2026	Follett Content Solutions	1st grade books	2,551.74	Cleared	
1466	3/12/2026	Amazon	APP Inventor Project	823.78	Cleared	25-26 Mini Grant/Disora
1467	3/26/2026	Frederic Reiders Family Foundation	Science experience @CCBP	350.00	Cleared	25-26 Mini Grant/Stoneback Pmt 2
1468	4/2/2026	Flint Hill Farms-Edu Center Inc	Agricultural Experience	750.00	Cleared	25-26 Mini grant/Rivera/Cronin
1469	4/15/2026	Levy Bus	Frederic Reiders Family Foundation/Science experience	300.00	Cleared	25-26 Mini Grant/Stoneback Pmt 3
1470	4/28/2026	Kellie Miller	BINGO Fundraiser Reimbursement	670.87	Cleared	Other Expenses
1471	4/28/2026	Steph Zajkowski	BINGO Fundraiser Reimbursement	1,350.22	Cleared	Other Expenses
1472	5/13/2026	Levy Bus	Flint Hill Farms	250.00	Cleared	25-26 Mini grant/Rivera/Cronin
				10,540.34		

Quakertown Community Education Foundation, Inc.

"Promoting unique and meaningful educational experiences"

100 Commerce Drive
Quakertown, PA 18951-1588

(215) 529-2002
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Board

Wm. Tuszynski President
Christopher Betz, Vice President
Hon. C. Robert Roth, Secretary
Lorie Olexson, Treasurer
Kelly Cramer
Jacki Clymer
Dr. Lisa Hoffman
Warren Levy Jr.
Joseph Lyons
Kellie Miller
Rebecca Merola
Katie Skonier
Stephanie Zajkowski

QUAKERTOWN COMMUNITYEDUCATION FOUNDATION, INC.
Board Meeting August 12, 2026 – 8:30 AM
QCSD District Office Community Room

Agenda

1. Call to Order
2. Congratulations Dr. Lisa Hoffman!
3. Approval of June Minutes – Bob
4. Treasurer's Report & Budget – Lorie
5. Fundraising Report
    a. 2026-27 Initiatives?
    b. EITC Donors & Projects
6. Publicity Report – Chris/Joe/Missy
    a. Autumn Alive Presence – Rebecca
7. Name Nominating Committee
8. UB Tech School Camp
9. Other Business:
10. Adjourn Meeting

MEETING SCHEDULE: All meetings will be held on Wednesdays, 7:30 am at the QCSD Office unless otherwise noted.

2026-2027 MEETING SCHEDULE
August 12, 2026 @ **8:30!**
October 14, 2026
December 9, 2026

The Quakertown Community Education Foundation does not discriminate on the basis of race, color, religion, sex, national origin, age, marital status, or the presence of non-job-related medical conditions or handicaps.

Quakertown Community Education Foundation

TREASURER'S REPORT: 26-27 BUDGET

	2025 - 2026 Actual		2026 - 2027 Budget	2026-27 YTD													
Beginning Balance		**Beginning Balance**															
June 30, 2025 Ending Balance	26,948.12	**June 30, 2026 Ending Balance**	26,869.28	July	August	September	October	November	December	January	February	March	April	May	June	YTD (A)	Budget Variance
July 1, 2025 Beginning Balance:	**26,948.12**	**July 1, 2026 Beginning Balance:**	**26,869.28**	**26,869.28**	**26,869.28**	**26,869.28**	**26,869.28**	**26,869.28**	**26,869.28**	**26,869.28**	**26,869.28**	**26,869.28**	**26,869.28**	**26,869.28**	**26,869.28**	**26,869.28**	
Revenues		**Revenues**															
BJ Campaign Proceeds	0.00	BJ Campaign Proceeds	0.00													-	-
Donations	0.00	Donations	0.00													-	-
Donations - Individual	200.00	Donations-Individual	1,000.00													-	(1,000.00)
Donations - Corporate	1,200.00	Donations - Corporate	3,000.00													-	(3,000.00)
Donations - Service Clubs	25.00	Donations - Service Clubs	500.00													-	(500.00)
Fundraiser	10,010.50	BINGO	7,000.00													-	(7,000.00)
Grants	0.00	Dunk Tank	200.00														(200.00)
Biz & Brews Event	0.00	Quakertown 5 Miler	1,000.00														(1,000.00)
		Grants	0.00													-	-
		Biz & Brews Event	0.00													-	-
																-	-
																	-
Total Revenue	11,435.50	**Total Revenue**	12,700.00	-	-	-	-	-	-	-	-	-	-	-	-	-	(12,700.00)
Bank Interest		**Bank Interest**															
2025-26 Interest	26.00	2026-27 Interest	25.00													-	(25.00)
Total	26.00	**Total**	25.00	-	-	-	-	-	-	-	-	-	-	-	-	-	(25.00)
Expenses		**Expenses**															
Bux-Mont Awards(Wall of Fame)	0.00	Bux-Mont Awards(Wall of Fame)	175.00													-	175.00
Book Fair (1st grade books)	2,551.74	Book Fair (1st Grade Books)	3,000.00													-	3,000.00
Civics Committee (Neamand)	0.00	Civics Committee (Neamand)	1,000.00													-	1,000.00
Mini Grants	5,250.64	Mini Grants	5,000.00													-	5,000.00
Artist in Residence	0.00	Artist in Residence	0.00													-	-
Senior Awards	1,000.00	Robert Leight -Senior Awards	1,000.00													-	1,000.00
Alumni Stadium Advertising	0.00	Alumni Stadium Advertising	0.00													-	-
School Grants	0.00	School Grants	0.00													-	-
Other Expenses	2,737.96	Other Expenses	250.00													-	250.00
Prior Year Grant	0.00	Prior Year Grant	0.00													-	-
Total Expenses:	11,540.34	**Total Expenses:**	10,425.00	-	-	-	-	-	-	-	-	-	-	-	-	-	10,425.00
Total Operating Expenses	11,540.34	**Total Operating Expenses**	10,425.00	-	-	-	-	-	-	-	-	-	-	-	-	-	10,425.00
Net Profit	**(78.84)**	**Net Profit**	2,300.00	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**(2,300.00)**
June 30, 2026 Ending Balance:	**26,869.28**	**June 30, 2026 Budgeted Ending Balance:**	**29,169.28**	**26,869.28**	**26,869.28**	**26,869.28**	**26,869.28**	**26,869.28**	**26,869.28**	**26,869.28**	**26,869.28**	**26,869.28**	**26,869.28**	**26,869.28**	**26,869.28**	**26,869.28**	

own Community Education Foundation
6 Disbursements

Date	Payee	Description	Amount	Cleared/ Outstanding	Comment
8/12/2025	Levy Bus	Rebecca Kelly mini-LRC	341.46	Cleared	24-25 mini grant Lost River Caverns
8/12/2025	QCSD	Reimbursement Rebecca Kelly mini-LRC	356.00	Cleared	24-25 mini grant Lost River Caverns
8/12/2025	QCSD	Reimbursement Anna Neiman Luncheon	367.95	Cleared	24-25 Luncheon
10/1/2025	Qmpo	Fall 2025 ad sponsorship ad	100.00	Cleared	Other Expenses
11/6/2025	Passage Theatre Co	Nelson mini grant- Student theatre tickets	415.00	Cleared	2025-26 Mini Grant the Dutchman
11/17/2025	QCSD	HS Catering class bagged lunch -2025 Shakespear day	300.00	Cleared	2025-26 Will Power tour Lunch
11/17/2025	COMM PA	Tax Filing	15.00	Cleared	Other Expenses
11/19/2025	Stacy Reiss	Certified mail reimbursement	11.87	Cleared	Other Expenses
1/16/2026	Levy Bus	Student theatre Transpo	646.45	Cleared	25-26 Mini Grant/Nelson
1/16/2026	Frederic Reiders Family Foundation	Science experience @CCBP	350.00	Cleared	25-26 Mini Grant/Stoneback Pmt 1
2/6/2026	Bucks County Treas	BINGO raffle baskets	25.00	Cleared	Other Expenses
2/6/2026	Bucks County Treas	BINGO Licenses	15.00	Cleared	Other Expenses
3/12/2026	Richlandtown Boro	Benner Hall Rental	550.00	Cleared	Other Expenses
3/12/2026	Follett Content Solutions	1st grade books	2,551.74	Cleared	
3/12/2026	Amazon	APP Inventor Project	823.78	Cleared	25-26 Mini Grant/Disora
3/26/2026	Frederic Reiders Family Foundation	Science experience @CCBP	350.00	Cleared	25-26 Mini Grant/Stoneback Pmt 2
4/2/2026	Flint Hill Farms-Edu Center Inc	Agricultural Experience	750.00	Cleared	25-26 Mini grant/Rivera/Cronin
4/15/2026	Levy Bus	Frederic Reiders Family Foundation/Science experience	300.00	Cleared	25-26 Mini Grant/Stoneback Pmt 3
4/28/2026	Kellie Miller	BINGO Fundraiser Reimbursement	670.87	Cleared	Other Expenses
4/28/2026	Steph Zajkowski	BINGO Fundraiser Reimbursement	1,350.22	Cleared	Other Expenses
5/13/2026	Levy Bus	Flint Hill Farms	250.00	Cleared	25-26 Mini grant/Rivera/Cronin
6/2/2026	Valentina Angelini	Class of 2026 Senior Award	500.00	Cleared	
6/2/2026	Logan Niewoehner	Class of 2026 Senior Award	500.00	Cleared	
			11,540.34		

Quakertown Community Education Foundation
2025-2026 Donations

Individual		**Date**
Pam Heywood	200.00	1/20/2026
Subtotal	200.00	
Corporate		
Fire station carnival dunk tank	25.00	8/13/2025
Unami Group	1,000.00	4/15/2026
Maye Dental Assoc	200.00	4/22/2026
Subtotal	1,225.00	
Service Clubs		
Subtotal	-	
Fundraisers		
Dominic's Pizza Fundraiser	250.00	10/17/2025
PSEA/CAPS	350.00	1/20/2026
Particle Size Technology	350.00	2/20/2026
Zeffy US	70.00	2/23/2026
Zeffy US	350.00	3/9/2026
Bingo Ticket	35.00	3/13/2026
Zeffy US-BINGO	140.00	3/16/2026
Zeffy US-BINGO	245.00	3/23/2026
Zeffy US-BINGO	140.00	3/30/2026
Hord Coplan Macht, Inc	350.00	4/1/2026
Klover Sepa Inc	350.00	4/1/2026
QNB	350.00	4/1/2026
Zeffy US-BINGO	175.00	4/6/2026
Zeffy US-BINGO	1,085.00	4/13/2026
Bingo Ticket	70.00	4/13/2026
Zeffy US-BINGO	1,185.00	4/20/2026
BINGO Levy	350.00	4/20/2026
BINGO Event Sales	3,313.00	4/20/2026
Zeffy US-BINGO	455.00	4/27/2026
Benner Hall -Refund	250.00	5/7/2026
Carnival Dunk Tank	147.50	6/15/2026
Subtotal	**10,010.50**	
Grand Total	**$ 11,435.50**	

Quakertown Community Education Foundation

TREASURER'S REPORT through June 30, 2026

	2024 - 2025 Actual		2025 - 2026 Budget	2025-26 YTD													
Beginning Balance		Beginning Balance															
June 30, 2024 Ending Balance	45,614.38	**June 30, 2025 Ending Balance**	26,948.12	July	August	September	October	November	December	January	February	March	April	May	June	YTD (A)	Budget Variance
July 1, 2024 Beginning Balance:	**45,614.38**	**July 1, 2025 Beginning Balance:**	**26,948.12**	**26,948.12**	**26,950.44**	**25,912.34**	**25,914.40**	**26,066.75**	**25,326.85**	**25,329.00**	**24,884.76**	**25,266.68**	**22,953.12**	**27,717.18**	**27,719.55**	**26,948.12**	
Revenues		**Revenues**															
BJ Campaign Proceeds	0.00	BJ Campaign Proceeds	0.00													-	-
Donations	0.00	Donations	0.00													-	-
Donations - Individual	750.00	Donations-Individual	1,000.00							200.00						200.00	(800.00)
Donations - Corporate	6,600.00	Donations - Corporate	10,000.00										1,200.00			1,200.00	(8,800.00)
Donations - Service Clubs	0.00	Donations - Service Clubs	500.00		25.00											25.00	(475.00)
McDonald's Fundraiser	0.00	Fundraisers	10,000.00				250.00			350.00	420.00	1,960.00	6,633.00	250.00	147.50	10,010.50	10.50
Grants	0.00	Grants	0.00													-	-
Biz & Brews Event	273.00	Biz & Brews Event	0.00													-	-
																-	-
																	-
Total Revenue	7,623.00	**Total Revenue**	21,500.00	-	25.00	-	250.00	-	-	550.00	420.00	1,960.00	7,833.00	250.00	147.50	11,435.50	(10,064.50)
Bank Interest		**Bank Interest**															
2023-24 Interest	35.92	2025-26 Interest	50.00	2.32	2.31	2.06	2.35	1.97	2.15	2.21	1.92	1.96	2.15	2.37	2.23	26.00	(24.00)
Total	35.92	**Total**	50.00	2.32	2.31	2.06	2.35	1.97	2.15	2.21	1.92	1.96	2.15	2.37	2.23	26.00	(24.00)
Expenses		**Expenses**															
Bux-Mont Awards(Wall of Fame)	0.00	Bux-Mont Awards(Wall of Fame)	175.00													-	175.00
Book Fair (1st grade books)	3,232.16	Book Fair (1st Grade Books)	3,000.00									$2,551.74				2,551.74	448.26
Civics Committee (Neamand)	0.00	Civics Committee (Neamand)	1,000.00													-	1,000.00
Mini Grants	1,966.76	Mini Grants	5,000.00		1,065.41			715.00		996.45		$1,173.78	1,050.00	250.00		5,250.64	(250.64)
Artist in Residence	0.00	Artist in Residence	0.00													-	-
Senior Awards	1,000.00	Senior Awards	1,000.00												1,000.00	1,000.00	-
Alumni Stadium Advertising	0.00	Alumni Stadium Advertising	350.00													-	350.00
School Grants	0.00	School Grants	0.00													-	-
Other Expenses	126.26	Other Expenses	250.00				100.00	26.87			40.00	550.00	2,021.09			2,737.96	(2,487.96)
Prior Year Grant	20,000.00	Prior Year Grant	0.00													-	-
Total Expenses:	26,325.18	**Total Expenses:**	10,775.00	-	1,065.41	-	100.00	741.87	-	996.45	40.00	4,275.52	3,071.09	250.00	1,000.00	11,540.34	(765.34)
Total Operating Expenses	26,325.18	**Total Operating Expenses**	10,775.00	-	1,065.41	-	100.00	741.87	-	996.45	40.00	4,275.52	3,071.09	250.00	1,000.00	11,540.34	(765.34)
Net Profit	(18,666.26)	**Net Profit**	10,775.00	**2.32**	**(1,038.10)**	**2.06**	**152.35**	**(739.90)**	**2.15**	**(444.24)**	**381.92**	**(2,313.56)**	**4,764.06**	**2.37**	**(850.27)**	**(78.84)**	**(10,853.84)**
June 30, 2025 Ending Balance:	26,948.12	**June 30, 2026 Budgeted Ending Balance:**	37,723.12	**26,950.44**	**25,912.34**	**25,914.40**	**26,066.75**	**25,326.85**	**25,329.00**	**24,884.76**	**25,266.68**	**22,953.12**	**27,717.18**	**27,719.55**	**26,869.28**	**26,869.28**	

REPORT TO SCHOOL BOARDS & COMMUNITY

June 18, 2026

UBCTS News and Highlights

Student of the Month: Paola Elias-Rios



Paola Elias Rios, Pennridge SD, is the June UBCTS student of the month. Paola began her UBCTS career in the Auto Collision Technology program before transferring to the Law Enforcement program and finding her niche. She immediately connected with the program's structure, discipline, and environment and knew it aligned more closely with her future goals. At UBCTS, Paola earned an FAA TRUST Drone license and finished first in Drone Setup and Operations at SkillsUSA Districts.

Following a Legislative Day presentation by leaders at the Community Corrections Centers (Men's and Women's) for the Bucks County Department of Corrections, Paola became the first UBCTS student to participate in a job shadow at the facility. Paola is planning to attend the center's cadet training program.

Program of the Month: Law Enforcement
Instructors: Joel Ritter and Matthew Phelan

SkillsUSA National Gold Medal Winner!



Caylee Nguyen, QCSD, won the gold medal in the Baking and Pastry Arts High School competition at the 2026 SkillsUSA National Leadership & Skills Conference in Atlanta, GA. “Upper Bucks County Technical School sets high standards of professionalism and skills preparation in Baking & Pastry Arts/ Culinary Arts and all of its technical skills programs, which is reflected in this great achievement for Caylee,” said UBCTS Executive Director Dr. Michael Herrera. Along with her gold medal, Caylee has earned a full scholarship to the Culinary Institute of America.

During the competition, Caylee created a Honey Whole Wheat Bread, Cranberry Orange Oatmeal Cookies, Pate A Choux filled with Hazelnut Pastry Cream, Quiche, and a three-layer Decorated Cake with two types of fillings.

To prepare, Caylee finished three written exams, did eight full competition simulations, completed more than 60 hours of timed practices, scaled countless recipes, and practiced with instructors at the Penn College of Technology and Northampton Community College.

Caylee is also a Certified Working Pastry Cook with the American Culinary Federation and a Certified Journey Baker with the Retail Bakers Association.

Tenure: Michael Henry, HVAC-R

Michael Henry, the HVAC-R Program instructor, earned tenure at the Upper Bucks County Technical School. Mr. Henry is a proud 1999 graduate of the UBCTS Automotive Technology Program and has extensive experience in the HVAC industry. Mr. Henry has been an instructor at UBCTS since 2023, completed vocational educational coursework at Temple, and is enrolled in the CTE teaching certification program at Point Park University.



Mr. Henry said he sees his success stories in his students participating in the cooperative education program through terrific companies like Hannabery, Cooper Mechanical, and NRG Mechanical.

Senior Certificate Presentation Program, May 27

Agricultural Technology & Life Sciences Academy

Teacher - Lauren Zaborowski

Odessa Darby Aldrich

Alexis Rose Good

Samuel A Mendez

Alivia Rose Remick

Daniella Rivera

Auto Collision Technology

Teacher- Shawn Rudden

Drake Harold Babb

Aaron Jacob Garber

Shawn Lamar Gordon

Jaden Eric Lewis

Christopher Michael Longo

Edwin Erickzon Parada Gomez

Emma Grace Roll

Madeline Olivia Speth

Jacob Kody Zoellin

Automotive Technology

Teacher – Eric Martin

Jack Adam Cordero

Aiden John Garza

Brandon Trey Gelsebach

Thomas Jacob Gendeloff

Ryan Patrick Moritz

Trinity Amber Neff

Brandon Alexander Rajan

Angel Antonio Salmeron

Daniel Joseph Straiton

Ethan Daniel Wentz

Automotive Exploration

Teacher – Patrick Chrinko

Matthew Joseph Belisle

Harlow Hannah Eves

Baking & Pastry Arts

Teacher – Diana Penn

Ashley Ann-Marie Houser

Alexis Nevaeh Lewis

Caylee Le Nguyen

Lilly Anne Stroup

Kylee Peyton Szilli

Khadicha Akhmad Kizi Talatova

Career Launch

Teacher – Marianne Deose

Cole Michael Barnes

Miles Barrett Browning

Luciano Santino Cancelliere

Dylan Jacob Haire

Nicholas Gaetano Moore

Gregory Aaiden Neary

Kole Allen Wireman

Carpentry

Teacher – Caleb Miller

David Patrick Austin

Benjamin Matthew Beebe

James Daniel Coviello

Gage Maddox Gottshalk

Dominic Robert Lupinacci

Hayden Lawrence Maxwell

Taidhg Houston McLaughlin

Zachary Andrew Neumayer

Anthony John Rosati

Caleb Adin Ruch

Andrew Malik Stewartson

Computer Networking & Cybersecurity

Teacher – Kevin Gustave

Raffaele Donofrio

Thomas Ryan Loughran

Lucas Aaron Maugle

Michelle Maame Yaa Sam

Jacob Robert Schade

Construction Technology

Teacher – Kevin Crawford

Matthew Warne Arata

Evan Michael Bahry

Cameron Ray Beaudoin

Samuel Patrick Dalske

Benjamin Robert DePiero

Clayton Bennett Grabert

Troy Jeryl Hangey

Kyran Austin Harrington

Zachary Thomas Kraekel

Jordan Edward Lear

Jacob Joseph McClaskey

Vincenzo Dominick Orsino

Construction Technology

Calvin James Ricci

Nolan Fredric Wolfe

James Hunter Zoellin

Cosmetology

Teachers – Kimberly Kucas & Barbara Mandato

Emi Ayoub

Mea-Rose Danae Bomboy

Adriana Sarahi Boteo

Gwen Margaret Calabrette

Ireland Catalano

Kimberly Colula-Ramirez

Hayden Angeline Deppe

Caitlin Winter Erwin

Hilda Tomasa Nicolle Fiallos

Abigail Grace Gerth

Kiyomi Elizabeth Giampa

Mackenzie Lynn Hillard

Addison Lee Keller

Julia Lynn Milliron

Juanitza Johanny Morel Santos

Adrianna Marlene Rhodes

Arianna Elizabeth Russell

Lizbeth Sanchez

Jayden David Spence

Scarlett Rose Treacy

Aryana Morgyn Troche

Culinary Arts

Teachers – Kolby Kramer & Amber Ott-Underdown

Mason Jacob Zander Afflerbach

James Matthew Burns Jr.

Ryan Joseph Gross

Madelyn Rose Hubner

Iain Seamus Murray

Olivia Rita Piszczek

Shawn Michael Rhoads

Nevaeh Ja'annette Rios

Milca Rosales

Rebecca Rosales

Keren Salazar Escoria

Sophia Lynn Sulzer

Joseph Riley Weber

Gordon Levi Weir

Rylee Ann Wunsch

Benjamin Alexander Yoder

Dental Careers

Teacher – Julie Bowen

Jason Jae-Geun Beaumont

Dilmukham Dilmurod Ugli Talatov

Cristal Esthefany Torres

Diesel Equipment Technology

Teacher – Gregory Masters

Eric Mason Galante

Timothy Gerald Gregory

Dylan James Houser

Logan Andrew Marlin

Mason Lane McCoonse

Isaac Jacob Myers

Dylan Kennard Richards

Kaleb Timothy Rider

Liam Richard Smith

Logan James Stowell

Jaydon Luis Torres

Jayden John Wills

Electrical Technology

Teacher – Craig Guest

Brian Christopher Afonso

Kevin Antonio Oergel Garcia

Orynn Bjorn Kehs

Brooks Jameson Landis

Louis Edward Menta

Carter Claude Mercier

Jacob Connor Pontius

Kyler Frederick Roesener

Grayden Christian Rolley

Iain Andrew Spier

Dillon Jay Thomas

Exercise Science & Sport Technology

Teacher – Peter Braun

Riley Paige Alkhas

Kayla Grace Byers

Landon David Dieffenbach

Max Alexander Drews

Evan Patrick Farrell Gow

Paige Marie Laird

Gavin Ross Mahoney

Rowan Patrick Painter

Ava Joleen Reed

Dannielyn Mae Roos

Mary Abigail Schleiden

Jude Donnelly Weideman

Graphic Communications

Teacher – Matthew McClung

Laura Yolanda Cartacio Vazquez

Ethan Michael Ebersole

Dylan John Gehringer

Savanah Lin Hartley

Ava Marie Kulp

Jordan Rose Oswald

Megan Saii Violet Reilly

Quinn Colby Reshetar

William Douglas Zilen

Health Care Careers

Teachers – Amanda Deily & Melissa Konecny

Sulyanna Gizel Ascencio

Mya Lynn Baareman

Kylie May Babel

Esra Bozkurt

Sophie Mayden Charlesworth

Health Care Careers

Hailli Brei Diamond

Giselle Escobar-Hernandez

Margaret Rose Ferrugio

Jade Elizabeth Haddon

Joshua Walter Huffman

Brianna Leigh Janney

Olivia Gail O'Brien

Chanel Pineda

Kaiden John Reich

Samantha Raquel Richardson

Bryce Anne Snyder

Addison Grace Suelke

Cassidy Mae Yoder

Heating, Ventilation, Air Conditioning & Refrigeration

Teacher – Michael Henry

Jayden Edward Arnold

Madison Rose Baareman

Asad Baksh

Mason J. Breiner

Connor Alan Browning

Noah Matthew Casey

Ashton Talor Fitzgerald

Chase Alexander Harbeck

Randi Heymans

Adwin Ariel Nunez

Emilio Brennan Olivares

Landen James Phy

Dustin Steve Pineda-Chamo

Logan Christopher Schafer

Benjamin August Seif

Law Enforcement/Police Science

Teacher – Joel Ritter & Matthew Phelan

Brian Daniel Arnold

Sophia Rae Doneker

Paola Elias-Rios

Jordan Alexander Erney

Lexi Leigh Folk

Alexa Haley Friedman

Julia Ellen Geib

Jayden Nicholas Hamrick

Rylie Paul Martin

Kylie Amber Peev

Jayden Michael Vargo

Ayden James Witman

Machining & Engineering Technologies

Teacher – Christopher Canceliere

James Leigh Conner

William Edward Dougherty

Arianna May Eyre

Hannah Grace Gibson

Santiago Perez-Columna

Mechatronics

Teacher – Christopher Passante

Mason Gardner Bancroft

Zachary Michael Derstine

Lincoln James Glover-Russell

Andrew Jonathan Henry

Aaron Dharma Kumar

Cody Donald Landis

Brody Allen Schumacher

Small Engine Technology

Teacher – William Young

Chase Norman Harrington

Andrew Jacob Hernandez

Kealie Brie Kauffman

Cooper William Mapes

William Paul Rabenold

Hailey Jane Reese

Solomon Levi Smith

Veterinary Assisting

Teacher – Caitlyn Danka

Hailey Alsup

Ellary Arica Bunting

Cassandra Lynn Cox

Cadence Jai Gerstenberg

Ellie Mae Hilton

Taylor Lynn Kramer

Shea Elizabeth Lightcap

Haley Bryn Ober

Keely James Pepper

Welding & Fabrication Technology

Teacher –Joshua Kosak

Hunter Floyd Abel

Kyle Anthony Amore

Isaac Asher Cook

Harrison Matthew Cranage

Everett William Dallison

Nathanael Luis Diaz

Rowan Peter Eckert

Clayton David Helfrich

Riley Joshua Hogue

Coulton Harvey Meier

Ryan Logan Mitchell

Luke Andrew Pakula

Gabriel Matthew Pederzani

Matthew Robert Proulx

Luke Robert Stangs

Bryson Evan Wellener

June 18, 2026 JOC Action

At its June 18, 2026, meeting, the Joint Operating Committee voted to:

- Approve a contract with a three-year contract with C&J Environmental for custodial and maintenance services for $1,066,500.
- Appoint Stephen Curran as Business Manager of the Upper Bucks County Technical School for a 5-year term, effective February 1, 2027, according to the terms of the agreement.
- Approve Arthur J. Gallagher and Company of Four Gateway Center, 444 Liberty Avenue, Pittsburgh, PA 15222 as Broker of Record and the renewal of general property and liability insurance coverage with Arthur J. Gallagher and Company effective July 1, 2025, through June 30, 2026, at the cost of $113,402
- Approve the agreement with The PIMS People, LLC for the 2026-27 school year for a service fee of $15,000, and additional services at $80/hour, to be paid annually/monthly
- Approve the agreement with Vector Solutions for Safety and Compliance Plus online training to start on July 1, 2026, for a minimum of $1,550
- Approve up to 12 students to participate with one instructor in the Culinary Improv 2027, at Disney World Showplace at EPCOT, April 22 to April 25, 2027. The students will fundraise/self-pay for the trip, and the instructor is included. The cost to UBCTS's general fund is not to exceed $5,240.
- Approve the proposal from Devine for chiller repair for $29,260
- Approve the purchase of culinary refrigeration sensors for $5,897.
- Approve the proposal from Dynamic Controls for HVAC $22,000 and Lighting $12,200.
- Approve allocating $4,500 to Nockamixon State Park for a submersible water pump, as per the agreement between UBCTS and Nockamixon State Park to contribute 25 percent of the total cost of any repair or equipment needed for wastewater treatment.

Future Program Updates/Calendar

- Facilities and Finance Subcommittees meet at 6 p.m. on September 3 in the JOC Board Room #205.
- Policy and Program Subcommittees meet at 6 p.m. on August 20 in the JOC Board Room #205.
- JOC Board meets at 7 p.m. on August 20 in the JOC Board Room #205.
- Cosmetology Clinic - 215-795-2911 Ext. 214 Clinic Price List
- Rise on the Ridge Bakery - 215-795-2911 ext 220 or dpenn@ubtech.org
- The Rockridge Restaurant - (reservations)
- Dog Daycare and Kennels - 215-795-2911 ext 234 or cdanka@ubtech.org
- UBCTS Food Truck (215) 795-2911 ext 218 aunderdown@ubtech.org

UBCTS Enrollment and Community Outreach

Student Population		
School	**Enrollment**	**School to Work (co-op)**
Palisades	**127**	**7 (summer)**
Pennridge	**392**	**20 (summer)**
Quakertown	**374**	**12 (summer)**
Total	**893**	**39 (summer)**

Community Service/Outreach	
Auto Technology	**77 work orders**
Baking & Pastry Arts	**Twelve bakery days open to the public.**
Culinary Arts	**Restaurant open 26 days this school year. Super Bowl Food Sale and numerous food truck events.**
Carpentry	**Three work orders**
Cosmetology	**550 individual appointments this year**

Exercise Science	**Completed 408 total volunteer hours with the Special Olympics**
Small Engine	**Eight work orders**
Veterinary Assisting	**100 dogs groomed**
Welding	**Thirteen work orders**

REPORT TO SCHOOL BOARDS & COMMUNITY

August 20, 2026

UBCTS News and Highlights

Rockridge Restaurant Hours

The UBCTS Rockridge Restaurant will be open for lunch 12:15 PM - 1:15 PM on the following dates:
November: 11/5, and 11/6
December: 12/2, 12/3, 12/9, 12/10, and 12/11
February: 2/24 and 2/26
March: 3/3, 3/4 and 3/5.
Email aunderdown@ubtech.org for reservations.



August 20, 2026 JOC Action

At its August 20, 2026, meeting, the Joint Operating Committee voted to:

- Approve the custodial, janitorial, and maintenance services contract with C&J Environmental.
- Approve the $70,429 purchase of a 2027 Ford Transit Passenger Low Roof Van from Fred Beans Ford of Doylestown through the Pennsylvania Costars program.
- Approve Dr. Kevin Reinold, of TriValley Primary Care in Quakertown, PA, to be the UBCTS school physician at a rate of $400 for the 2026-2027 school year.
- Approve participation in cooperative bids listed for the period July 1, 20265, to June 30, 2027. The Upper Bucks County Technical School participates in various cooperative bids prepared by other agencies. These bids have all been approved for use by Pennsylvania local educational agencies and meet their bidding requirements. The following is a list of cooperative bids that Upper Bucks County Technical School may wish to use: (AEPA) Association of Educational Purchasing Agencies, Inc.; (ATPP) Assistive Technology Purchasing Program, Bucks County IU #22; Buy Board National Purchasing Cooperative; Chester County School District Joint Purchasing Board;(COSTARS) Commonwealth of PA Cooperative Purchasing Program; (DGS) General Services Administration; (GSA) Federal General Services Administration; IU Lebanon Lancaster IU #13; (KPN) Keystone Purchasing Network; (L3P) Local

Public Procurement-PA League of Cities & Municipalities; (NPPGov) National Purchasing Partners Omnia; (PEJPC) Pennsylvania Education Joint Purchasing Council; PEPPM Cooperative Purchasing; and Sourcewell.

- Approve the proposed baking, culinary arts, and vet assisting clinic fee schedules for 2026-2027.
- Approve the operation of the 2026-2027 Carl D. Perkins grant of $152,428.
- Approve the designation of the equipment listed as obsolete and approval for its sale/disposal: GBC Shredder, 6 Manikin-Geri, Glunz and Jensen Platewriter 2000.
- Approve the Upper Bucks County Technical School's participation with the Bucks County Intermediate Unit in the grant-funded countywide Chief Science Officers Program.
- Approve a two-year service agreement with Johnson Controls Fire Protection LP beginning July 1, 2026, at an annual cost of $15,289.
- Approve the employment of Anita Menegaux as a long-term substitute teacher in the Agricultural and Life Sciences Program for 2026-27.
- Approve the following Student Advisors for the 2026-2027 school year:
    - a) Jordan Blomgren – FFA Advisor.
    - b) Anita Menegaux – Interim FFA Advisor.
- Approve the employment of David Sesok, Jr. as a long-term substitute teacher in the Auto Collision Program for 2026-27.
- Approve the employment of Tajrima Hoque, Alice Anne Andress, and Parul Patel as Instructional Facilitators for 2026-27..

Future Program Updates/Calendar

- Facilities and Finance Subcommittees meet at 6 p.m. on September 3 in the JOC Board Room #205.
- Policy and Program Subcommittees meet at 6 p.m. on September 17 in the JOC Board Room #205.
- JOC Board meets at 7 p.m. on September 17 in the JOC Board Room #205.
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Quakertown Community School District
Board of School Directors
100 Commerce Drive
Quakertown, PA 18951
(215) 529-2002
FAX (215) 529-2042

FACILITIES COMMITTEE MEETING - Date: August 13, 2026 - Meeting Start Time: 5:15 p.m.

This Committee Meeting is an informational meeting (no voting takes place) that is open to the public as well as live streamed. *Click here to view the recorded live stream.*

Facilities Committee Meeting Agenda/Minutes

Committee Members Present:
David O'Donnell
Todd Hippauf

Additional Board Members In Attendance:
Joe Lyons
Roberta Roberts
Rebecca Merola
Brian Reimers

Administration In Attendance:
Dr. Hoffman, Superintendent
Dawn Young

Topics for Discussion:
Capital Projects
QE Bid result
Facilities Grant

Capital Projects
6GC chiller will be started on 8.17.26
Strayer roof is 85% complete with estimated completion of 9.18.26
Dishwasher project is complete - 6GC, HS & Strayer received new dishwashers. Training is 8.19.26

QE Bid Results
Bid results have been received and will be on the 8.27.26 board agenda for approval

The Quakertown Community School District does not discriminate on the basis of race, color, religion, sex, national origin, age, marital status, or the presence of job-related medical conditions or physical challenges.

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Facilities Grant

The district has applied for a facilities grant that, if approved, will fund upgrades to the educational areas of DSC as well as other areas throughout the building. The proposed improvements include the roof, windows, HVAC system, carpeting, and other building infrastructure. These projects are currently pending approval.

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EDUCATION COMMITTEE MEETING - Date: 08/10/26 Meeting Start Time: 5:22 p.m.

This Committee Meeting is an informational meeting (no voting takes place) that is open to the public as well as live-streamed. *Click here to view the recorded live stream.*

Education Committee Meeting Agenda/Minutes

Committee Members Present:
Brian Reimers - Chair
Amanda Hahn
Jon Kern

Additional Board Members In Attendance:
David O'Donnell
Roberta Rogers

Administration In Attendance:
Dr. Lisa Hoffman
Kelly Cramer

Topics for Discussion:

Approval of Minutes
The committee approved the May meeting minutes.

Future Readiness Center Update
Mr. Gozzard, the high school's Future Readiness Coordinator, presented an update on the Future Readiness Center. The Future Readiness Center is in its second year and focuses on helping students explore opportunities, navigate the process and make informed, financially responsible decisions. He shared various opportunities in place for students to connect with universities, military, apprenticeships, and other career pathways.

Overview of Spring 2026 Testing Data
Dr. Oleksa-Carter shared an overview of the district's state testing data from 2026. Results from PSSA and Keystone ELA and Math were shared and compared to previous years and cohorts.

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Math Focused Inquiry
In the 2025-2026 school year, QCSD partnered with the BCIU to do a focused inquiry of K-8 mathematics in the district. The team conducted interviews and classroom observations in our buildings. Pam Dobson presented findings from the IU.

AP Social Studies Textbooks
The Office for Teaching and Learning presented textbooks for AP Social Studies courses.

Chief Science Officers Program MOU
This is a program with the Bucks County IU.

QCHS TSI non-Title 1 School Plan 2026-2027
Strayer Middle School ATSI non-Title 1 School Plan 2026-2027
Neidig Elementary School Title 1 Schoolwide Plan 2026-2027

Enrollment Update
Enrollment numbers are attached to the agenda. Dr. Hoffman shared updates on class sections.

Public Comment (on agenda item topics only):

Riley McGinty - Richlandtown Borough - Future Readiness Center

The meeting adjourned at 6:45 p.m.

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August Education Committee

Date: August 2026

The Education Committee met in August and discussed the following:

Discussion Items

QCHS Future Readiness Center Presentation: An overview of initiatives and work that is designed to align high school programming with workforce readiness, technical certifications, and post-secondary success.

Overview of Spring 2026 State Testing Data: A review of preliminary PSSA and Keystone Exam results, focusing on proficiency trends, student academic growth, and achievement gap analysis.

Summary of K-8 Math Focused Inquiry: A presentation on findings from the targeted study into K-8 mathematics instruction, highlighting foundational strengths and areas for curriculum refinement.

Information Items

Chief Science Officers Program Grant MOU with BCIU: A grant-supported Memorandum of Understanding with the Bucks County Intermediate Unit to empower student STEM leaders and ambassadors.

Strayer ATSI Non-Title 1 Plan (2026–2027): The state-mandated Targeted Support and Improvement plan outlining interventions to improve academic outcomes for designated student sub-groups at Strayer Middle School.

QCHS TSI Non-Title 1 Plan (2026–2027): A Targeted Support and Improvement plan establishing academic supports and operational monitoring for specific student cohorts at Quakertown Community High School.

Neidig Elementary Title 1 Schoolwide Plan (2026–2027): The federal plan detailing the use of Title 1 resources to support instruction, interventionists, and family engagement at Neidig Elementary.

Enrollment Updates: Preliminary student enrollment figures across district buildings to monitor class sizes and staffing allocations.

Bucks County Intermediate Unit

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Ad Hoc Committee on Advocacy

July 21, 2026
Extended School Year (ESY)

Purpose of This Presentation

- What is Extended School Year (ESY)?
- Why ESY?
- How do students qualify for ESY?
- What do we do at ESY?
- When does ESY occur?
- Where are ESY programs?
- Who does ESY serve?
- How do we pay for ESY?
- How can you support ESY?



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What is ESY?

- ESY services are special education and related services provided to students with disabilities beyond the typical 180-day school year.
- ESY services are provided during the summer between school years.
- ESY services are for maintenance of skills only.

Why Do We Have ESY?

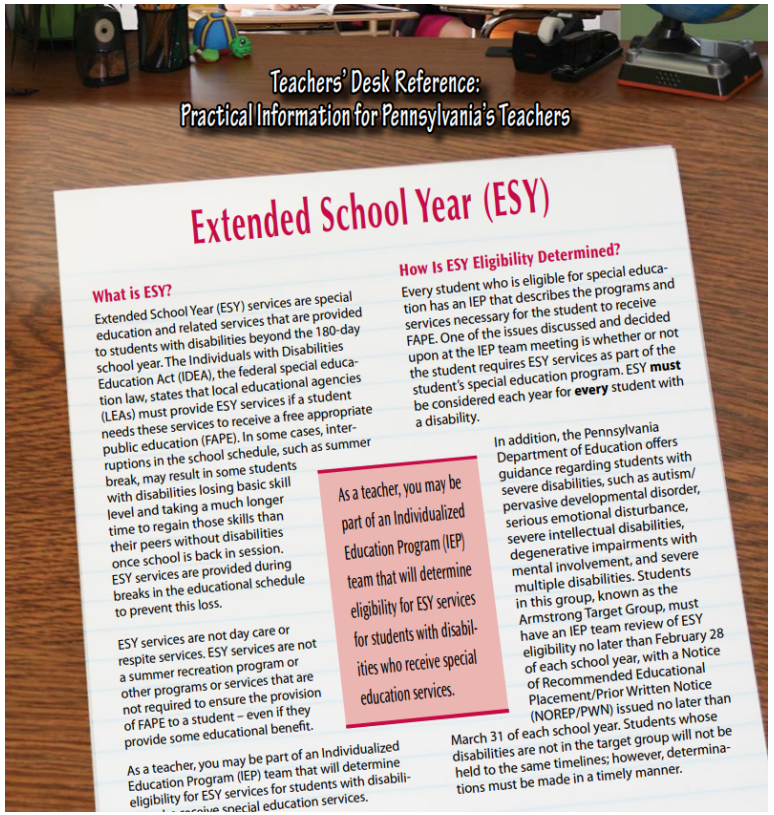
- The Individuals with Disabilities Act (IDEA) requires the Local Education Agency (LEA) provide ESY services if a student needs these service to receive a Free and Appropriate Public Education (FAPE).

- For some students, interruptions in their education, such as a summer break, can result in losing basic skills which can take longer to recoup then their non-disabled peers.

- ESY services are provided during these breaks to prevent this loss.



How do students qualify for ESY?



Teachers' Desk Reference:
Practical Information for Pennsylvania's Teachers

Extended School Year (ESY)

What is ESY?

Extended School Year (ESY) services are special education and related services that are provided to students with disabilities beyond the 180-day school year. The Individuals with Disabilities Education Act (IDEA), the federal special education law, states that local educational agencies (LEAs) must provide ESY services if a student needs these services to receive a free appropriate public education (FAPE). In some cases, interruptions in the school schedule, such as summer break, may result in some students with disabilities losing basic skill level and taking a much longer time to regain those skills than their peers without disabilities once school is back in session. ESY services are provided during breaks in the educational schedule to prevent this loss.

ESY services are not day care or respite services. ESY services are not a summer recreation program or other programs or services that are not required to ensure the provision of FAPE to a student – even if they provide some educational benefit.

As a teacher, you may be part of an Individualized Education Program (IEP) team that will determine eligibility for ESY services for students with disabilities who receive special education services.

How Is ESY Eligibility Determined?

Every student who is eligible for special education has an IEP that describes the programs and services necessary for the student to receive FAPE. One of the issues discussed and decided upon at the IEP team meeting is whether or not the student requires ESY services as part of the student's special education program. ESY **must** be considered each year for **every** student with a disability.

In addition, the Pennsylvania Department of Education offers guidance regarding students with severe disabilities, such as autism/pervasive developmental disorder, serious emotional disturbance, severe intellectual disabilities, degenerative impairments with mental involvement, and severe multiple disabilities. Students in this group, known as the Armstrong Target Group, must have an IEP team review of ESY eligibility no later than February 28 of each school year, with a Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN) issued no later than March 31 of each school year. Students whose disabilities are not in the target group will not be held to the same timelines; however, determinations must be made in a timely manner.

[PaTTAN ESY Teacher's Desk Reference]

- ESY must be considered each year by the student's IEP (individual education plan) team.
- A student's IEP team determines the student's eligibility.
- The LEA decides if they will provide ESY or have the Bucks IU provide services.
- Seven Factors are considered for students to qualify for ESY.

Seven Factors for Consideration



- Regression
- Recoupment
- Regression/Recoupment
- Mastery
- Self-sufficiency and Independence
- Successive Interruptions
- Severity of Disability

ESY Delivery

- The IEP team must determine the appropriate service delivery model based on the needs of the individual student. The LEA submits a referral for the Bucks IU to provide ESY on their behalf.

- ESY service delivery may be
  - one-to-one
  - group instruction
  - in the student's home
  - in the community
  - In a school classroom setting

- ESY services may include
  - related services
  - instructional academic goals



When Does Bucks IU ESY Happen?

- Five weeks in the summer
- Typically, during the month of July
- Monday through Thursday
- 9:00am to 2:30pm
- ESY has been provided outside of these dates and times as needed

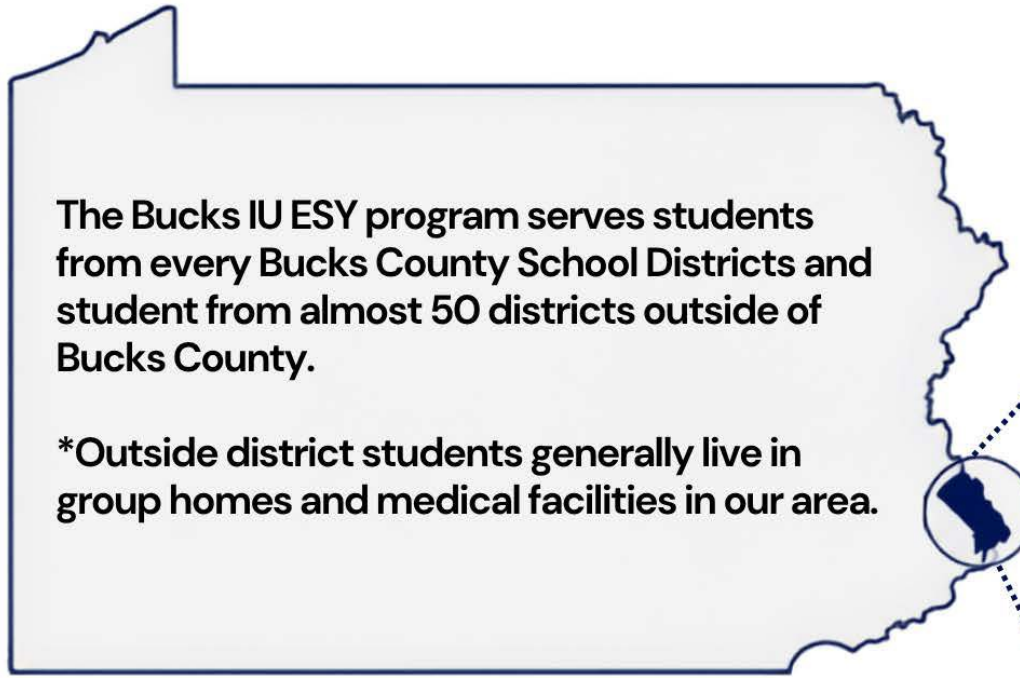


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Districts Served

The Bucks IU ESY program serves students from every Bucks County School Districts and student from almost 50 districts outside of Bucks County.

*Outside district students generally live in group homes and medical facilities in our area.





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Where the IU Provides ESY Services

2026 ESY Locations

Strayer Middle School, Quakertown SD
Hillcrest Elementary School, Council Rock SD
Fallsington Elementary School, Pennsbury SD
Cecelia Snyder Middle School, Bensalem SD
Bucks IU at Pearl S. Buck Elementary
Bucks IU at Samuel Everitt
Bucks IU at Perkasie Square
Bucks IU at Foundations Behavioral Health

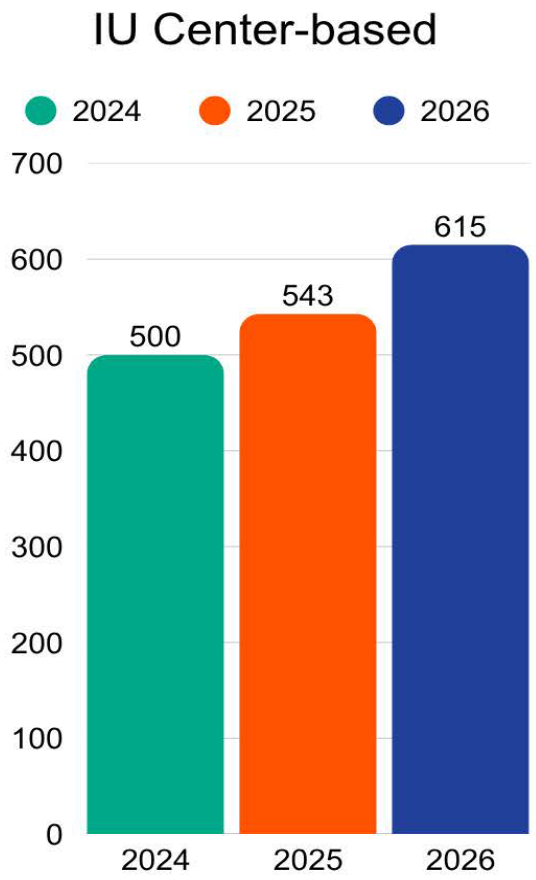
Bucks IU staff are present at all Bucks County District operated ESY programs

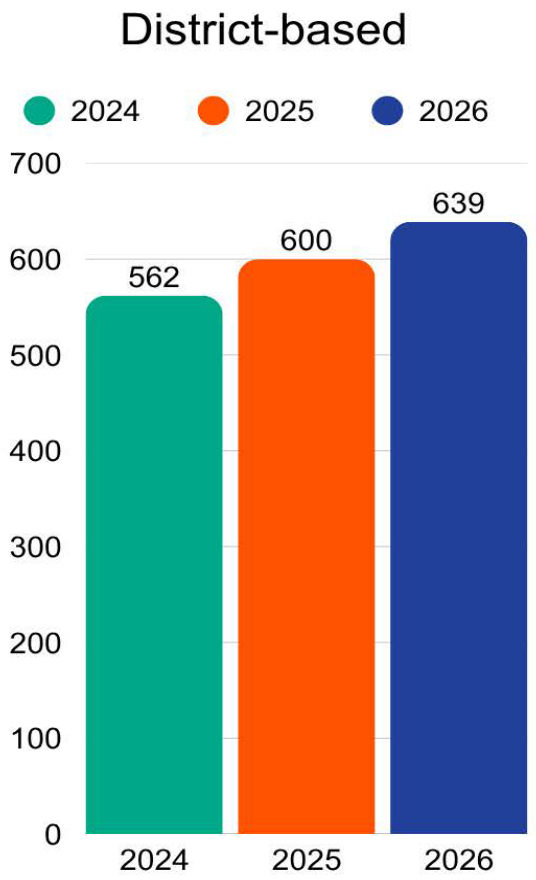


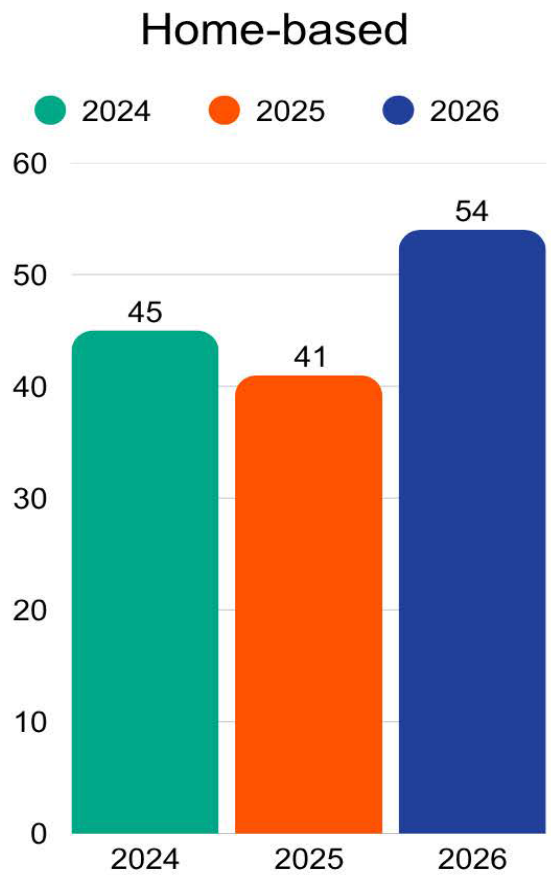
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Number of Students Served





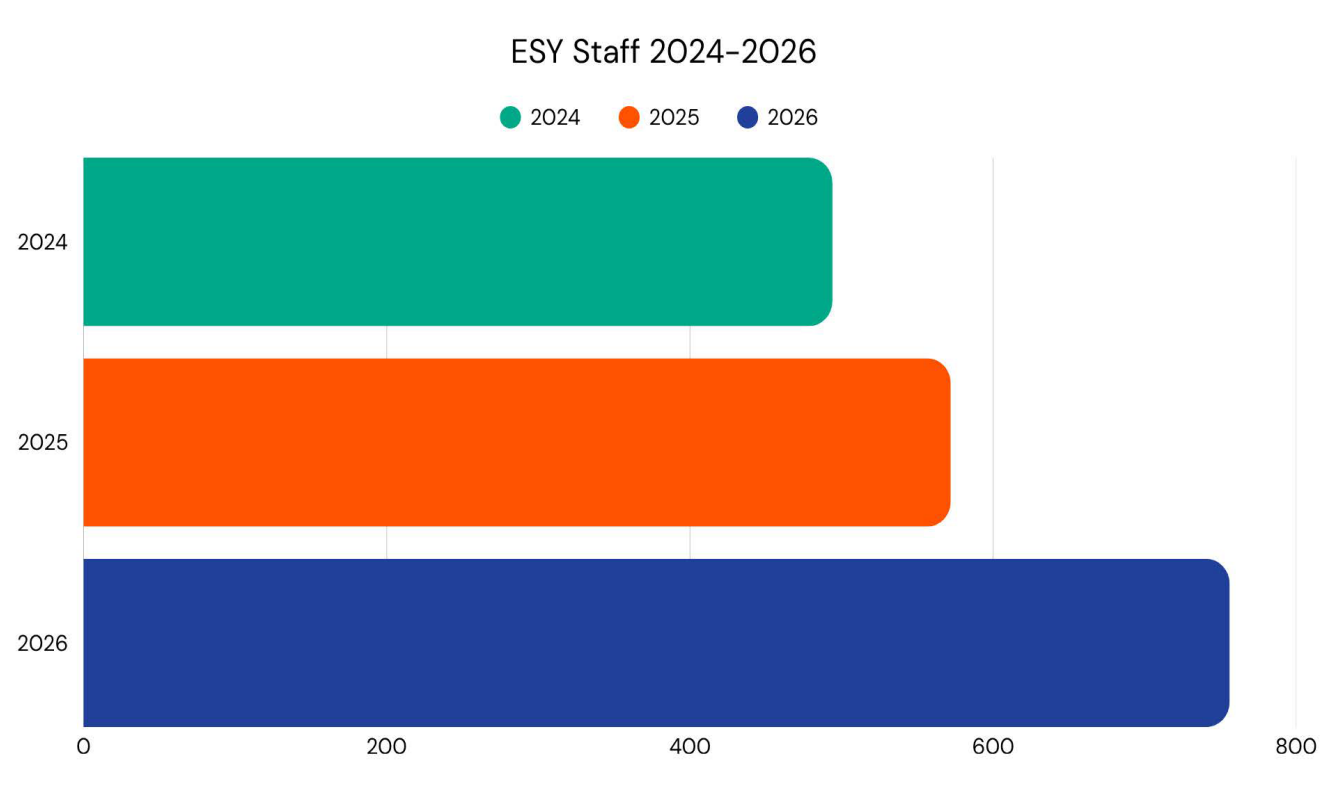


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ESY Staff



Overall growth (2024–2026):
Staff increased from **494 to 756**
Total increase: 262 employees
Overall growth: 53.0% over two years

BUCKS IU ESY POSITIONS
HEAD TEACHER
SPECIAL EDUCATION TEACHER
TEACHER EMERGENCY PERMIT
TEACHER OF BLIND AND VISUALLY IMPAIRED
TEACHER OF DEAF AND HARD OF HEARING
THERAPIST (SLP, OT, PT)
THERAPY ASSISTANT (COTA, SLPA, PTA)
BEHAVIOR ANALYST
SOCIAL WORKER
COUNSELOR
INTERPRETER
PARAEDUCATOR
JOB COACH
REGISTERED BEHAVIOR TECHNICIAN
ORIENTATION & MOBILITY
HEAD NURSE
RN
LPN
RN Specialty
LPN Specialty
NURSE PER DIEM
SITE LIAISON

ESY Funding



- Districts refer students to Bucks IU ESY programs
- Districts contract with Bucks IU to provide related service providers to their ESY programs
- Districts are billed by classroom cost and cost of related service provider time
- State Funding for PSERS and FICA

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ESY Services Provided

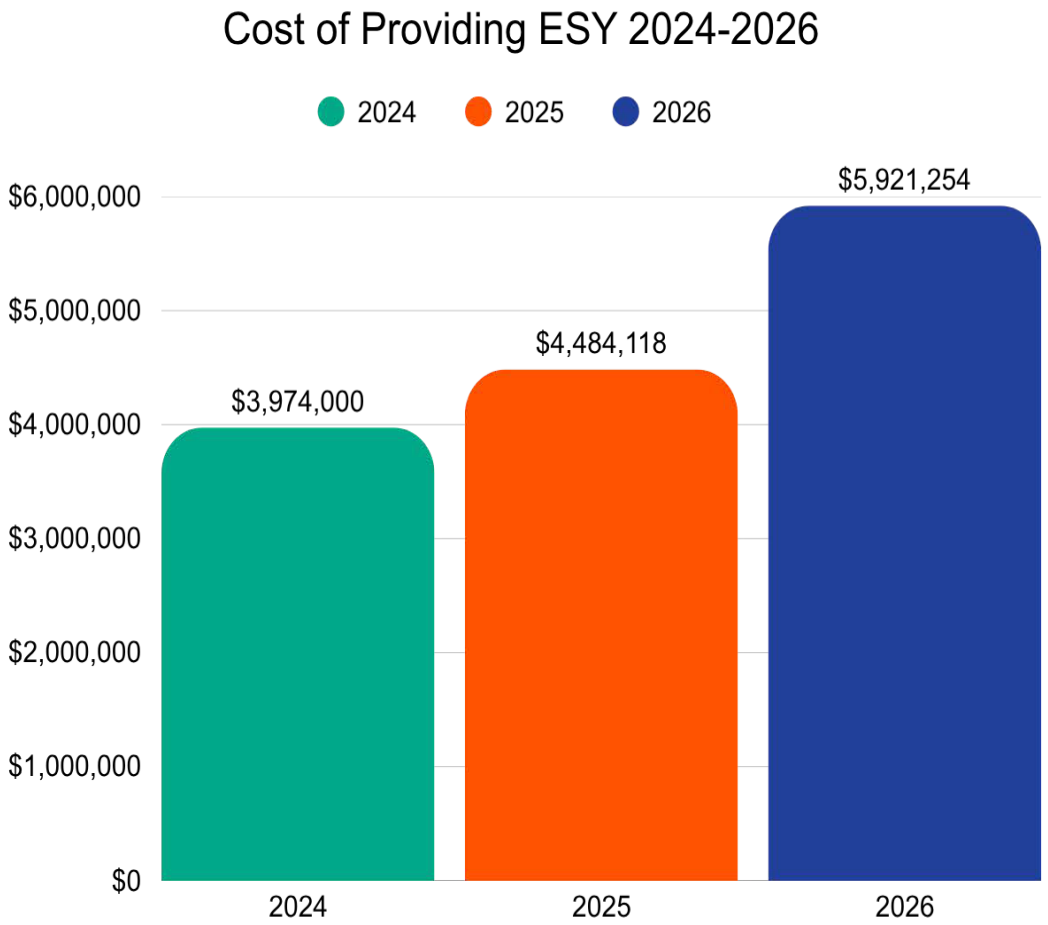
Instructional Services

- Autistic Support (AS)
  - Levels 1, 2, 3, intensive and enhanced support
- Emotional Support (ES)
- Transition (18-21 year old students)
- Partial Hospitalization Program (PHP)
- Life Skills
- Multiple Disability Support (MDS)
- Social Skills
- Specialized Learning Support (SLS)

Related Services

- Speech Therapy
- Occupational Therapy
- Physical Therapy
- Nursing
- Sign Language Interpreting`
- Behavior Analyst
- Job Coaching
- Wilson Reading
- Vision Services
- Hearing Services
- Orientation and Mobility
- Feeding Consultations
- Wilson Reading

Program Cost and Funding



2026 ESY Program Cost: $5,921,254
*increase due to opening of Pearl S. Buck Program

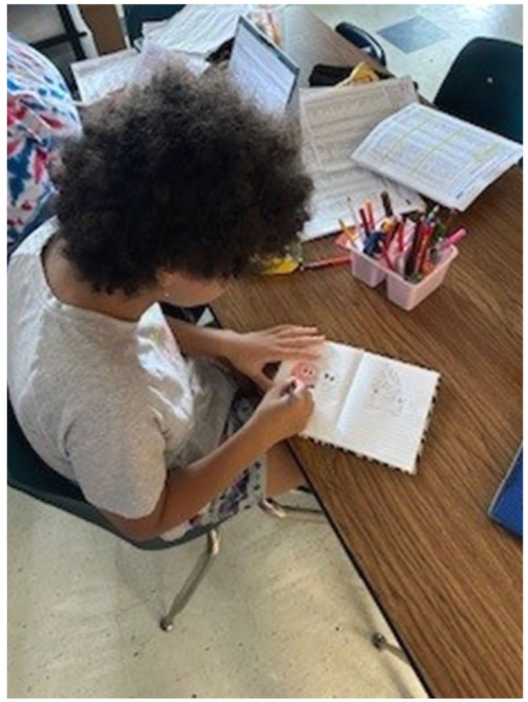
Districts pay for all services:
-Classroom rate per week per student
-Related Services billed a la carte

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Students continue to thrive and learn, maintaining skills during the summer. Staying in the school routine helps students to continue thriving in all parts of their lives.



ESY is so much more than summer school. It is a safe place for students to go and continue to learn, flourish and contribute!



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Students participate in ESY to learn, flourish and grow!



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Working at the Bucks IU ESY Program allows staff to maintain their skills; new staff learn about Bucks IU programs, students and culture!

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Advocacy For ESY

- ESY is not optional. It is a legally required special education service for qualifying students with an IEP.
- Without ESY services, many students risk losing the progress they've worked all year to achieve.
- Supporting ESY through increased state investment promotes student success, helps districts meet legal obligations, and reduces burdens on local taxpayers.
- Bucks IU proudly provides high-quality ESY services open to all Bucks County Districts.



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Now You Can Answer the Following Questions



- What is Extended School Year (ESY)?
- Why ESY?
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- Where are ESY programs?
- Who does ESY serve?
- How do we pay for ESY?
- How can you support ESY?

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ESY Administrative Team

Marc Bernstein
Supervisor of IDEA
Mbernstein@BucksIU.org

Kelly Housman
ESY Coordinator
KHousman@BucksIU.org

Pauline Edbrooke
ESY Program Assistant
Pedbrooke@BucksIU.org



Bucks County Intermediate Unit

Thank You!



Thank you for your support of the Bucks IU ESY students and programs!

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705 N. Shady Retreat Rd.
Doylestown, PA 18901

Media Contact:
Rebecca Smith
Supervisor of Communications
215-348-2940 ext. 1121
resmith@bucksiu.org

Bucks County Intermediate Unit
For Immediate Release:

Bucks IU Leading Superintendent Searches for Three Lower Bucks County School Districts

Bensalem Township, Bristol Borough, and Borough of Morrisville School Districts all turn to the Bucks County Intermediate Unit to find their next top administrator.

DOYLESTOWN, Pa. – Three Lower Bucks County boards of school directors are searching for new superintendents currently, and all three are utilizing the same partner to run the process: the Bucks County Intermediate Unit (Bucks IU).

Bensalem Township School District, Bristol Borough School District, and the School District of Borough of Morrisville are each conducting searches for their next superintendent. The Boards of School Directors for all three districts selected the Bucks County Intermediate Unit (Bucks IU) to lead the recruitment, screening, and community engagement process for their searches. While leadership transitions of this scale occurring simultaneously in one region are uncommon, they reflect the confidence local school boards have in Bucks IU's superintendent search process, which has successfully supported Pennsylvania school districts for more than two decades.

“Every school district has its own strengths, opportunities, and aspirations, which means there is no one-size-fits-all approach to selecting a superintendent,” said Dr. Mark Hoffman, Executive Director of the Bucks County Intermediate Unit. “Our responsibility is to provide boards with a thoughtful, comprehensive process that engages their communities, attracts exceptional candidates, and helps ensure they select a leader who is the right fit for their district. We are honored to support one of the most important decisions a Board of School Directors can make.”

In each search, the Bucks IU acts as a neutral facilitator, coordinating community input, advertising the position, recruiting candidates, and facilitating interviews. All decisions regarding which candidates are interviewed, which candidates move forward to additional interview rounds, and ultimately to whom a final offer may be made rests solely with the district's elected board of school directors.

The School District of Borough of Morrisville is seeking a visible and engaged leader who will be actively involved throughout the district. The right leader is someone who can raise student achievement, steer strategic planning within budget and advocate for the district by fostering associations with local and state leaders.

"Our Board is looking for a partner that understands the unique opportunities and challenges of a small school district," said Damon Miller, President of the School District of Borough of Morrisville Board of School Directors. "We look forward to working with the Bucks IU as we identify a leader who will build on our strengths, support our students and staff, and help shape the future of our district."

Bensalem Township School District, with 6,500 students across nine schools, is seeking a superintendent with a proven record in instructional leadership, finance, and school safety. The next superintendent will be someone who is visible throughout the district.

"As School Board President, I look forward to welcoming a Superintendent who leads with transparency, integrity, and a commitment to inclusive excellence," said Dr. Deborah King, President of the Bensalem Township Board of School Directors. "We are seeking a visionary and collaborative leader who will build trust, engage our community and ensure every student has the opportunity to succeed."

"The Board of School Directors is committed to finding a superintendent who will continue to move Bensalem Township School District forward while building strong relationships with students, staff, families, and our community," said Bensalem School Director Karen Winters, Chair of the Board's Superintendent Search efforts. "The Bucks IU's process allows our Board to focus on selecting the candidate who best reflects the priorities our community has identified in the many community focus groups they hosted in our schools."

Bristol Borough School District recently opened its search by gathering community input through a survey on the strengths and leadership qualities residents most want to see in their next superintendent. Similar to other searches, the Bucks IU will compile the results into a leadership profile that guides recruitment and screening, helping facilitate the board's interview and selection process.

"Selecting our next superintendent is one of the most important responsibilities entrusted to the Board of School Directors," said Anthony Smith, President of the Bristol Borough Board of School Directors. " We are seeking a hands-on, visible leader who will be actively engaged throughout our close-knit community. The ideal candidate will have a proven record of raising student achievement, leading strategic planning initiatives, exercising sound fiscal stewardship, and building strong partnerships with students, staff, families, and the community. The Board of School Directors is committed to finding a superintendent who will continue to move the Bristol Borough School District forward while fostering strong relationships, promoting collaboration, and ensuring every student has the opportunity to succeed."

Although each search reflects different community priorities, all three share a common objective: identifying leaders who can build trust, inspire confidence, and guide their districts into the future.

Beyond superintendent searches, the Bucks IU regularly leads executive searches for deputy and assistant superintendents, business administrators, HR leaders, curriculum directors, special education directors, technology leaders, principals, and other senior administrators, drawing on the organization's longstanding relationships with Bucks County school districts and recruitment networks that support broad candidate outreach regionally and nationally.

For more information about Bucks IU Executive Search services, including the three ongoing searches, visit https://www.bucksiu.org/careers/executive-search-services

####

ABOUT THE BUCKS COUNTY INTERMEDIATE UNIT (Bucks IU):

For more than 50 years, the Bucks County Intermediate Unit has partnered with schools, families, educators, and community organizations to expand opportunities for learners throughout Bucks County. Through exceptional educational programs, innovative professional development, and advanced business and technology services, the Bucks IU helps schools and communities meet the evolving needs of those they serve. The Bucks IU also serves as the liaison between local schools and the Pennsylvania Department of Education. Learn more at www.BucksIU.org.

Bucks County Intermediate Unit
705 N. Shady Retreat Rd.
Doylestown, PA 18901

Media Contact:
Rebecca Smith
Supervisor of Communications
215-348-2940 ext. 1121
resmith@bucksiu.org

For Immediate Release:

Retirees Honored for Serving Bucks IU Students and Programs a Combined 252 Years

DOYLESTOWN, Pa. – The Bucks County Intermediate Unit (Bucks IU) is celebrating the accomplishments and contributions of more than a dozen staff members who are retiring after working a combined 252 years with the educational services agency.

The retirees are among 1,100 Bucks IU employees who serve students and support Bucks IU programs throughout the county.

Nora Cuff, Bucks IU Supervisor of Recruitment and Retention, said most of this year's retirees worked in Bucks IU classrooms at sites throughout the county, serving students with autism, emotional needs, and multiple disabilities. Others provided student support services, including transportation, or were part of the central office's administrative team.



Bucks IU retirees who attended a ceremony honoring their service shown with Dr. Mark Hoffman, Bucks IU Executive Director (far left) and Mr. John D'Angelo, Bucks IU President of the Board of School Directors (far right).

"They have allowed the IU to be the great operation that it is across many different levels," said John D'Angelo, who serves as President of the Bucks IU Board of

Directors and as a Bristol Borough School Board Director. “They bring a love for their job that you can’t find anywhere else.”

The Bucks IU Board of School Directors hosted a recognition ceremony during its June 16, 2026 meeting to thank the retirees for their dedication to the agency’s mission and to present them with flowers and keepsakes.

28 years of helping children find their voice

Denise Deon was among those honored during the ceremony. A longtime paraeducator in the agency’s Early Childhood Programs (ECP), Deon held the longest tenure among this year’s retirees, with 28 years of service at Bucks IU. She served in several school districts, community preschools, and private homes, using Applied Behavior Analysis (ABA) therapy techniques while working one-on-one with young children to help develop their positive learning and communication skills.

“The best part of the job was when I could help a child achieve new skills,” Deon said. “This was very rewarding! The job can be difficult at times, but you work with a team. And the rewards of helping the kids achieve their goals make the job worthwhile.”

Kathe Bryner, the Bucks IU Supervisor of Special Education for Early Childhood Programs, describes Deon as “an amazing paraeducator” who worked one-on-one with children to help them build new skills and learn at their own pace.

“Over her 28 years with the Bucks IU, Denise left a lasting impression on everyone fortunate enough to know her as both a dedicated professional and a member of the ECP family,” Bryner said.

Breaking tasks down, building confidence up

For nearly nine years, Sandra Werkheiser served as a Bucks IU Job Coach in Central and Lower Bucks County working hands-on with older students and young adults to help them grow more confident and independent at work.

“One of the most important aspects of job coaching is to understand the abilities of the student, and when necessary, break down the tasks into doable levels,” said Werkheiser. “Each level of work provides success and builds upon the next sequence of completing the task. The absolute best part of the job was getting to know students, broadening their experiences, and giving them opportunities for success.”

Lorie McCrory, the Bucks IU Supervisor of Adult Programs and Services, said Werkheiser helped students and young adults build up their confidence and develop their independence while at their work sites.

“Sandy is someone who cares about others,” McCrory said. “Her kindness, reliability, and commitment to helping others have left a positive impression on everyone she has worked with. She consistently went above and beyond to support those in her care, making a difference in the lives of individuals, families, and colleagues alike.”

24 years on the road, watching kids grow up

Patricia Clark joined the Bucks IU as a driver, transporting students to sites across the county before becoming a lead driver more than a decade ago, a role in which she helped coordinate transportation throughout Bucks County. Over 24 years, she watched many of the students she once drove to school grow into adulthood.

“I am very proud,” Clark said. “I am so happy for them to achieve so much when they had struggles to overcome. It’s almost like they are your own kids.”

“It was a wonderful job,” Clark added. “My colleagues at the Bucks IU are very caring, thoughtful people who are compassionate about everyone they work with.”

Stacy Henderson, Bucks IU’s Supervisor of Transportation, said Clark leaves a lasting impact on Bucks IU operations.

“She served as a steady and trusted resource for both drivers and supervisors,” Henderson said. “Her dedication to safe transportation practices and her willingness to support others helped strengthen the overall effectiveness and cohesion of the team. Over the years, Patricia contributed to a culture centered on responsibility, care, and collaboration.”

A legacy of service

The Bucks IU’s ability to fulfill its mission depends on its employees who show up to work every day to serve others, said Dr. Mark Hoffman, Bucks IU Executive Director.

“This year’s retirees did exactly that. They brought professionalism, heart, expertise, and a deep commitment to helping students, families, and school communities succeed,” said Hoffman. “Through periods of growth, challenge, and change in education, they adapted, led, and helped shape the organization we are today. We celebrate their careers with gratitude, thank them for the lasting impact they have had on our Bucks IU community, and wish them all the best in the adventures ahead.”

####

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Bucks County
Intermediate Unit

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Doylestown, PA 18901
Tel: 215-348-2940
www.BucksIU.org

2026-2027 BOARD OF SCHOOL DIRECTORS COMMITTEE ASSIGNMENTS

BOARD OFFICERS	
President	John D'Angelo
Vice President	Liz Sheehan
Secretary	Michele Ruggiero
Treasurer	Alison Bilohlavek

FINANCE COMMITTEE	
Alison Bilohlavek Business Administrator/CFO	James Hallowell (Chair) Dana Foley Nicole Khan Thomas Trauger

NOMINATING COMMITTEE	
Dr. Mark Hoffman Executive Director	James Morgan (Chair) Flemming Godiksen Brian Reimers Jill Waldbieser

PERSONNEL COMMITTEE	
Rebecca Roberts-Malamis, Esq. Deputy Executive Director & In-House Legal Counsel	Sara Stern (Chair) Flemming Godiksen Thomas Trauger Josh Waldorf

POLICY COMMITTEE	
Rebecca Roberts-Malamis, Esq. Deputy Executive Director & In-House Legal Counsel	Josh Waldorf (Chair) Dana Foley Nicole Khan Karen Winters

FACILITIES COMMITTEE (AD HOC)	
Dr. Jen Hertwig Assistant to the Executive Director for Operations	Liz Sheehan (Chair) Brian Reimers Sara Stern Jill Waldbieser

COMMITTEE ON ADVOCACY FOR STATE AND FEDERALLY FUNDED PROGRAMS (AD HOC)	
Rebecca Roberts-Malamis, Esq. Deputy Executive Director & In-House Legal Counsel	Jill Waldbieser (Chair) Dana Foley Nicole Khan Karen Winters

Per Policy 005, Board President, John D'Angelo, is an ex-officio member of all committees.

Arts Education Trust Board Representative - Liz Sheehan

Bucks County
Intermediate Unit

705 N. Shady Retreat Rd.
Doylestown, PA 18901
Tel: 215-348-2940
www.BucksIU.org

2026-2027

Finance Committee Schedule

Tuesday, September 15, 2026
Tuesday, January 19, 2027
Tuesday, March 16, 2027
Tuesday, May 18, 2027

Policy Committee Schedule

Tuesday, October 20, 2026
Tuesday, November 17, 2026
Tuesday, February 16, 2027
Tuesday, April 20, 2027

Committee on Advocacy for State and Federally Funded Programs (Ad Hoc)

Tuesday, July 21, 2026
Tuesday, August 18, 2026
Tuesday, September 15, 2026
Tuesday, October 20, 2026
Tuesday, November 17, 2026
Tuesday, January 19, 2027
Tuesday, February 16, 2027
Tuesday, March 16, 2027

* Meeting(s) will be cancelled if not needed.

Bucks County
Intermediate Unit

Technology Services Mini-Report
July 21, 2026
Board Meeting

Jen Hertwig, Ph.D, Ed.S
Assistant to the Executive Director for Operations

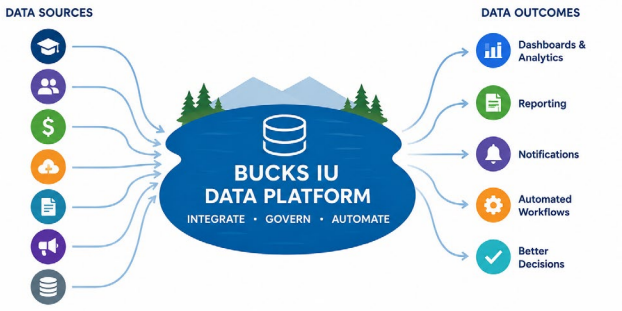
Technology Services Update

Submitted by: C.C. Witt, Program Director of Technology Services

The Bucks IU Technology Department continued to advance its mission of delivering reliable, innovative, and secure technology services that support students, staff, and school communities throughout Bucks County. This year was highlighted by the continued expansion of enterprise data capabilities, growth in service management and project delivery practices, and increased countywide leadership in cybersecurity and shared services.

Key accomplishments this year included formalizing project management and enterprise data governance through the creation of a dedicated leadership role, consolidating field and administrative technology support into a single service management platform, and expanding proactive onsite engagement with schools and departments. Significant progress was made in device lifecycle management, including modernization of the iPad management platform, implementation of fully automated device provisioning and check-in/check-out processes, and continued standardization of laptop deployment and management through Microsoft Intune and Dell integration. Asset management capabilities also expanded substantially, increasing tracked technology assets by more than 400 percent and improving visibility into inventory, purchasing, lifecycle planning, and operational reporting.

Data Governance and Enterprise Analytics: A significant milestone was achieved as ownership and support of the Data Lake transitioned fully to Bucks IU staff, eliminating reliance on external consultants. The platform continues to improve reporting, strengthen data quality, and provide departments with more timely reliable information to support better decision-making. To further support this work, Bucks IU formalized and strengthened organizational



Integrate – Govern - Automate

capacity in both project delivery and enterprise data governance. This restructured role provides leadership and coordination across complex initiatives while helping establish consistent standards, accountability, and stewardship for organizational data.

Project Management and Organizational Impact: As technology initiatives continue to grow in complexity and organizational impact, Bucks IU further formalized its project management practices to improve planning, communication, prioritization, and execution. Regular project coordination meetings with departments and program leaders helped improve alignment, identify dependencies earlier, and provide greater transparency into project status and resource needs. These practices have strengthened Bucks IU's ability to balance immediate operational demands with long-term strategic initiatives while creating a scalable framework for future project intake and delivery. The integration of project management and enterprise data leadership reflects a continued commitment to building organizational capabilities that support sustainable growth and improved outcomes.

Business Process Modernizations: Technology Services continued partnering with departments across the Bucks IU to replace paper-based and manual processes with streamlined digital workflows. During the year, the organization expanded from 20 to 31 automated business processes supporting multiple departments throughout the organization. These digital workflows have improved efficiency, reduced manual effort, enhanced visibility, and strengthened auditability across the organization. Departments now benefit from automated routing, status tracking, electronic approvals, and comprehensive audit trails which support both operational oversight and compliance requirements.

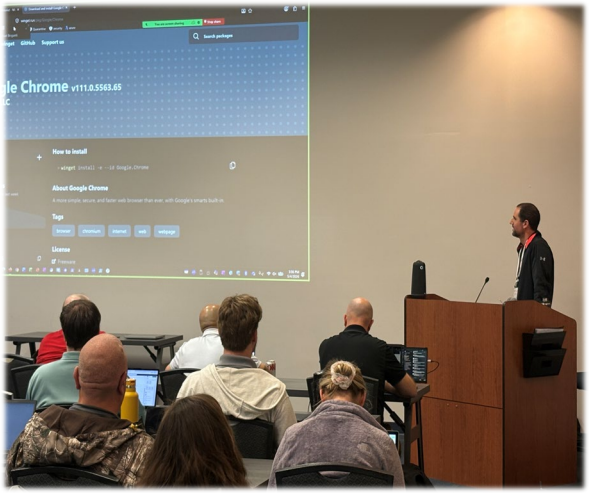
Conference Room and Collaboration Refresh: To support the growing demand for hybrid meetings, professional development, and organizational collaboration, Bucks IU is in the process of completing a modernization of conference room technology. Enhancements include upgraded audio and video systems, wireless presentation technology, improved room controls, and standardized room configurations designed to create a more consistent and reliable user experience. The project supports both in-person and remote participation while reducing technology barriers for staff, visitors, and community partners.



Data Center Rack
(RWAN)

Technology Partnerships and Countywide Collaboration: Bucks IU continued to expand its role as a trusted technology partner and regional leader by strengthening collaboration among school entities throughout Bucks County. We launched a countywide cybersecurity scorecard initiative designed to help districts better understand and strengthen their security posture. Through structured assessments and collaborative discussions, school entities received objective measurements across key cybersecurity domains, enabling benchmarking, trend analysis and identification of improvement opportunities. The resulting insights have informed countywide conversations regarding vulnerability management, security monitoring, cybersecurity planning and future shared service offerings.

In addition, the Technology Partnerships team continued to provide contracted support and staff augmentation to educational organizations throughout the region, delivering expertise ranging from technician-level support to strategic technology leadership. Together, these efforts reinforce Bucks IU's commitment to helping educational organizations improve operational effectiveness, strengthen cyber resilience and leverage the advantages of regional collaboration.



Mike Briganti presenting at statewide conference

Bucks County
Intermediate Unit

	Special Education Mini-Report for the July 21, 2026 Board Meeting	**Lenny Greaney, Ed.D. Assistant to the Executive Director**

Special Education 2025-26 Year in Review

Submitted by: Dr. Lenny Greaney, Assistant to the Executive Director; Erin Carson, Program Director - School-Aged Programs; Dr. Gina Meissler, Program Director - Related Services; Dr. Roseanna Mitsch, Director of Early Childhood Programs; Patricia Quick, Program Director - Preschool Early Intervention; Jennifer Schmidt, Program Director - School-Aged Programs

Throughout the 2025–2026 school year, the Bucks IU Special Education Programs Division remained focused on expanding access to high-quality educational services while strengthening the systems that support students, families, staff, and school district partners. In a year marked by continued growth, changing district needs, and statewide workforce challenges, the division demonstrated a strong commitment to collaboration, innovation, and continuous improvement.





Expanding Program Capacity

A significant accomplishment this year was the continued expansion of Bucks IU special education programming. The division successfully opened a new program location at Pearl Buck Elementary, increasing capacity to serve students closer to their home communities. Planning also progressed for future program expansion, including the development of new educational sites at Johnsville and Bucks County Community College–Newtown. These efforts position the Bucks IU to meet increasing student needs while providing flexible programming options for school districts.

Strengthening Workforce Development

Recruiting and retaining highly qualified professionals remained a major priority throughout the year. Special Education Programs partnered extensively with the Human Resources Department to implement enhanced recruitment strategies, conduct targeted hiring

events, strengthen university partnerships, and streamline onboarding processes for new employees. The division also devoted significant attention to ensuring that instructional staff met highly qualified requirements and certification expectations while providing appropriate support for staff working toward certification.

These collaborative efforts helped the division respond to staffing challenges while maintaining continuity of services for students across Bucks County.

Improving Systems and Operational Excellence

Throughout the year, the division continued to strengthen internal systems designed to support efficient, high-quality service delivery. Program leaders worked collaboratively with Human Resources, Facilities, Technology, Student Data, Transportation, and Business Services to improve operational processes, develop standardized procedures, and increase consistency across programs.

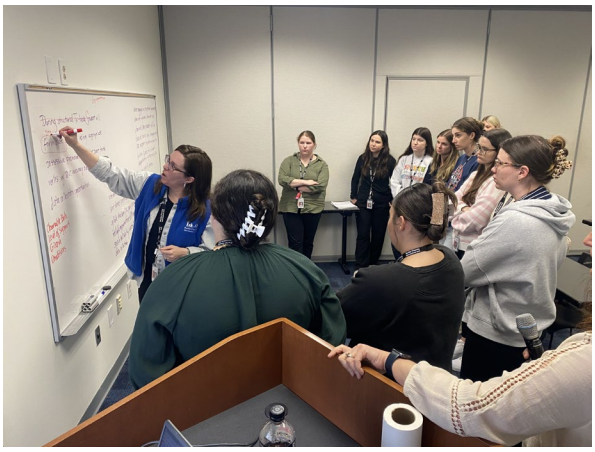
Significant work was dedicated to improving assignment processes, staff verification procedures, onboarding workflows, and communication systems while also supporting the successful opening of new classrooms and program locations. These improvements have strengthened the division's ability to respond efficiently to changing student and district needs.

Investing in Safety and Learning Environments

The division placed a strong emphasis on creating safe, welcoming, and well-equipped learning environments for students and staff. Throughout the year, leaders collaborated with the Safety and Security Department to enhance emergency preparedness, improve communication systems, expand safety training, strengthen emergency response planning, and ensure compliance with evolving safety requirements.

Facility improvements across multiple program locations also enhanced learning environments and supported the continued growth of center-based programming.

Building Leadership and Professional Capacity



Professional learning remained a cornerstone of the division's work. Leadership teams redesigned portions of Opening Week strengthened orientation for new employees, expanded supervisor development opportunities, and enhanced required professional learning throughout the year. Program leaders also collaborated to improve communication, share best practices across departments, and build leadership capacity among current and aspiring supervisors.

These efforts support a culture of continuous improvement while ensuring staff have the knowledge and resources necessary to provide high-quality educational services.

Looking Ahead

The accomplishments of the 2025–2026 school year reflect the dedication and collaboration of staff across the Special Education Programs Division and numerous departments throughout the Bucks IU. As planning continues for additional program expansion, strengthened workforce development, enhanced operational systems, and ongoing improvements to educational programming, the division remains committed to providing exceptional services that meet the evolving needs of students, families, and school district partners throughout Bucks County.



Bucks County
Intermediate Unit

PROGRAMS & SERVICES
MINI – REPORT
July 21, 2026

Bucks IU ECYEH Team Members:
Mary Agnes DeCicco,
Michelle Connor,
Kathy Wittenbrook,
Jonathan Lepore

Bucks County IU Region 8
Education for Children and Youth Experiencing Homelessness (ECYEH):
2025–2026 Supporting Educational Success for Students Experiencing Homelessness

The Bucks County Intermediate Unit proudly serves as the fiscal agent for Pennsylvania's Region 8 Education for Children and Youth Experiencing Homelessness (ECYEH) Program. Region 8 includes Bucks, Delaware, Lehigh, Montgomery, and Northampton counties and supports 69 school districts in ensuring that children and youth experiencing homelessness have equal access to educational opportunities.

During the 2023–2024 school year, the most recent year that has finalized data, more than **8,368 children and youth** were identified as experiencing homelessness across Region 8, including **1,063 students in Bucks County**, highlighting the growing need for coordinated educational and community supports.

The mission of the ECYEH Program is to reduce educational disruption by removing barriers to school enrollment, attendance, participation, and academic success, while ensuring students remain connected to school during times of housing instability.

Regional Leadership and Collaboration

The Bucks IU ECYEH team provides leadership, technical assistance, and professional learning to school district Homeless Liaisons, early childhood programs, shelters, and community agencies throughout Region 8. Through regional meetings, ongoing consultation, and cross-agency collaboration, the team helps schools improve student identification, strengthen partnerships, support immediate enrollment, and connect children and families with educational and community resources. This regional coordination model ensures that schools are equipped to respond quickly and consistently to the unique needs of students experiencing homelessness.

Meeting Students' Greatest Needs

Each year, the Bucks IU ECYEH team conducts a regional needs assessment with Homeless Liaisons to identify the most significant barriers facing students and families. Feedback from

districts directly guides how federal ECYEH funds are invested. During the past year, funding supported transportation assistance through fuel cards and SEPTA passes, hygiene kits, school supplies and backpacks, essentials closets, community resource directories, summer programming for children residing in shelters, and other emergency supports that help remove barriers to school attendance and participation. By responding directly to locally identified needs, the ECYEH Program ensures that available resources have the greatest possible impact on students across Region 8.

Advocacy and Looking Ahead

In addition to direct student support, the Bucks IU ECYEH team continues to promote awareness of student homelessness through community outreach, professional presentations, collaborative partnerships, and advocacy initiatives that strengthen understanding of the McKinney-Vento Homeless Assistance Act. As the program enters a new five-year grant cycle (2026-2031), the Bucks IU ECYEH team remains committed to expanding identification efforts, increasing support for preschool-aged children and unaccompanied youth, strengthening regional partnerships, and ensuring every child experiencing homelessness has the opportunity to succeed in school.

Region 8 Numbers At-A-Glance

5 Counties Served

69 School Districts

8,368 Students Identified (2023–2024)

1,063 Bucks County Students

$458,650 Annual Federal ECYEH Allocation

50,030 Students Identified Across Pennsylvania

Bucks County Intermediate Unit



Bucks IU Everyday Impact

A summary of the latest news and events from the Bucks IU

July 2026



Student Stories

Students Build Bridges through Sign Language

Every Thursday morning, students at Everitt have the opportunity to conenct, learn, and grow through Sign Language Club, led by Amanda McGreggor and Rachel Carson.

The club provides students with an engaging way to learn sign language while promoting inclusion and expanding communication opportunities for individuals with hearing loss. Through learning new signs and practicing communication skills, students gain a deeper understanding of accessibility, empathy, and connection.



Congratulations Project Search Class of 2025-2026!

Over the past 10 months, the Project Search interns have grown in confidence, independence, workplace skills, and self-advocacy.

To celebrate the end of an amazing year, interns enjoyed a fun-filled Transition Week with community outings and activities before crossing the stage at graduation.

Celebrating a Year of Growth & Learning

Bucks IU Early Childhood Programs recently celebrated the end of another wonderful school year! Students, families, and staff gathered at Brookwood Elementary, Keystone Elementary, Lower Bucks Early Learning Center, Mill Creek Elementary, and Walter Miller Elementary to recognize the learning and accomplishments of Bucks IU preschool children.

The celebrations featured songs, certificates, classroom presentations, and special recognition activities that highlighted each child's unique achievements throughout the year.



Early Childhood Field Day

Children and staff from Head Start, Pre-K Counts, and Early Intervention at Lower Southampton Early Learning Center celebrated the end of the year with a fun-filled Field Day, refreshing popsicle treats, and special family engagement activities thoughtfully planned by our teachers.

The day was filled with smiles, laughter, and opportunities to celebrate the many accomplishments and milestones achieved throughout the year.



Making Learning Accessible

During a recent district-sponsored field trip to Pennsbury Manor and the Michener Art Museum, a Central Bucks fourth grade student who is deafblind experienced history, art, and culture through accommodations provided by Bucks IU vision and hearing support staff.

To support access, the student was encouraged to touch and explore artifacts, models, and exhibits while receiving detailed descriptions. One highlight included the opportunity to experience a 3D tactile model of a large art installation, allowing the student to engage with the exhibit in a meaningful and accessible way.



Field Days at Bristol Borough High School and Snyder-Girotti Elementary

Students in Bucks IU classrooms at Bristol Borough High School and Snyder-Girotti Elementary School enjoyed field day activities. Field Day provides opportunities for students to build connections, support one another, celebrate accomplishments, and create lasting memories with classmates and staff.



Supporting Every Student's Access to Learning

During the first week of Extended School Year (ESY), a Bucks IU Teacher of the Deaf and Hard of Hearing worked with a student to check the student's hearing amplification system, complete a Ling sound check through play-based activities, and model best practices for classroom staff to support consistent auditory access throughout the school day.

Preparing for a lesson that incorporated music and storytelling, the student practiced listening skills while building confidence and strengthening communication in an engaging learning environment.



Hands-on Learning Brings Ideas to Life

Through the Books Over Bars Scholarship from BreakFree Education, middle and high school students extended their learning by designing and creating custom board game pieces and developing their own penny using an online design platform and 3D printing technology.

These engaging projects, completed during Social Emotional Learning (SEL) and social studies classes, encouraged creativity, problem-solving, collaboration, and critical thinking while giving students the opportunity to see their ideas transformed into tangible creations.



Summer Learning is in Full Swing in Preschool Early Intervention Classrooms

Bucks IU Preschool Early Intervention Students are exploring, creating, and discovering through sensory-rich, hands-on experiences. Through play-based learning, these young students are building language, social skills, creativity, and independence. This summer, every playful moment is helping build a strong foundation for future learning.





Adult Programs and Services

Growing Skills, Growing Gardens!

Bucks IU SEQUEL participants are getting ready for gardening season! Before heading out to the plot at Perkasie Community Garden, participants have been learning about the process of growing food by creating their own makeshift greenhouses and germinating seeds.

Gardeners are starting carrots, peas, and lettuce, giving them a head start before they are planted and cared for throughout the season. This hands-on experience helps participants practice teamwork, explore healthy living, and enjoy being active members of their community.



Resource Fairs

The Bucks IU SEQUEL team attends nearly every local resource fair, making it easy to learn about programs, ask questions, and discover available resources.

Upcoming Resource Fairs

- Saturday, August 1 from 11:00 a.m. - 1:00 p.m. at Shared Wellness, 185 Titus Avenue, Warrington, PA
- Friday, August 22 from 10:00 a.m. - 12:00 p.m. at Core Creek Elementary School, 1650 Woodbourne Rd., Langhorne, PA

In Search of Butterflies!



Bucks IU SEQUEL participants spent the day exploring, observing, and enjoying the beauty of nature during a visit to a local butterfly sanctuary!

With curiosity and excitement, the group searched for colorful butterflies, learned about the important role pollinators play in our environment, and enjoyed a wonderful community-based experience together.

At SEQUEL, learning happens everywhere — in our communities, through new adventures, and by creating meaningful connections with the world around Bucks IU.

Bocce Boys



Bucks IU SEQUEL participants have been spending time learning the fundamentals of bocce, and it's safe to say they're becoming pretty skilled players!

From matering the perfect roll to cheering each other on after every through, boccee has become more than just a game. It's an opportunity to build coordination, practice strategy, strengthen friendships, and enjoy healthy competition in the community. Most importantly, it's another way our participants continue developing confidence while having fun together.



Supporting Schools & Districts

Always Moving Forward - Even During Summer

While summer programs are underway, the Bucks IU Transportation Team continues meeting, collaborating, conducting vehicle safety inspections, and preparing for the upcoming school year to ensure safe, reliable transportation for students.

Before driving into summer planning, the team also took time to celebrate another successful school year and recognize the dedication and teamwork that keep transportation services running smoothly.

From behind-the-scenes to safety-first preparations, the Transportation Team works year-round to help students arrive safely, every day.

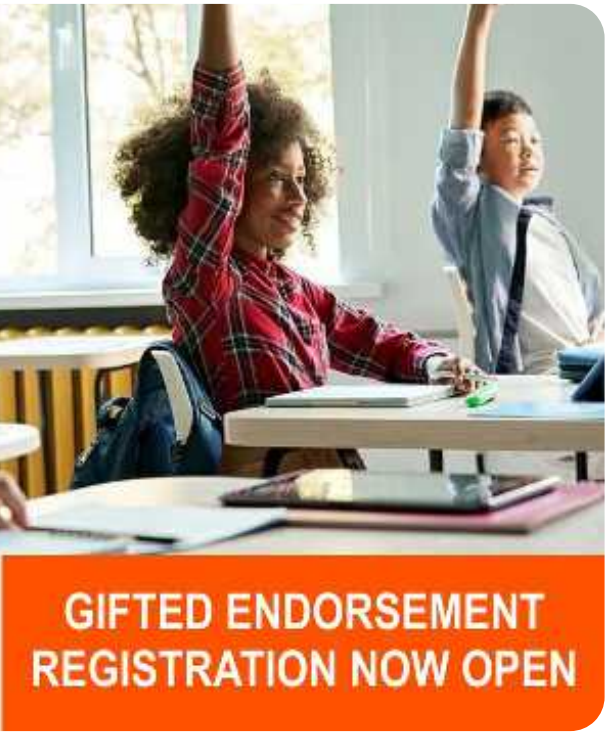


Bucks IU Leading Superintendent Searches for Three Lower Bucks County School Districts

Bensalem Township School District, Bristol Borough School District, and the School District of Borough of Morrisville are each conducting searches for their next superintendent. The Boards of School Directors for all three districts selected the Bucks IU to lead the recruitment, screening, and community engagement process for their searches. While leadership transitions of this scale occurring simultaneously in one region are uncommon, they reflect the confidence local school boards have in Bucks IU's superintendent search process.

Read the full article at bucksiu.org/about-us/news

Professional Learning



Gifted Endorsement Registration Open

Registration is now open for the 2026-2027 Bucks IU Gifted Endorsement Program! Designed for educators and administrators, this PDE-aproved endorsement pathway provides the knoweldge and skills needed to better identify, support, and challenge gifted learners.

Through four sequential graduate-level courses offered in partnership with Immaculata University, participants will explore gifted identification, assessment, service delivery, and curriculum design while earning PDE Gifted Endorsement credentials. Registration: https://bit.ly/gifted-endorsement-program



Connecting Classrooms to the Environment

Bucks County educators and non-formal education partners gathered at Nockamixon State Park to participate in a Meaningful Watershed Educational Experience (MWEE) training facilitated by Bucks IU in partnership with Heritage Conservancy and the Department of Conservation and Natural Resources (DCNR).

Through hands-on outdoor learning, participants explored local environmental issues, discussed strategies for environmental stewardship, and learned how to guide students in developing action plans that apply science knowledge to real-world challenges.



Early Childhood Professional Growth

Bucks IU Head Start and Pre-K Counts teachers, Family Support Providers, Specialists, and Supervisors came together at Christ's Home in Warminster for a day of professional learning and collaboration.

Working as teams, participants reviewed the Head Start Performance Standards and Pre-K Counts Regulations, explored the purpose behind these important guidelines, and discussed how they are applied throughout the program practices to best support children and families.

Bringing Bucks County Educators Together

Throughout the school year, the Bucks IU Programs and Services Division facilitates 17 advisory councils that bring together educators, administrators, and specialists from across Bucks County to share ideas, address challenges, and support student success.

These councils meet regularly to plan professional learning opportunities, collaborate on initiatives, exchange resources, and provide valuabe feedback that helps shape Buck IU programs and services. Through these partnerships, school districts can leverage shared expertise, avoid duplication of effort, and strengthen communication across the county and with the Pennsylvania Department of Education.



Creating Inclusive Outdoor Learning for Every Child

Bucks IU partnered with Heritage Concervancy and Silver Lake Nature Center to present “Creating Inclusive, Supportive Outdoor Experiences for All Children,” a professional learning session for formal and non-formal educators, camp counselors, and support staff.

Led by Bucks IU STEAM Teaching and Learning Specialist and Training & Consultation (TaC) team member alongside partners from Heritage Conservancy and Silver Lake Nature Center, the interactive session provided practical strategies for creating safe, engaging, and inclusive outdoor learning experiences for all students.



Participants explored ways to: (1) Develop clear, positive expectations in indoor and outdoor settings; (2) Use proactive behavior support strategies; (3) Respond confidently with practical de-escalation techniques; (4) Create environments that promote emotional regulation, physical safety, and active participation

This training was developed in response to educator feedback from environmental literacy initiatives throughout the year and reflects the power of collaboration in supporting meaningful learning experiences for every child.

Showcasing Staff



Birthday Surprise

Bucks IU SEQUEL participants know how to make someone feel special! A few SEQUEL participants teamed up to surprise Bucks IU Supervisor of Adult Services, Lorie, with a birthday cake, big smiles, and a rousing rendition of “Happy Birthday to You!”

Thank you to Lorie for her leadership, dedication, and countless ways to support participants, staff, and the community!



Behind Every Great Learning Environment is a Great Facilities Team

As we welcome staff and students back for the 2026 Summer Session, we’d like to recognize the incredible work of our Bucks IU Facilities Team.

Pictured here is Ryan Krumpe, Bucks IU Maintenance Technician, preparing classrooms at Bucks IU Lower Bucks Early Learning Center by vacuuming rugs and helping ensure learning spaces are clean, safe, and ready for children to learn and grow.

From sanitizing classrooms and preparing facilities to completing countless behind-the-scenes tasks, our maintenance team plays an essential role in creating welcoming environments that support the health, safety, and success of students, families, and staff.

Thanks to Ryan, and the entire Bucks IU Facilities Team, for their hard work, dedication, and commitment to keeping Bucks IU schools running smoothly. Their efforts make a difference every single day!

Practicing Safety, Building Confidence

The dedication, teamwork, and positive energy of the Bucks IU Extended School Year (ESY) team at Hillcrest Elementary creates engaging summer learning experiences where students can continue to grow, build confidence, and make meaningful connections. From fostering learning to sharing plenty of smiles and encouragement along the way, this team is making a difference everyday.



Retirees Honored for Serving Bucks IU Students and Programs a Combined 252 Years

The Bucks IU is celebrating the accomplishments and contributions of more than a dozen staff members who are retiring after working a combined 252 years with the educational services agency. The Bucks IU Board of Directors hosted a recognition ceremony during its June 16, 2026 meeting to thank the retirees for their deducation to the agency's mission and to present them with flowers and keepsakes.

Read the full article at bucksiu.org/about-us/news





Community Partnerships

Community Support Makes Field Day Possible

As part of end-of-year celebrations, students and staff proudly wore Field Day shirts made possible through the generosity and support of two incredible supporters.

Thank you to Katy Caruso, who generously volunteered her time and heat press to create more than 200 shirts, and to Grove Pest Control for sponsoring the shirts for both students and staff.

We are grateful for the dedication, generosity, and community spirit that helped make this year's Field Day a memorable experience for everyone involved!



Make an Impact with Bucks IU

The Bucks IU recruitment team works to hire personnel year round, and you can help! By sharing our social media posts, job listings, or Monday Moments, you can spread the word and help your friends and families find their next position.

Visit
BucksIU.org/Careers



Be In-the-Know About Bucks IU

Follow, celebrate, and share all the amazing Bucks IU students, programs, services, staff, and events by following us on social media!

Follow us on socials
linktr.ee/bucksiu22

Bucks County Intermediate Unit

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Ad Hoc Committee on Advocacy for State and Federally Funded Programs

August 18, 2026
Nonpublic School Programs

Bucks County Intermediate Unit

Purpose of Presentation



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Agenda



- The Focus
- The Role of the Bucks IU
- The Funding Streams
- The Bucks IU Difference (Value Added)
- The Impact

** Private, Independent, & Faith-Based Schools*

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Nonpublic School Eligibility



School-Level Eligibility Checklist

- Nonprofit Status
- Pennsylvania Location
- Compulsory Attendance Compliance
- Annual Intent Form / Agreement

Student-Level Eligibility Checklist

- PA State Residency
- Grade/Age Requirement
- Academic/Support Need

Ineligibility Checklist

The following groups do **not** qualify for Nonpublic school funding:

- Preschool/Pre-K students
- Homeschooled students
- Out-of-state resident students attending a PA nonpublic school
- Students whose tuition is directly paid for by the Commonwealth of Pennsylvania
- Students attending an APS (Woods Services)
- Students attending a Specialized Private School (Valley Day)

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Nonpublic School Programs: The Focus

- Serving **Every Student**
- Supporting **Nonpublic Schools** Through Partnership, Innovation, and Service
- Ensuring **Public School Districts** are Compliant



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Why This Matters

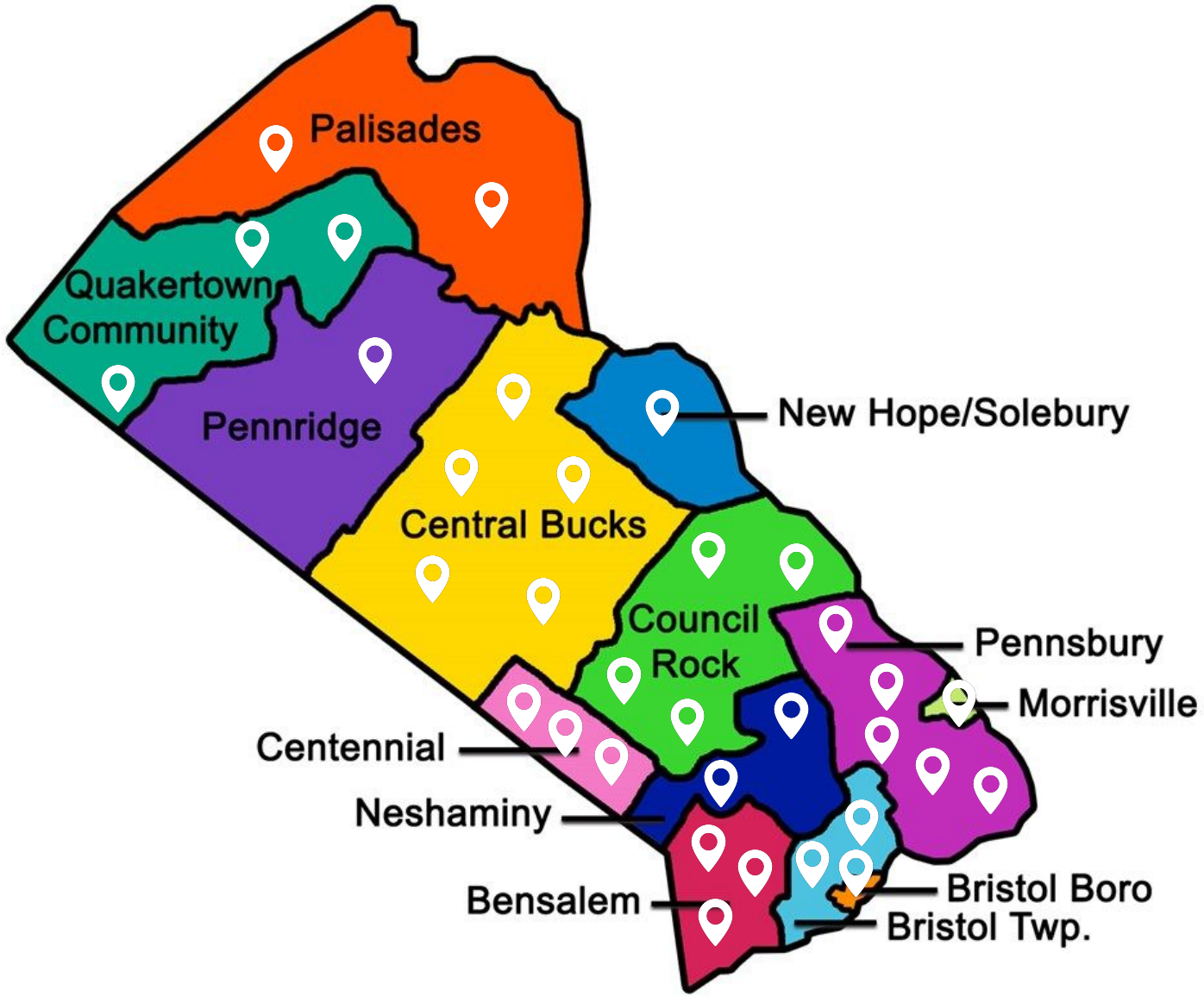
- 9,000 students (approx.)
- 1,000 educators (approx.)
- 136 schools
- Educational Needs
- State and Federal Laws



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District by District

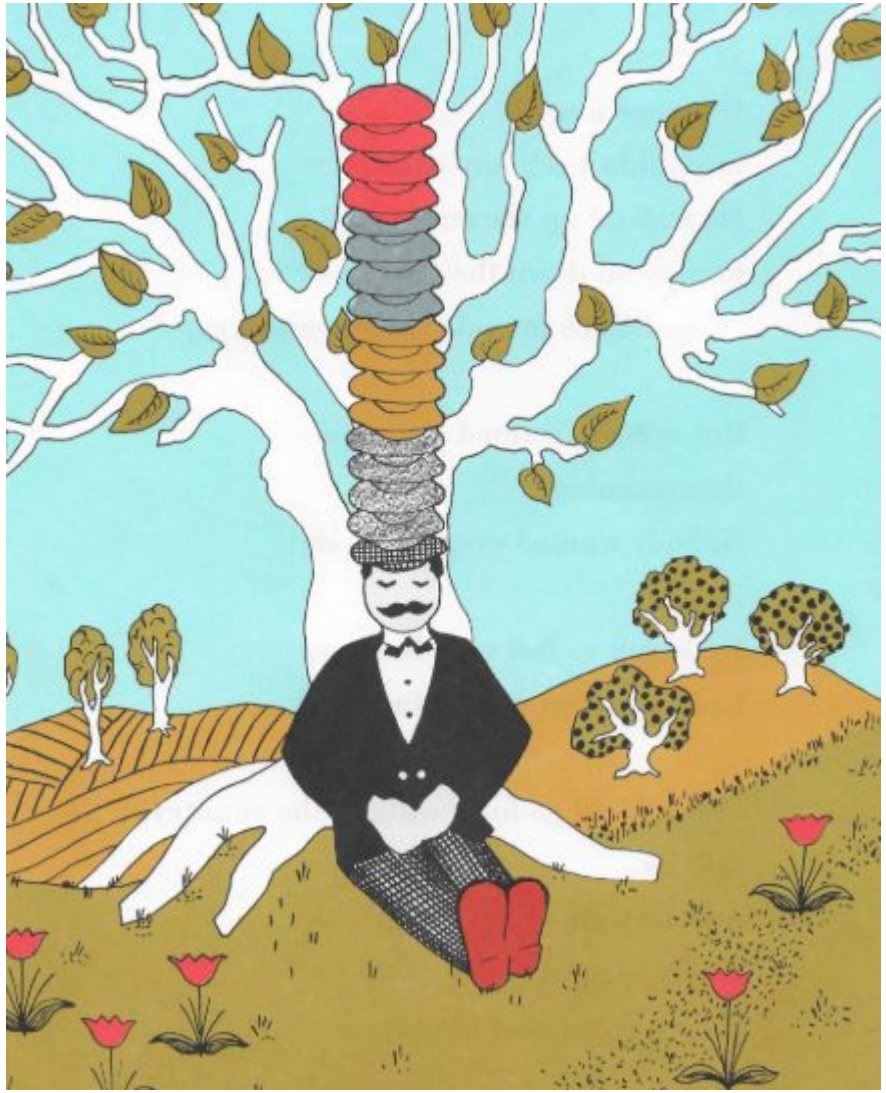


Bensalem — **3**
Bristol Borough — **1**
Bristol Township — **2**
Council Rock — **4**
Morrisville — **1**
Pennsbury — **5**
Neshaminy — **2**
Centennial — **3**
Central Bucks — **5**
New Hope/Solebury — **1**
Pennridge — **1**
Palisades — **2**
Quakertown Community — **3**

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The Role of the Bucks IU

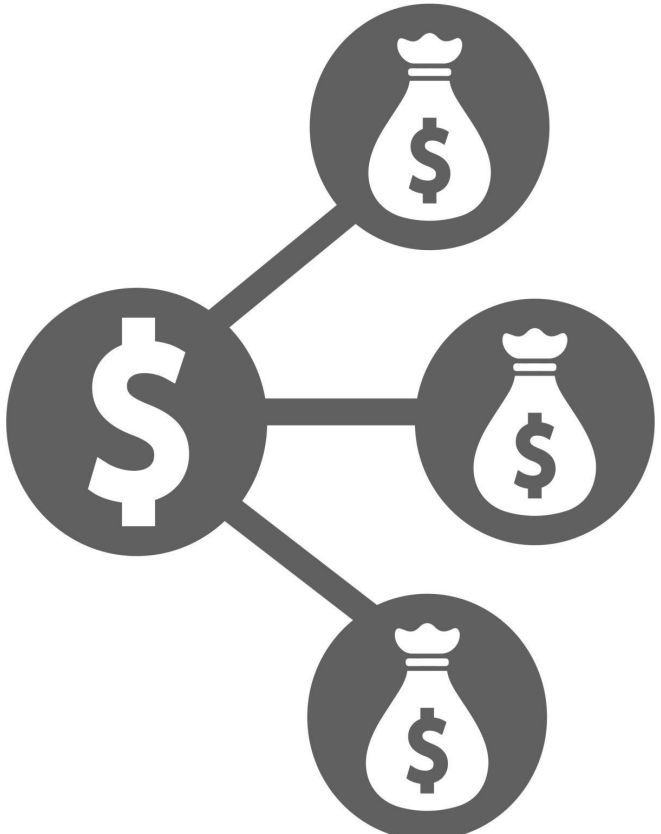
- Educational Partner
- Trusted Advisor
- Fiscal Manager
- Compliance Expert
- Service Provider



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Three Major Funding Streams

- Act 89
  - (State)
- Equitable Participation (EP)
  - (Federal)
- Title Programs
  - (Federal)
    - Title I
    - Title II-A



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Bucks County Intermediate Unit

Funding At-A-Glance

Funding Stream	Primary Funding Source	How the Funding Amount is Generated/ Calculated
Act 89	**Pennsylvania State Budget**	Generated based on the **total enrollment count** of Pennsylvania-resident students attending nonpublic schools **physically located within the Intermediate Unit's geographic footprint.**
IDEA Equitable Participation (EP)	**Federal (IDEA Part B)**	Generated via an **annual "Child Count"** (PIMS Table 14) of parentally placed nonpublic students with **identified disabilities** attending schools within the region.
Title I	**Federal (ESEA)**	Generated based on the **count of low-income students** residing in eligible **public school attendance areas, regardless of which nonpublic school they attend.**
Title II, Part A	**Federal (ESEA)**	Generated based on the **total enrollment** (headcount) of **students attending nonpublic schools** within the **public schoo**l district's **geographic boundary**.

Act 89- Follow the Funding

Pennsylvania Department of Education (PDE)

↓

Bucks IU

↓

Nonpublic Schools

↓

Educators and Students

Bucks County Intermediate Unit

Act 89 Funding

School Year	Act 89 Student Count (PNPE)	Total Act 89 Allocation	Per Pupil Allocation
2022-2023	9,802	$4,657,395	$475.15
2023-2024	9,909	$5,121,262	$516.83
2024-2025	10,064	$5,267,820	$523.43
2025-2026	9,970	$5,224,789	$524.05

Act 89: What is it?

Pennsylvania-funded program

Supports supplemental educational services including:

- Reading
- Math
- Speech & Language
- Guidance Counseling

Approximately:

- 3,013 students served
- 612 Reading Services
- 200 Math Services
- 684 Speech Services
- 1,517 Guidance/School Counseling Services (Elementary & Secondary)

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Act 89: Beyond Traditional Services

Examples:

- Fab Lab Center
- Mobile Fab Lab
- STEAM Saturdays
- Innovation
- Career Exploration

Highlights (25-26):

- 7,000 student touchpoints
- 30 schools
- 15 field trips

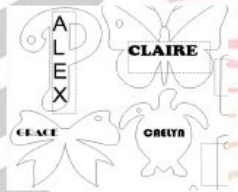
Act 89 in Action





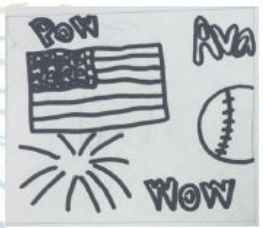












We had a FABulous time at Nativity of Our Lord!

The Bucks IU Act 89 Mobile Fab Lab blasted off with the students for the second time this school year at Nativity of Our Lord! The Multi-Media Room was turned into a space where students could explore fabrication and computer science.

Students in Kindergarten, 2nd grade, 4th grade, 6th grade, and 8th grade focused on robotics. Kindergarten, 2nd and 4th grade used Indi Robots to experiment with color coding, practice economics, and solve multiplication and division facts. 6th and 8th graders used Sphero Bolt+ to participate in coding challenges!

Students in 1st grade, 3rd grade, 5th grade, and 7th grade focused on digital fabrication. 1st graders decorated laser cut flowers, 3rd and 5th grade designed drawings and acrostic poems that are going to be laser engraved, and 7th graders used CorelDraw to design custom keychains that will be laser cut.

Special thanks to Miss Paripsky and the Nativity Team for helping to plan and deliver another successful residency! We cannot wait to see what these students create with the Fab Lab in the future!

www.BucksIU.org/FabLab

















We had a FABulous time at St. Andrew School!

The Bucks IU Act 89 Mobile Fab Lab blasted off with the students at St. Andrew School this week! Students in 2nd, 4th, 6th, and 8th grades explored different methods of fabrication and computer science.

Students in 8th grade visited the Fab Lab three times this week! In their Fab Lab sessions, they used Silhouette Machines, Chompsaws, and other engineering supplies to build Marble Race Roller Coasters!

Students in 6th grade used 3D pens to create plants, animals, and weather conditions specific to a climate as they begin learning about climate and weather next week!

4th graders' focus was on computer science. These students completed various coding challenges with Sphero Bolt+!

Finally, students in 2nd grade adopted laser cut animals and created a habitat that their animal could live in.

Special thanks to the St. Andrew Team for helping to plan and deliver another successful residency! We cannot wait to see what your students will create in the future!

www.BucksIU.org/FabLab

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Act 89 in Action



Nativity of Our Lord Catholic School

St. Ephrem Catholic School



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Act 89 in Action



Students Craft for a Cause

Students at St. Isidore School are making a difference through their Crochet Club, led by Bucks IU Counselor Michelle Sake. Meeting every Friday during recess, students combine creativity and compassion to support the Lily's Hope Foundation.



Through their efforts, students crocheted 36 baby hats and raised $210 through a school-wide dress-down day. The impact continues - the Crochet Club is already learning to create scarves for their next project!

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EP- Follow the Funding

Pennsylvania Department of Education (PDE)

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Bucks IU

↓

Nonpublic Schools

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Educators and Students

Bucks County Intermediate Unit

Equitable Participation (EP)

Federal law ensures eligible nonpublic school students, teachers, and families (connected to EP eligible schools) receive access to funding.

The IU helps districts and schools navigate the following with an eye on **SPECIAL EDUCATION NEEDS**:

- Consultation
- Needs assessments/ Evaluations
- Budgets & Purchasing
- Professional learning
- Student supports & Materials
- Compliance

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For the 2026-2027 School Year...

Bucks County Intermediate Unit

Consultation Model

- Consultants are available to work specifically with teachers and parents in nonpublic schools.
- OT/PT/Vision/Hearing could be provided for consultation services/professional learning at the school for a specified amount of time (NOT direct student service, NOT student-specific).

Direct Service Model

- Provide student direct service based on identified need (OT, PT, Vision, Hearing)
- Services are available until funding is depleted. Once funding is gone, services end.

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Bucks County Intermediate Unit

EP Funding

School Year	EP Student Count (Table 14)	Total EP Allocation ($)	Per-Pupil Allocation ($)
2022-2023	142	$167,166	$1,177.20
2023-2024	213	$259,770	$1,219.58
2024-2024	236	$273,177	$1,157.53
2025-2026	406	$451,023	$1,110.89

EP in Action

Teaching and Learning Specialists



Rachel Sandberg

RSandberg@BucksIU.org



Kimberly Cronin

KCronin@BucksIU.org

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EP Eligible Purchases

What are you interested in purchasing with EP funds? (Select all that apply) *

- [ ] Fundations Professional Development and Materials
- [ ] Wilson Reading System Professional Development (Prerequisite for Wilson Certification)
- [ ] Math Intervention Program (Do The Math or Number Worlds)
- [ ] Handwriting Without Tears
- [ ] Friendzy (SEL Curriculum)
- [ ] FM Redcat Sound System
- [ ] Differentiated Math Centers (K-5), Hand2Mind
- [ ] Math Fluency Intervention (K-5), Hand2Mind
- [ ] Algebra Resource Kit (5-8), Didax
- [ ] Learn to Teach Math with Manipulatives (6-9), Hand2Mind
- [ ] Social-Emotional Development School Resource Station (K-5), Hand2Mind
- [ ] Prodigi Digital accessibility - Advanced low vision solution
- [ ] Quiet Light - Classroom Noise Monitor Traffic Light

Title Programs

Title I

- Student Facing
- Supports eligible students needing additional academic assistance through **direct instruction**.

Title II-A

- Educator Facing
- Supports educator effectiveness through **professional learning.**

Title I & Title II-A- Follow the Funding

Pennsylvania Department of Education (PDE)

↓

School Districts

↓

Bucks IU

↓

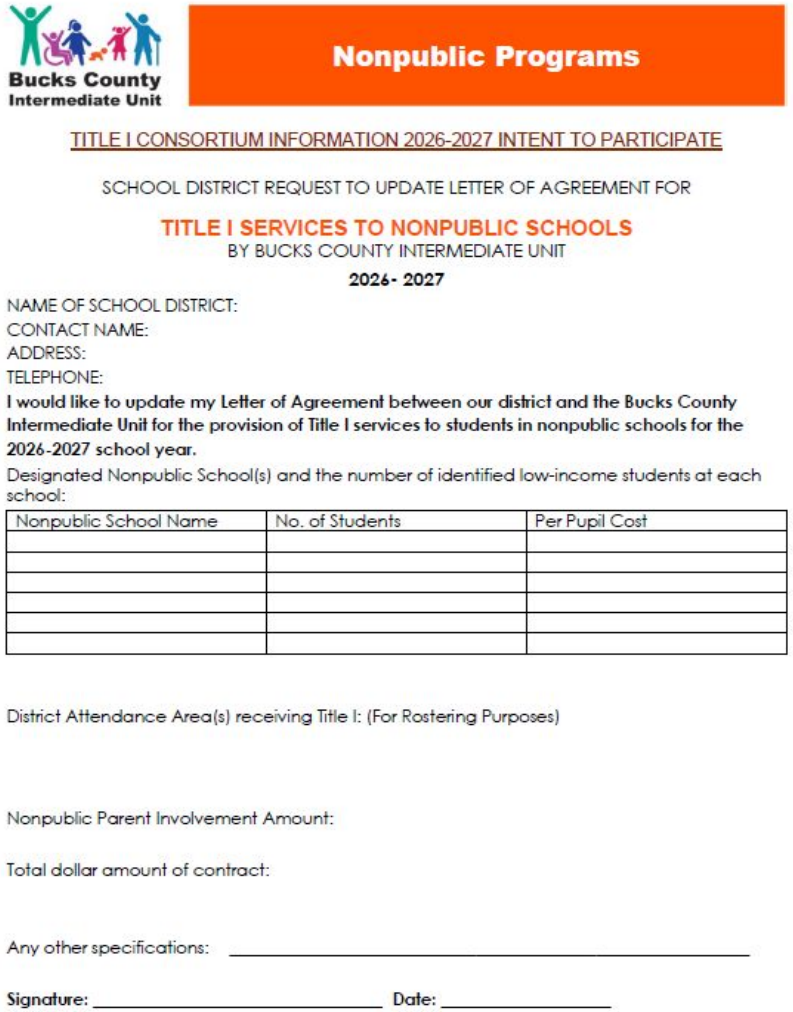
Nonpublic Schools

↓

Educators,Students, and Families

Intent to Participate/ Board Approved Agreements

Intent to Participate- Title I



Bucks County Intermediate Unit

Nonpublic Programs

TITLE I CONSORTIUM INFORMATION 2026-2027 INTENT TO PARTICIPATE

SCHOOL DISTRICT REQUEST TO UPDATE LETTER OF AGREEMENT FOR

TITLE I SERVICES TO NONPUBLIC SCHOOLS

BY BUCKS COUNTY INTERMEDIATE UNIT

2026- 2027

NAME OF SCHOOL DISTRICT:
CONTACT NAME:
ADDRESS:
TELEPHONE:

I would like to update my Letter of Agreement between our district and the Bucks County Intermediate Unit for the provision of Title I services to students in nonpublic schools for the 2026-2027 school year.

Designated Nonpublic School(s) and the number of identified low-income students at each school:

Nonpublic School Name	No. of Students	Per Pupil Cost

District Attendance Area(s) receiving Title I: (For Rostering Purposes)

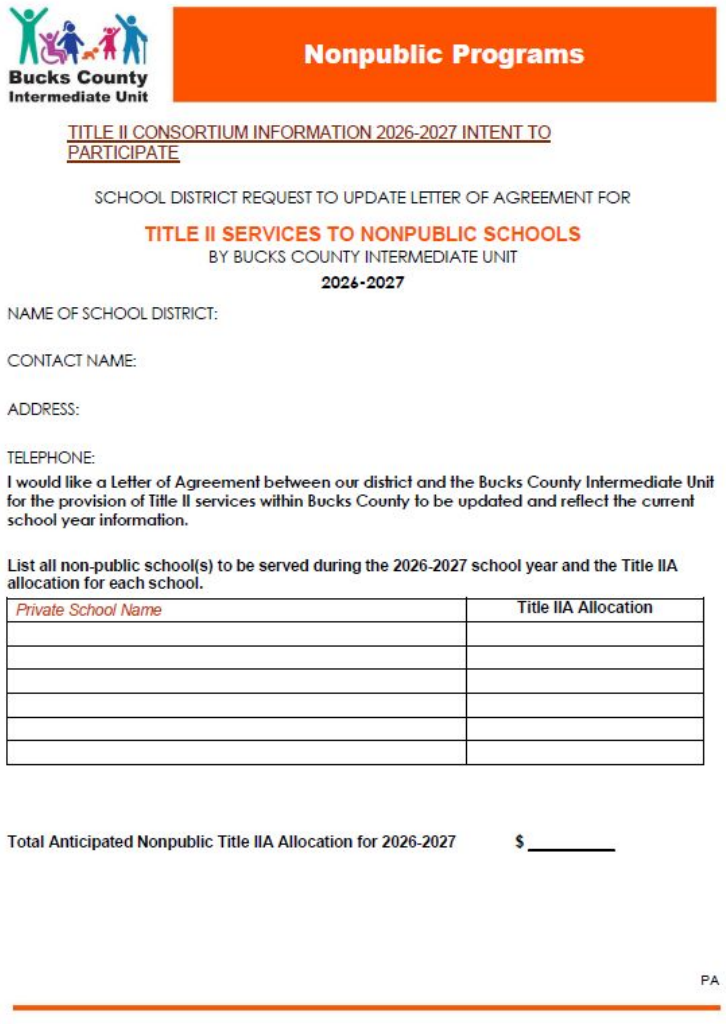
Nonpublic Parent Involvement Amount:

Total dollar amount of contract:

Any other specifications: _____

Signature: _____ **Date:** _____

Intent to Participate- Title II-A



Bucks County Intermediate Unit

Nonpublic Programs

TITLE II CONSORTIUM INFORMATION 2026-2027 INTENT TO PARTICIPATE

SCHOOL DISTRICT REQUEST TO UPDATE LETTER OF AGREEMENT FOR

TITLE II SERVICES TO NONPUBLIC SCHOOLS

BY BUCKS COUNTY INTERMEDIATE UNIT

2026-2027

NAME OF SCHOOL DISTRICT:

CONTACT NAME:

ADDRESS:

TELEPHONE:

I would like a Letter of Agreement between our district and the Bucks County Intermediate Unit for the provision of Title II services within Bucks County to be updated and reflect the current school year information.

List all non-public school(s) to be served during the 2026-2027 school year and the Title IIA allocation for each school.

Private School Name	**Title IIA Allocation**

Total Anticipated Nonpublic Title IIA Allocation for 2026-2027 **$** _____

PA

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Title Programs in Action: Title I

Bucks County Intermediate Unit

Join Us for Our Next

FREE EVENT

PARENT SESSION

FEBRUARY 11, 2026 | 6:30 PM

LEARN ABOUT SIMPLICITY PARENTING IN A LIVE VIRTUAL SESSION WITH KIM JOHN PAYNE

Discover practical ways to bring more calm, connection, and simplicity into your family's daily life. Kim will share the five simplicity pathways featured in his book Simplicity Parenting and offer real examples of how small, doable shifts can help children, tweens, and teens feel more secure, resilient, and at ease. **Parents and educators are encouraged to join!**

Sign up using EventHub

Kim John Payne, M.Ed., has been a consultant and trainer to more than 230 independent and public schools across the U.S. Over his 27 years as a school counselor, adult educator, researcher, and family counselor, he has supported children and families with challenges such as defiance, aggression, attention difficulties, social struggles, and self-esteem. He also delivers keynotes at international conferences and leads workshops worldwide, all focused on the importance of balanced, simple living.



Bucks County Intermediate Unit

Join Us for Our Next

FREE EVENT

PARENT SESSION

APRIL 7, 2026 | 6:30 PM

LOCATION: HOLY FAMILY REGIONAL CATHOLIC SCHOOL
2477 TRENTON RD.
LEVITTOWN, PA 19056

LEARN ABOUT RETHINKING BEHAVIOR BY LINKING BRAIN DEVELOPMENT, EMOTIONAL INTELLIGENCE, AND WELL-BEING STRATEGIES

Behavior is communication from a developing brain, yet it can be difficult to interpret in the moment. Parents and educators can work together to offer calm support, consistent boundaries, and simple tools for recognizing and managing emotions. This session translates brain and nervous system science into practical, everyday strategies and highlights what is typical at different ages. Families will leave with a few small shifts to try right away and a one-page resource to support continued practice.

We encourage both parents and educators to attend!

Sign up using EventHub

Michelle Gill is the Founder and CEO of **Believe Learning**, where she leads the vision, learning design, and facilitation work in partnership with schools and mission-driven organizations. An organizational learning designer and senior facilitator, she brings broad experience across K–12 education, nonprofits, and higher education. Michelle specializes in translating research on learning, leadership, and the brain into practical strategies that educators and leaders can apply in real-world settings. She also partners with families and schools to strengthen alignment between home and classroom, equipping adults with tools that support children's growth, resilience, and well-being.



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Title Programs in Action: Title II-A

WHICH APPLIES TO THIS SERVICE REQUEST? Select...

Option 1: I am a non-public school administrator seeking reimbursement for my staff to participate in a **Bucks IU offering** (led by Bucks IU).

Option 2: I am a non-public school administrator seeking payment to a vendor for my staff to participate in an **outside offering, event,** or **conference** not connected to the Bucks IU.

Option 3: I am an **individual educator seeking reimbursement** for college coursework or a workshop. This request was pre-approved by my administrator.

PLEASE NOTE: To qualify for Title II-A funding or reimbursement all requests must be in alignment with ESSA- Section 8101 (42) which states that professional learning is sustained, intensive, collaborative, data-driven, job-embedded, and classroom-focused.

Bucks County Intermediate Unit

Funding At-A-Glance (Revisited)

Funding Stream	Primary Funding Source	How the Funding Amount is Generated/ Calculated
Act 89	**Pennsylvania State Budget**	Generated based on the **total enrollment count** of Pennsylvania-resident students attending nonpublic schools **physically located within the Intermediate Unit's geographic footprint.**
IDEA Equitable Participation (EP)	**Federal (IDEA Part B)**	Generated via an **annual "Child Count"** of parentally placed nonpublic students with **identified disabilities** attending schools within the region.
Title I	**Federal (ESEA)**	Generated based on the **count of low-income students** residing in eligible **public school attendance areas, regardless of which nonpublic school they attend.**
Title II, Part A	**Federal (ESEA)**	Generated based on the **total enrollment** (headcount) of **students attending nonpublic schools** within the **public schoo**l district's **geographic boundary**.

The Bucks IU Difference

The IU provides:

- ✔ Consultation
- ✔ Program Design
- ✔ Fiscal Oversight
- ✔ Compliance
- ✔ Professional Learning
- ✔ High-quality educators
- ✔ Relationship-building
- ✔ Ongoing support

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Bucks County Intermediate Unit

Partnerships

- School Districts
- Nonpublic Schools
- PDE
- Families
- Community Organizatio
- Bucks IU



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Bucks County Intermediate Unit

The Impact

- Direct Student Services
- Customized Professional Learning
- Consultation
- Expert Support
- Administration of Public Funds

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Looking Ahead

Focus Areas Identified for 26-27 School Year:

- Mental health
- Technology
- Inclusive practices
- Family engagement
- STEM/STEAM
- Literacy
- Artificial Intelligence (AI)

Bucks County Intermediate Unit

Why It Matters



"**Every child** deserves opportunities to learn, grow, and succeed. Through partnership and service, the Bucks IU helps make those opportunities possible for students in **every educational setting**."

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Summary: Deeper Understanding

- The Focus
- The Role of the Bucks IU
- The Funding Streams
- The Bucks IU Difference (Value Added)
- The Impact



** Private, Independent, & Faith-Based Schools*

Bucks County Intermediate Unit

THANK YOU

Thank you for your support of Nonpublic Programs across Bucks County!

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Bucks County Intermediate Unit

Schedule of Topics

- September 15 – School Aged Special Education Programs
- October 20 – Adult Programs and Services
- November 17 – Transportation
- December – No Board Meeting
- January 19 – Programs & Services
- February 16 – Supporting Students Funded Through Title I (N&D)
- March 16 – Wrap Up

Bucks County Intermediate Unit

Questions or Comments?



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705 N. Shady Retreat Rd.
Doylestown, PA 18901

Media Contact:
Rebecca Smith
Supervisor of Communications
215-348-2940 ext. 1121
resmith@bucksiu.org

Bucks County Intermediate Unit
For Immediate Release:

Facing a Statewide Shortage, Bucks IU Launches Two New Pathways into Deaf Education Careers

Newly approved Teacher of the Deaf Apprenticeship and Educational Interpreter Internship gives a paid route into two of Pennsylvania's hardest-to-fill roles

DOYLESTOWN, Pa. – The Bucks County Intermediate Unit (Bucks IU) has received statewide approval for two new programs designed to fill a persistent gap in Pennsylvania schools: qualified educators for students who are deaf and hard-of-hearing.

The Pennsylvania Apprenticeship and Training Council voted unanimously on July 9 to register a Teacher of the Deaf Apprenticeship developed by Bucks IU, its fifth registered apprenticeship since 2018. This is the first it will co-sponsor with another school system, the Montgomery County Intermediate Unit (MCIU). Around the same time, the Pennsylvania Department of Education designated Bucks IU as an eligible local education agency for the statewide Educational Interpreter Internship stipend program, clearing the way for the Bucks IU to train sign language interpreters as well.

Taken together, the two approvals give Bucks IU a paid, homegrown pipeline into both roles most responsible for a deaf or hard-of-hearing student's day-to-day education: the certified teacher and the sign language interpreter.

"There is nothing else like this in our region right now, and the need is significant on both fronts," said Erin Hodnett, Bucks IU's Supervisor of Related Services for Sensory Impairments. "These two approvals will help make sure students receive the support they need from qualified educators."

The Shortage

Pennsylvania requires anyone teaching deaf and hard-of-hearing students to hold a Hearing Impaired PK-12 certification. But, the state has certified an average of just 14 teachers a year in that category over the past five years, according to Pennsylvania Department of Education data, while an average of 15 teachers annually have instead entered schools on one-year emergency certifications, a stopgap credential. In recent years, more new teachers of the deaf have entered Pennsylvania schools through emergency certification than through full certification.

The gap isn't due to falling enrollment. The share of Pennsylvania students who are deaf or hard of hearing has held steady at roughly 0.9% of all students with disabilities, and nationally the caseload gap has nearly doubled since 1976, when the student-to-teacher ratio for deaf and hard-of-hearing students was about 30-to-1; today it's closer to 56-to-1.

Qualified educational interpreters are similarly scarce. Pennsylvania has few structured routes for training and certifying interpreters specifically for K-12 schools, leaving districts to compete for a small pool of candidates who can pass the state's Educational Interpreter Performance Assessment.

Bucks IU currently employs 16 teachers of the deaf, all holding current Hearing Impaired PK-12 certifications.

Two Programs, One Goal

The Teacher of the Deaf Apprenticeship through Bucks IU pairs 18 to 24 months of paid, on-the-job training with 510 hours of coursework through PennWest University, one of the few remaining teacher-of-the-deaf preparation programs in Pennsylvania. Coursework is delivered blended and includes three weeklong residences taught in-person by PennWest University faculty traveling to the Bucks IU region. Apprentices train under a certified mentor teacher throughout the school year and during extended school year (summer) programming, earning a paycheck the entire time. Tuition, books, fees, and certification costs are covered by the Bucks IU from day one, and apprentices receive guaranteed wage increases as they hit program milestones. Bucks IU has funding to enroll two apprentices in the first cohort, with MCIU sponsoring two additional candidates. Positions are expected to post in August 2026, with coursework beginning through PennWest University in January.

The Educational Interpreter Internship follows a similar model. Interns work in a paid paraeducator role while receiving structured mentorship from both a Bucks IU staff interpreter and faculty at Utah State University, along with dedicated support preparing for the Educational Interpreter Performance Assessment. Interns earn their paraeducator

salary throughout the internship and receive an additional stipend upon completion. The program is part of the Pennsylvania Department of Education's Attract-Prepare-Retain (APR) initiative, and Bucks IU expects to post the internship position in the coming weeks.

"We're removing barriers for people who have real talent and a passion for education," said Jennifer Rawson, Bucks IU's Supervisor of Apprenticeship Programs. "Whether someone is training to be a teacher of the deaf or an educational interpreter, the model is the same: robust mentorship from day one, no cost out-of-pocket, and a guaranteed job at the end of the experience."

Both programs build on infrastructure the Bucks IU has developed since 2018, when it began assembling a "Grow Your Own" pipeline that now includes a registered pre-apprenticeship for teacher aides, a registered apprenticeship for behavior technicians, and undergraduate and post-baccalaureate apprenticeships for special education teachers.

"This is really about our students," said Dr. Gina Meissler, Program Director of Related Services at Bucks IU. "Every certified teacher of the deaf and every qualified interpreter we add means more deaf and hard-of-hearing children getting the consistent, qualified support they're entitled to. That's the whole point, and it's why we pursued both approvals at the same time."

Looking Ahead

Bucks IU's first Teacher of the Deaf apprenticeship cohort is expected to graduate in December 2028, with program leaders hoping to launch a second cohort as grant funding allows. The interpreter internship will begin taking applicants within weeks, with an intern expected to start alongside Bucks IU's existing team this fall.

"A year from now, I want to look at both of these programs and see people thriving in their coursework and thriving in front of students," Rawson said. "That's the return on investment that matters most to us."

####

ABOUT THE BUCKS COUNTY INTERMEDIATE UNIT (Bucks IU):

For more than 55 years, the Bucks County Intermediate Unit has partnered with schools, families, educators, and community organizations to expand opportunities for learners throughout Bucks County. Through exceptional educational programs, innovative professional development, and advanced business and technology services, the Bucks IU

helps schools and communities meet the evolving needs of those they serve. Learn more at www.BucksIU.org.

705 N. Shady Retreat Rd.
Doylestown, PA 18901

Media Contact:
Rebecca Smith
Supervisor of Communications
215-348-2940 ext. 1121
resmith@bucksiu.org

Bucks County Intermediate Unit
For Immediate Release:

Bucks IU Summer Learning Program Serves Record Number of Students

Extended School Year program helps more than 1,300 students maintain critical skills as demand continues to grow across Bucks County.

DOYLESTOWN, Pa. – For some students, a long summer break can mean losing hard-earned skills that took months to build during the school year.



An ESY student smiles and holds up PBIS tickets he's earned by excelling in a math lesson.

This summer, Bucks County Intermediate Unit (Bucks IU)'s Extended School Year (ESY) program helped 1,308 students maintain those critical skills and return to school ready to continue making progress. It is the largest number of students served by the program in Bucks IU history and represents an 18 percent increase over the last two years.

Over five weeks during the summer, students received instruction and support designed to help them maintain skills in areas such as communication, mobility, self-care, behavior, academics, and preparation for life after graduation.

"Many of our students work incredibly hard all year to gain skills that help them communicate, navigate daily routines, and become more independent," said Kelly Housman, ESY Coordinator at the Bucks IU. "A long interruption can make those skills harder to maintain. ESY helps students keep building on the progress they've already made so they can start the new school year ready to move forward."

Helping Students Keep Momentum



An ESY student completes a worksheet.

Extended School Year services are provided to students with disabilities whose educational teams determine they need continued support during the summer months.

For families, that support can make a significant difference.

Students participating in Bucks IU's ESY program continued practicing and reinforcing skills they use every day, helping prevent setbacks that can occur during an extended break from school. Services include specialized instruction, speech therapy, occupational therapy, physical therapy, nursing support, behavior services, vision and hearing services, sign language interpreting, and job coaching for students preparing for adulthood.

During the five-week program, Bucks IU staff delivered more than 3,000 instructional and support services tailored to students' individual needs.

"Every child deserves the chance to come back to school in September ready to learn and succeed," Housman said. "ESY gives students that opportunity. It helps preserve the gains they've worked so hard to achieve and provides families with confidence that progress will continue."

A Glimpse into Progress This Summer

The moments inside ESY classrooms explain why the work matters. In one classroom for students who are largely non-verbal, staff say two students reached milestones this summer that took weeks of practice to achieve. One student, asked if he wanted to play with bubbles, answered simply, "no." It was the first time he had used a spoken word to independently communicate a preference. Another student began using his communication device on his own to request the items he likes best, without a staff member prompting him first.

In an Enhanced Autistic Support classroom, where two staff members work alongside every student, a new student joined and settled into the class this summer. Staff built the summer around hands-on learning that kept students working toward their individual goals while having a good time doing it, including building a solar oven to make s'mores, making ice cream in a bag, and getting messy with sensory art projects.

Across the county, ESY students also took part in a petting zoo visit, a firetruck visit, sing-alongs, and a carnival, giving them a chance to practice the skills they were building in the classroom out in the real world.

Growing to Meet Increasing Need

As demand for summer services continues to grow, Bucks IU has expanded its programming to serve more students and families. This summer, the organization operated classrooms at eight schools throughout Bucks County. Bucks IU staff also supported ESY programs in all 13 Bucks County school districts.

Supporting those students required a team of 756 employees, including teachers, therapists, nurses, counselors, behavior specialists, interpreters, job coaches, and paraprofessionals.



Three high school ESY students smile.

"The program only succeeds because of the people behind it," Housman said. "Every year, hundreds of staff choose to spend part of their summer helping students continue learning. The difference they make in our classrooms is incredible."

For the students and families across Bucks County who count on it, Bucks IU's ESY program means the progress a child makes during the school year doesn't disappear during the summer break.

###

ABOUT THE BUCKS COUNTY INTERMEDIATE UNIT (Bucks IU):

For more than 55 years, the Bucks County Intermediate Unit has partnered with schools, families, educators, and community organizations to expand opportunities for learners throughout Bucks County. Through exceptional educational programs, innovative professional development, and advanced business and technology services, the Bucks IU helps schools and communities meet the evolving needs of those they serve. Learn more at www.BucksIU.org.

You're Invited!

RIBBON CUTTING CEREMONY

Join us at the Fab Lab as we celebrate its designation as a Ripken Foundation STEM Center!

Through a partnership with the Ripken Foundation, Excelon Foundation, and PECO, the Fab Lab will be equipped with new STEM tools and resources. By emphasizing teamwork and critical thinking, the program helps prepare future leaders to create positive change.

Friday, September 11
10:00–11:00 a.m.

Fab Lab Center
1 Ivybrook Blvd.
Suite 190
Warminter, PA 18974

RSVP by September 4 to:
FabLab@BucksIU.org

Coffee and light refreshments will be served.

FAB LAB
Powered by the Bucks IU

CAL RIPKEN, SR. Foundation
25TH ANNIVERSARY
TRANSFORM COMMUNITIES CHANGE KIDS' LIVES

peco℠
AN EXELON COMPANY

www.BucksIU.org/FabLab FabLab@BucksIU.org

Bucks County
Intermediate Unit

Safety and Security Mini-Report
August 18, 2026
Board Meeting

Jen Hertwig, Ph.D, Ed.S
Assistant to the Executive Director
for Operations

Safety and Security Update

Submitted by: Beth Kramer, Supervisor of Safety and Security

Safety Services is working to strengthen a culture of safety across the Bucks County Intermediate Unit. We have enhanced internal safety and security procedures, expanded opportunities for safety-focused activities and leadership development, reestablished a countywide network of safety professionals, and continue to support coordinated safety planning throughout the county.

A Culture of Safety

The Bucks IU Safety Services team has focused on the development of culture of safety throughout the Intermediate Unit during the 25-26 school year. Common language in the form of the I Love U Guys Standard Response Protocol was reintroduced, applied to safety planning and drill procedures, and reemphasized through Act 55 trainings, school site safety committee meetings, on-site safety practice and ongoing leadership offerings. Procedures for safety situations were strengthened, communicated and practiced by staff throughout the IU. The Safety Services team continued to provide direct, on-site support for safety drills, as well as immediate consultation with school leadership for individual safety situations. Additionally, Safety Services has increased communication with the Leadership team at the IU by providing a monthly newsletter called “The Safety Net.” This newsletter includes key information about school safety and security requirements, important upcoming dates, school safety current events, resources and available professional development.

The Safety Challenge

Safety Services created a “Safety Challenge” for school sites, in which each could earn points for completing safety activities with students and staff in the first and second semester of 25-26. Choices included items such as including first responders in drills, inviting Safety Services

staff to lead student safety-readiness activities, providing information to staff about the reporting of threats and having a safety theme for a month. Safety Challenge results indicated 97 additional safety efforts made by our building leadership last school year.





Congrats to the winners of the 25-26 Safety Challenge! In the first semester, Lower Bucks ELC staff won the safety challenge. In the second semester, Lower Bucks ELC and Samuel Everitt staff claimed the prize.

Strengthening our Internal Safety Procedures

A significant focus was placed on our internal safety processes and preparedness. Drill guidance has continued to be refined, with procedures in place to support not only effective practice but also to be sure that time spent on safety is meaningful to the staff at each location. For the first time at the IU, Lower Bucks ELC practiced an off-site evacuation to the Lower Bucks Hospital with both students and staff. The IU has increased our ability to use mass notification systems with a pilot of the Informacast system at UCELC, and electronic Standard Response



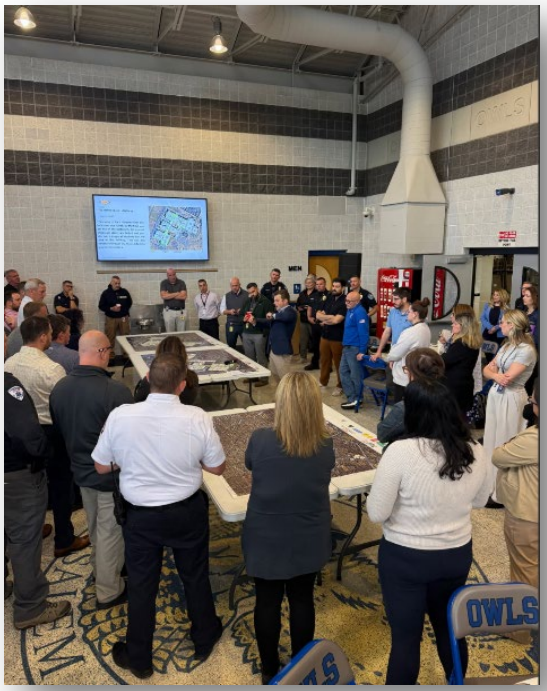
Protocol alerts are available throughout the Intermediate Unit. Training has been offered at multiple locations on situational awareness, and on responding to Hoax/Swatting calls. Bucks IU Safety Committee meetings were offered quarterly and continue to be an important opportunity to align emergency planning practices across IU sites. Tactical mapping is being completed at each IU building and will be available to law enforcement and first responders in the fall of 2026. A group of IU leaders also traveled to PennSSI in the spring to participate in their school safety simulator.

An SOP was created for Cardiac Events, and a response team at 705 was CPR, AED and First Aid trained. 705 conducted our first Cardiac Emergency drill in spring of 2026. Emergency Response Teams are being formed throughout the Intermediate Unit to respond to serious medical emergencies and provide support until the arrival of emergency medical services.



S3: Bucks County School Safety and Security Meetings

The Bucks County School Safety and Security (S3) meetings were reestablished in the Fall of 2025, inviting school district, law enforcement and emergency management together at the IU to discuss safety needs in the county and gain information on legislative updates, training and resources. The key benefit of the S3 meetings is the collaboration that occurs between the diverse group of safety professionals, which in turn benefits all schools in the county. During 25-26, S3 discussed county-wide needs, learned more about Safe2Say Something trainings, and participated in a tabletop active shooter exercise. The Bucks IU also coordinated with Bensalem School District to provide a large-scale tabletop drill including representatives from school districts, law enforcement and other first responders in April of 2026. Feedback from S3 led to the creation of a reunification workgroup. The IU hosted an I Love U Guys Standard Response Protocol and Standard Reunification Method training in the spring. A county-wide Reunification Response Team was formed, with a focus on providing support to



schools experiencing a reunification event after a serious violent incident. A reunification drill will be completed in November of 2026 at the Upper Bucks County Technical School.

Looking Forward: Planning for the Future of Bucks IU Safety Services

Bucks IU Safety Services will emphasize a culture of safety in the upcoming year. We will continue to strengthen our internal safety and emergency planning and procedures, with a focus on ongoing training, support and empowerment of leadership and staff at each IU site to take action in emergency situations. Externally, Safety Services will support collaboration through ongoing School Safety and Security team offerings, while leading the efforts to establish common reunification procedures across Bucks County.

2025-2026 Impact Report

FAB LAB
Powered by the Bucks IU

Mission

Bucks IU's Fab Lab programs inspire children to pursue advanced education and careers in a STEAM-related field. Our programs offer digital fabrication and computer science learning opportunities in-school with the Mobile Fab Labs and out-of-school at the Fab Lab Center.



Ribbon-Cutting Ceremony to Launch Mobile Fab Lab 3
January 2026

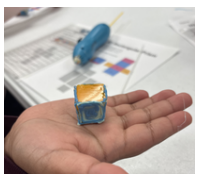
Key Impact Metrics

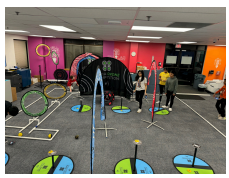
Mobile Fab Lab Student Impact	Fab Lab Center Student Impact	Educator Impact	Program Growth Since 2022
23,000+	5,600	2,500	450%

At A Glance

Key Partnerships & Accomplishments:

- **Dept. of Community & Economic Development:** A two-year Manufacturing PA Grant provided for over 100 career-awareness field trips for middle school students.
- **Corporate Engagement:** Distinguished companies, including local firms and global brands, partnered to support and build connective programs for students.
- **Expansion of Mobile Fab Lab Program:** Launched THIRD complete Mobile Fab Lab to serve students across Bucks County and beyond.



2025-2026 Funding Summary

Grants	Private Donations	Program Revenues
$578,000	$28,000	$302,000

Major Funding Partners

PA Dept. of Education: PAsmart
PA DCED: Manufacturing PA (2-year grant)
Martino Family
Dow
Bucks County Workforce & Economic Development Board
PECO
Cal Ripken Sr. Foundation
Bentley Systems
Delaware Valley Industrial Resource Center
TPD, Inc.

Dr. Lindsey Rutherford | Director of STEAM Education

Fab Lab Center
1 Ivybrook Blvd, Suite 190, Warminster, PA 18974

FabLab@BucksIU.org
www.BucksIU.org/FabLab

Bucks County
Intermediate Unit

PROGRAMS & SERVICES
MINI – REPORT
August 18, 2026

STEAM Updates
Prepared by Dr. Lindsey Rutherford, Director of STEAM Education

The Programs and Services Division is excited to celebrate the FABulous achievements and growth of the Bucks IU's STEAM (science + technology + engineering + arts + mathematics) programs during the 2025-2026 school year. Through programs offered at the Fab Lab Center, the Mobile Fab Lab program, and professional learning that the STEAM team facilitated, it has been a FABulous year!

As part of the Bucks IU's work to support the initiatives outlined by the PA Department of Education's STEAM Statement of Work for Intermediate Units, the STEELS (science + technology + engineering + environmental literacy + sustainability) standards continued to be a major focus for our team. To support school districts, we offered twelve STEELS-specific days of professional learning ranging from Leadership Team support, introductory STEELS learning, instructional shifts associated with teaching the new standards, and assessment training. Additionally, the annual Environmental Literacy Institute provided an opportunity for districts to learn and network with local environmental literacy experts such as Heritage Conservancy. STEELS support will continue to evolve for the 2026-2027 school year as we enter the second year that schools are expected to implement the new standards and statewide assessments are now aligned to the new standards.



The Mobile Fab Lab wrapped up its seventh year of operation in June 2026. A highlight of this year for the Mobile Fab Lab program was expanding to a third complete lab, thanks to a $450,000 PAsmart Innovation grant. Together, the three labs took up residency at 68 schools during the 2025-2026 school year, impacting over 23,000 students. The Mobile Fab Labs bring computer science and digital fabrication equipment (robotics, 3D printers, a laser engraver, and more!) to schools for one-week residencies. Year after year, we are proud that the Mobile Fab Lab schedule reaches capacity within days of opening registration with schools!



The Fab Lab Center is celebrating its fifth year of operation. Grants and partnerships continue to support the Fab Lab Center's growth, and we are proud that 2025-2026 included over $700,000 in grant funding! From Career Awareness field trips to drone programs to special STEAM Saturday events, this funding helped the Fab Lab engage students who otherwise may not have been able to attend our programs. STEAM Saturday partnerships with TPD, Inc., and the Delaware Valley Industrial Resource Center led to carefully planned programs that focused on each organization's career sector – both of which happened to be civil engineering. At TPD's STEAM Saturday, students designed new roadways and tested bridges and at the DVIRC's event, students build robot submarines and battled for submarine dominance. A grant from the PA Department of Community and Economic Development provided career awareness field trips for schools and special Saturday events. Students used virtual reality equipment and software to experience different career opportunities, such as drone flying, welding, and animal science.



Fab Lab Summer Camp continues to be the go-to for local families, this year engaging 465 children over nine weeks of camp. Camp themes included Video Game Design with Bloxels, Digital Art, and the ever-popular Minecraft. Nearly every camp was sold out – a testament to the reputation the Fab Lab has with families.

During the 2025-2026 school year, STEAM programs engaged nearly 30,000 students! We are ready for a FABulous 2026-2027 and look forward to continuing to support STEAM learning across Bucks County and beyond!

Bucks County Intermediate Unit



Bucks IU Everyday Impact

A summary of the latest news and events from the Bucks IU

August 2026



Student Stories

Learning extends beyond the classroom during ESY at Bucks IU at Samuel Everitt

Students in the STEP (Student Transition and Employment Program) program visited Core Creek Park, where they connected classroom lessons to the real world by learning about local wildlife and food chains while practicing leisure skills, feeding the ducks, and helping care for the park.

Students in the RESET (Regulate, Educate, Support, Encourage, Transform) program put their social skills into action on a nature walk at Bucks IU at Samuel Everitt, working together to identify plants and other items they had studied in science lessons.



Time for a dance break!

During ESY at Bucks IU at Pearl S. Buck, Mr. Corbin and a student took a movement break by learning the Macarena. Purposeful movement activities like these help students reset, regulate, and return ready to learn.

Growing skills, teamwork, and a garden at Bucks IU at Samuel Everitt



Bucks IU at Samuel Everitt students and staff have been hard at work bringing their school garden to life. Students helped clean and prepare the garden, and classrooms have each “adopted” an area to plant and maintain throughout the season.

Along the way, students are building hands-on skills while learning about plant life cycles, growing their own food, healthy habits, and teamwork.

Kindergarten, here they come!



As students across Bucks IU Early Childhood Programs prepare to head to kindergarten, the Bucks IU is celebrating their important milestone and the people who helped them reach it. Behind every new skill and moment of progress is a team of teachers, therapists, and paraprofessionals who encourage, support, and believe in them every step of the way.

Congratulations to our kindergarten-bound students, and thank you to the Bucks IU staff who helped prepare them for the next chapter!

Ready to turn after school into the best part of the week? Fall after-school clubs are here!



This fall, the Fab Lab is offering exciting, hands-on after-school clubs where students can design, build, invent, and solve real-world challenges using STEAM skills. Whether your child dreams of robotics competitions, engineering incredible creations, or bringing ideas to life with digital fabrication, there’s a club for them!

Details and registration for all clubs:
www.bucksiu.org/fablab/events

1,308 students. Five weeks. One summer full of progress.

This year, Bucks IU's Extended School Year (ESY) program served more students than ever before, helping students across Bucks County keep practicing the skills they worked hard to build all year. From communication and academics to independence and life skills, ESY kept learning strong with plenty of summer fun along the way.

A huge thank you to the 756 Bucks IU team members who made it all possible!



Bugs to find, bubbles to chase, and s'mores to make in Bucks IU Preschool Early Intervention Classrooms

Summer sessions in Bucks IU Preschool Early Intervention classrooms were full of opportunities to learn through play and experience. Students searched for bugs, mixed up a s'mores inspired snack, sang songs, and celebrated with bubbles. These playful experiences give young learners meaningful ways to be curious, engage their senses, practice new skills, and connect learning to the world around them.

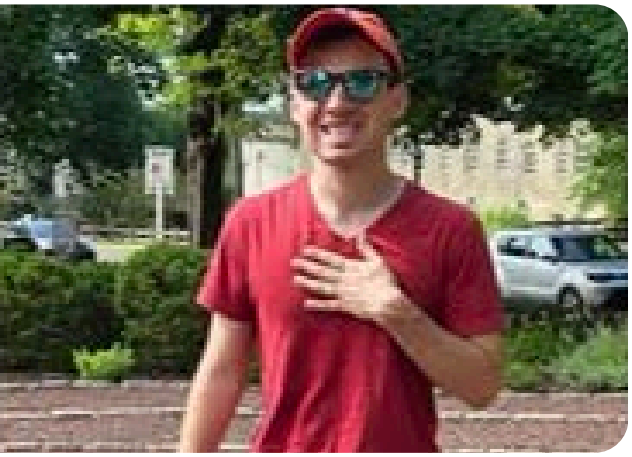




Adult Programs and Services

Creativity has no limits at SEQUEL!

Bucks IU SEQUEL participants recently enjoyed a session of their multi-week art class at SteelStacks in Bethlehem, where every week brings a new opportunity to explore creativity. Guided by professional artists, participants experiment with a variety of artistic mediums and techniques, discovering new talents along the way. We are grateful for community partners who create welcoming, inclusive spaces where our participants can shine.



A Walk Through the Labyrinth

Bucks IU SEQUEL participants took a contemplative journey at the Community Labyrinth in Doylestown, using the peaceful pathways as an opportunity to practice mindfulness, self-care, and positive thinking. As they followed the winding path, they focused on staying present, reflecting on the good in their lives, and taking a quiet moment to recharge. Experiences like these encourage participants to reduce stress and embrace each day with a positive mindset.



Summer Work Sites

Meet Devak! This summer, Devak has been hard at work at Silver Lake Nature Center in Bristol, one of five Bucks IU SEQUEL Summer Work Sites made possible through partnership with the Office of Vocational Rehabilitation (OVR).

From keeping the Visitor's Center clean and welcoming to working outdoors clearing trails and removing invasive plant species, Devak has taken pride in every task. Programs like our Summer Work Sites give participants the chance to build confidence, develop workplace skills, and demonstrate the many talents they bring to their communities while earning a paycheck.



Personal care is an important life skill, and we're excited to help our participants build confidence every step of the way!

Bucks IU SEQUEL participants kicked off an eight-week Personal Care Curriculum led by Elyse from I Can Do This.

Throughout the program, participants will learn strategies to make personal hygiene and self-care routines feel less stressful, easier to manage, and more consistent. By building these everyday skills, they are working toward greater independence, increased confidence, and success both at home and in the community.

Rock and Roll with Cole

Meet Cole, a proud Bucks IU SEQUEL participant who is showing us that sometimes you don't need a whole band when you can be a one-man band!

Thanks to John at Peace Valley Music Studios, SEQUEL participants get the opportunity to tap into their musical side through lessons that explore music using a variety of different instruments. Cole discovered new talents and had fun with drums, the guitar, keyboards, and beyond.

Participants also enjoy activities like music trivia, karaoke jams, and other opportunities to explore a love of music.





Supporting Schools & Districts

Preparing devices and systems for the upcoming school year

While students are enjoying summer break, the Bucks IU Technology team is busy getting devices and systems ready for the year ahead.

From repairing and preparing student devices to enhancing cybersecurity across Bucks IU technology, the team works behind the scenes all summer to help ensure students and staff return to technology that is secure, reliable, and ready for learning.

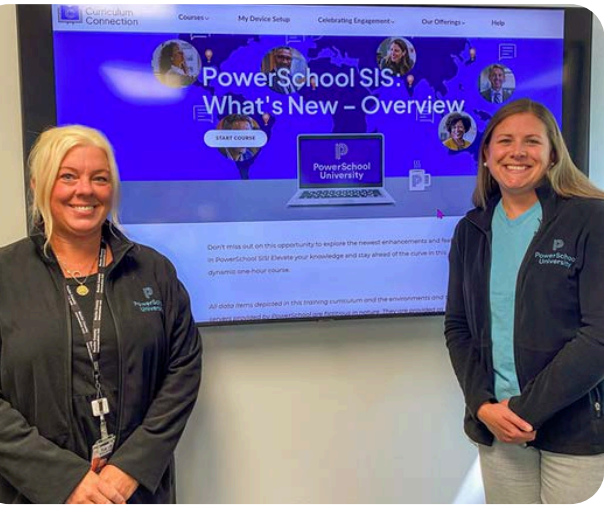


Professional Learning

Bring more innovation, problem-solving, and hands-on learning into your classroom with a STEM Endorsement

The Bucks IU STEM Endorsement program helps educators build a STEM mindset while developing practical strategies they will be able to put to work with students. The four-course, fully online program can be completed for Act 48 credit through Bucks IU or graduate credit through Delaware Valley University.

The first course begins August 26, and registration is now open! More information and registration are available on the Bucks IU EventHub.



Growing our knowledge so we can better support yours

Kate Kucher, PowerSchool Specialist, and Amber Winton, Office and Project Supervisor, recently completed four days of PowerSchool University, learning from experts about new features, best practices, and tools that will enhance the PowerSchool experience and support student success.

Professional learning like this helps us provide the highest level of support to our students, families, educators, and school district partners.



Learning together, then bringing it back to the team

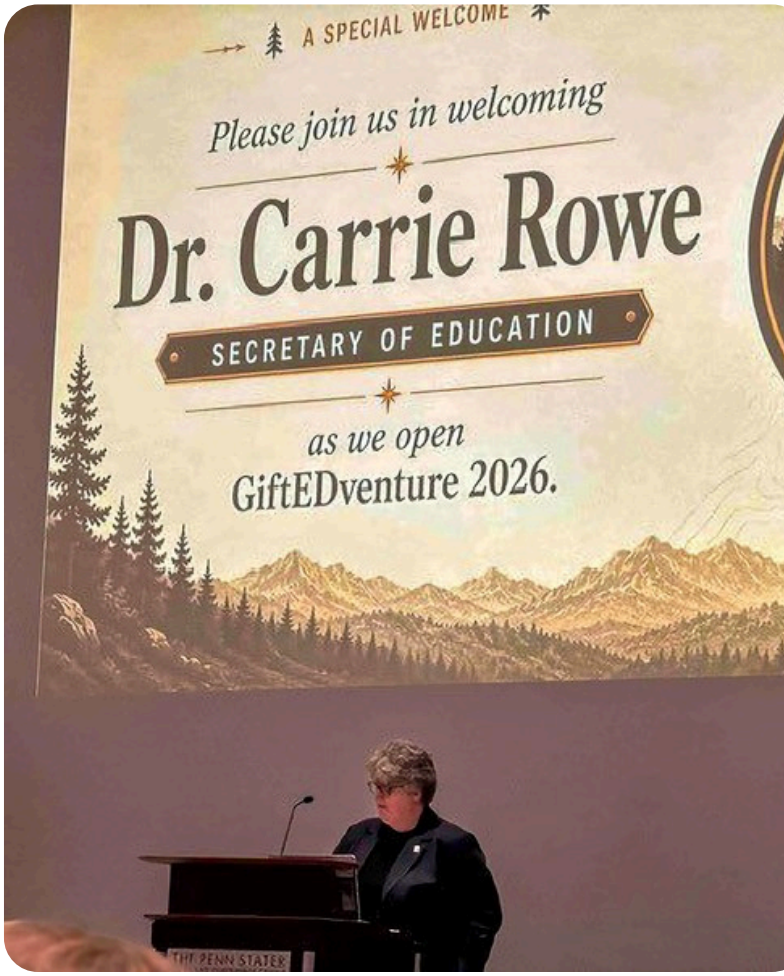
Members of the Bucks IU Deaf Education Team recently attended the Educational Interpreter Summer Institute at PaTTAN. They joined educational interpreters from across Pennsylvania to explore current research, best practices, and ethical decision-making in educational interpreting. They will bring what they learned back to Bucks IU during opening week, sharing new insights and strategies with colleagues to strengthen practices that support students who are deaf and hard-of-hearing across Bucks County.

GiftEDventure Conference brings educators, partners, presenters, and PDE leadership together

The conference provided two days of professional learning centered on strengthening gifted education and expanding equitable opportunities for gifted learners in Pennsylvania.

Bucks IU was proud to help shape this statewide learning experience, with Nicole Borland, Director of Teaching and Learning, serving as one of ten Gifted Equity Liaisons who planned the institute as part of Pennsylvania's Javits Gifted Equity Initiative.

GiftEDventure helps educators recognize and support gifted potential, particularly among students who have historically been underrepresented. Participants left with new strategies, resources, and statewide connections to carry this work forward in their schools and communities.





Showcasing Staff

Rebecca Roberts-Malamis, Esq. receives milestone achievement award

Rebecca was recognized for 15+ years of dedicated service providing legal guidance, expertise, and counsel in support of public schools across Pennsylvania. The award was presented during the 2026 Annual Solicitors Symposium.

We are proud to celebrate Rebecca's leadership, commitment, and longstanding service to public education. Congratulations on this well-deserved honor!

Supporting students takes a team!

During ESY at Strayer Middle School, Bucks IU educators, nurses, paraprofessionals, behavior specialists, liaisons, and therapists worked together to provide the individualized instruction and services students need to maintain important skills and continue making progress throughout the summer.

This collaboration is at the heart of Bucks IU Related Services: bringing specialized expertise together for each student so they can communicate, participate, make progress, and experience greater independence at school and beyond.





Community Partnerships

Congratulations to the 2025-26 Bucks IU Caring Communities award recipients

Every student deserves a community that believes in them. Each year, the Bucks IU Caring Community Awards recognize those who go above and beyond to make that possible for Bucks IU students.

This year, 49 individuals, businesses, and organizations were recognized for making a lasting difference in the lives of Bucks IU students. Awardees were recognized for opening their workplace to students, creating inclusive opportunities, donating resources, mentoring future leaders, or simply showing extra kindness in everyday moments. Thank you for helping our students belong!

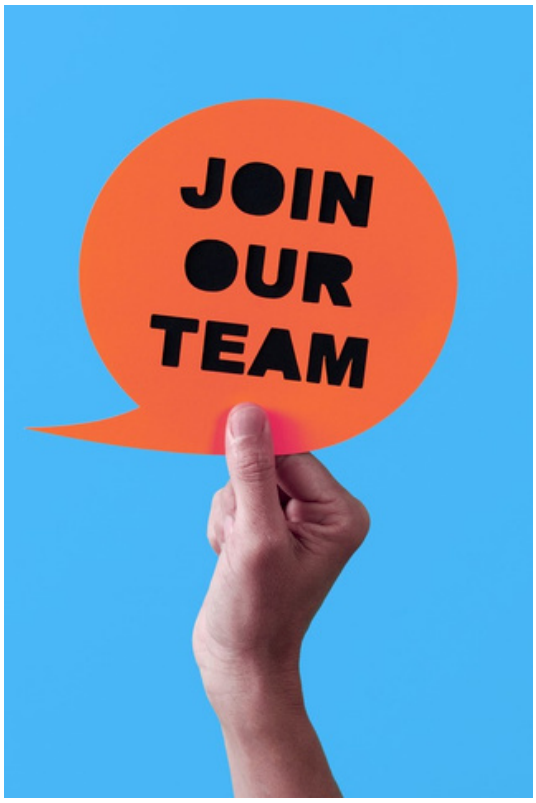


Bucks IU is partnering for two back-to-school vaccine clinics

Make sure your back-to-school prep this year includes ensuring your students have the immunizations they need for a healthy school year.

August 19 | 3–6 p.m.
Bristol Borough High School
Register for 8/19

August 26 | 4–7 p.m.
Quakertown Community High School
Register for 8/26



Make an Impact with Bucks IU

The Bucks IU recruitment team works to hire personnel year-round, and you can help! By sharing our social media posts, job listings, and Monday Moments, you can spread the word and help your friends and families find their next position.

Visit
BucksIU.org/Careers



Be In-the-Know About Bucks IU

Follow, celebrate, and share all the amazing Bucks IU students, programs, services, staff, and events by following us on social media!

Follow us on socials
linktr.ee/bucksiu22

Bucks County
Intermediate Unit

	Special Education Mini-Report for the August 18, 2026 Board Meeting	**Lenny Greaney, Ed.D. Assistant to the Executive Director**

EXTENDED SCHOOL YEAR SERVICES

Submitted by: Kelly Housman, Extended School Year Program Coordinator



The Bucks County Intermediate Unit offers Extended School Year (ESY) services to school-age students. Services are based on specific requirements as outlined by the Individuals with Disabilities Education Act (IDEA). Students must be provided with extended school year services, if needed, to guarantee a free and appropriate public education (FAPE). Eligibility determinations take place at a student's Individualized Education Program (IEP) meeting and are based upon analysis of data collected from existing breaks in service that indicate the probability of significant regression in skills without the ability to recoup those skills in a timely fashion. Other eligibility factors include the severity of the student's disability and the extent to which a skill or behavior is crucial to meet the IEP goals of self-sufficiency and independence from caretakers.

The Bucks IU ESY program is designed to provide opportunities for academic, emotional, behavioral, and social growth for students who qualify for these services. The Bucks IU offers five weeks of ESY services to students who qualify. A student can have multiple service requests (e.g., academic program, speech, vision, etc.) and services are offered at IU center-based locations, district center-based locations, home and group homebased, charter, and private school locations. This summer, there were 615 students who attended IU center-based full day ESY programming, seventy-two more students than ESY 2025; fifty-four students were seen for related services in district ESY programs. In total, more than 1,300 students were offered ESY services by the



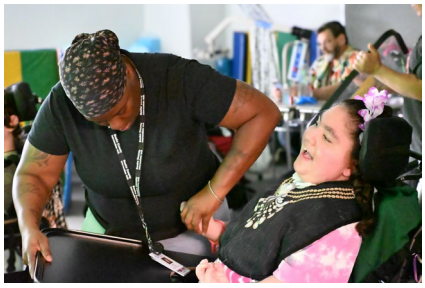
Bucks IU this summer. Student enrollment has increased by 18% since 2024, due to the opening of Pearl S. Buck and the increase in need for one to one and two to one staff to student support.





This summer has been full of fun and learning! Ashlie Urban's students are mostly non-verbal and this summer she had two students using more spoken language to express their needs and wants. One student was outside and was asked if she wanted to play bubbles and she responded "no." Although it was a simple response, it was a significant milestone because the student was able to verbally communicate a preference independently. Another student was able to make requests on his AAC device when prompted by staff; by the end of ESY he was using his device independently for highly preferred items! Moments like these demonstrate the meaningful progress students made in functional communication throughout the summer. Erika Donnelly's Enhanced Autistic Support classrooms (two staff to one student ratio) welcomed a brand new student to the classroom who adjusted very well and became a great addition to the classroom. They had a lot of fun with hands-on learning! A few of the students' favorite activities were making a solar oven for s'mores, ice cream in a bag, and lots of fun (and messy!) art and sensory projects. It has been a great balance of learning, practicing skills, and having fun while continuing to work on and maintaining IEP goals. And of course there were many other fun educational activities throughout ESY, including a petting zoo, firetruck visit, sing-a-longs, a carnival, and so much more. These activities gave students valuable opportunities to apply the skills they practiced in the classroom to new environments and real-world experiences. ESY MAGIC is EVERYWHERE!













Bucks County
Intermediate Unit

705 N. Shady Retreat Rd.
Doylestown, PA 18901
Tel: 215-348-2940
www.BucksIU.org

SUMMARY OF
BUCKS COUNTY INTERMEDIATE UNIT
BOARD OF SCHOOL DIRECTORS MEETING
TUESDAY, AUGUST 18, 2026

The following action items were approved at the meeting last evening:

- July 2026 Treasurer's Report
- July 2026 Bills for Payment Report
- Budget Revision
- August 2026 Contracts and Purchases
- Resignation and Transition Period of Board Treasurer
- Appointment of New Board Treasurer
- Agreement with Chester County Intermediate Unit
- Agreement with Council Rock for Discovery Education
- Agreement with Interlibrary Delivery Service of Pennsylvania
- Agreement with Upper Moreland School District for Title I Equitable Nonpublic Services
- Special Education Services Agreements with Out of County School Entities
- Special Education Services Agreement with The School District of Philadelphia
- Agreement with Zimmerman Studio, LLC for 1st floor office renovations
- Memorandums of Understanding with Bucks County School Districts for the Chief Science Officers (CSO) Program
- Agreement with Discovery Education
- Agreements to Purchase Meals for Special Education School Age Sites
- Renewal of Food Service Management Company (FSMC) Contract for the Child and Adult Care Food Program (CACFP) with Chef Chipper LLC dba AAA Catering and Bristol Township School District
- Contractor Service Agreement with Language Services Associates, Inc.
- Contractor Service Agreement with Pennsylvania School for the Deaf
- Subscription Renewal Agreement with Relias, LLC
- Bucks IU Project Search End of Year (EOY) Dinner Contract with Doylestown Country Club

- Rental Agreements with M.E.I. Catering
- Training Agreement with Crisis Prevention Institute, Inc. (CPI)
- Security Agreement with KRE Security LLC
- Proposal for Capital Feasibility Analysis Services
- Additional Services with Private Providers
- Premier Agency Provider Agreement with Maxim Healthcare Services, Inc.
- Aspire Technology Partners - Systems Admin Consultant Services for Technology Services
- Agreement with Edmentum
- Pennsylvania Office of Vocational Rehabilitation Professional Connections Foundation (PCF) Provider Agreement
- Registered Behavior Technician Apprenticeship (RBTA) Program Employee Agreements
- Local Educational Agency Responsibility Agreement with Upper Perkiomen School District
- Affiliation Agreement with Towson University
- E-Rate Funding Resolution and Release Agreement
- Approval Authorizing President of the Bucks IU Board of School Directors to Execute a Letter of Intent and Other Necessary Legal and Financial Documents for the Potential Acquisition of Property.
- Art on the Move School Entity Exhibition Agreements
- Personnel Items

The next regularly scheduled meeting of the Board of Directors is on **Tuesday, September 15, 2026**. The meeting will be held at **Bucks IU Administration Building, 705 N. Shady Retreat Road, Doylestown, PA 18901** and begins at 7:00 P.M.

Bucks County Intermediate Unit

Legislative Report

TO: Bucks IU Board of School Directors
Bucks County School Superintendents and Career Technical Center (CTC) Directors

FROM: Rebecca Roberts-Malamis, Esq.
Deputy Executive Director and In-House Legal Counsel

RE: Legislative Update

DATE: July 21, 2026

2026-2027 State Budget Update

On July 12, 2026, Governor Shapiro signed a $50.85 billion budget package that is a $750 million or a 1.5% increase over the 2025-2026 budget, (actually a 3.7% over 2025-2026 once supplemental changes to the 2025-2026 budget are realized through certain accounting maneuvers.) While the budget was twelve days late, the vote in support was overwhelmingly bipartisan. **House Bill 2400**, containing the appropriations for all the budget line-items was approved by a vote of **167-35** in the House and **44-6** in the Senate. **House Bill 1505**, the *Omnibus School Code* bill, accompanying the budget, was approved by a vote of **172-30** in the House and **45-5** in the Senate.

Important Points:

- No new taxes or other new revenue sources.
- Preserves the state's nearly $8 billion rainy day fund.
- Pulls more than $500 million from off-budget, "special funds"—using accounting maneuvers to transfer unused funds from previous budgets of certain departments and delays $1.3 billion in payments to the state's Medicaid managed care organizations.
- $973.3 million allocated for Pennsylvania's education system.

What Didn't Make It:

- **Bell-to-Bell Mobile Device Policy**: Although the House and Senate each approved different versions of legislation addressing student cell phone restrictions (**House Bill 1814** and **Senate Bill 1014**), no language from either proposal was included in the final omnibus school code package.

- **Skilled Games:** The Supreme Court gave the General Assembly 120 days to act. Nothing was included in the budget documents, and if the House and Senate do not

take action this fall, Governor Shapiro has stated that the Pennsylvania State Police will be prepared to enforce the Supreme Court's decision by removing more than 80,000 skilled game terminals from unlicensed locations across the state.

- **Decision on Federal Voucher Program:** Although the decision to opt in to the federal school choice voucher program rests solely with the Governor and does not require separate action by the General Assembly, pressure was placed on the Governor during the state budget negotiations to join this federal program. Pennsylvania has until January 1, 2027, when the federal program is scheduled to begin, to decide whether to participate. The program would provide a federal tax credit up to $1,700 for donations to school scholarship organizations. Like the mobile device policy and skilled games, we may see something on this in the fall.

- **No minimum wage increase**

Overall Education Funding Allocations

Fully funds the third installment ($565 million increase) of adequacy and tax equity payments to meet the constitutional obligation to public schools.

- $58 million increase for **Basic Education Funding (BEF)**, including $8 million in supplemental BEF payments to four school districts, including Borough of Morrisville in Bucks County, who met certain limited requirements. 16 school districts will receive less funds than 2025-2026, including Pennridge School District in Bucks County.
- $55 million increase for **Special Education Funding (SEF)**, with $5 million set aside for extraordinary expenses to Philadelphia charter schools. 33 school districts are receiving less funds than 2025-2026 including Bristol Borough, Borough of Morrisville and Pennridge School districts in Bucks County.
- $10 million increase for **Career and Technical Education.**
- Additional $59 million for **Ready to Learn (RTL)** funding including funds for RTL adequacy and tax equity. All 500 school districts will receive another $50,000 in RTL Adequacy or Tax Equity funding. There are continued limitations on the use of Act 1 exceptions for school districts who receive the adequacy supplement or the tax supplement as they prepare for their 2027-2028 budgets.
- Maintains $125 million for **School Facilities** including $25 million set aside for **Solar for Schools**. There is a continued moratorium on **PlanCon 2.0** until July 1, 2027.
- $100 million for **School Safety and Mental Health Grants**, with an additional 75% of any money in the fund that is unexpended, uncommitted, or unencumbered from prior years. School districts are eligible to receive $100,000 each with charter schools, CTCs, and IUs receiving $70,000 each. Grant applications must open within 45 days of July 12, 2026, and Tier 1 Baseline criteria remains a priority for grant submissions.
- $41 million increase for **Early Intervention** (ages 3-5) and additional $3.8 million for the **Pre-K Counts Program**. Intermediate Units are now eligible providers for Pre-K

Counts. Pre-K Counts may offer 180 days, or 900 instructional hours for full day programs and 450 hours for half day programs.

Bucks County School District Allocations for Basic Education Funding (BEF)

School District	2026-27 Estimated BEF as of July 2026	2026-2027 Base BEF	2026-2027 Supple-mental BEF	Estimated Student Weighted Distribution	2025-2026 Final BEF April 2026	Dollar Change	% Change
Bensalem Township SD	$22,615,288	$21,018,730	$0	$1,596,558	$22,433,719	$181,569	0.81%
Bristol Borough SD	$8,046,138	$7,822,257	$0	$223,882	$8,001,138	$45,000	0.56%
Bristol Township SD	$27,945,002	$26,638,469	$0	$1,306,533	$27,883,691	$61,311	0.22%
Centennial SD	$15,749,243	$15,145,438	$0	$603,805	$15,666,004	$83,239	0.53%
Central Bucks SD	$24,107,158	$23,002,295	$0	$1,104,863	$24,006,123	$101,035	0.42%
Council Rock SD	$17,668,771	$17,059,929	$0	$608,842	$17,579,553	$89,218	0.51%
Morrisville Borough SD	$7,053,934	$3,466,138	$3,500,000	$87,797	$3,537,872	$3,516,062	99.38%
Neshaminy SD	$19,633,994	$18,493,110	$0	$1,140,884	$19,468,349	$165,645	0.85%
New Hope-Solebury SD	$1,446,822	$1,407,662	$0	$39,160	$1,444,681	$2,141	0.15%
Palisades SD	$3,383,415	$3,298,016	$0	$85,399	$3,370,473	$12,942	0.38%
Pennridge SD	$13,718,583	$13,220,350	$0	$498,234	$13,735,925	-$17,342	-0.13%
Pennsbury SD	$20,734,636	$19,830,849	$0	$903,787	$20,605,771	$128,865	0.63%
Quakertown Community SD	$13,860,859	$13,208,657	$0	$652,203	$13,830,909	$29,950	0.22%

**Copied from PDE Education Budget Website Summary of State Appropriations Basic Education Funding Table found at*: https://www.pa.gov/agencies/education/programs-and-services/schools/grants-and-funding/school-finances/education-budget

Bucks County School District Allocations for Special Education Funding (SEF)

School District	2026-27 estimate SEF July 2026	2025-2026 final SEF April 2026	Dollar Change	% Change
Bensalem Township SD	$6,304,437	$6,092,548	$211,889	3.5%
Bristol Borough SD	$1,326,620	$1,331,435	-$4,815	-0.4%
Bristol Township SD	$7,629,185	$7,234,434	$394,751	5.5%
Centennial SD	$3,891,289	$3,813,142	$78,147	2.0%
Central Bucks SD	$8,041,844	$7,996,861	$44,983	0.6%
Council Rock SD	$6,773,814	$6,740,515	$33,299	0.5%
Morrisville Borough SD	$994,428	$1,015,711	-$21,283	-2.1%
Neshaminy SD	$8,411,826	$8,062,306	$349,521	4.3%
New Hope-Solebury SD	$558,249	$553,934	$4,315	0.8%
Palisades SD	$1,076,360	$1,069,482	$6,878	0.6%
Pennridge SD	$4,085,853	$4,102,128	-$16,275	-0.4%
Pennsbury SD	$7,011,261	$6,967,540	$43,721	0.6%
Quakertown Community SD	$3,793,313	$3,686,334	$106,979	2.9%

**Copied from PDE Education Budget Website Summary of State Appropriations Basic Education Funding Table found at*: https://www.pa.gov/agencies/education/programs-and-services/schools/grants-and-funding/school-finances/education-budget

Bucks County School District Allocations for Ready to Learn (RTL) Funding

Name of School District	2026-27 RTL Block Grant July 2026	2026-27 RTL Foundation	2026-27 RTL Adequacy Supplement	2026-2027 RTL-Tax Equity Supplement
Bensalem Township SD	$6,024,207.64	$4,181,181.01	$1,843,026.63	$0.00
Bristol Borough SD	$980,055.84	$726,145.73	$253,910.11	$0.00
Bristol Township SD	$8,020,963.05	$5,691,023.69	$1,842,176.95	$487,762.41
Centennial SD	$480,367.00	$430,367.00	$50,000.00	$0.00
Central Bucks SD	$1,124,042.00	$1,074,042.00	$50,000.00	$0.00
Council Rock SD	$516,762.00	$466,762.00	$50,000.00	$0.00
Morrisville Borough SD	$1,219,607.00	$1,169,607.00	$50,000.00	$0.00
Neshaminy SD	$793,893.45	$743,893.45	$50,000.00	$0.00
New Hope-Solebury SD	$149,442.00	$99,442.00	$50,000.00	$0.00
Palisades SD	$167,213.00	$117,213.00	$50,000.00	$0.00
Pennridge SD	$894,597.42	$804,969.85	$89,627.57	$0.00
Pennsbury SD	$883,733.00	$833,733.00	$50,000.00	$0.00
Quakertown Community SD	$635,278.00	$585,278.00	$50,000.00	$0.00

**Copied from PDE Education Budget Website Summary of State Appropriations Basic Education Funding Table found at*: https://www.pa.gov/agencies/education/programs-and-services/schools/grants-and-funding/school-finances/education-budget

Details on Omnibus School Code Bill

House Bill 1505

Standardized Testing Study

- A Committee shall conduct a comprehensive study on standardized tests and accountability requirements of the *Every Student Succeeds Act (ESSA)*.
- A report is due by June 9, 2027 to both the Administration and General Assembly, and posted on a public website.
- The study shall include:
  - How the Commonwealth's use of standardized tests complies with requirements of ESSA, including a review of participation and opt-out rates disaggregated by each school entity.
  - A review of the type of assessments used by all other states.
  - A summary of administrative changes to the PA's assessment system and implementation between the 2014-2015 to 2025-2026 school years, including the reduction of testing time.
  - The amount of time necessary to administer standardized tests each year.
  - The total cost to the Commonwealth and schools to administer each year from 2014-2015 to 2025-2026.

- A comparison of the cost to the Commonwealth to administer the Keystone Exams compared to an estimate of the cost to the Commonwealth to administer a higher education assessment such as the SAT, ACT, Advanced Placement exams, as a replacement to the Keystone Exams.

Lead Testing

- Fixed the reinterpretation from PDE "*Administration on Lead Levels*" from a couple months ago.
- The lead threshold is no longer tied to an EPA goal of 0.
- The new threshold is set for reporting and remediating at .005 milligrams per liter (same as bottled water and similar to other states).
- If an LEA does not test their water, the LEA must still discuss lead issues in your school facilities each year at a public Board meeting.
- If you test above .005 milligrams per liter you must report that to PDE and provide an alternative source of drinking water.

School Facilities: Public School Facility Inventory

- Requires PDE to collect school facility information from each school entity no later than December 21, 2027, and every five years thereafter on the following information:
  - The name of the school entity that occupies the public school facility through ownership, lease, or other agreement.
  - The name and address of the public school facility.
  - The grades served.
  - The number of students served in the public school facility.
  - The building capacity limits as established by the Department of Labor and Industry.
  - Whether the public school facility is an administrative building, instructional building, athletic facility, or maintenance building.
  - The number of stories in the public school facility.
  - The size of the public school facility in approximate square footage.
  - The acreage of the public school facility site.
  - Whether the facility is owned or leased.
  - The age of the public school facility and descriptions of any renovations/additions.
- PDE must create the form by April 1, 2027.

Updates for Continuing Professional Education for School and System Leaders

- Updates the term *school or system leader* to mean an individual who serves on a certificate as a principal, vice principal, assistant principal, director or assistant director of an area career and technical school, superintendent, assistant superintendent, intermediate unit executive director, **or** assistant intermediate executive director,

Director of a Career Technical Center, **including those serving on a Commission Qualification Letter** issued by the Department of Education.

Classroom Monitors

- Clarifies that assignments must be developed by professional employees assigned to the classroom, and not by the classroom monitors.
- Prohibits classroom monitors from serving in any single assignment for more than 20 cumulative school days.
- Classroom monitors receiving a permit from PDE shall satisfy the following requirements:
  - Completed 60 semester hours or the equivalent of courses at a college/university located in the Commonwealth **OR** have at least three years' experience as a paraprofessional and currently employed by a school entity as a paraprofessional.
  - Be at least 25 years old.
  - Completed classroom management training provided by an Intermediate Unit and approved by PDE.
  - Individuals receiving a classroom monitor permit from PDE who are currently employed by a school entity as a paraprofessional shall receive the higher of the individual's existing contract compensation or the day-to-day substitute teacher compensation.
- Requires an annual report to PDE by June 30th including the following information:
  - Day-to-day substitute teacher compensation.
  - The number of individuals who served as classroom monitors and the number of days monitors were utilized.
- The school code extends the classroom monitor authorization for three years to June 30, 2029.

Cyber Charter Residency Verification

- Responsibility shifts to cyber charters who are now responsible for obtaining proof of residency from cyber charter parents/guardians.
- Cyber charters must notify parents between July 1 and September 15 of each school year that proof of residency must be submitted to the cyber charter by September 30.
- Cyber charters must then provide proof of residency to school districts by October 15 of each school year.
- School districts can withhold payment and PDE shall not deduct from subsidies to districts any students who have not provided residency verification by the October 15th deadline.

Cyber Charter Truancy Changes

- Cyber charter schools required to confirm with the student's prior school entity that the student is not habitually truant during the current school year

- Within five business days of the request from the cyber charter school the prior school entity shall provide the student's attendance and truancy report
- Cyber charter schools may not enroll a student who is habitually truant and may not receive payment unless a judge determines that the transfer is in the best educational interest of the student

School District Procedure for Truant Students

- When a child is truant, the school must notify the parent/guardian in writing within ten school days of the child's third unexcused absence. The notice must include:
  - Description of the consequences if the child becomes habitually truant;
  - Be in the mode and language of communication preferred by parent/guardian;
  - Include notice that the child may not transfer to a cyber charter school unless a judge determines it is in the best educational interest of the child;
  - Resources available to assist the child in returning to compliant compulsory attendance;
  - May include the offer of a school attendance improvement conference;
  - Notice developed by the administrative office of Pennsylvania Courts outlining the right to an educational best interest hearing.

Wellness Check-Ins for Cyber Charter Schools and In-District Charter School

- Requires school district and Cyber Charter Schools to conduct wellness checks once per week for 100% virtual students, any week when three or more instructional days are offered.
- May be satisfied by teachers, school administrators, or other representatives of the school district/cyber charter school visibly seeing and communicating with students virtually or in-person (or at other school sponsored activities).
  - **Step 1 – Missed wellness check**
    - Within **one school day** after a student fails to complete a required wellness check, the district/cyber charter school must:
      - Make documented ongoing efforts to complete the wellness check.
      - Attempt to contact the parent/guardian using at least two different communication methods.
      - Provide written notice (in the parent's preferred language) that the wellness check was not completed.
  - **Step 2 – Wellness review conference**
    - If the wellness check is still not completed within three school days after the written notice is sent, the district/cyber charter school must immediately schedule a wellness review conference within one school day.
    - Hold the conference even if the student or parent does not participate.
    - The conference may be conducted in person or electronically.
  - **Step 3 – In-person wellness check**

- A district/cyber charter school must conduct an **in-person wellness check within 24 hours** of the scheduled wellness review conference only if the student does not participate in the wellness review conference.

School Safety: Policy Relating to Bullying and Cyberbullying

- Each school entity shall adopt a policy or amend its existing policy relating to bullying and cyberbullying and incorporate the policy into the school entity's code of student conduct.
- The policy shall require all incidents of alleged bullying and cyberbullying to be investigated promptly by the school entity and include a procedure for investigating a report of an incident of alleged bullying or cyberbullying received by the school entity.
- After determining that an incident of bullying or cyberbullying has occurred, the school entity shall immediately notify, as soon as practical, parents or legal guardians of any student involved in the incident.
- Cyberbullying shall mean bullying through the use of electronic technology or communication, including data, computer software, or online platforms regardless of their origin, using a device, system, network, internet service, email, social media, or other digital means, including artificial intelligence-generated or modified media.
- Requires Chief School Administrator to report to PDE by July 31 each year all new incidents involving acts of violence, possession of weapon, or use or sale of controlled substances.
- The report shall include the total number of incidents that were determined to be bullying or cyberbullying during the school year, including the number of cyberbullying incidents suspected to involve AI-generated or modified media.
- Adds cyberbullying to the list of required trainings
- School safety coordinator shall coordinate trainings to employees for cyberbullying
- The PCCD School Safety Committee shall, no later than December 31, or 180 days after the effective date of the subsection, adopt minimum standards for the training of school employees.

School Mapping Services

- School mapping services are services that create detailed mapping data of school campuses to improve emergency response and coordination, and which data is created in file formats that integrate into the software systems in use by public school safety agencies and law enforcement agencies.
- If a school entity is using any state money for contracts for school mapping services, then the mapping must meet the following requirements:
  - Viewable with free software;
  - Be in formats printable and electronically shareable;
  - Viewable and printable from open-source document or image viewers;
  - Oriented to True North and include a fixed grid with X & Y coordinates;

  - Maps must have been produced from data verified through on-site walkthrough;
  - Accurate floor plans;
  - Site specific labeling such as room names, AED locations, and key boxes;
  - Created, stored, and maintained in the United States.
- School entities shall consult and receive written approval from each law enforcement agency with whom the school has an MOU prior to entering into a contract for school mapping services to ensure that the data used under the contract complies with the requirements previously listed.
- These maps and any of the data used for them are not subject to the Right to Know Law (RTKL) if the disclosure would be reasonably likely to result in a substantial and demonstrable risk of physical harm or the personal security of students or staff.

Health Services

- Each child of school age shall be given a measurement of height and weight by a school nurse or other health care practitioner, who shall collect that information in a manner that protects student confidentiality and share/use the measurement to track a child's growth pattern relating to height and weight measurements.
- A student shall be exempt from measurement of height and weight if the student's parent/guardian requests exemption in writing.
- Height and weight measurements shall be calculated into a body mass index solely for the purpose of reporting under this subsection. A school may not deliver a student's body mass index to either the student or the students parent/guardian unless requested by the parent/guardian in writing.

Physical Education

- The following shall apply to academic instruction on personal health, nutrition, and physical fitness:
  - The calculation of body mass index shall be prohibited.
  - Any instruction that requires the collection of a student's height and weight measurement information shall be conducted in a manner that protects student confidentiality.

Eating Disorder Awareness and Education

- A school entity shall annually make available educational information and materials regarding eating disorder awareness and education for pupils in grades 6-12 to parents, guardians, and key school personnel on the school entity's publicly accessible internet website.
- The Department of Health shall develop the educational information and materials required and disseminate those materials to school entities.

- The *Joint State Government Commission* shall establish an eating disorder advisory committee to offer recommendations to PDE and the Department of Health concerning eating disorder awareness and education.

Implementing Later School Start Times

- To offset costs related to planning, implementing or operating a later school start time, a school district may use money from appropriations received (BEF, SEF, Pupil or Nonpublic Transportation) as well as any unreserved or undesignated fund balance that is available.
- Before adopting a later school start time, a district shall post its proposal on its publicly accessible website and solicit public comments on the proposed change at **two advertised** public board meetings.
- Upon adopting a later school start time, the district shall report the new start time to the Department and provide PDE with accounting of the money used under this section to implement the change.

Flexible Instructional Days (FID)

- Beginning with the 2026-2027 school year and for each school year thereafter, a public school entity shall submit the following information to PDE for **each** school building:
  - Number of FID days used.
  - Number of remote and virtual instructional days used by an entire school building that are not approved FID days.
  - Whether each FID or remote day used by an entire building was a full or half day.
  - The reason for each day used by the entire building.
  - Legal authority for remote and virtual instructional days.
  - Any other information determined by the Secretary.
  - Submitted by July 31, 2027, and each year thereafter.
- When finalizing academic school calendar, shall discuss the use or potential use of FIDs or remote days that apply to an entire school building at an open meeting.

Recess Periods

- Recess means a period of time during the regular school day during which a student is given a break from structured classroom instruction and an opportunity to engage in physical activity, unstructured play, or social interaction with other students. The term shall not include lunch time or a period of physical education.
- A school entity shall provide at least 30 minutes of recess during each school day in full-day Kindergarten through grade five and at least 15 minutes of recess during each school day in half-day Kindergarten,
- A school entity may not reduce a student's lunch time in order to provide recess.
- Does not limit the ability to withhold recess as a disciplinary measure for student conduct.

- May not reduce instructional time in subjects that are not assessed by a state assessment to provide recess, unless instructional time is also proportionately reduced in subjects in state assessments.
- When possible, recess time is to be provided outside and not include electronic devices.
- May adjust and reduce the amount of time if the starting time or dismissal time of a school day is delayed or adjusted from normal times.

Social Media Literacy Education

- The legislation requires standards adopted by the State Board of Education to include social media safety and the impacts of social media and mobile device usage on students.
- The Standards adopted by the State Board of Education shall include:
  - The effects of social media and mobile device usage of students, including the mental, psychological, and physical impacts.
  - The potential impacts of social media and mobile device usage on academic growth and learning.
  - How to use social media safely.
  - How to maintain personal security.
- The State Board of Education may review the existing state standards for Health, Safety and Physical Education to revise the standards as necessary to implement the provisions of this subsection and shall consider the recommendations provided by the Joint State Government Commission Task Force on Child Protection in the Digital Age.
- PDE shall develop and make available to public and nonpublic schools materials on social media literacy.
- PDE shall make available social media literacy programming in the continuing professional education hours.

NOCTI Exam Flexibility for Career Technical Education (CTE)

- Temporarily waives the CTE requirement that CTE programs administer end of program occupational competency assessment (commonly the NOCTI exam) at the end of the 12th grade year.
- Students will now be allowed to have flexibility to complete their programs before 12th grade, take the NOCTI exam prior to the end of the 12th grade years, with such flexibility allowing students who successfully complete programs earlier, to enroll in another CTE program, take dual enrollment courses, pursue apprenticeships, or complete other graduation requirements or other programs, to free up program seats up for additional students.

Fall 2026 Scheduled Session Days

House Session Schedule

September	9, 28, 29, 30
October	5, 6, 7, 19, 20, 21
November	9, 10

Senate Session Schedule

September	28, 29, 30
October	5, 6, 7, 19, 20, 21
November	17, 18

Federal E-Rate Program

On Friday, July 17, the *Pennsylvania Digital Trust Hub*, led by the Pennsylvania Association of School Administrators (PASA), Pennsylvania School Business Officials (PASBO), Pennsylvania Association of Intermediate Units (PAIU), and the Pennsylvania Association for Educational Communications and Technology (PAECT) published an interactive advocacy website to help Pennsylvanians better understand the impact of the Federal Communications Commission's (FCC) Notice of Proposed Rulemaking (NPRM) which raises serious concerns for the future of the federal E-rate program.

The NPRM includes far-reaching, high stakes proposals such as:

- Sunsetting of the federal E-Rate program;
- Restricting E-Rate eligibility to rural schools only;
- Excluding PreK/Head Start programs from E-Rate funds;
- Penalizing or removing funding for *Children's Internet Protection Act (CIPA*) compliance requirements;
- Requiring future participation to include limits on student screen time, expanded filtering (including social media bans), and mandatory digital literacy courses.

The joint advocacy website was put together with help from the Allegheny Intermediate Unit and each of the other twenty-eight intermediate units in the state, and its purpose is to provide school administrators, educators, board members, and community members with specific information on how limits on the federal E-Rate program may impact specific IU regions and their school districts and how best to advocate with the FCC and members of Congress to keep the program.

- The website can be found at: https://erate.padigitaltrusthub.net/
- Information specific to Bucks County can be found at: https://erate.padigitaltrusthub.net/iu22/.

Information from the website includes the following data applicable to Bucks County schools:

- $19.3 million has been provided to Bucks County schools through the federal E-Rate program over the past decade

- $1.8 million is committed to the county every year with all thirteen public school districts funded plus the Bucks IU operated regional Wide Area Network (WAN) serving 18 school entities.
- Funding covers school connectivity such as fiber, internet access, and wide area circuits as well as wi-fi access points inside each county school building (switches and internal cabling) so that the network reaches every classroom and every student.
- 99% of the funding in Bucks County serves non-rural schools, so a “rural only rule” would significantly impact the entire county.
- 83,075 public school students rely daily on the Bucks County IU administered Wide Area Network (WAN).

**Information on Bucks County Schools taken from* https://erate.padigitaltrusthub.net/iu22/

The information found in this report is compiled from various legislative communications received from the: Pennsylvania Association of School Administrators (PASA), Pennsylvania Association of School Business Officials (PASBO), Pennsylvania School Boards Association (PSBA), Pennsylvania Association of Intermediate Units (PAIU), Capitol Wire/State Affairs, Pennsylvania Department of Education (PDE), US Department of Education, Federal Communications Commission, and AASA, The School Superintendents Association, all dated between June 17 – July 21, 2026.

Bucks County Intermediate Unit

Legislative Report

TO: Bucks IU Board of School Directors
Bucks County School Superintendents and Career Technical Center (CTC) Directors

FROM: Rebecca Roberts-Malamis, Esq.
Deputy Executive Director and In-House Legal Counsel

RE: Legislative Update

DATE: August 18, 2026

2026 Pennsylvania General Assembly Scheduled Session Days

*(*Updated from last month)*

House Session Schedule

July	1, 12, 22 (NV), 23
September	9, 28, 29, 30
October	5, 6, 7, 19, 20, 21
November	9, 10

Senate Session Schedule

July	10 (NV), 11, 12
September	28, 29, 30
October	5, 6, 7, 19, 20, 21
November	17, 18

State Legislative Issues
Pennsylvania Skilled Games

After passing the 2026-2027 state budget on July 12, 2026, the Pennsylvania House of Representatives unexpectedly returned to session for two days on July 22 and 23. Many predicted the House was returning to act on a statutory framework that they failed to reach during budget negotiations to allow the Commonwealth to regulate and tax skilled games before the end of a 120 enforcement stay issued by the State Supreme Court, set to expire on October 13.

The House did not reach any agreement or even a structure to consider the issue, and returned home for the summer recess period on July 23. When the House and Senate return to active session on September 28, they will have only six scheduled session days to address the issue. Stay tuned….

Education Freedom Tax Credit

With less than six months to decide whether to participate in the *Educational Freedom Tax Credit* program created under last summer's *One Big Beautiful Bill Act*, Pennsylvania has yet to opt in. The decision rests with Governor Josh Shapiro, and he has shown little interest to date in joining the initiative.

As of the end of June, 30 states have opted into the program, and three others are considering joining. New York Governor Kathy Hochul is one of just two Democratic governors who have committed their state. The other is Colorado Governor Jared Polis, who describes the federal tax credit as "free money". The program would operate similarly to the existing state-run voucher programs, the *Educational Improvement Tax Credit* and the *Opportunity Scholarship Tax Credit*, in that donors who make contributions to scholarship organizations will be able to take a deduction from both Pennsylvania and Federal taxes.

2026-2027 School Safety and Security Grants

The Pennsylvania Commission on Crime and Delinquency (PCCD) released the state application for the 2026-2027 School Safety and Mental Health Grants last week. Applications are noncompetitive and are formula driven to support physical security and/or mental health initiatives. Each school district receive a $100,000 base amount, and an additional amount based on their 2024-2025 Adjusted Average Daily Membership (AADM). All other eligible school entities (Intermediate Units, Career and Technical Centers, and Charter Schools/Cyber Charter Schools) receive $70,000.

Applications must be filed in the PA E-Grants system no later than **Friday, October 16, 2026**. Per the PCCD announcement, Bucks County school entities qualify for the following amounts:

Name of School Entity	Amount
Bensalem	$428,963
Bristol Borough	$153,434
Bristol Township	$389,816
Bucks IU	$ 70,000
Bucks County Technical High School	$ 70,000
Centennial	$328,456
Central Bucks	$799,849
Council Rock	$527,180
Middle Bucks Institute of Technology	$ 70,000
Borough of Morrisville	$140,337
Neshaminy	$516,521
New Hope	$152,606
Palisades	$160,764

Name of School Entity	Amount
Pennridge	$353,317
Pennsbury	$523,498
Quakertown	$303,272
Upper Bucks County Technical School	$ 70,000

Update on State Teacher Shortages

On July 6, 2026, the *Learning Policy Institute* published a new research report to help state and local policy leaders understand how states are experiencing teacher shortages around the country. The *Learning Policy Institute* reviewed teacher workforce reports and state agency documents covering the last three school years. The state-specific data sources show the number of teachers per state who are not fully certified for their teaching assignments as well as the number of unfilled teaching positions reported by each state. The report show a severe certified teacher shortage nationwide.

All fifty states plus the District of Columbia employed an estimated 387,843 teachers who were not fully certified for their teaching assignments. Twenty-nine states plus the District of Columbia published data on vacancies, with 37,569 unfilled teacher positions. (See Table 1.)

These estimates indicate that, at a minimum, 425,412 positions were either unfilled or filled by teachers not fully certified for their assignments, **representing about 1 in 8 of all teaching positions nationally.** Information from the report can be found below in Table 1 with specific data on Pennsylvania found in Table 2.

Table 1. Teachers Without Full Certification and Unfilled Positions for All Reporting States

Metric	Number of states reporting data	Total
Minimum number of unfilled positions	29 + DC	37,569
Estimated minimum number of teachers not fully certified for their teaching assignments	50 + DC	387,843
Total estimated number of teaching positions unfilled or filled by teachers not fully certified for their teaching assignments	-	425,412
Total FTE teachers	50 + DC	3,253,316

Table 2. Teachers Without Full Certification and Unfilled Positions by State

State	Year	Positions	Assignments	Number
PA	2025-2026	1,659	129,658	The Pennsylvania Department of Education reported 1,659 unfilled teacher positions in October of the 2025–26 school year. The state reported that 13,352 teachers were teaching a subject or grade for which they were not fully certified (out of field) in the 2023–24 school year. Of those teachers, 3,904 were not fully certified and held an emergency certification

The Bucks IU has spent the past twelve months reviewing all teacher qualification and certification data for all Bucks IU professional staff. We have a goal of ensuring that all Bucks IU professional staff are appropriately certified and are considered to be highly qualified. This past year, our Special Education and Human Resources Supervisors have worked directly with individuals who were working under a PDE emergency or temporary long term substitute permit to get them enrolled in programs to become highly qualified and appropriately certified.

As of the start of 2026-2027 school year, the Bucks IU is pleased to report that all professional staff have achieved highly qualified status and/or are well on the path to become highly qualified, by being enrolled and making progress in credentialed programs. Staff have weekly check-ins to monitor progress in order to ensure that all staff assigned to Bucks IU programs are highly qualified per PDE standards.

Federal Issues

Proposed Federal Head Start Changes

On August 6, 2026, the U.S. Department of Health and Human Services (HHS) announced a sweeping proposed overhaul of the federal Head Start Program Performance Standards. The proposed rule, formally published in the *Federal Register* on August 7, would replace much of the current federal regulatory structure of the Head Start and Early Head Start programs with a substantially streamlined framework emphasizing state requirements, local discretion, parental decision-making, health and nutrition, and reduced administrative costs. Public comments to the new proposed rule are due October 6, 2026.

Important Note: These changes are proposed only; current Head Start requirements remain in effect until new rules are promulgated and approved.

HHS estimates that the proposal could reduce or redirect approximately $2.2 billion in program costs and preserve or expand capacity by as many as 236,000 Head Start slots nationally.

Major Proposed Changes

- **Administrative Costs**
  The allowable cap for Head Start development and administrative costs would decrease from 15% to 5% of total approved program costs**.** Only approximately 3.7% of Head Start grants currently operate at or below 5% administrative costs**,** demonstrating the magnitude of this proposed change. The proposed rule states that programs could request a waiver from HHS for the 5% administrative cap attributable to shared central office services such as Human Resources, Technology, Business, Operations, etc.

- **Increased state and local flexibility.**
  Federal requirements regarding class size, child/staff ratios, certain staff qualifications, background checks and transportation practices would be reduced or eliminated, with greater reliance on state licensing requirements. Programs would not necessarily be required to increase class sizes or reduce staffing; rather, they would have greater discretion to determine their local model within applicable state requirements.

- **Changes to education and services.**
  The proposal eliminates a number of prescriptive federal requirements governing service duration, staffing models, education, health services and other program operations. For example, the existing federal requirement that a portion of Head Start Preschool enrollment receive 1,020 annual hours would be removed.

- **English-language instruction.**
  The proposal would require Head Start education to be conducted in English, with an exception for certain American Indian/Alaska Native programs using Tribal languages. HHS estimates that approximately one-third of non-Tribal Head Start classrooms nationally could be affected. Programs could seek waivers.

- **Health, nutrition and physical activity.**
  Unlike many areas where federal requirements would be reduced, the proposal places greater emphasis on nutrition and physical exercise, including nutrient-dense foods consistent with federal dietary guidelines and minimum physical-activity expectations.

- **Eligibility and documentation.**
  Eligibility under the Head Start Act would remain, including categorical eligibility for children experiencing homelessness and children in foster care. However, the proposal would eliminate self-attestation as sufficient documentation of eligibility and make other changes intended to strengthen eligibility verification and program integrity. Statutory protections permitting children experiencing homelessness to enroll while documentation is obtained would remain.

The federal government's financial analysis assumes programs will respond to the rule through changes in staffing, service delivery and administrative structures over time; HHS acknowledges that actual results will depend heavily on state requirements and local program decisions.

Federal Budget Continuing Resolution

As of August 15, 2026**,** Congress has made significant progress toward avoiding a federal government shutdown when the current Continuing Resolution (CR) expires on September 30, but the House and Senate still need to resolve differences between their competing proposals.

The House passed **House Resolution 9770** on July 21**,** which would generally continue federal funding at FY 2026 levels through December 4, 2026.

The Senate subsequently passed its own bipartisan Continuing Resolution (CR), which would extend funding through December 11, 2026. The Senate version also contains a number of funding adjustments requested by the Administration and several program extensions that are not included in the House bill.

Of particular interest to schools and other federal grant recipients, the Senate CR also addresses the Administration's proposed changes to the OMB Uniform Guidance governing federal grants**,** delaying implementation of that proposal while Congress considers the issue. Both the House and Senate are in August recess, so no final CR has been enacted**.**

When Congress returns in September, the House and Senate will need to reconcile the December 4 versus December 11 expiration dates and other substantive differences between the two CR versions, and then send an identical measure to the President before funding expires at midnight on September 30. Both chambers' earlier actions on CRs before the August recess substantially reduces the risk of a federal government shutdown. Stay tuned…..

Federal E-Rate Program
Joint Advocacy Letter from Bucks County Schools

Last month the Federal Communications Commission (FCC) released a Notice of Proposed Rulemaking (NPRM) which raises serious concerns for the future of the federal E-rate program.

The Bucks IU drafted a joint advocacy letter from Bucks County Chief School Administrators to help our federal legislators understand the significant impact the NPRM will have on Bucks County schools. A copy of the “Draft” letter is in your packet. A copy of the final letter when approved by school Superintendents and CTE Directors will be sent to the Board when it is distributed later this week.

The information found in this report is compiled from various legislative communications received from the: Pennsylvania Association of School Administrators (PASA), Pennsylvania Association of School Business Officials (PASBO), Pennsylvania School Boards Association (PSBA), Pennsylvania Association of Intermediate Units (PAIU), Capitol Wire/State Affairs, Pennsylvania Department of Education (PDE), US Department of Education, Federal Communications Commission, Learning Policy Institute, and AASA, The School Superintendents Association, all dated between July 22, 2026 - August 18, 2026.

QUAKERTOWN COMMUNITY SCHOOL DISTRICT
100 Commerce Drive. Quakertown, Pennsylvania 18951

REQUEST TO COMMENT AT BOARD MEETING

The Board recognizes the value to school governance of public comment on educational issues and the importance of involving members of the public in Board meetings. The Board also recognizes its responsibility for proper governance of the district and the need to conduct its business in an orderly and efficient manner.

In order to permit fair and orderly expression of such comments, the Board will provide a period for public participation and will formulate rules to govern such public participation in Board meetings.

Public participation shall be permitted as indicated on the order of business in the procedures of this Board.

The Board meeting agenda includes opportunities for residents of the school district without prior arrangements to address the Board. The portion of the meeting during which participation of the public is invited shall be managed by the presiding officer.

If you would like to address the Board of School Directors, please read the rules for public comment on the reverse side of this form and complete the following information:

Name: _____

Municipality of Residence: _____
(Borough or Township)

Email Address: _____

Telephone: Home _____ Work _____

Request: (Describe briefly): _____

_____

_____

Thank you for completing this information. Please deliver this form to the Board Secretary, who will record your request and direct it to the attention of the presiding officer.

Meeting Date: _____ Date of Request: _____ Order of Receipt/No.: _____

Whenever issues identified by the participant are subject to remediation under the policies and procedures of the Board, they shall be dealt with in accordance with these policies and procedures. The Board requires that public participants be residents or taxpayers of this district or anyone representing a group in the community or school district; any representative of a firm eligible to bid on material or services solicited by the board; any employee of the district; or pupil of the district.

1. The first public comment period is for agenda items only. A second public comment period will occur at the end of the meeting. The allotted total time for public comment shall not be less than 30 minutes.

2. Individuals wishing to speak on an agenda item shall register their intent with the Board Secretary in advance of the meeting and shall include their name and municipality of residence, topic to be addressed, and group affiliation, if applicable.

3. Participants must be recognized by the presiding officer and must preface their comments with an announcement of their name, municipality of residence, and group affiliation; if appropriate.

4. Each participant shall be given up to three (3) minutes to comment. The presiding officer may interrupt or terminate a participant's statement when the statement is too lengthy.

5. No participant may speak more than once on the same topic in either public comment session unless all others who wish to speak on that topic have been heard.

6. Should the presiding officer fail to end public comment within a reasonable time, the remaining members of the Board may make and vote upon a motion to end public comment.

7. The presiding officer may in response to a disruption:

    - ❖ Request any individual to leave the meeting when the person does not observe reasonable decorum.
    - ❖ Request the assistance of law enforcement officers to remove a disorderly person when the person's conduct interferes with the orderly progress of the meeting.
    - ❖ Call a recess or adjourn to another time when the lack of public decorum interferes with the orderly conduct of the meeting.
    - ❖ Respond directly to questions, refer questions to the appropriate person, or ensure they are answered in a timely manner when further research of the question is deemed necessary.

8. Electronic recording devices and cameras in addition to those used as official recording devices shall be permitted at open meetings under guidelines established by the Board.

9. The meeting agenda and pertinent documents shall be available to the press and public at the meetings.

10. All language in this document is pursuant to Board Policy 903. In the event of a conflict between this form and Policy 903, Policy 903 controls.

Revised 8/11/22
Revised 12/2/24

TRANSACTION REPORT

Budget Transfers May 2026

Transfer ID	Trans Date	Account Code ASN	Description	Amount
BRD053126TES	05/31/2026	10-1110-610-TES-10-048-000-000-0000	Acct Code Correction-Sertoma Brkfst Mtg	(20.00)
BRD053126TES	05/31/2026	10-2380-810-TES-10-048-000-000-0000	Acct Code Correction-Sertoma Brkfst Mtg	20.00
BRD053126TES	05/31/2026	10-1110-610-TES-10-048-000-000-0000	Volunteer Lunch	(200.00)
BRD053126TES	05/31/2026	10-2380-635-TES-10-048-000-000-0000	Volunteer Lunch	200.00
BRD053126OTL	05/31/2026	10-1110-330-082-00-000-000-000-0000	Acct Code Correction-Prof Dev	(835.95)
BRD053126OTL	05/31/2026	10-2271-360-082-10-025-000-000-0000	Acct Code Correction-Prof Dev	835.95
BRD053126OTL	05/31/2026	10-1110-330-082-00-000-000-000-0000	Acct Code Correction-Prof Dev	(835.95)
BRD053126OTL	05/31/2026	10-2271-360-082-10-031-000-000-0000	Acct Code Correction-Prof Dev	835.95
BRD053126OTL	05/31/2026	10-1110-330-082-00-000-000-000-0000	Acct Code Correction-Prof Dev	(835.95)
BRD053126OTL	05/31/2026	10-2271-360-082-10-035-000-000-0000	Acct Code Correction-Prof Dev	835.95
BRD053126OTL	05/31/2026	10-1110-330-082-00-000-000-000-0000	Acct Code Correction-Prof Dev	(835.95)
BRD053126OTL	05/31/2026	10-2271-360-082-10-040-000-000-0000	Acct Code Correction-Prof Dev	835.95
BRD053126OTL	05/31/2026	10-1110-330-082-00-000-000-000-0000	Acct Code Correction-Prof Dev	(835.95)
BRD053126OTL	05/31/2026	10-2271-360-082-10-048-000-000-0000	Acct Code Correction-Prof Dev	835.95
BRD053126OTL	05/31/2026	10-1110-330-082-00-000-000-000-0000	Acct Code Correction-Prof Dev	(835.95)
BRD053126OTL	05/31/2026	10-2271-360-082-10-049-000-000-0000	Acct Code Correction-Prof Dev	835.95
BRD053126OTL	05/31/2026	10-1110-330-082-00-000-000-000-0000	Acct Code Correction-Prof Dev	(835.95)
BRD053126OTL	05/31/2026	10-2271-360-082-20-060-000-000-0000	Acct Code Correction-Prof Dev	835.95
BRD053126SHSATHL	05/31/2026	10-3250-330-088-30-080-000-000-0000	Acct Code Correction-Arbiter fees	(603.25)
BRD053126SHSATHL	05/31/2026	10-3250-810-088-30-080-000-000-3000	Acct Code Correction-Arbiter fees	101.25
BRD053126SHSATHL	05/31/2026	10-3250-810-088-30-080-000-000-3010	Acct Code Correction-Arbiter fees	45.00
BRD053126SHSATHL	05/31/2026	10-3250-810-088-30-080-000-000-3011	Acct Code Correction-Arbiter fees	26.25

TRANSACTION REPORT

Budget Transfers May 2026

Transfer ID	Trans Date	Account Code ASN	Description	Amount
BRD053126SHSATHL	05/31/2026	10-3250-810-088-30-080-000-000-3014	Acct Code Correction-Arbiter fees	30.00
BRD053126SHSATHL	05/31/2026	10-3250-810-088-30-080-000-000-3017	Acct Code Correction-Arbiter fees	155.75
BRD053126SHSATHL	05/31/2026	10-3250-810-088-30-080-000-000-3019	Acct Code Correction-Arbiter fees	245.00
BRD053126HS.SA	05/31/2026	10-3210-580-095-30-080-026-000-0000	Acct Code Correction-FLBA	(5,751.49)
BRD053126HS.SA	05/31/2026	10-3210-513-095-30-080-026-000-0000	Acct Code Correction-FLBA Transp exp	344.49
BRD053126HS.SA	05/31/2026	10-3210-810-095-30-080-026-000-0000	Acct Code Correction-FLBA Dues/Fees	5,407.00
BRD053126RES	05/31/2026	10-1110-610-RES-10-040-000-000-0000	Acct Code Correction-Tech related supplies	(59.00)
BRD053126RES	05/31/2026	10-2380-650-RES-10-040-000-000-0000	Acct Code Correction-Tech related supplies	59.00
BRD053126OTL.2	05/31/2026	10-1110-810-082-10-040-000-000-0000	Reading Olympic Fees	100.00
BRD053126OTL.2	05/31/2026	10-1110-330-082-00-000-000-000-0000	Reading Olympic Fees	(100.00)
BRD053126OTL.2	05/31/2026	10-2271-360-082-10-040-000-000-0000	Acct Code Correction-Prof Dev	259.00
BRD053126OTL.2	05/31/2026	10-1110-330-082-00-000-000-000-0000	Acct Code Correction-Prof Dev	(259.00)
BRD053126OTL.2	05/31/2026	10-2260-330-082-00-000-000-000-0000	Acct Code Correction-Booking appt;Registration	723.00
BRD053126OTL.2	05/31/2026	10-2260-650-082-00-000-000-000-0000	Acct Code Correction-Booking appt;Registration	(723.00)
BRD053126TECH.2	05/31/2026	10-2240-442-087-00-000-000-000-0000	Apex Private Cloud Software	(20,000.00)
BRD053126TECH.2	05/31/2026	10-2840-650-087-00-000-000-000-0000	Apex Private Cloud Software	20,000.00
BRD053126SAFE	05/31/2026	10-2660-610-092-00-000-000-000-0000	Acct Code Correction-Repair/Maint-Upgrade Security	(14,480.00)
BRD053126SAFE	05/31/2026	10-2660-432-092-00-088-000-000-0000	Acct Code Correction-Repair/Maint-Upgrade Security	2,968.00
BRD053126SAFE	05/31/2026	10-2660-432-092-10-040-000-000-0000	Acct Code Correction-Repair/Maint-Upgrade Security	6,735.00
BRD053126SAFE	05/31/2026	10-2660-432-092-10-048-000-000-0000	Acct Code Correction-Repair/Maint-Upgrade Security	4,777.00

TRANSACTION REPORT

Budget Transfers May 2026

Transfer ID	Trans Date	Account Code ASN	Description	Amount
BRD053126SHS	05/31/2026	10-2380-810-SHS-30-080-000-000-0000	Acct Code Correction-Prof Dev	(25.00)
BRD053126SHS	05/31/2026	10-2834-360-SHS-30-080-000-000-0000	Acct Code Correction-Prof Dev	25.00
BRD053126TECH	05/31/2026	10-2240-442-087-00-000-000-000-0000	Bldg Code Breakout-Copier rental	(1,147.13)
BRD053126TECH	05/31/2026	10-1110-442-087-10-049-000-000-0000	Bldg Code Breakout-Copier rental	286.78
BRD053126TECH	05/31/2026	10-1110-442-087-20-060-000-000-0000	Bldg Code Breakout-Copier rental	286.78
BRD053126TECH	05/31/2026	10-1110-442-087-30-080-000-000-0000	Bldg Code Breakout-Copier rental	573.57
BRD053126TECH	05/31/2026	10-2840-438-087-00-000-000-000-0000	Acct Code Correction-Trans/Telecomm Svcs	(93.84)
BRD053126TECH	05/31/2026	10-2840-538-087-00-000-000-000-0000	Acct Code Correction-Trans/Telecomm Svcs	93.84
BRD053126PES	05/31/2026	10-2380-610-PES-10-031-000-000-0000	Acct Code Correction-Prof Dev MK	(444.00)
BRD053126PES	05/31/2026	10-2834-360-PES-10-031-000-000-0000	Acct Code Correction-Prof Dev MK	444.00
BRD0531126HR	05/31/2026	10-2830-330-089-00-000-000-000-0000	School District Insurance Consortium	(2,516.82)
BRD0531126HR	05/31/2026	10-2830-260-089-00-000-000-000-0000	School District Insurance Consortium	2,516.82
BRD0531126HR	05/31/2026	10-2836-360-089-00-000-000-000-0000	Quench rental	(120.07)
BRD0531126HR	05/31/2026	10-2830-442-089-00-087-000-000-0000	Quench rental	120.07
BRD0531126HR	05/31/2026	10-2836-360-089-00-000-000-000-0000	Dues & Fees-Health Advocate	(912.05)
BRD0531126HR	05/31/2026	10-2830-810-089-00-000-000-000-0000	Dues & Fees-Health Advocate	912.05
BRD0531126HR	05/31/2026	10-1110-330-089-30-000-000-000-0000	Bldg Code Breakout-Tuition Reimb	(2,025.00)
BRD0531126HR	05/31/2026	10-2834-240-089-30-080-000-000-0000	Bldg Code Breakout-Tuition Reimb	2,025.00
BRD0531126HR	05/31/2026	10-2830-215-089-00-000-000-000-0000	Bldg Code Breakout-Vision Reimb	(200.00)
BRD0531126HR	05/31/2026	10-1110-215-089-10-031-000-000-0000	Bldg Code Breakout-Vision Reimb	200.00
BRD053126SMSATHL	05/31/2026	10-3250-330-088-20-060-000-000-0000	Supplies-Track & Field	(294.16)
BRD053126SMSATHL	05/31/2026	10-3250-610-088-20-060-000-000-4010	Supplies-Track & Field	294.16

TRANSACTION REPORT

Budget Transfers May 2026

Transfer ID	Trans Date	Account Code ASN	Description	Amount
BRD053126SMSATHL	05/31/2026	10-3250-330-088-20-060-000-000-0000	Sport Code Breakout-Arbiter fees	(63.75)
BRD053126SMSATHL	05/31/2026	10-3250-810-088-20-060-000-000-4000	Sport Code Breakout-Arbiter fees	18.75
BRD053126SMSATHL	05/31/2026	10-3250-810-088-20-060-000-000-4006	Sport Code Breakout-Arbiter fees	7.50
BRD053126SMSATHL	05/31/2026	10-3250-810-088-20-060-000-000-4009	Sport Code Breakout-Arbiter fees	7.50
BRD053126SMSATHL	05/31/2026	10-3250-810-088-20-060-000-000-4012	Sport Code Breakout-Arbiter fees	30.00
BRD053126SMSATHL	05/31/2026	10-3250-330-088-20-060-000-000-0000	Transportation Softball	(1,006.46)
BRD053126SMSATHL	05/31/2026	10-3250-513-088-20-060-000-000-4009	Transportation Softball	1,006.46
YEAR TOTAL:				0.00

FUND ACCOUNTING SUMMARY
Payment Dates- 05/01/2026 to 05/31/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount	
21st Century Cyber Charter School	Spec. Ed Cyber: 05/2026 Gr 7-12	Reg. Ed Cyber: 05/2026 Gr 7-12	10,532.93	Check
Ace Electric, Inc	Disc. Solar Panel for Roof Leak Repair		420.00	Check
Achievement House Cyber Charter School	Spec. Ed Cyber: 05/2026 Gr 7-12	Reg. Ed Cyber: 05/2026 Gr 7-12	10,532.93	Check
Agora Cyber Charter School	Reg. Ed Cyber: 05/2026 Gr 7-12		33,494.10	Check
Ahold Delhaize USA	Catering Class Supplies-blanket PO		2,881.57	Check
Ahold Delhaize USA	Catering Class Supplies-blanket PO		2,283.93	Check
Ahold Delhaize USA	FCS groceries	Aspire Supplies	472.19	Check
Alderfer Glass Co	NES Anch. Side Lite Wdw to Flr		295.00	Check
Alderfer Glass Co	SGC Locker Room Windows		992.07	Check
Allegheny Educational Systems Inc	Tech Ed Supplies-3D Printer material		1,324.45	Check
Allegheny Educational Systems Inc	Tech Ed Supplies-3D Printer material		4,088.87	Check
Amanda Forlini	Tuition Reimbursement		945.42	Check
Amazon Capital Services	See Attached listing		27,801.70	Check
Amazon Capital Services	See Attached listing		28,700.02	Check
Amazon Capital Services	Walking Challenge Prizes -Wellness Funds	Title I Family Engagment Supplies: reading tent, math bingo	7,031.95	Check
American Fidelity Assurance Company	DED:[Health Care FSA] Health Care FSA - Pay Date: 5/1/2026	DED:[Dependent Care] Dependent Care FSA - Pay Date: 5/1/2026	7,069.01	Wire
American Fidelity Assurance Company	DED:[Health Care FSA] Health Care FSA - Pay Date: 5/15/2026	DED:[Dependent Care] Dependent Care FSA - Pay Date: 5/15/2026	7,155.54	Wire
Amy Ruffner	Tuition Reimbursement		845.45	Check
Angelo Menta	Tutoring per Settlement Agreement	4/18/2026 Tutoring per Settlement Agreement	240.00	Check
Anthem Sports, LLC	Athletic Supplies - Baseball Cage Replacement Net	SMS Track & Field Supplies - High Jump Crossbar	1,545.95	Check
Anvil Signs and Graphic	Athletic Trainer Supplies - Stickers		50.00	Check
Apple Inc	Macbook Pro for SHS drumline &	Marching band	1,599.00	Check
ArbiterPay FBO Account	HS May 2026 Referees		3,000.00	Check
Arts Academy Charter School	Spec. Ed Cyber: 05/2026 Gr 7-12		7,861.06	Check
Arts Academy Elementary Charter	Spec. Ed Cyber: 05/2026 Gr K-6		3,930.53	Check
AT&T Mobility	Cell Phone Svc. Pd. 03/19–04/18/26		1,793.44	Check
Batch Microcreamery	Teacher appreciation ice cream		875.00	Check
Batch Microcreamery	Teacher Appreciation		390.00	Check
Bearing and Drive Solutions (BDS)	Michancial Fld Svc Vibration Analysis	Baker Equipment Testing	2,305.00	Check
Begley Carlin & Mandio LLP	Mar 2026 Legal Svcs		9,305.00	Check
Begley Carlin & Mandio LLP	Apr 2026 Legal Svcs		6,735.00	Check

FUND ACCOUNTING SUMMARY
Payment Dates- 05/01/2026 to 05/31/2026

Belmont Behavioral Hospital LLC	Tuition for Educational Services		350.00	Check
Beth Trapani	Crisis Communications support for	Student Walkout	6,000.00	Check
Betterment LTD	RE Tax Refund		461.33	Check
Blooming Glen Pork Products, LLC	Food for volunteer lunch		388.00	Check
Mitchell and Bonnie E MacGregor	RE Tax Refund		1,770.43	Check
Borough Of Quakertown	Ofc Lee Civil Standby 04/02/26		251.91	Check
Borough Of Quakertown	Electric - April 2026	Electric, Sewer & Water – April 2026	65,596.42	Check
Borough Of Quakertown	QES Escrow Replenishment		20,000.00	Check
Borough Of Trumbauersville	TES Water Svc. Pd. 01/01–03/31/26		65.00	Check
Brett Farley	Mileage Reimb. - Feb. 2026	Mileage Reimb. - Mar. 2026	205.91	Check
Brick's Sales, Inc.	RE Tax Refund		3,984.25	Check
Brittany Endy	Tuition Reimbursement		945.42	Check
BSN Sports LLC	St Lukes Fuel Station Supplies	UTV Repair/Maintenance	2,210.20	Check
BSN Sports LLC	Strayer - Track & Field Uniforms	MS Baseball Supplies	900.95	Check
BSN Sports LLC	Athletic Supplies, Field Hockey Goal Refurb	Strayer - Track & Field Uniforms	2,810.60	Check
Bucks County Intermediate Unit #22	BLS Provider eCards (CPR)		78.00	Check
Bucks County Intermediate Unit #22	2025-2025 Special Ed. 5th Pmt.	Safety workshop-M. Crater	1,487,418.60	Check
Bucks County Intermediate Unit #22	Reading Olympics Registration Fees for Richland Teams	Professional Development JMagditch	125.00	Check
Bucks County Office of Recorder of Deeds	Notary to record bond, oath, commission	signature card for K Fair	43.25	Check
Bucks County Office of Recorder of Deeds	Notary fee to record the bond, oath	commission & signature card- T SanAngleo	43.25	Check
Bucks County Planning Comm	1Q26 PSA QAPC Cont. Planning Asst.		300.55	Check
Buxmont Academy	Tuition for April 2026 - Educational Services		17,120.52	Check
Buxmont Academy	Tuition for March 2026 - Educational Services		19,823.76	Check
BuxMont Awards	Senior Athletic Awards		252.00	Check
Cablewholesale.com	Cables for SHS switch replacement-supplies		283.87	Check
Camp Cedar Hill Assoc	RE Tax Refund		358.04	Check
Canon Financial Services Inc	SHS Svc. Pd. 03/01–03/31/26	NES Svc. Pd. 03/01–03/31/26	14,052.21	Check
Canon Financial Services Inc	SHS Svc. Pd. 04/01–04/30/26	NES Svc. Pd. 04/01–04/30/26	14,052.21	Check
Canon Financial Services Inc	SHS Svc. Pd. 05/01–05/31/26	NES Svc. Pd. 05/01–05/31/26	14,052.21	Check
Cardinal Point Homeland Security Group	School Security Services - SHS	School Security Services - SMS	8,246.70	Check
Cardinal Point Homeland Security Group	School Security Services - SHS	School Security Services - SMS	7,770.13	Check
Cardinal Point Homeland Security Group	School Security Services - SHS	School Security Services - SMS	6,907.95	Check

FUND ACCOUNTING SUMMARY
Payment Dates- 05/01/2026 to 05/31/2026

Carolyn Staffieri	Mileage Reimb. - Apr. 2026		22.11	Check
CB East Boys Track Team	Track & Field Invitational Fee-Boys Team	Track & Field Invitational Fee-Girls Team	160.00	Check
Center Stage Lighting & Rigging Inc	Musical - Electronics Rental		3,358.00	Check
Central Susquehanna IU	FIS-Payroll Conversion		1,000.00	Check
CHA Consulting Inc	SGC Window Replacement	SGC Stucco Repairs	11,000.00	Check
CHA Consulting Inc	QES Prof. Svcs. 4/5/26–5/1/26	Vet. Park Field Improv. Prof. Svcs.	17,050.33	Check
CHOP Client Bills	Educational Services 2/19-2/27/2026	Educational Services 3/2/2026	399.54	Check
Christmas City Studio	2025-2026 Agendas	SGC Portion of Agenda Payment	900.00	Check
ChromebookPartscom	Chromebook parts		59.85	Check
ChromebookPartscom	Supplies for HP 11 Fortis G1m:	LCD, top & bottom cover, cable hinge set	254.85	Check
Ciocca Ford	Replace Muffler, Exhaust, Parts, & Labor		1,090.94	Check
Circle of Seasons Charter School	Reg. Ed Cyber: 05/2026 Gr 7-12	Reg. Ed Cyber: 05/2026 Gr K-6	3,328.10	Check
Claire Surovi	Vision Reimbursement		200.00	Check
COBRA Continuation AMCA Systems	June 2026 Cobra Pmt; ER Med; M Friedman	June 2026 Cobra Pmt; ER Presc; M Friedman	2,817.01	Check
Collins Sports Medicine	Athletic Trainer Supplies		257.56	Check
Comcast	Phone Svc. Pd. 03/01–03/31/26		3,345.22	Check
Comegno Law Group PC	Mar 2026 Legal Svcs		3,600.25	Check
Comegno Law Group PC	Apr 2026 Legal Svcs		4,950.00	Check
Committee for Children	Posters to support our Second Step Bullying program		232.00	Check
Commonwealth Charter Academy Charter	Spec. Ed Cyber: 05/2026 Gr 7-12	Reg. Ed Cyber: 05/2026 Gr 7-12	176,465.42	Check
Commonwealth of PA, DEP	DEP Code 1-09811-061-3J Sewer Rev. Fee		1,750.00	Check
Concord Theatricals Corp	Musical - Rented Materials		35.00	Check
Cooper Electric	FAC Parts and Supplies		223.07	Check
Cooper Electric	QHS Lower Gym Girls Lkr Rm LED Strips 8		4,302.98	Check
Cooper Electric	INTERCOOL P-300 30/70	FAC Parts and Supplies	160.53	Check
Corporate Cost Control	Qtrly Unemp Mgmt Svc Fee		3,434.06	Check
Critical Response Group, Inc.	QCSD Digital Mapping/PCCD-SS		14,895.00	Check
Crown Awards, Inc.	Title IV PBIS Supplies: Trophies		646.07	Check
Culligan Quench	Water Filtration-FAC		235.57	Check
Culligan Quench	Water Filtration-TAQ	Water filtration rental-RES	143.20	Check
Culligan Quench	Water Filtration -DSC		120.07	Check
Delphi Glass Corporation	Glass for Art Classroom		21.43	Check
Delta Dental Of Pennsylvania	Dental Claims; Apr 2026		35,840.10	Check

FUND ACCOUNTING SUMMARY
Payment Dates- 05/01/2026 to 05/31/2026

Delta Dental Of Pennsylvania	Admin Fees; Apr 2026		1,704.00	Check
Demco Inc	Book jackets,Library supplies,	book repair tape	300.94	Check
Derek Foster	Chorus Supplies		360.00	Check
Digital Promise Global	Digital promise conducting research	Evaluation & Analysis	13,000.00	Check
Dominick's Pizzeria & Italian Restaurant	Lunch for Math24-Reading Olympics		140.00	Check
Duff Co	FAC Parts and Supplies		267.22	Check
Duff Co	FAC Parts and Supplies		981.81	Check
Dynamism, Inc.	Title IV Nonpub Supplies: 3D printer Faith Christian		2,177.00	Check
EAS Water Coffee Paper Inc	Water Bottles and Supplies		963.45	Check
EAS Water Coffee Paper Inc	Water Filtration Rental	5 gallon main office water bottles	982.42	Check
EAS Water Coffee Paper Inc	Water delivery		174.45	Check
Easy Way Safety Services Inc	E-Z-On Max 2 Vest in a size Extra Large	Universal seat	355.00	Check
Educere LLC	Virtual Classes for Middle School	2-Students	1,996.00	Check
ESG Systems LLC	Service repair for the scoreboard at SHS		185.00	Check
ESS Northeast LLC	TES Aide Subs W/E 04/18/2026	NES Aide Subs W/E 04/18/2026	1,797.49	Check
ESS Northeast LLC	SHS Teacher Subs W/E 04/25/2026	SMS Teacher Subs W/E 04/25/2026	35,592.88	Wire
ESS Northeast LLC	RES Aide Subs W/E 04/25/2026	TES Aide Subs W/E 04/25/2026	2,631.78	Wire
ESS Northeast LLC	SHS Teacher Subs W/E 04/18/2026	SMS Teacher Subs W/E 04/18/2026	34,722.80	Wire
ESS Northeast LLC	TES Aide Subs W/E 05/16/2026	NES Aide Subs W/E 05/16/2026	4,139.75	Wire
ESS Northeast LLC	NES Aide Subs W/E 05/09/2026	TES Aide Subs W/E 05/09/2026	2,956.34	Wire
ESS Northeast LLC	NES Aide Subs W/E 05/02/2026	TES Aide Subs W/E 05/09/2026	3,214.30	Wire
ESS Northeast LLC	SHS Teacher Subs W/E 05/09/2026	TES Teacher Subs W/E 05/09/2026	35,109.53	Wire
ESS Northeast LLC	SHS Teacher Subs W/E 05/02/2026	SMS Teacher Subs W/E 05/02/2026	33,788.25	Wire
Everdriven Technologies, LLC	SpEd. Svc. Per. 05/04–05/08/26	SpEd. Svc. Per. 05/11–05/15/26	11,078.62	Check
Everdriven Technologies, LLC	SpEd. Svc. Per. 04/13–04/17/26	RegEd. Svc. Per. 04/20–04/24/26	11,735.80	Check
Everdriven Technologies, LLC	SpEd. Svc. Per. 04/07–04/10/26	RegEd. Svc. Per. 04/07–04/10/26	2,579.08	Check
Excel Communications Worldwide, Inc.	SHS Lumen 3LCD Laser Projector with	4K Enhancements	9,998.00	Check
Excel Communications Worldwide, Inc.	SHS Lumen 3LCD Laser Projector with	4K Enhancements	8,869.00	Check
FedEx	HR Priority O/N		57.93	Check
Fischer's Tuxedo Headquarters	Graduation Gown Cleaning		106.00	Check
Follett Content Solutions LLC	Strayer Library Books: I survived, war game	Refugee novel	1,276.71	Check

FUND ACCOUNTING SUMMARY
Payment Dates- 05/01/2026 to 05/31/2026

Foundations Behavioral Health	Tuition for April 2026 - Educational Services	Speech/OT Services for April 2026	57,941.67	Check
Fusion Learning Inc.	Education Services per Settlement	agreement 5/29/26	5,940.00	Check
Fusion Learning Inc.	Education Services per Settlement	agreement 4/29/26	5,940.00	Check
Future Business Leaders of America	FBLA 2026 NLC Registration		331.00	Check
G&S Fastening Systems, Inc.	FAC Parts and Supplies		8.22	Check
G&S Fastening Systems, Inc.	Folding Leg Miter Saw Stand and Caulk	FAC Parts and Supplies	586.13	Check
General Healthcare Resources LLC	12/16/2025-12/19/2025 Contracted Nurse for PES	5/22/2026-5/23/2026 Contracted Nurses-SHS	5,322.00	Check
General Healthcare Resources LLC	4/17 & 4/18/2026 Contracted Nurses for SMS	4/10/2026 Contracted Nurse for PES	1,376.00	Check
General Healthcare Resources LLC	Contracted Nurse for PES	Contracted Nurse for SMS	928.00	Check
Gina Finnerty	Mileage Reimb. - Mar. 2026	Monthly Cell Phone Reimbursement	150.06	Check
Gina Finnerty	Mileage Reimb. - Apr. 2026		55.83	Check
Gina Waskiewicz	Tuition Reimbursement		945.42	Check
Grainger	FAC Parts and Supplies		520.36	Check
HA Berkheimer Inc	DED:[Berkheimer] Wage Attachment	Pay Date: 5/1/2026	91.50	Wire
Health Advocate Solutions Inc	Quakertown Community S.D EAP	June 01-June 30, 2026	912.05	Check
Health Advocate Solutions Inc	QCSD Non-Consortium Membership EAP	May 01-May 31, 2026	912.05	Check
Heather L Seidel	Tuition Reimbursement		945.42	Check
Hord Coplan Macht, Inc.	Prof. Services 04/01/26–04/30/26		101,420.94	Check
Imagine Learning LLC	Cyber High School Classes	Cyber Middle School Classes	21,450.00	Check
Insight PA Cyber Charter School	Spec. Ed Cyber: 05/2026 Gr 7-12	Reg. Ed Cyber: 05/2026 Gr 7-12	13,469.10	Check
Integrated Security Systems, LLC	PES Replace Relay Mod.		670.20	Check
Internal Revenue Service	Purpose: EE FED Pay Date: 5/1/2026	Purpose: ER FICA Pay Date: 5/1/2026	463,505.25	Wire
Internal Revenue Service	Purpose: ER FICA Pay Date: 5/8/2026	Purpose: EE FED Pay Date: 5/8/2026	41,527.09	Wire
Internal Revenue Service	Purpose: EE FED Pay Date: 5/15/2026	Purpose: ER FICA Pay Date: 5/15/2026	463,856.82	Wire
Internal Revenue Service	Purpose: EE FED Pay Date: 5/29/2026	Purpose: ER FICA Pay Date: 5/29/2026	470,129.09	Wire
Interstate Chemical Company Inc	HVAC Heat Transfer Fluid		2,417.90	Check
Jacobs Piano Tuning & Service	Piano Repairs		140.00	Check
Jason & Lauren Eisenhart	RE Tax Refund		670.57	Check
Jenell DeNatoHilton	Mileage Reimb. - Apr.-May 2026		116.58	Check
Jennifer Lipski	Tuition Reimbursement		945.42	Check
Jerica L Keoseyan	Monthly Cell Phone Reimbursement		40.00	Check
Jessica Gondek	Monthly Cell Phone Reimbursement		40.00	Check
John Mood	RE Tax Refund		2,652.35	Check
Johnson Controls Fire Protection LP	TES Backflow Sys. Maint.		2,948.00	Check

FUND ACCOUNTING SUMMARY
Payment Dates- 05/01/2026 to 05/31/2026

Johnson Controls Fire Protection LP	SGC Wet Sprinkler Maint.		1,776.00	Check
Jostens Inc	Diploma Signature Change		13.05	Check
Juliana Burke	Tuition Reimbursement		3,781.68	Check
JW Pepper & Son Inc	Band classroom supplies	Music Books SGC	476.99	Check
K Eric Thompson	Monthly Cell Phone Reimbursement		40.00	Check
Kelley Bros	SGC Doors, Locksets & Kiickplates		5,124.00	Check
Kelley Bros	PES Locksets		1,212.00	Check
Kelly Cramer	Monthly Cell Phone Reimbursement		40.00	Check
Kelly Services, Inc.	Contracted Services BT/RBT	Contracted Services OT	157,819.64	Check
Keystone Collections Group	DED:[Garnishment] Wage Garnishment	Keystone Pay Date: 5/1/2026	50.00	Wire
Keystone Collections Group	DED:[Garnishment] Wage Garnishment	Keystone Pay Date: 5/15/2026	50.00	Wire
KidsPeace Childrens Hospital Inc	April 2026 Education Tutorial		280.00	Check
Kimberly Rogers	Tuition Reimbursement		945.42	Check
Kimberly Rogers	Tuition Reimbursement		945.42	Check
Kirsten E Cochran	Vision Reimbursement		200.00	Check
Kirston Moore	Mileage Reimb. - Apr. 2026		61.26	Check
Kognazant Corporation	Pathways Student Software		4,704.00	Check
Lakeside Educational Network	Slot Invoices		24,494.40	Check
Laura Christine	Vision Reimbursement		200.00	Check
LearnWell Services	Hospital Tutoring 3/23-3/27/2026		601.00	Check
Lehigh Valley Academy Regional Charter	Reg. Ed Cyber: 05/2026 Gr K-6		3,328.10	Check
Lehigh Valley Business Machines, LLC	Office Printer repairs -SHS		159.00	Check
Lehigh Valley Charter High School for the Arts	Reg. Ed Cyber: 04/2026 Gr 7-12	Spec. Ed Cyber: 04/2026 Gr 7-12	35,088.29	Check
Lerch's Auto Service, LLC	Vehicle Diagnostic Service	State Inspection & Wipers Replaced	261.00	Check
Levy School Bus Company	Bus for 6th graders to SMS play		199.29	Check
Levy School Bus Company	RegEd. Svc. Per. March 2026	RegEd. May 2026	475,842.62	Check
Levy School Bus Company	Levy Bus Transports- HS Boys Track	Levy School Bus HS Sports Trips-Baseball	19,735.09	Check
Light Up Rentals	Musical - Rental Fee for Marquee Letters	Musical - Light Rental Extension	1,625.00	Check
Lisa Hoffman	Monthly Cell Phone Reimbursement		40.00	Check
Lisa Hoffman	Mileage Reimb. - Apr. 2026		184.30	Check
Mailroom Systems Inc	Postage Escrow Deposit	Postage W/E 03/28/26 - 600 pcs	2,639.30	Check
Mailroom Systems Inc	Postage W/E 04/25/26 - 770 pcs		598.40	Check
Mattias van't Hoenderdaal	Tuition Reimbursement		2,025.00	Check
Maxsolar Energy LLC	Monthly Energy Pymt Jan–Mar 2026		6,017.90	Check

FUND ACCOUNTING SUMMARY
Payment Dates- 05/01/2026 to 05/31/2026

Medco Supply Company	Pre-taping Underwrap &	Misc. Athletic Trainer supplies	1,578.37	Check
Megan Bevins	Mileage Reimb. – 04/18/2026		24.65	Check
Meier Supply Co Inc.	Zone Valve Actuator		242.76	Check
Merritt Manufacturing, Inc.	Buckle Guards for car seat		97.85	Check
Metz Inc	PES HVAC Repairs		460.00	Check
MFAC LLC	Pole Vault Pole Tips-Track & Field		147.95	Check
Michelle Molyneaux	Tuition Reimbursement		2,836.26	Check
[redacted]	Reimbursement per Agreement	Laptop Sett. Agrmt.	1,263.94	Check
Minuteman Press	Building envelopes		317.00	Check
Minuteman Security Technologies Inc	5 year software support		45,148.80	Check
Minuteman Security Technologies Inc	Access Control System Mapping		7,100.00	Check
Montgomery County Intermediate IU 23	SY 25/26 Gifted Regional Day		150.00	Check
Musicopia Inc	School wide Assembly -Harmony day		1,200.00	Check
Mutual of Omaha	Apr 2026; Life & Disability		10,369.87	Wire
Mutual of Omaha	May 2026; Life & Disability		10,369.87	Wire
Nature Gift Store LLC	Butterfly kit-2nd Grade		75.94	Check
NCS Pearson Inc	Assessment Kit for Psychs		143.90	Check
Nyman Associates, Inc.	Contracted RBT/BCBA for SMS	4/7 - 4/17/2026 Contracted BCBA for QE	20,198.21	Check
Ore Inc	Tempoary Fencing		74.52	Check
OTC Brands Inc	Flag holder		55.08	Check
Otis Elevator Company	SMS CAT 3 Testing		3,328.56	Check
Pa Department Of Revenue Employer's Withholding	Purpose: EE STPA Pay Date: 5/1/2026	EE STPAY; Benefits Refund Adj; J Rodriguez	58,068.25	Wire
Pa Department Of Revenue Employer's Withholding	Purpose: EE STPA Pay Date: 5/8/2026		5,757.13	Wire
Pa Department Of Revenue Employer's Withholding	Purpose: EE STPA Pay Date: 5/15/2026		58,700.88	Wire
Pa Department Of Revenue Employer's Withholding	Purpose: EE STPA Pay Date: 5/29/2026		58,341.96	Wire
Pa Scdu	DED:[Support Payment] PA Domestic Relations - Pay Date: 5/1/2026		296.94	Wire
Pa Scdu	DED:[Support Payment] PA Domestic Relations - Pay Date: 5/15/2026		296.94	Wire
Pags Powersports	UTV Repair/Maintenance		269.99	Check
Peach S Draper	Mileage Reimb. - Apr. 2026		67.79	Check

FUND ACCOUNTING SUMMARY
Payment Dates- 05/01/2026 to 05/31/2026

PEAP/NAESP	PEAP Pins for 5th Grade Moving Up Ceremony		405.00	Check
Penn Builders, Inc.	PMT 2 – SGC Modular Bldg		160,887.60	Check
Pennridge School District	Tuition 3/1-3/31/26		2,288.00	Check
Pennridge School District	2026 JV Volleyball Tournament		200.00	Check
Pennsylvania Association of Notaries	Notary E&O Insurance - San Angelo		36.00	Check
Pennsylvania Cyber Charter School	Reg. Ed Cyber: 05/2026 Gr 7-12	Reg. Ed Cyber: 05/2026 Gr K-6	70,266.15	Check
Pennsylvania FBLA	FBLA National Competition Registration		1,082.00	Check
Pennsylvania Leadership Charter School	Reg. Ed Cyber: 05/2026 Gr 7-12	Spec. Ed Cyber: 05/2026 Gr K-6	39,366.44	Check
Pennsylvania Virtual Charter School	Reg. Ed Cyber: 04/2026 Gr K-6	Reg. Ed Cyber: 04/2026 Gr 7-12	18,471.47	Check
Pennsylvania Virtual Charter School	Reg. Ed Cyber: 05/2026 Gr K-6	Reg. Ed Cyber: 05/2026 Gr 7-12	18,471.47	Check
Pennwood Cyber Charter School	Spec. Ed Cyber: 05/2026 Gr 7-12	Spec. Ed Cyber: 05/2026 Gr K-6	11,915.57	Check
Penserv Plan Services Inc	DED:[PenServ] PenServ-Deferral - Pay Date: 5/1/2026	DED:[Roth 403(b)] Roth 403(b) - Pay Date: 5/1/2026	66,897.27	Wire
Penserv Plan Services Inc	DED:[PenServ] PenServ-Deferral - Pay Date: 5/15/2026	DED:[Roth 403(b)] Roth 403(b) - Pay Date: 5/15/2026	69,414.37	Wire
Penserv Plan Services Inc	DED:[PenServ] PenServ-Deferral - Pay Date: 5/15/2026		75.00	Wire
Perkiomen Valley Printing Inc	Cumulative Folders for Registration		292.00	Check
Petroleum Traders Corporation	Diesel Fuel Delivery Apr. 24, 2026		16,397.25	Check
Petroleum Traders Corporation	Diesel Fuel Delivery May 19, 2026		16,397.25	Check
Plumstead Christian School	4th Qtr Transportation Fee		3,150.00	Check
Positive Promotions Inc	Staff Appreciation Shirts		943.74	Check
PPL Electric Utilities	Svc. Pd. 04/07–05/06/26	Svc. Pd. 04/02–05/04/26	15,732.38	Check
PPL Electric Utilities	Svc. Pd. 04/17–05/18/26	Svc. Pd. 04/10–05/11/26	26,330.92	Check
PPL Electric Utilities	Svc. Pd. 03/18–04/17/26	Svc. Pd. 03/19–04/20/26	27,364.97	Check
Pro Com Roofing Construction Services	Roof Drain repairs and flashing		8,780.00	Check
PSBA	Annual membership, including Keystone	Agenda 26-27	22,507.21	Check
Public School Employes	FUPT - 2009/10 & 2011/12; C Kelly		17.56	Wire
QCSD Food Service	Apr 2026 Catering Invoices		1,413.25	Check
QCSD Food Service	Mar 2026 Catering Invoices		2,033.88	Check
QNB Bank	May 2026 Positive Pay Service Fee		50.00	Check
QNB Bank	May 2026 RDC Monthly Fee		120.00	Check

FUND ACCOUNTING SUMMARY
Payment Dates- 05/01/2026 to 05/31/2026

Quakertown Community	DED: QCEA Dues-Half - Full Payroll Pay Date: 5/15/2026	DED: QCEA Dues-Prof - Full Payroll Pay Date: 5/15/2026	298.80	Check
Quakertown Community	DED: QCEA Dues-Half - Full Payroll Pay Date: 5/29/2026	DED: QCEA Dues-Prof - Full Payroll Pay Date: 5/29/2026	298.80	Check
Quakertown Educational	DED: QESPA Dues - A - Full Payroll Pay Date: 5/29/2026	DED: QESPA Dues - B - Full Payroll Pay Date: 5/29/2026	63.82	Check
Quakertown Educational	DED: QESPA Dues - A - Full Payroll Pay Date: 5/15/2026	DED: QESPA Dues - B - Full Payroll Pay Date: 5/15/2026	63.82	Check
Quakertown Rotary Club	Rotary Membership-February		30.00	Check
Quill LLC	Business Classroom Supplies, tissues,	wipes, expo markers	70.65	Check
R.E. Michel Company, LLC	FAC Parts and Supplies	SGC Locker	1,069.18	Check
Rachael L Urquhart	Tuition Reimbursement		1,890.84	Check
Rahn Lawn & Landscape Inc	SMS lawn & landscaping	HS lawn & landscaping	17,822.92	Check
Reach Cyber Charter School	Reg. Ed Cyber: 04/2026 Gr 7-12	Spec. Ed Cyber: 04/2026 Gr K-6	22,961.17	Check
Remco, Inc	NES Ice Machine Maintenance		662.90	Check
Renaissance Academy Charter School	Reg. Ed Cyber: 05/2026 Gr 7-12		1,664.05	Check
Republic Services #320	Trash/recycling service		6,848.77	Check
Republic Services #320	Trash/recycling service		6,831.96	Check
Richland Township	2025-2026 SRO Billing - Officer Hendrzak		125,919.88	Check
Riddell Inc	MS Football - Replacement - Helmets		3,149.95	Check
Rifton Equipment	Large Activity Chair for MDS Student-Rifton		2,405.00	Check
Rittenhouse & Sons Inc	PES Install New HWH System & Replace Broken Valves	SGC Clear Block at Sewer Line	20,496.71	Check
Rittenhouse & Sons Inc	SMS HWH Leak Labor & Parts	SHS Sewer Line Cleanout	3,100.62	Check
Robbie O DiStefano	Mileage Reimb. - Apr. 2026		70.83	Check
Robert J Bricker	Starter Fee- G Track & field		88.00	Check
Robert J Bricker	Track & Field -G Starter Fee SHS		176.00	Check
Salisbury Township School District	Educational Services 3/2-3/19/2026		3,410.03	Check
Samantha Evangelista	Mileage Reimb. - Apr. 2026		54.96	Check
Scholastic Book Fairs	NES Book Fair		4,719.07	Check
Scholastic Book Fairs	PES Book Fair		5,715.13	Check
Scholastic Book Fairs	RES Book Fair		2,078.56	Check
School Districts Insurance Consortium	SIR Billing April 2026		3,871.07	Check
School Districts Insurance Consortium	March 2026 SIR Billing		7,698.71	Check

FUND ACCOUNTING SUMMARY
Payment Dates- 05/01/2026 to 05/31/2026

School Employees' Defined Cont Plan and Trust	Purpose: EE RETD Pay Date: 5/1/2026	Purpose: ER RETD Pay Date: 5/1/2026	17,474.07	Wire
School Employees' Defined Cont Plan and Trust	Purpose: EE RETD Pay Date: 5/8/2026	Purpose: ER RETD Pay Date: 5/8/2026	3,361.60	Wire
School Employees' Defined Cont Plan and Trust	Purpose: EE RETD Pay Date: 5/15/2026	Purpose: ER RETD Pay Date: 5/15/2026	18,692.49	Wire
School Employees' Defined Cont Plan and Trust	Purpose: EE RETD Pay Date: 5/29/2026	Purpose: ER RETD Pay Date: 5/29/2026	18,155.31	Wire
School Specialty LLC	Richland Supplies: wood samples,	basswood, fabric squares, sandpaper	10.37	Check
Sean Stainer	Mileage Reimb. - Apr. 2026		147.18	Check
SherwinWilliams	Paint and Supplies		2,878.52	Check
SherwinWilliams	SHS Paint & supplies	SGC Paint and Supplies	3,613.29	Check
SherwinWilliams	Paint and Supplies SMS		110.04	Check
SHI International Corp	Rubrik Renewal License	Chromebooks, License, HP Care	39,813.90	Check
SHI International Corp	Software APEX PRIVATE CLOUD		4,977.05	Check
Shippensburg University Foundation	PIAA State Track & Field Championships	housing request	660.00	Check
Skynine LLC	HS Choir Spring Concert	Cinematographer SVCs	931.10	Check
Soliant Health LLC	Contracted Services - Paraprofessional/RBT		12,972.76	Check
Solid Products Marketing & Promotions	Water Bottles -Staff Appreciation Gift		4,676.85	Check
Souderton Charter School Collaborative	Reg. Ed Cyber: 05/2026 Gr K-6	Spec. Ed Cyber: 05/2026 Gr K-6	8,922.68	Check
Sportsman's Reconditioning Inc	HS Equipment Repairs, reconditioning and Maintenance - Football	MS Equipment Repairs and Maintenance - Football	16,441.55	Check
SSC Service Solutions	Custodial Svcs 01/26-01/28/26	Custodial Svcs 02/02-02/03/26	1,314.34	Check
SSC Service Solutions	Monthly custodial contract		125,088.32	Check
Stacey A Dicicco	Mileage Reimb. - Apr. 2026		31.90	Check
Steve Weiss Music Inc	Hand instruments, stands, mallets, tuners	Band supplies	907.85	Check
Sunny Hwang	Tuition Reimbursement		315.14	Check
Suzanne M Liggett	SMS Mindful Movement Lunch Bunch	SMS Mindful Movement Lunch Bunch	1,500.00	Check
Suzanne M Liggett	SMS Mindful Movement Lunch Bunch	SGC Mindful Movement Lunch Bunch	750.00	Check
Suzanne M Liggett	SMS Mindful Movement Lunch Bunch		1,500.00	Check
Sweet, Stevens, Katz & Williams LLP	Legal Svcs RTK		13,532.70	Check
Sweet, Stevens, Katz & Williams LLP	Legal Svcs RE Tax Assess		2,672.73	Check
Sweet, Stevens, Katz & Williams LLP	Legal Svcs Spec Ed	Legal Svcs RE Tax Assess	7,655.65	Check
Sweetwater Sound LLC	Musical Supplies - Microphone Cords		319.96	Check
Tanya A Starry	Tuition Reimbursement		489.00	Check

FUND ACCOUNTING SUMMARY
Payment Dates- 05/01/2026 to 05/31/2026

The Free Press LLC	Music Programs - PMEA		420.00	Check
Therapy Source Inc	PCCD-SS: RBT Services/NES - Nov 2025		6,408.08	Check
Thompson Educational Consulting	Professional Development Strayer	Professional Development Neidig	5,851.66	Check
Timothy L Kennel	Unified Track Starter	Track Starter Fee SMS	349.50	Check
Tracy Conboy	RE Tax Refund		1,332.34	Check
Trane US Inc	SMS Compressor S/N 25DH2862N	SMS Compressor S/N 25FH5014N	9,214.66	Check
TriCounty Learning Connection	Tuition/Aide for Student		19,360.00	Check
Trustees of the Mercer Fonthill Museum	Gifted Trip to Mercer Museum		180.00	Check
UGI Utilities Inc	Svc. Pd. 04/07–05/01/26		229.53	Check
UGI Utilities Inc	Svc. Pd. 03/06–04/06/26	Svc. Pd. 03/04–04/01/26	12,955.85	Check
UGI Utilities Inc	Svc. Pd. 04/02–05/01/26		17,755.73	Check
Uline, Inc.	Supplies QE move- SGC		5,732.81	Check
Uline, Inc.	FAC Parts and Supplies		1,285.05	Check
Uniti	Phone Svc. Pd. 03/22–04/21/26		12.28	Check
Universal Door Services LLC	SHS Door Bottom Latch Adj/Repair	DSC Side Door Closure Repair	1,270.47	Check
Upper Bucks County Technical School	May 2026 Monthly VoTech Tuition		363,986.12	Check
Upper Bucks County Technical School	June 2026 Monthly VoTech Tuition		363,986.12	Check
Upper Bucks Sertoma Club	Sertoma Breakfast Essay Competition		20.00	Check
USA TODAY Media Corp	Act 34- Public Notice		569.02	Check
USA TODAY Media Corp	Apr. 2026 Mtg Updates &	Before /After School Care	510.05	Check
Verizon	Phone Svc. Pd. 04/18–05/17/26		94.04	Check
Verizon	Phone Svc. Pd. 05/18–06/17/26		93.84	Check
WB Mason Co Inc	Copier Paper Delivery		572.40	Check
WB Mason Co Inc	Copier Paper delivery	Building Paper (80 cs)	3,434.40	Check
WB Mason Co Inc	Copier Paper (40)cs		1,144.80	Check
Weatherproofing Technologies Inc	SHS Tremcare LR Leak Rpr.		1,390.97	Check
Whitney Mitter	Tuition Reimbursement		1,890.84	Check
William V Macgill & Co	Nurse Supplies		841.20	Check
Wilmington Trust Fee Collections	QCSD 18A SINK	QCSD 21A SINK	1,560.00	Check
Wilmington Trust Fee Collections	QCSD 23 SINK		780.00	Check
Wilmington Trust Fee Collections	QCSD 19 SINK		780.00	Check
Wilmington Trust Fee Collections	QCSD 17 SINK		780.00	Check
World Fuel Services Inc	Levy Unl. Fuel Del. 04/23/26		3,191.06	Check
World Fuel Services Inc	Levy Unl. Fuel Del. 04/16/26	FAC Unl. Fuel Del. 04/02/26	5,160.29	Check
World Fuel Services Inc	Levy Unl. Fuel Del. 05/14/26	Levy Unl. Fuel Del. 05/07/26	6,876.35	Check
Yuk Ling Wong	Tuition Reimbursement		1,890.84	Check

FUND ACCOUNTING SUMMARY
Payment Dates- 05/01/2026 to 05/31/2026

Zachary Zajkowski	Tuition Reimbursement		945.42	Check
Zeswitz Music	Band Repairs		478.28	Check
Zeswitz Music	Band Repairs	Instrument repair -Volin	685.39	Check
Bucks & Montgomery Co SHCC	June 2026 Health Consortium		970,262.88	Wire
Wilmington Trust NA	Debt Svc QCSD 22		144,925.00	Wire
Wilmington Trust NA	Debt Svc QCSD 22A		85,075.00	Wire
Sals Pizza Randa	Staff Appr.- Para Appreciation Lunch		371.47	Pcard
Tst Batch Micro Creame	Staff Appreciation- Teacher Appreciation		175.00	Pcard
Wal-Mart #2446	Staff -Para Appreciation Lunch		82.82	Pcard
Yum Yum Bake Shop Quak	Breakfast treats		82.43	Pcard
Finos La Cantina	Take Your Child To Work Day Lunch		132.60	Pcard
Penn Relays	Invitational Registration Fee		155.75	Pcard
Milesplit.Com	Girls Track - MileSplit Subscription Fee		81.30	Pcard
Milesplit.Com	Boys Track - MileSplit Subscription Fee		101.63	Pcard
Inreach Online Cme	GiftEDventure Registration-C. Staffieri		50.00	Pcard
MCIU Oopl	GiftEDventure Registration-K. Moore		50.00	Pcard
MCIU Oopl	Gifted Regional Day-W. Mitter		50.00	Pcard
The Home Depot #4158	PBIS Harmony Day celebration - tiles		55.00	Pcard
Wal-Mart #3810	PBIS reward supplies		27.84	Pcard
Homedepot.Com	PBIS Harmony Day celeb. - paint,	supplies and tiles	210.48	Pcard
Faracos Pizzeria	Pizza for Reading Olympic students		140.00	Pcard
Nutritionacti	Nutrition Supscription for Health & PE		34.99	Pcard
Panera Bread #203997 O	Faculty Meeting/PD Day		245.70	Pcard
Panera Bread #203997 O	Paraprofessional Appreciation Day		288.15	Pcard
Coopersburg Diner	Field trip-TAQ		73.35	Pcard
Coopersburg Diner	Field Trip-TAQ		157.89	Pcard
Roman Delight Fountain	Field trip-TAQ		186.96	Pcard
Wawa 8021	Student Incentives - Food Items		40.82	Pcard
Wawa 8021	Student Incentives - Food Items		78.16	Pcard
Thinksrsd	Professional Dev. Course: A. Wiater		259.00	Pcard
Giovanni S Pizza	Lunch for Union Meeting		55.00	Pcard
Bjs Wholesale #0350	Board Meal Supplies		78.70	Pcard
Sals Pizza Randa	SPAC Meeting Meal		106.56	Pcard
Nytimes	Subscription (Sandler-SS)		30.39	Pcard
D J Wsj	Subscription (Sandler-SS)		47.69	Pcard
Wal-Mart #2446	Life Skills Classroom Supplies		178.44	Pcard
Amtrak .Co1000706513271	MV Travel Train for Conference		94.00	Pcard
Wm Supercenter #2446	College Fair Table Clothes		27.70	Pcard

FUND ACCOUNTING SUMMARY
Payment Dates- 05/01/2026 to 05/31/2026

Embassy Suites By Hilt	Hotel for Conf.-M Van't Hoenderdaal	404.67	Pcard
Wm Supercenter #2446	Pathways Supplies for Senior Assembly	54.20	Pcard
Nytimes	Subscription (Sandler-SS)	30.39	Pcard
Classteambuilding.Com	Online license for teambuilding activity	59.00	Pcard
Lowes #01667	Drywall install & finishing supplies	293.92	Pcard
Lowes #01667	Drywall stilts	381.86	Pcard
Yum Yum Bake Shop Quak	QE Design Meeting Breakfast	29.14	Pcard
Speedway 45769	Diesel for backhoe	63.87	Pcard
Ringo Hill Farms Equip	Trailer hitch repair	82.40	Pcard
Lowes #01667	Supplies for locker room remodel	603.96	Pcard
Lowes #01667	Prehung int door	944.00	Pcard
Lowes #01667	Prehung int doors, knobs, drywalling	3,087.69	Pcard
Pabs 009001 Pa Bldg Su	SGE & QES Clrm Reno Wood	5,233.77	Pcard
Lowes #01667	Prehung int door	127.00	Pcard
Lowes #01667	Ceiling grid	221.40	Pcard
Lowes #01667	Academy sand	59.80	Pcard
Lowes #01667	Ceiling grid	139.20	Pcard
Lowes #01667	Landscaping supplies	22.41	Pcard
Lowes #01667	Ratchet straps, markers, miter saw	785.52	Pcard
Lowes #01667	Finish nails, couplings, augers	154.85	Pcard
Panera Bread #203997 O	RBT / BCBA Appreciation	121.80	Pcard
Wm Supercenter #2446	Paraprofessional Appreciation	291.61	Pcard
Usps Po 4168560051	Stamps - Business Office	78.00	Pcard
Bjs.Com #5490	Fuel Station at SMS	257.92	Pcard
Bjs.Com #5490	Fuel Station at SHS	1,787.34	Pcard
Usps Po 4153760035	Business Office Certified Mailing -Payroll	11.33	Pcard
Fsp Pasbo	Prof Dev-Healthcare Symposium- L. Olexson	125.00	Pcard
Theparkingspot-Ecw781	HPE Conf (6/15-6/19)-Airport Parking-J. Kuzo	126.08	Pcard
United 01643877083424	HPE Conf (6/15-6/19)-Preferred Seating-J. Kuzo	44.06	Pcard
United 01623935944094	HPE Conf (6/15-6/19)-Airfare-J. Kuzo	445.45	Pcard
Ptc Ez Pass Auto	PA E-ZPass - Prepaid Toll	105.00	Pcard

Total Fund 10-General Fund **$8,324,312.20**

FUND ACCOUNTING SUMMARY
Payment Dates- 05/01/2026 to 05/31/2026

QNB Bank	May 2026 Positive Pay Service Fee		50.00	Check
		Total Fund 21-Elem Student Activity	**50.00**	
QNB Bank	May 2026 Positive Pay Service Fee		50.00	Check
		Total Fund 32-Capital Reserve	**50.00**	
QNB Bank	May 2026 Positive Pay Service Fee		50.00	Check
Remco, Inc	Dishwasher Repair-SGC	Steamer Repair-SMS	4,560.96	Check
Schulberger's Inc	Commercial Refrigerator Recycling-SMS		110.00	Check
Whitney Reynard	2025-2026 Cafe Refund		43.60	Check
Whitsons Nutrition LLC	Apr 2026 Catering Food Costs	Apr 2026 Catering Non-Food Costs	2,118.54	Check
Whitsons Nutrition LLC	Apr 2026 Food Costs	Apr 2026 Non-Food Costs	199,735.74	Check
		Total Fund 51-Food Service	**$206,618.84**	
Addison Keller	Senior Award-AK		1,000.00	Check
Anna Greenday	Sarah Parvin Memorial Award		250.00	Check
Anna Haberle	Class of 2018 Success and Determination		150.00	Check
Brady King	Class of 2016 Award		200.00	Check
Carly Dachenhausen	Quakertown Rotary Club Service Award		250.00	Check
Casey Rosenberger	Richard P. Kline Memorial Award		50.00	Check
Eliana Galleo	Douglas Peiffer Memorial Scholarship Award		300.00	Check
Hannah Parrillo	Doris H. Lohman Arts & Crafts Award		100.00	Check
Ian Johnston	Coby Orthodontics Scholarship Award		500.00	Check
Jameson Sykes	Warren S. Buck Honorary Chemistry Award		50.00	Check
Jordan Dutcher	PVT John Rivers Memorial Award		500.00	Check
Katelyn DeSpirito	North Penn Pediatric Dental Good Citizens		500.00	Check
Kathryn Shaw	Class of 1988 Award		100.00	Check
Kayla Scheibenhofer	The Trumbauersville Borough Scholarship		1,000.00	Check
Kyle DeAndrea	Quakertown Rotary Club Service Award		250.00	Check
Lillian Hamrick	In Memory of Paul Gerhart Sr. Award		150.00	Check
Mac Mitchell	Class of 2013 Award		250.00	Check

FUND ACCOUNTING SUMMARY
Payment Dates- 05/01/2026 to 05/31/2026

Mac Mitchell	Woody MacWhorter Memorial	250.00	Check
Madilyn Weiss	Class of 2013 Award	250.00	Check
Madilyn Weiss	Class of 1990 Award for Creative Excellence	50.00	Check
Madison Kreischer	Quakertown Rotary Club Service Award	250.00	Check
Makayla Weiss	QE PRIDE Scholarship Check	1,000.00	Check
Margaretta Wilson	Class of 2018 Award	250.00	Check
Morgan Bobrofsky	Barry T. Hawkey Award	1,000.00	Check
Nicholas Read	Neidig Senior Award - NR	1,000.00	Check
Olivia Lengal	Esther M. Gehman Memorial Scholarship	100.00	Check
Paige Reiss	Miles F. Trumbauer Memorial Scholarship	1,000.00	Check
Paige Reiss	Class of 2018 Success and Determination	100.00	Check
QNB Bank	May 2026 Positive Pay Service Fee	50.00	Check
Saida Sheha	Maye Dental Associates Scholarship	500.00	Check
Seren Derenthal	Dr. George E. Taylor Award	250.00	Check
Seren Derenthal	Class of 2016 Award	200.00	Check
Tito Rivera	Quakertown Rotary Club Service Award	250.00	Check
William Hansen	OS Always Giving Award	1,000.00	Check
Wyatt Powell	American Legion Community Service Award	500.00	Check
	Total Fund 71-Scholarships	**$13,600.00**	
Advanced Protection Company	Class of 2026(2)security Officers Sr Prom	224.00	Check
Amazon Capital Services	Class of 2026 Prom Supplies	272.62	Check
Amazon Capital Services	Boys Volleyball - Senior Gifts	227.76	Check
Amazon Capital Services	Class of 2027 Jr. Prom Supplies, ballons, lights, backdrop	239.04	Check
Amazon Capital Services	Musical - Costume	39.99	Check
Amazon Capital Services	Large storage bins, pots Garden Club - Supplies	109.87	Check
Amazon Capital Services	Best Buddies Supplies - Meeting Items snacks, fidgets	116.28	Check
Amazon Capital Services	Planters, gloves, soil, scoops-Student Council	68.75	Check
Amazon Capital Services	Musical Supplies - Costumes headware	35.43	Check
Amazon Capital Services	Musical Supplies - Tables	51.42	Check
Amazon Capital Services	Musical Supplies - Projector Lights	259.98	Check
Amazon Capital Services	Tie dye, arrows, fishing supplies, outdoor school supplies	1,415.06	Check

FUND ACCOUNTING SUMMARY
Payment Dates- 05/01/2026 to 05/31/2026

Amazon Capital Services	Musical Supplies - Costumes		67.95	Check
Amazon Capital Services	Musical Supplies - Costumes		28.99	Check
Amazon Capital Services	Large storage bins, pots Garden Club - Supplies		731.44	Check
Amazon Capital Services	Musical Supplies - Tables		154.26	Check
Amazon Capital Services	Musical Supplies - Costumes		710.89	Check
Amazon Capital Services	Muffins w/ mom supplies decor, paint, tattoos, sand, bottles, masks		322.49	Check
Amazon Capital Services	Amazon Supplies for Field Day		1,000.79	Check
Amazon Capital Services	Best Buddies Meeting Supplies		127.37	Check
Amazon Capital Services	Tye die Kits		106.47	Check
Amazon Capital Services	Center Pieces for Dance		115.81	Check
Anderson's	Prom Supplies, fountain, statues		356.97	Check
Anita Boyer	Musical PIT Musician Fees & Payroll Fees		550.00	Check
Anne Marie Malack	Play - 2026 Senior Award Recipient		250.00	Check
Audra Hellyer	Sr Prom Refund - Extenuating Circ.		80.00	Check
Big Laughs Photo Booth LLC	Balance of Jr Prom Photobooth		350.00	Check
Camp NockAMixon Inc	3rd and 4th Payment for Outdoor School	2nd Payment for ODS	14,180.00	Check
Chris Kijak	Musical PIT Musician Fees & Payroll Fees		550.00	Check
David DiValentino	Musical PIT Musician Fees & Payroll Fees		550.00	Check
First Class Entertainment	Class of 2026 Balance of Senior Prom DJ		4,200.00	Check
First Class Entertainment	Junior Prom DJ Balance		2,800.00	Check
Frank Parker	Musical PIT Musician Fees & Payroll Fees		550.00	Check
Freedom Foods LLC	5 Gallon Containers of Water Ice		915.00	Check
Freedom Foods LLC	Best Buddies - Mtg Snack		264.50	Check
Gopher	2 Sets of Cones 36" for Field Day		330.00	Check
Homewood Suites	Jr Prom deposit		14,353.43	Check
Jewel Renshaw	Best Buddies - Senior Award		250.00	Check
Kampus Klothes, Inc.	Boys Volleyball - Senior Shirts		256.10	Check
Lois A. Russo	Musical PIT Musician Fees & Payroll Fees		550.00	Check
Milford Sportswear Inc	Unified Track - TShirts		668.00	Check
Mun hee Jang	Refund for Student not attending Kalahari Trip		50.00	Check
Nutty Scientists of the Lehigh Valley	Nutty Scientists Workshop		300.00	Check
Premier Signs & Graphics	Boys Volleyball - Senior Banners		150.00	Check
QCSD General Fund	Musical PIT Musician Fees & Payroll Fees		1,900.16	Check
QCSD Food Service	Class of 2028 Muffins with Moms Fundraiser		51.65	Check

FUND ACCOUNTING SUMMARY
Payment Dates- 05/01/2026 to 05/31/2026

QNB Bank	May 2026 Positive Pay Service Fee	50.00	Check
Randy Edelman	Musical PIT Musician Fees & Payroll Fees	550.00	Check
Robert Owen Kennedy III	Musical PIT Musician Fees & Payroll Fees	550.00	Check
Samuel Lorber	Musical PIT Musician Fees & Payroll Fees	550.00	Check
SoulJoel's at SunnyBrook	Class of 2026 Prom Payment	162.00	Check
Susan Michelfelder	Sr Prom Refund - Extenuating Circ.	80.00	Check
Team Throws LLC	Class of 2026 Blankets for Graduates	5,530.00	Check
The Free Press LLC	MiniThon - Tshirt Sales	570.00	Check
Theresa Scarlatella	Musical PIT Musician Fees & Payroll Fees	550.00	Check
Tiffani Hubrich	Sr Prom Refund - Extenuating Circ.	80.00	Check
Weissmans Theatrical Supplies Inc	Musical Supplies - Costumes	2,237.83	Check
Yessenia Solis	Sr Prom Refund - Extenuating Circ.	80.00	Check
	Total Fund 81-Student	**61,872.30**	

Grand Total **$8,606,503.34**

FUND ACCOUNTING SUMMARY

Payment Dates: 06/01/2026 to 06/30/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount	
Action Party Rentals Inc	Graduation 300 Folding Chairs Delivery	Graduation Stage Rental and Chairs	1,359.61	Check
Advanced Protection Company	AGT SVCS SHS GRADUATION	05/27/26 4 AGT SVCS TECH GRADUATION	1,232.00	Check
Ahold Delhaize USA	FCS Supplies		6,618.30	Check
Ahold Delhaize USA	FCS groceries & Supplies		595.07	Check
Always Beautiful Floral Design Studio	SHS Graduation Flowers		2,790.00	Check
Amanda Kennedy	Vision Reimbursement		49.98	Check
Amazon Capital Services	**See Listing**		6,532.86	Check
Amazon Capital Services	Snap Circuits, Electronic STEM kits	Books for reading Olympics, NES library books, supplies for settlement	1,189.15	Check
American Fidelity Assurance Company	DED:[Health Care FSA] Health Care FSA - Pay Date: 6/12/2026	DED:[Dependent Care] Dependent Care FSA - Pay Date: 6/12/2026	7,013.24	Wire
American Fidelity Assurance Company	DED:[Health Care FSA] Health Care FSA - Pay Date: 5/29/2026	DED:[Dependent Care] Dependent Care FSA - Pay Date: 5/29/2026	7,086.11	Wire
American Fidelity Assurance Company	DED:[Vol Ins-Pre Tax] Voluntary Insurance - Pre-Tax - Pay Date: 5/29/2026	DED:[Vol Ins-Pre Tax] Voluntary Insurance - Pre-Tax - Pay Date: 5/15/2026	10,745.86	Wire
American Fidelity Assurance Company	DED:[Vol Ins-Pre Tax] Voluntary Insurance - Pre-Tax - Pay Date: 6/26/2026	DED:[Vol Ins-Pst Tax] Voluntary Insurance - Post-Tax - Pay Date: 6/26/2026	15,780.56	Wire
American Fidelity Assurance Company	DED:[Health Care FSA] Health Care FSA - Pay Date: 6/26/2026	DED:[Dependent Care] Dependent Care FSA - Pay Date: 6/26/2026	25,019.63	Wire
Andrea Hertlein	Tuition Reimbursement		2,836.26	Check
[redacted]	Tutoring per Settlement Agreement		80.00	Check
	Tutoring per Settlement Agreement		360.00	Check
Anvil Signs and Graphic	Pathways Decals		193.00	Check
Anvil Signs and Graphic	Athletic Supplies - Protection Screen-Alumni Field	Safety & Security: Alumni Field Gate Exit Signs	3,474.00	Check
Aon Risk Services Central, Inc.	Surety Bonds 010126-123126		30,269.00	Check
Apple Inc	Laptop for Spec Ed Student-SETT		7,242.99	Check
AR Saw & Tool Inc	Knife Sharping		36.00	Check
AT&T Mobility	Cell Phone Svc. Pd. 04/19–05/18/26		1,793.44	Check
Beacon Athletics, LLC	Line chalker		612.56	Check
Begley Carlin & Mandio LLP	May- Legal Svcs		9,526.50	Check
Berks County Intermediate Unit	4/22/2026 - 5/1/2026 Educational Services		680.00	Check

FUND ACCOUNTING SUMMARY

Payment Dates: 06/01/2026 to 06/30/2026

Bio Corporation	Science-Leopard Frogs		1,300.57	Check
Bucks County Intermediate Unit #22	25-26 RWAN Internet & Network Svc	Professional Development for J. Erk- Personal Finance	15,895.14	Check
Bucks & Montgomery Co SHCC	July 2026 Health Consortium		1,210,084.22	Wire
BuxMont Awards	Awards for ASPIRE		346.50	Check
Canon Financial Services Inc	Multi. Copiers Svc. Pd. 06/01–06/30/26		14,052.21	Check
Cardinal Point Homeland Security Group	School Security Services - SHS	School Security Services - SMS	6,315.35	Check
Cardinal Point Homeland Security Group	School Security Services - SHS	School Security Services - SMS	5,453.18	Check
CCIU	Educational Services March & April 2026		550.02	Check
Celebration Fireworks Inc	Graduation Drone Show		5,950.00	Check
CHA Consulting Inc	Prof Svcs 05/02/26–05/29/26		12,763.36	Check
Christina Fields	Tuition Reimbursement		945.42	Check
ChromebookPartscom	Chromebook LCDs panels, hinge covers,	Screw Kits	7.35	Check
City Of Philadelphia	City of Phila Taxes for May 2026		542.49	Wire
City Of Philadelphia	June 2026; City of Phila LWT		763.39	Wire
CliftonLarsonAllen LLP	24/25 Audit Services		7,645.00	Check
COBRA Continuation AMCA Systems	July 2026 Cobra Pmt; ER Med; M Friedman	July 2026 Cobra Pmt; ER Presc; M Friedman	3,506.94	Wire
Comcast	Internet Svc Pd 06/01–06/30/26		668.10	Check
Comcast	Phone Svc Pd 06/01–06/30/26		2,677.12	Check
Cooper Electric	36W LED Lamp	Wire SP Key Lock	1,026.35	Check
Cooper Electric	SGC Parts and Supplies		346.26	Check
Cope Commercial Flooring and Interiors	SGC Carpet, Acc. & Labor		16,715.00	Check
Corelogic Inc (for PennyMac)	RE Tax Refund		1,113.85	Check
Coro Medical LLC	AED - Pfaff Replacement		1,650.60	Check
Culligan Quench	Water filtration rental	Water Filtration - 3 months	258.70	Check
Daktronics, Inc.	Scoreboard at Alumni Field		2,572.50	Check
Decker Equipment	Parts and Supplies-SGC		427.78	Check
Delta Dental Of Pennsylvania	Dental Claims; May 2026		33,572.08	Wire
Delta Dental Of Pennsylvania	Admin Fees; May 2026		1,704.00	Wire
Department of Revenue	DED:[State Tax Garn] PA State Tax Garnishment - Pay Date: 6/26/2026	Prepay - Wage Garnishment ML; will deduct from 8/21/26 pay	724.76	Wire

FUND ACCOUNTING SUMMARY
Payment Dates: 06/01/2026 to 06/30/2026

Derek Foster	Vocal Music Tuning		120.00	Check
Donald E Cummiskey	MS Boys Basketball Assignor Fees		40.00	Check
EAS Water Coffee Paper Inc	TES Water Bottle Fee - Building	TES Water Delivery - Nurse	533.21	Check
EAS Water Coffee Paper Inc	Water Delivery	Water Delivery Nurse's Office	91.87	Check
Easy Way Safety Services Inc	STAR Seats		2,430.00	Check
Emily A Fillipo	Vision Reimbursement		172.00	Check
Environmental Control Systems Inc	Asbestos Abatement PM Svcs – QES		565.00	Check
ESG Systems LLC	Graduation Sound Rental		4,680.00	Check
ESS Northeast LLC	SHS Teacher Subs W/E 05/16/2026	SMS Teacher Subs W/E 05/16/2026	35,141.78	Wire
ESS Northeast LLC	SHS Teacher Subs W/E 05/30/2026	SMS Teacher Subs W/E 05/30/2026	33,369.45	Wire
ESS Northeast LLC	SHS Teacher Subs W/E 05/23/2026	SMS Teacher Subs W/E 05/23/2026	33,530.59	Wire
ESS Northeast LLC	NES Aide Subs W/E 05/23/2026	TES Aide Subs W/E 05/23/2026	4,220.54	Wire
ESS Northeast LLC	NES Aide Subs W/E 05/30/2026	TES Aide Subs W/E 05/30/2026	5,681.32	Wire
Everdriven Technologies, LLC	Spec Ed Svc Per 06/01–06/05/26	Spec Ed Svc Per 05/26–05/29/26	5,296.98	Check
Everdriven Technologies, LLC	Spec Ed Svc Per 06/08–06/11/26	Spec Ed Svc Per 05/15–05/17/26	1,602.00	Check
Excel Communications Worldwide, Inc.	Replacement of Board Room Audio-Visual System		36,871.50	Check
Follett Content Solutions LLC	Books for SGC: I survived, war games,	Dog Man,Refugee the graphic novel	160.52	Check
Follett Content Solutions LLC	Library Books- book Fair	Reading Olympics Books	928.07	Check
Foundations Behavioral Health	Tuition for May 2026		59,907.00	Check
Foundations Behavioral Health	Speech/OT Services May 2026		767.67	Check
G&S Fastening Systems, Inc.	Various Nuts, Bolts, & Parts	FAC Parts and Supplies	2,278.30	Check
General Healthcare Resources LLC	Contracted Nurse	Contracted Nurse- RES	3,050.50	Check
General Healthcare Resources LLC	Contracted Nurse for ASPIRE	5/22/2026 Contracted Nurse for SHS	2,516.50	Check
Gina Finnerty	Mileage Reimb - May 2026	Monthly Cell Phone Reimbursement	137.88	Check
Giovanni's	Lunch for staff - last day of school		515.00	Check
Global Vending Group Inc	Inchy Book Tokens for Book Vending Machine		74.95	Check
Grainger	FAC Parts and Supplies	Alumni Parts and Supplies	1,445.21	Check

FUND ACCOUNTING SUMMARY
Payment Dates: 06/01/2026 to 06/30/2026

HA Berkheimer Inc	DED:[Berkheimer] Wage Attachment-Berkheimer	Pay Date: 6/12/26	86.00	Wire
HA Berkheimer Inc	DED:[Berkheimer] Wage Attachment-Berkheimer	PayDate: 6/26/26	108.00	Wire
Hord Coplan Macht, Inc.	Prof Svcs 05/01/26–05/31/26		154,763.67	Check
Horsham Clinic	Educational Services		3,180.00	Check
Institute for Foreign Languages	Interpreter for PSSA Testing		7,891.40	Check
Internal Revenue Service	Purpose: EE FED Pay Date: 6/12/2026	Purpose: ER FICA Pay Date: 6/12/2026	453,115.87	Wire
Internal Revenue Service	Purpose: EE FED Pay Date: 6/26/2026	Purpose: ER FICA Pay Date: 6/26/2026	1,434,677.60	Wire
Jan Tashman	Freshman Baseball Assignor Fees	MS Baseball Assignor Fees	180.00	Check
Jennifer Wolfe	Tuition Reimbursement		660.00	Check
Jerica L Keoseyan	Monthly Cell Phone Reimbursement		40.00	Check
Jersey Infrared Consultants	Infrared Roof Moisture Survey – 5/28–5/29/26.		6,495.00	Check
Jessica Gondek	Monthly Cell Phone Reimbursement		40.00	Check
John Stoverink	Tuition Reimbursement		945.42	Check
Johnson Controls Fire Protection LP	SGC Fire Alarm	SHS HVAC Repairs	3,606.50	Check
Jostens Inc	Diplomas	Diploma Reorder	132.95	Check
JW Pepper & Son Inc	Music Books SGC	Band Supplies	1,527.07	Check
K Eric Thompson	Monthly Cell Phone Reimbursement		40.00	Check
Keith & Jennifer Chew	SE Mileage Reimb – May 2026		1,284.12	Check
Kelly Cramer	Monthly Cell Phone Reimbursement		40.00	Check
Kelly Services, Inc.	Contracted SVCS-TES- April 2026	Contracted SVCS-PES- April 2026	145,303.31	Check
Kelly Services, Inc.	Contracted Services May 2026		141,879.99	Check
Keystone Collections Group	DED:[Garnishment] Wage Garnishment - Keystone - Pay Date: 6/12/2026		50.00	Wire
Keystone Collections Group	DED:[Garnishment] Wage Garnishment - Keystone - Pay Date: 5/29/2026		50.00	Wire
Keystone Collections Group	DED:[Garnishment] Wage Garnishment - Keystone - Pay Date: 6/26/2026		50.00	Wire
Kimberlee JenningsHeckman	Mileage Reimb - Mar-Apr-May 2026		100.27	Check
Kristen Marie Vargo	Mileage Reimb. - May 2026	Mileage Reimb. - Apr. 2026	53.29	Check

FUND ACCOUNTING SUMMARY
Payment Dates: 06/01/2026 to 06/30/2026

Kulik Enterprises, Inc.	Rosemarie's Ice- Field Day		366.00	Check
Labelcraft Press Inc	Commencement Programs - 2026		1,325.00	Check
Lakeside Educational Network	Slot Invoices In school counselors		30,446.40	Check
Lakeside Educational Network	Slot Invoices In school counselors		2,157.30	Check
Lawrence M DiBlasi	MS Softball Assignor Fees		90.00	Check
LearnWell Services	Hospital Tutoring April 2026		2,584.32	Check
LEGO Education	Title IV Supples SGC, Lego Spike Prime Sets	Title IV Supplies Richland, Lego Education Spike Essential Set	7,009.05	Check
Leonard Educational Evaluations, LLC	Educational Evaluation		6,000.00	Check
Let's Bounce Around Rentals LLC	Dual-Lane Warrior Obstacle Course	Pathways field day	709.00	Check
Levy School Bus Company	Levy Transportation - Instrumental Band	Buses for 7th Grade Orientation	6,159.46	Check
Levy School Bus Company	RegEd Svc Per May 2026	RegEd. Svc. Per. April 2026	552,719.60	Check
Lisa Hoffman	Monthly Cell Phone Reimbursement		40.00	Check
Lisa Hoffman	Mileage Reimb - May 2026		253.82	Check
Lydia Darrah	Tuition Reimbursement		705.00	Check
Mailroom Systems Inc	Postage W/E 05/23/26 - 662 pcs		659.39	Check
Mark Custom Recording Service, Inc.	Vocal Music Recording Services - Honors Choir	PMEA Streaming Rights - Choir	710.00	Check
[redacted]	Settlement Mileage Reimb –	03/28,04/04,04/11,05/09	98.60	Check
Meier Supply Co Inc.	NES Parts and Supplies		164.75	Check
Merritt Manufacturing, Inc.	Chest Clip Guard		67.90	Check
Metz Inc	PES AC Repairs	SMS AC Repairs	622.00	Check
Metz Inc	SHS Billing- Insp. Contr. Computer Rm A/C Sys		8,006.00	Check
Metz Inc	DSC Billing- Insp. Contr. Computer Rm A/C Sys.		6,550.00	Check
Metz Inc	PES Furn & Inst Water Src HP	SHS AC Repair	14,816.27	Check
Michelle Molyneaux	Mileage Reimb - May 2026		23.20	Check
Miller Flooring Company Inc	22-23 SHS Indoor Track Rplcmt		29,853.53	Check
Montero Violins	Orchestra instruments : Violin, Viola, Bass, & Bows		12,294.97	Check
Montero Violins	Orchestra repairs		1,199.99	Check

FUND ACCOUNTING SUMMARY
Payment Dates: 06/01/2026 to 06/30/2026

Mosaic Art Supply, LLC	Art Supplies, mosaic glass and tiles		96.08	Check
NASSP	2026-27 NJHS Dues		385.00	Check
National Woodwork Mfg.	SGC Kindergarten Rooms		2,985.00	Check
Navigate360 LLC	Behavioral Threat & Suicide Case Management Subscription		6,326.02	Check
NCS Pearson Inc	KBIT-2 Revised Record Forms		360.84	Check
Nina A Lawson	Mileage Reimb - Apr 2026	Mileage Reimb - May 2026	109.48	Check
Nyman Associates, Inc.	5/1-5/29/2026 Contracted RBT/BCBA for SMS	5/4-5/29/2026 Contracted BCBA for SGC	21,085.43	Check
Open Up Resources	Books for NES, Rats Around Us		165.00	Check
Open Up Resources	Books for Pfaff		165.00	Check
Ore Inc	Temporary Fence		74.52	Check
Ore Inc	Temporary Fence		74.52	Check
Pa Department Of Revenue Employer's Withholding	Purpose: EE STPA Pay Date: 6/12/2026		56,665.35	Wire
Pa Department Of Revenue Employer's Withholding	Purpose: EE STPA Pay Date: 6/26/2026		179,092.11	Wire
Pa Scdu	DED:[Support Payment] PA Domestic Relations - Pay Date: 6/26/2026		565.78	Wire
Pa Scdu	DED:[Support Payment] PA Domestic Relations - Pay Date: 6/12/2026		565.78	Wire
Pa Scdu	DED:[Support Payment] PA Domestic Relations - Pay Date: 5/29/2026		389.49	Wire
Paul Putera, Jr.	RE Tax Refund		719.54	Check
Peach S Draper	Mileage Reimb - May 2026		51.84	Check
Pennridge School District	Tuition for 4/1 - 4/30/2026		1,976.00	Check
Penserv Plan Services Inc	DED:[PenServ] PenServ-Deferral - Pay Date: 6/12/2026	DED:[Roth 403(b)] Roth 403(b) - Pay Date: 6/12/2026	72,685.50	Wire
Penserv Plan Services Inc	DED:[PenServ] PenServ-Deferral - Pay Date: 6/26/2026	DED:[Roth 403(b)] Roth 403(b) - Pay Date: 6/26/2026	246,358.64	Wire
PHMC IntegratedAccounting Department	PTS Billing March 2026		344.75	Check
PPL Electric Utilities	Svc Pd 05/06–06/05/26	Svc Pd 05/04–06/03/26	14,916.59	Check
Premier Signs & Graphics	QCSD Large Scale Map prints		1,330.00	Check

FUND ACCOUNTING SUMMARY

Payment Dates: 06/01/2026 to 06/30/2026

Psers	Purpose: ER RETP Pay Date: 2/20/2026	Purpose: ER RETP Pay Date: 3/20/2026	3,948,079.07	Wire
Psers	Purpose: EE RETP Pay Date: 5/15/2026	Purpose: EE RETP Pay Date: 5/29/2026	435,050.91	Wire
Psers	Purpose: EE RETP Pay Date: 6/26/2026	Purpose: EE RETP Pay Date: 6/12/2026	580,906.48	Wire
Public School Employes	FUPT; 2010-2011 & 2011-2012; K Majmudar (Bohri)		7,561.06	Wire
QNB Bank	June 2026 Positive Pay Service Fee		100.00	Check
QNB Bank	June 2026 RDC Monthly Fee		120.00	Check
Quakertown Community	DED: QCEA Dues-Half - Full Payroll Pay Date: 6/12/2026	DED: QCEA Dues-Prof - Full Payroll Pay Date: 6/12/2026	199.20	Check
Quakertown Educational	DED: QESPA Dues - A - Full Payroll Pay Date: 6/12/2026	DED: QESPA Dues - B - Full Payroll Pay Date: 6/12/2026	63.68	Check
Quakertown Educational	DED: QESPA Dues - A - Full Payroll Pay Date: 6/26/2026	DED: QESPA Dues - B - Full Payroll Pay Date: 6/26/2026	42.69	Check
Quakertown National Bank	2025-2026 QNB Money Bag Order-10 Bags		160.00	Check
Rahn Lawn & Landscape Inc	Powerwash Bleachers Alumni	SGC Perennial Removal & Replacement	4,316.47	Check
Rahn Lawn & Landscape Inc	SMS lawn & landscaping	HS lawn & landscaping	17,822.92	Check
Raymond A. Fox	2026 Softball Field Prep		350.00	Check
Riddell Inc	MS Football - Replacement Equipment - Shoulder Pads		735.00	Check
Rittenhouse & Sons Inc	Alumni Field Clear Blockage	SHS Install Sensor	2,483.23	Check
Riverside Insights	Virtual WJV Coaching Session		5,900.00	Check
Robbie O DiStefano	Mileage Reimb - May 2026		98.96	Check
Robin Beaumont	SE Mileage Reimb – May 2026		266.88	Check
Rockler Companies, Inc.	Finishers and press-Tech Ed supplies		162.99	Check
Samantha Evangelista	Mileage Reimb - May 2026		38.43	Check
Scholastic Book Fairs	TES Book Fair		2,234.77	Check
School Districts Insurance Consortium	SIR Billing May 2026		4,110.97	Check
School Employees' Defined Cont Plan and Trust	Purpose: EE RETD Pay Date: 6/12/2026	Purpose: ER RETD Pay Date: 6/12/2026	16,289.07	Wire
School Employees' Defined Cont Plan and Trust	Purpose: EE RETD Pay Date: 6/26/2026	Purpose: ER RETD Pay Date: 6/26/2026	41,879.95	Wire
Sean Stainer	Mileage Reimb - May 2026		162.76	Check
Security Service Co Inc	Security Alarm Update		2,388.50	Check

FUND ACCOUNTING SUMMARY
Payment Dates: 06/01/2026 to 06/30/2026

Security Service Co Inc	Security Panel Upgrade - Facilities		1,484.00	Check
Shannon Widmann	Mileage Reimb - May-Jun 2026		17.40	Check
Shelby DePierro	Mileage Reimb. - Oct-Nov-Dec 2025	Mileage Reimb. - Mar-Apr-May 2026	252.70	Check
SherwinWilliams	Paint and Supplies		969.10	Check
SHI International Corp	Software APEX PRIVATE CLOUD	APX MAINT 04/01/26–04/30/26	9,954.10	Check
SHI International Corp	APEX Private Cloud		4,977.05	Check
Soliant Health LLC	Contracted Services May 2026-NES		14,241.46	Check
SSC Service Solutions	Monthly custodial contract		123,097.89	Check
SSC Service Solutions	Custodial Svcs 05/01-05/26/26	Custodial Svcs 05/02-05/16/26	4,420.84	Check
Steve Weiss Music Inc	Hand instruments, stands, mallets, tuners-Band Supplies		77.00	Check
Suburban Propane	Diesel Fuel Del 06/04/26		2,386.33	Check
Sunny Hwang	Tuition Reimbursement		1,260.56	Check
Suzanne M Liggett	SMS Mindful Movement Lunch Bunch		1,800.00	Check
Sweet, Stevens, Katz & Williams LLP	Legal Svcs RTK April 2026		6,333.95	Check
The College Board - MSRO	AP Exams		52,384.00	Check
The Free Press LLC	QRock shirts		204.00	Check
The Morning Call	Lgl/Pub Notice Before/After School Care	Lgl/Pub Notice – Bids for 3 Dishw (SGC, SMS, SHS)	1,836.70	Check
Therapy Source Inc	PSY/BCBA SY 25/26 April		1,916.78	Check
Therapy Source Inc	PCCD-SS: RBT Services/NES - May 2026	PSY/BCBA SY 25/26 May	9,584.57	Check
Timothy L Kennel	Track Starter Fees		194.00	Check
Todd D Silvius	Mileage Reimb - May 2026	Mileage Reimb - Mar 2026	218.00	Check
TrafOTeria System	Printed Wht/Ylw Carbonless Paper SHS		287.89	Check
Trustees of the Mercer Fonthill Museum	Gifted Trip to Mercer Museum		75.00	Check
UGI Utilities Inc	Svc Pd 05/02–06/02/26	Svc Pd 05/04–06/04/26	3,109.40	Check
Uline, Inc.	FAC Parts and Supplies		1,244.49	Check
Uniti	Phone Svc. Pd. 04/22–05/21/26		10.71	Check
Waldens Music LLC	Band Supplies, trombone combo		148.00	Check
Whitney Mitter	Mileage Reimb - Apr-May-Jun 2026		32.77	Check

FUND ACCOUNTING SUMMARY
Payment Dates: 06/01/2026 to 06/30/2026

World Fuel Services Inc	Levy Unl. Fuel Del. 05/21/26		1,841.00	Check
Zeswitz Music	Band Supplies-Blanket		2,020.84	Check
Zeswitz Music	Instrument Repair/Maintenance -	French Horn	108.00	Check
Ciocca Ford Of Quakertown	Athletic Supplies-Van Keys		397.94	Pcard
Piaa Tickets	State Track Admission Tickets -	Coaches	54.00	Pcard
Johns Plain & Fancy Diner	ASPIRE End of Year Food for Celebration		350.00	Pcard
Walmart.com	PBIS supplies for Beach Day		23.52	Pcard
Walmart Supercenter	PBIS supplies for prize winners		19.97	Pcard
PASA Organization	Womens Caucus conf,-M Kenyone		444.00	Pcard
CVS.Com	Photo prints for 5th grade	Moving up Ceremony	96.66	Pcard
Wawa 8021	Student Incentives-Food Items		61.97	Pcard
Yum Yum Bake Shop Quak	Student Incentives - Food Items		11.40	Pcard
Yum Yum Bake Shop Quak	Student Incentives - Food Items		13.69	Pcard
Yum Yum Bake Shop Quak	Student Incentives - Food Items-Gift Cards		50.00	Pcard
Earl Bowl Lanes	Field trip-TAQ		61.90	Pcard
Earl Bowl Lanes	Field trip-TAQ		89.25	Pcard
Wawa 8021	Student Incentives - Food Items		72.19	Pcard
Wawa 8021	Student Incentives - Food Items		40.82	Pcard
Wawa 8021	Student Incentives - Food Items		84.12	Pcard
Dunkin #343716 Q35	Student Incentives - Food Items-Gift Cards		60.00	Pcard
Canva I04875-24728173	Canva Membership for OTL		358.20	Pcard
Usps Po 4168560051	Stamps for OTL		78.00	Pcard
Tst Philly Pretzel Fa	Pretzel's for Math 24 Night		70.00	Pcard
Tst Philly Pretzel Fa	Pretzel's for Professional Development Day		107.00	Pcard
Bjs Wholesale #0350	Board/PSBA Dinner Supplies		57.27	Pcard
Giovanni S Pizza	Board/PSBA Dinner		71.19	Pcard
Giant 6545	Teacher breakfast		148.03	Pcard
Yum Yum Bake Shop Quak	Teacher breakfast		95.48	Pcard
The Rockridge Restaura	Student lunch trip to Bucks Tech School		82.37	Pcard
Sp Fabric Mart	FCS Fashion Design Supplies		53.93	Pcard
Simplicity Patterns	FCS Fashion Design Supplies		87.87	Pcard

FUND ACCOUNTING SUMMARY
Payment Dates: 06/01/2026 to 06/30/2026

Lehigh Valley Iron Pig	Student of the Month Field Trip	260.00	Pcard
D J Wsj	Subscription (Sandler-SS)	47.69	Pcard
Wal-Mart #2446	Life Skills Classroom Supplies	144.22	Pcard
Quakertown Family Rest	Special Ed CBI Trip	132.05	Pcard
Red Robin - Saucon Val	Life Skills CBI	93.58	Pcard
Nytimes	Subscription (Sandler-SS)	30.39	Pcard
Sq Mister Softee Of M	Food truck for staff appreciation	555.00	Pcard
Lowes #01667	Saw horse, clamps, trim screws	146.39	Pcard
Lowes #01667	Trim screws	76.88	Pcard
Yum Yum Bake Shop Quak	QE Design Meeting Breakfast	35.34	Pcard
Lowes #01667	Lumber, stain	62.61	Pcard
Dbc Blick Art Material	Art table replacement	1,332.54	Pcard
Lowes #01667	Weather strip, cab bumpers, blend fil	48.96	Pcard
Yum Yum Bake Shop Quak	Fac agenda meeting food	22.06	Pcard
Lowes #01667	Asphalt patch	299.70	Pcard
Lowes #01667	Shelving and trim stain & supplies	1,089.69	Pcard
The Home Depot #4158	Mortar	127.08	Pcard
Lowes #01667	Strap wrench	12.88	Pcard
Lowes #01667	Window sash lock	14.50	Pcard
Tractor-Supply-Co #069	Propane fork lift	67.83	Pcard
Lowes #02706	Aluminum angle edge trim	16.48	Pcard
Lowes #01667	Aluminum angle edge trim	49.44	Pcard
Lowes #01667	Soaker hose	59.94	Pcard
Lowes #01667	Hex bolts, fender washers	40.96	Pcard
Lowes #01667	Paper towels	23.84	Pcard
Lowes #01667	Sink faucet	34.98	Pcard
Lowes #01667	Straight valve, pipe nipple, wall hooks	96.40	Pcard
Lowes #01667	Ferrule & stop set	9.52	Pcard
Garden State Tile	Kdg bathroom tile	2,002.15	Pcard
Lowes #01667	Landscape pins	16.13	Pcard
Wal-Mart #2446	Staff Appreciation Breakfast	278.25	Pcard
Tropical Smoothie Cafe	Tropical Smoothie Gift Cards-Wellness challenge	420.00	Pcard

FUND ACCOUNTING SUMMARY
Payment Dates: 06/01/2026 to 06/30/2026

Ptc Ez Pass Csc	Toll By Plate Charges-Reconciled		105.00	Pcard
Ptc Ez Pass Csc	Toll By Plate Charges-Reconciled		200.00	Pcard
Nj Ezpass	Toll By Plate Charges-Reconciled		89.30	Pcard
		Total Fund 10-General Fund	**10,707,437.54**	
Amazon Capital Services	Small cups for craft project, color paper,	Stencils	91.63	Check
Amazon Capital Services	Student Activity Order for Beach Day PBIS		209.49	Check
QNB Bank	June 2026 Positive Pay Service Fee		50.00	Check
		Total fund 21- Elementary Student Activity	**351.12**	
QNB Bank	June 2026 Positive Pay Service Fee		50.00	Check
		Total Fund 32-Capital Reserve	**50.00**	
Penn Builders, Inc.	PMT 3 – SGC Modular Bldgs		342,557.70	Check
Smart Source of Michigan, LLC	QES Renovation Check Stock		171.91	Check
Willis Towers Watson Northeast Inc	May-June 2026 Modular Unit Insurance		104.00	Check
		Total Fund 39-Capital Projects	**342,833.61**	
Amazon Capital Services	Can Opener- TES Cafeteria		149.13	Check
Bucks County Department of Health	25/26 Compliance Inspection - PES		280.00	Check
QNB Bank	June 2026 Positive Pay Service Fee		50.00	Check
Remco, Inc	Freezer Repair - SGC		1,697.67	Check
Remco, Inc	Dishwasher Repair - TES		839.75	Check
Remco, Inc	Steamer Repair - SHS		616.15	Check
Remco, Inc	Dishwasher Repair - PES		719.76	Check
Remco, Inc	Dishwasher Repair - PES		447.50	Check
Remco, Inc	Dishwasher Repair - SGC		250.00	Check
Remco, Inc	Dishwasher Repair - SMS		440.87	Check
Remco, Inc	Refrigerator Repair - RES		638.00	Check
Remco, Inc	Dishwasher Repair - PES		2,463.64	Check

FUND ACCOUNTING SUMMARY
Payment Dates: 06/01/2026 to 06/30/2026

Remco, Inc	Dishwasher Repair - RES		129.00	Check
Remco, Inc	Refrigerator Repair - SGC		806.50	Check
Remco, Inc	Refrigerator Repair - SGC		462.96	Check
Remco, Inc	Refrigerator Repair - SHS		325.00	Check
Singer Equipment Company, Inc.	Open Display Merchandiser - SHS		10,065.25	Check
Whitsons Nutrition LLC	May 2026 Catering Food Cost	May 2026 Catering Non - Food Cost	2,272.63	Check
Whitsons Nutrition LLC	May 2026 Non - Food Cost	May 2026 Food Cost	184,117.08	Check
		Total Fund 51-Food Service	**206,770.89**	
QNB Bank	June 2026 Positive Pay Service Fee		50.00	Check
		Total Fund 71-Scholarships	**50.00**	
Amazon Capital Services	Class of 2029 Duck Tape		13.24	Check
Amazon Capital Services	Class of 2026 Supplies for graduation		395.91	Check
Amazon Capital Services	Fishing Club Supplies-Awards		23.70	Check
Amazon Capital Services	Class of 2026 table clothes and decorations		70.51	Check
[redacted]	Refund - 8th Grade Trip - Hershey Park		75.00	Check
Batch Microcreamery	Food Truck for Senior Picnic		3,653.00	Check
Big Laughs Photo Booth LLC	Class of 2027 Deposit senior prom	Photobooth	250.00	Check
Christmas City Studio	2025-26 Year Book Order		2,344.10	Check
Dramatic Publishing Company	Play - Scripts/Royalty Fees		541.10	Check
First Class Entertainment	Homecoming 2026 DJ - Deposit		350.00	Check
First Class Entertainment	Class of 2027 Sr. Prom Deposit		100.00	Check
Freedom Foods LLC	Unified Track - Banquet Meal		123.75	Check
Giovanni's	Unified Track - Banquet Meal		67.47	Check
Kampus Klothes, Inc.	Outdoor School T-Shirts for Tie-Die		1,989.25	Check
[redacted]	Refund - 8th Grade Trip - Hershey Park		75.00	Check
Kremmer's Cafe & Catering	Catering for the Senior Picnic		3,360.00	Check
Let's Bounce Around Rentals LLC	Obstacle course rental-SGC		430.00	Check
Let's Bounce Around Rentals LLC	Obstacle course rental		459.00	Check
Let's Bounce Around Rentals LLC	Mega Obstacle Course for Senior Picnic		459.00	Check
Levy School Bus Company	5/6/26 - Bus for Wallop's Island		3,073.78	Check
Levy School Bus Company	NJHS - Bus to Kalahari		1,473.21	Check
Levy School Bus Company	Outdoor School Transportation		3,379.51	Check

FUND ACCOUNTING SUMMARY

Payment Dates: 06/01/2026 to 06/30/2026

Louis J Loria	DJ - 8th Grade Dance		550.00	Check
[redacted]	Refund for Outdoor School		50.00	Check
QNB Bank	June 2026 Positive Pay Service Fee		50.00	Check
The Free Press LLC	T-Shirts For 8th Grade Trip	T-Shirts for 8th Grade Class	2,932.00	Check
The Free Press LLC	Senior Trip Shirts		475.00	Check
[redacted]	Refund for Outdoor School		90.00	Check
	Refund - 8th Grade Trip - Hershey Park		75.00	Check
Mercatino Italiano	Life Skills - Celebration Senior Meal		270.00	Pcard
Campus Supply	Science NHS - Grad Stoles/Cords		318.00	Pcard
Nassp Product & Servic	NHS - Grad Supplies		1,820.99	Pcard
Yum Yum Bake Shop Quak	PBIS student rewards		12.49	Pcard
The Home Depot #4186	PBIS group school beautification project		92.66	Pcard
Giovanni S Pizza	PBIS group EOY celebration		105.31	Pcard
Yum Yum Bake Shop Quak	PBIS student rewards		12.49	Pcard
Daves Hot Chicken 1341	PBIS student rewards		15.72	Pcard
Dave`s Sport Center	Outdoor school supplies		178.00	Pcard
Giant 6457	Outdoor school supplies		545.30	Pcard
Cs Giantfoodland Gc	Class of 2028 Gift Card Fundraiser		860.00	Pcard
Team Throws	Senior Class Gift		1,995.00	Pcard
Giovanni S Pizza	Class of 2026 End of Year Officer Meeting		9.54	Pcard
Giovanni S Pizza	Class of 2026 End of Year Officer Meeting		26.49	Pcard
Cs Giantfoodland Gc	Class of 2028 Gift Card Fundraiser		1,145.00	Pcard
Klein Transportation	Tranportation to Hershey Park-8th grade trip		10,900.12	Pcard
Hershey Ol Admisn Tkt	Hershey Park Tickets-8th grade trip		3,315.30	Pcard
Hershey Ol Admisn Tkt	Hershey Park Tickets-8th grade trip		6,845.25	Pcard
Kalahari Resort - Pa	Kalahari Tickets-Jr Honor Society Trip		2,929.42	Pcard
		Total Fund 81-Student Activities	**58,325.61**	

Grand Total **11,315,818.77**

FUND ACCOUNTING SUMMARY
Payment Dates: 07/01/2026 to 07/31/2026

Payee Name	Description Of Purchase	Description Of Purchase	Payment Amount	Payment Type
Alertus Technologies LLC	Genetec Integration Alert System		16,450.00	Check
American Choral Directors Association	ACDA Membership Fee - Vocal Teacher E.Camburn		125.00	Check
Amy Ruffner	Tuition Reimbursement		683.85	Check
Apptegy Inc	Thrillshare Media Subscription		21,775.00	Check
ArbiterSports LLC	Arbiter Sports - Subscription SHS	Arbiter Sports - Subscription	3,725.00	Check
AT&T Mobility	Cell Phone Svc Pd 05/19–06/18/26		1,793.44	Check
Buxmont Academy	May 2026 Tuition	June 2026 Tuition	27,032.40	Check
Canon Financial Services Inc	Multi Copiers Svc Pd 07/01–07/31/26		14,052.21	Check
CB East Student Activities	Track & Field Invitational Fee	Track & Field Invitational Fee	160.00	Check
CCIU	Educational Services May 2026		353.57	Check
CDW Government LLC	Dragon Professional License		637.00	Check
Ciocca Collision Quakertown LLC	Body Repair - Facilities Truck		6,947.47	Check
Comcast	Phone Svc Pd 07/01–07/31/26		2,681.32	Check
Comcast	Internet Svc Pd 07/01–07/31/26		668.10	Check
Cooper Electric	Electrical Switches	Elec Supplies – Conn & Straps	1,298.06	Check
CreXo, Inc.	Title IV Supplies Pfaff	Title IV Supplies Neidig	603.75	Check
DelGuerico's Wrecking & Salvage, Inc.	Trash Container Rental		695.00	Check
Duff Supply Company	Sink Faucets		2,537.74	Check
EAHS Girls Volleyball Booster Club	Girls Volleyball Invitational Fee		250.00	Check
EAS Water Coffee Paper Inc	July 2026 Water unit Rental		138.75	Check
Easy Way Safety Services Inc	EZ-On Custom Vest		335.00	Check
Eccotrol LLC	NES Service Call and Labor		625.00	Check
Effective Controls East	SMS Service Call and Labor		714.00	Check
Eric Molchan	Tuition Reimbursement		945.42	Check
Foundations Behavioral Health	June 2026 Tuition		25,224.00	Check
Foundations Behavioral Health	Speech Services Jun 2026		140.00	Check
Frontline Technologies Group LLC	Frontline Central		13,162.80	Check
G&S Fastening Systems, Inc.	Fasteners		24.25	Check

General Healthcare Resources LLC	June 2026 Tuition		1,616.00	Check
George Banas	Tuition Reimbursement		165.00	Check
Government Leasing and Finance, Inc.	24-25 Tech Lease Pmt # 3		334,499.97	Check
Government Leasing and Finance, Inc.	23-24 Tech Lease - Final Pmt		225,000.00	Check
Health Advocate Solutions Inc	QCSD Non-Consortium Membership		912.05	Check
Horsham Clinic	May 2026 Educational Services	June 2026 Educational Services	1,560.00	Check
Incident IQ, LLC	IQ Ticketing Subscription		19,902.47	Check
Instructure Inc	Canvas Cloud Subscription		36,875.40	Check
Integrity Printing	QCSD S.A.F.E. Flip Charts		4,019.07	Check
John Stoverink	Vision Reimbursement		25.00	Check
Jostens Inc	SHS Diplomas		2,853.65	Check
Juan Soto	Vision Reimbursement		200.00	Check
JW Pepper & Son Inc	SGC Chorus Supplies		389.85	Check
JW Pepper & Son Inc	Vocal Music Supplies		62.00	Check
Keystone Information Systems Inc	Financial Software		18,248.00	Check
KidsPeace Childrens Hospital Inc	May 2026 Tuition		680.00	Check
Kimberly Rogers	Tuition Reimbursement		1,890.84	Check
Lakeside Educational Network	Counselor Slot Invoices		65,047.80	Check
Lancaster Lebanon Intermediate Unit 13	Adobe Creative Cloud		12,060.00	Check
Laura Coggins	Tuition Reimbursement		1,890.84	Check
Leader Services	IEP Writer Renewal-SHS	IEP Writer Renewal-SMS	26,409.00	Check
LearnWell Services	May 2026 Tuition		4,046.80	Check
LearnWell Services	Jun 2026 Tuition		1,943.26	Check
Levy School Bus Company	RegEd Svc Per June 2026	Pvt/Non-Pub Svc Per June 2026	117,393.36	Check
Levy School Bus Company	Field Trip- Lifeskills to SMS		109.18	Check
Mailroom Systems Inc	Postage W/E 06/27/26 - 808 pcs		482.94	Check
Melissa Hartney	Mileage Reimb - Apr-May-Jun 2026		309.38	Check
Metz Inc	Furn & Install Water Ht Pump	TES F&I Water Source Heat Pump	24,390.00	Check
Metz Inc	2-Leibert air conditioning units repair		6,499.00	Check
Michelle C McMaster	Vision Reimbursement		200.00	Check
Nicholas J Burch	Tuition Reimbursement		1,260.56	Check
Nicole S Moreno	Tuition Reimbursement		890.46	Check

Nyman Associates, Inc.	Contracted RBT/BCBA Services		8,767.06	Check
Ore Inc	2nd Fork Lift Equipment Rental		4,875.79	Check
PAPSA	26/27 Membership Renewal C.Staffieri		170.00	Check
PASA	26/27 Membership Renewal L.Hoffman	L.Hoffman Registration to PASA 2027 Leadership Forum	2,940.00	Check
Pennridge School District	May 2026 Tuition		1,872.00	Check
Pennsylvania Music Educators Assoc.	26/27 Membership Fee - Vocal Teacher E.Camburn		150.00	Check
Petroleum Traders Corporation	Diesel Fuel Delivery June 2026		15,304.10	Check
PHMC IntegratedAccounting Department	PTS Billing May 2026		80.94	Check
Powerschool Group LLC	Powerschool Enrollment Registration Eng/Spanish		27,057.43	Check
PWISTA Mahopac Inc.	AP Training for B. Mushrush (Personal Finance)		799.99	Check
QCSD, Raymond Goodnoe, TC	26-27 REAL EST TAX PARCEL 23-015-039		6,171.60	Check
QCSD, Raymond Goodnoe, TC	26-27 REAL EST TAX PARCEL 23-015-036		7,767.95	Check
QCSD, Raymond Goodnoe, TC	26-27 REAL EST TAX PARCEL 23-015-037		349.20	Check
Rachael L Urquhart	Mileage Reimb - Apr 2026		65.72	Check
Rachel S Derr	Tuition Reimbursement		3,781.68	Check
Richter Total Office	On Site Mobile Shredding		1,480.00	Check
Rittenhouse & Sons Inc	SMS HW Tempering Valve Install		11,343.37	Check
School Districts Insurance Consortium	Central Fund Billing July 2026		24,794.00	Check
School Gate Guardian Inc	Annual Maintenance and Support		4,650.00	Check
Seesaw Learning Inc	Seesaw Instruction and insights	Seesaw AI	20,646.08	Check
SHI International Corp	Rubrik Renewal License		6,532.75	Check
SHI International Corp	Crowdstrike Year 1 7/2/26-7/1/27		30,816.02	Check
SHI International Corp	SHI CORE/ Proofpoint		19,233.39	Check
Soliant Health LLC	May-Jun 2026 Paraprofessional	May-Jun 2026 RBT	8,868.76	Check
Soliant Health LLC	Contracted Paraprofessional 6/28/2026		681.45	Check
Southern Lehigh High School	Invitational Registration Fee - HS, Girls VB		325.00	Check
Southern Lehigh High School	Invitational Registration Fee - HS, Girls VB		250.00	Check
Southern Lehigh High School	Boys Soccer Scrimmage Day Registration Fee		300.00	Check
Southern Lehigh High School	Invitational Registration Fee - MS, Girls VB		175.00	Check
Suzanne Gatto	Tuition Reimbursement		945.42	Check
Suzanne M Liggett	SMS Mindful Movement Lunch Bunch		450.00	Check

Sydney Stoddart	Tuition Reimbursement		945.42	Check
Lehigh Valley Charter HS for the Arts	RegEd Tuition: 05/2026 Gr 7-12	SpecEd Tuition: 05/2026 Gr 7-12	35,088.29	Check
Theresa Ann San Angelo	Mileage Reimb - May-Jun 2026		185.96	Check
TransAct Communications, LLC	Travel Tracker Trip approval Subscription Renewal		7,344.00	Check
TriCounty Learning Connection	May 2026 Tuition		13,068.00	Check
Uline, Inc.	Traffic Barriers -SGC		5,286.81	Check
Upper Bucks County Technical School	Jul 2026 Vo-Tech Tuition	Jul 2026 Vo-Tech Capital Contrib	396,144.46	Check
Vector Solutions	Vector Training Special Education Training		11,388.40	Check
Verizon	Phone Svc Pd 06/18–07/17/26		93.68	Check
World Fuel Services Inc	Levy Unl Fuel Del 05/29/26		3,068.33	Check
Zeswitz Music	SGC Band/Music Repairs		790.36	Check
American Fidelity Assurance Company	Health Care FSA - Pay Date: 7/10/2026		941.68	Wire
American Fidelity Assurance Company	Health Care FSA - Pay Date: 7/24/2026		941.68	Wire
American Fidelity Assurance Company	Voluntary Insurance - Pre-Tax - Pay Date: 7/24/2026	DED:[Vol Ins-Pre Tax] Voluntary Insurance - Pre-Tax - Pay Date: 7/10/2026	826.78	Wire
Borough Of Quakertown	Service Fee – June 2026		3.50	Check
Borough Of Quakertown	Electric & Sewer – June 2026		61,917.12	Check
COBRA Continuation AMCA Systems	Aug 2026 Cobra Pmt; ER Med; M Friedman	Aug 2026 Cobra Pmt; ER Presc; M Friedman	3,506.94	Wire
Delta Dental Of Pennsylvania	June 2026 Monthly Claims		37,771.95	Wire
Delta Dental Of Pennsylvania	June 2026 Admin Fees		1,707.55	Wire
ESS Northeast LLC	SHS Teacher Subs W/E 06/13/2026	SMS Teacher Subs W/E 06/13/2026	18,706.80	Wire
ESS Northeast LLC	SHS Teacher Subs W/E 06/06/2026	SMS Teacher Subs W/E 06/06/2026	35,222.37	Wire
ESS Northeast LLC	NES Aide Subs W/E 06/06/2026	RES Aide Subs W/E 06/06/2026	5,931.39	Wire
ESS Northeast LLC	NES Aide Subs W/E 06/13/2026	RES Aide Subs W/E 06/13/2026	3,466.44	Wire
HAB LST	2nd Qtr 2026 LST - Qtown		8,049.00	Wire
Internal Revenue Service	Purpose: EE FED Pay Date: 7/24/2026	Purpose: ER FICA Pay Date: 7/24/2026	88,994.26	Wire
Internal Revenue Service	Purpose: EE FED Pay Date: 7/10/2026	Purpose: ER FICA Pay Date: 7/10/2026	87,032.48	Wire
Keystone Collections Group	EE EIT Pay Date: 6/26/2026	EE EIT Pay Date: 5/15/2026	225,275.68	Wire
Keystone Collections Group	Wage Garnishment - Keystone - Pay Date: 7/24/2026		50.00	Wire
Keystone Collections Group	Wage Garnishment - Keystone - Pay Date: 7/10/2026		50.00	Wire
Keystone Collections Group LST	2nd Qtr 2026 LST		3,516.00	Wire
NJ Income Tax	EE STNJ Pay Date: 5/15/2026	EE STNJ Pay Date: 5/1/2026	282.00	Wire

Pa Department Of Revenue Employer's	Purpose: EE STPA Pay Date: 7/10/2026		9,909.98	Wire
Pa Department Of Revenue Employer's	Purpose: EE STPA Pay Date: 7/24/2026		10,250.70	Wire
Pa Scdu	Domestic Relations 7/10/26		565.78	Wire
Pa Scdu	Domestic Relations 7/24/26		565.78	Wire
Pa Unemployment Compensation	2nd Qtr 2026 Benefit Charge		2,519.40	Wire
Pa Unemployment Compensation	EE UNEM Pay Date: 6/26/2026	EE UNEM Pay Date: 5/15/2026	12,771.06	Wire
Penserv Plan Services Inc	DED:[PenServ] PenServ-Deferral - Pay Date: 7/10/2026	DED:[Roth 403(b)] Roth 403(b) - Pay Date: 7/10/2026	7,966.65	Wire
Penserv Plan Services Inc	RE BEN; Pay Date: 7/24/2026	DED:[PenServ] PenServ-Deferral	82,645.24	Wire
Penserv Plan Services Inc	Purpose: ER BEN Pay Date: 7/31/2026		17,825.00	Wire
PPL Electric Utilities	Svc Pd 05/18–06/19/26		23,180.58	Check
PPL Electric Utilities	Svc Pd 05/11–06/10/26		5,534.44	Check
PPL Electric Utilities	Svc Pd 06/03–07/02/26		5,313.20	Check
Psers	Purpose: EE RETP Pay Date: 7/24/2026	Purpose: EE RETP Pay Date: 7/10/2026	49,446.01	Wire
Quakertown National Bank	Jul 2026 Positive Pay Service Fee		50.00	Check
School Employees' Plan and Trust	EE RETD Pay Date: 7/24/2026	ER RETD Pay Date: 7/24/2026	2,643.80	Wire
School Employees'Plan and Trust	EE RETD Pay Date: 7/10/2026	ER RETD Pay Date: 7/10/2026	2,605.54	Wire
UGI Utilities Inc	Svc Pd 06/05–07/06/26		217.03	Check
UGI Utilities Inc	Svc Pd 06/03–07/01/26		879.49	Check
UGI Utilities Inc	Svc Pd 06/03–07/01/26		160.27	Check
UGI Utilities Inc	Svc Pd 06/05–07/06/26		121.07	Check
UGI Utilities Inc	Svc Pd 06/03–07/01/26		67.39	Check
UGI Utilities Inc	Svc Pd 06/05–07/01/26		45.72	Check
United States Treasury	PCori Tax Pmt, 2nd Qtr 2025		3,220.23	Wire
Bucks & Montgomery Co SHCC	August 2026 Health Consortium		1,181,292.16	Wire
QNB Bank	Jul 2026 RDC Mthly Fee		120.00	Check
Wilmington Trust NA	Debt Svc QCSD 21A		109,425.00	Wire
Wilmington Trust NA	Debt Svc QCSD 21		2,748,900.00	Wire
Wilmington Trust NA	Debt Svc QCSD 18AA		112,512.50	Wire
Wilmington Trust NA	Debt Svc QCSD 19A		141,687.50	Wire
Wilmington Trust NA	Debt Svc QCSD 20		158,100.00	Wire
Wilmington Trust NA	Dept Svc QCSD 23		409,100.00	Wire

Wilmington Trust NA	Debt Svc QCSD 24A	95,375.00	Wire
QNB Bank	Jul 2026 Positive Pay Service Fee	50.00	Check
Finos La Cantina	TES Field Day volunteer lunch	173.88	Pcard
Bjs Wholesale	Food for ASPIRE recognition	109.84	Pcard
Arts Italian Delight	Food for ASPIRE recognition	180.15	Pcard
Johns Plain & Fancy Di	Food for ASPIRE	559.02	Pcard
Wawa 8021	Food for ASPIRE Trip	140.29	Pcard
Finos La Cantina	PES E.S. Field Trip	50.75	Pcard
Earl Bowl Lanes	PES E.S. Field Trip	120.00	Pcard
Hershey Lodge Con C	Hershey Lodge - PA Dept of Ed Conf - J.Gondek	529.47	Pcard
Wawa Catering	TAQ Student Incentives - Food Items	472.45	Pcard
Bjs Wholesale	Supplies for Summer Leadership Meeting	28.87	Pcard
Bjs Wholesale	Supplies for Board/Committee Meeting	29.98	Pcard
Jersey Mikes	Board Meal 6/17/26	276.15	Pcard
In Premier Signs	Large Scale Maps for Safety & Security	1,050.00	Pcard
Giant	Flowers for Senior Awards	57.97	Pcard
D J Wsj	Subscription (Sandler-SS)	47.69	Pcard
Nytimes	Subscription (Sandler-SS)	30.39	Pcard
Trader Joe's	Flowers for volunteer appreciation	162.68	Pcard
Lowes	QES Renovation - wall hooks	63.29	Pcard
Yum Yum Bake Shop	QES Design Meeting Breakfast	27.35	Pcard
Lowes	QES Renovation - wall hooks	113.91	Pcard
Lowes	QES Renovation - coupling & maple board	119.73	Pcard
Ryder Truck Rental	QES Renovation - rental trucks	1,277.87	Pcard
Ryder Truck Rental	QES Renovation - rental trucks	1,276.99	Pcard
Lowes	Suction cup, paint, nozzles, sprinkler	178.84	Pcard
Lowes	Window film	197.88	Pcard
Lowes	QES Renovation - hooks, wood, toggle bolts	790.98	Pcard
Decker Equipment	QES Renovation - whiteboard/bulletin board combo	2,104.85	Pcard
Yum Yum Bake Shop	FAC agenda meeting food	67.45	Pcard
Giovanni Pizza	Lunch for commencement set up	55.64	Pcard
Lowes	QES - ratchet straps,mod key copies,dollies	168.28	Pcard

Lowes	QES Renovation - heavy duty totes		19.96	Pcard
Giant	Water for movers		103.93	Pcard
Ritas	Rita's for movers		50.18	Pcard
Wawa	QES Renovation - diesel fuel for rental trucks		47.83	Pcard
Wawa	QES Renovation - diesel fuel for rental trucks		47.91	Pcard
Ryder Truck Rental	QES Renovation - rental trucks		226.13	Pcard
Ryder Truck Rental	QES Renovation - rental trucks		226.13	Pcard
Lowes	Duct tape		28.72	Pcard
Lowes	Duct tape		28.72	Pcard
Lowes	Poly Tubing		45.38	Pcard
Lowes	Poly Tubing		47.26	Pcard
Lowes	Hose		194.94	Pcard
School Health Corporat	Menstrual Supplies- Grant		1,018.30	Pcard
Sp Panty Fresh	Menstrual Supplies- Grant		4,395.00	Pcard
Sp Panty Fresh	Menstrual Supplies- Grant		1,920.00	Pcard
Sp Panty Fresh	Menstrual Supplies- Grant		990.00	Pcard
PA LocaliQ	USA Today Public Notice		670.07	Pcard
PA LocaliQ	USA Today Public Notice		74.57	Pcard
Society for HR Management	G. Finnerty Membership 2 Year Renewal		538.00	Pcard
Nat'l Assoc. of SRO	NASRO - PD Training - R.Lee (26/27)		200.00	Pcard
		Total Fund 10-General Fund	**7,541,254.23**	
Giant Food #6572	Decorating cookies -Beach Day		199.98	Pcard
QNB Bank	Jul 2026 Positive Pay Service Fee		50.00	Check
		Total Fund 21-Elem Student Activity	**249.98**	
QNB Bank	Jul 2026 Positive Pay Service Fee		50.00	Check
		Total Fund 32-Capital Reserve	**50.00**	
QNB Bank	Jul 2026 Positive Pay Service Fee		50.00	Check

		Total Fund 51-Food Service	**50.00**	
QNB Bank	Jul 2026 Positive Pay Service Fee		50.00	Check
		Total Fund 71-Scholarships	**50.00**	
Penn Builders, Inc.	SGC Modular Bldgs		457,875.99	Check
		Total Fund 39-Capital Proj.	**457,875.99**	
QNB Bank	Jul 2026 Positive Pay Service Fee		50.00	Check
Michaels store#3766	Sr. Award Frames-Best Buddies		24.99	Pcard
Michaels store#3766	Senior gifts -Unified Track		91.64	Pcard
Giantfood Land	Giant Gift Card Fundraiser class of 2028		1,534.99	Pcard
Lehigh Valley Zoo	Field Trip-Aspire		307.97	Pcard
		Total Fund 81-Student Activities	**2,009.59**	
		Grand Total	**8,001,539.79**	

7/1/25 - 5/31/26 YTD Financials - Expenditures By Major Function

Major Function	Expenditure Description	Current Budget 2025-2026	07/01/25-05/31/26	Current Budget % Used
1000	INSTRUCTION	88,216,751	71,422,699	80.96%
2000	SUPPORT SERVICES	41,682,831	33,343,262	79.99%
3000	NON-INSTRUCTIONAL SERVICES	1,825,634	1,805,945	98.92%
4000	FACILITIES ACQUISITION, CONSTRUCTION & IMPROVEMENT	1,649,290	1,476,513	89.52%
5000	OTHER EXPENDITURES & FINANCING USES	14,333,017	12,741,682	88.90%
	TOTAL EXPENDITURE	**147,707,523**	**120,790,101**	**81.78%**

Major Function	Expenditure Description	Prior Year Budget 2024-2025	07/01/24-05/31/25	Current Budget % Used
1000	INSTRUCTION	83,118,251	70,238,160	84.50%
2000	SUPPORT SERVICES	42,281,145	32,194,792	76.14%
3000	NON-INSTRUCTIONAL SERVICES	1,898,840	1,592,405	83.86%
4000	FACILITIES ACQUISITION, CONSTRUCTION & IMPROVEMENT	3,279,536	2,533,748	77.26%
5000	OTHER EXPENDITURES & FINANCING USES	14,908,272	12,413,372	83.26%
	TOTAL EXPENDITURE	**145,486,044**	**118,972,477**	**81.78%**

Major Function	Expenditure Description	2025-2026 vs 2024-2025	% Increase
1000	INSTRUCTION	1,184,538	1.69%
2000	SUPPORT SERVICES	1,148,470	3.57%
3000	NON-INSTRUCTIONAL SERVICES	213,540	13.41%
4000	FACILITIES ACQUISITION, CONSTRUCTION & IMPROVEMENT	(1,057,235)	-41.73%
5000	OTHER EXPENDITURES & FINANCING USES	328,310	2.64%
	TOTAL EXPENDITURE	**1,817,624**	**1.53%**

7/1/25 - 5/31/26 YTD Financials - Expenditures By Major Object

Major Object	Expenditure Description	Current Budget 2025-2026	07/01/25-05/31/26	Current Budget % Used
100	SALARIES	54,180,100	42,199,597	77.89%
200	BENEFITS	34,405,024	27,274,768	79.28%
300	PURCHASED PROF & TECH SERVICES	16,844,736	14,063,702	83.49%
400	PURCHASED PROPERTY SVC	2,930,118	2,447,413	83.53%
500	OTHER PURCHASED SERVICES	16,861,915	15,345,088	91.00%
600/700	SUPPLIES/PROPERTY	7,872,101	6,553,052	83.24%
800	OTHER OBJECTS	5,326,933	3,724,887	69.93%
900	OTHER USES OF FUNDS	9,286,595	9,181,595	98.87%
	TOTAL EXPENDITURE	**147,707,523**	**120,790,101**	**81.78%**

Major Object	Expenditure Description	Prior Year Budget 2024-2025	07/01/24-05/31/25	Current Budget % Used
100	SALARIES	51,801,391	40,908,177	78.97%
200	BENEFITS	33,715,756	26,708,542	79.22%
300	PURCHASED PROF & TECH SERVICES	14,530,186	13,412,836	92.31%
400	PURCHASED PROPERTY SVC	5,134,966	3,334,997	64.95%
500	OTHER PURCHASED SERVICES	16,959,068	15,044,944	88.71%
600/700	SUPPLIES/PROPERTY	8,206,274	6,984,086	85.11%
800	OTHER OBJECTS	6,462,391	4,124,098	63.82%
900	OTHER USES OF FUNDS	8,676,012	8,454,797	97.45%
	TOTAL EXPENDITURE	**145,486,044**	**118,972,477**	**81.78%**

Major Object	Expenditure Description	2025-2026 vs 2024-2025	% Increase
100	SALARIES	1,291,420	3.16%
200	BENEFITS	566,226	2.12%
300	PURCHASED PROF & TECH SERVICES	650,866	4.85%
400	PURCHASED PROPERTY SVC	(887,585)	-26.61%
500	OTHER PURCHASED SERVICES	300,144	1.99%
600/700	SUPPLIES/PROPERTY	(431,035)	-6.17%
800	OTHER OBJECTS	(399,211)	-9.68%
900	OTHER USES OF FUNDS	726,798	8.60%
	TOTAL EXPENDITURE	**1,817,624**	**1.53%**

7/1/25 - 5/31/26 YTD Financials - Revenues By Major Function

Major Function	Revenue Description	Current Budget 2025-2026	07/01/25-05/31/26	Budget % Received
6000	LOCAL SOURCES	96,756,122	89,849,961	92.86%
7000	STATE SOURCES	36,307,789	24,274,247	66.86%
8000	FEDERAL SOURCES	1,979,976	242,895	12.27%
9000	OTHER FINANCING SOURCES	25,000	0	0.00%
	TOTAL REVENUE	**135,068,888**	**114,367,102**	**84.67%**

Major Function	Revenue Description	Prior Year Budget 2024-2025	07/01/24-05/31/25	Budget % Received
6000	LOCAL SOURCES	94,191,449	89,540,140	95.06%
7000	STATE SOURCES	33,752,717	27,101,383	80.29%
8000	FEDERAL SOURCES	1,861,340	1,060,663	56.98%
9000	OTHER FINANCING SOURCES	1,267,860	1,261,053	99.46%
	TOTAL REVENUE	**131,073,366**	**118,963,240**	**90.76%**

Appendix II – Authorized Official Resolution

Be it RESOLVED, that the Quakertown Community School District of Bucks County hereby requests a Public School Facility Improvement grant of $2,679,750.00 from the Commonwealth Financing Authority to be used for upgrades to critical building systems within the Quakertown Community School District.

Be it FURTHER RESOLVED, that the Applicant does hereby designate Dr. Lisa Hoffman, Superintendent and Dawn Young, Chief Financial Officer as the officials to execute all documents and agreements between the Quakertown Community School District and the Commonwealth Financing Authority to facilitate and assist in obtaining the requested grant.

I, Terry San Angelo, duly qualified Secretary of the Quakertown Community School District, Bucks County, PA, hereby certify that the forgoing is a true and correct copy of a Resolution duly adopted by a majority vote of the Quakertown Community School District School Board at a regular meeting held August 27th, 2026 and said Resolution has been recorded in the Minutes of the Quakertown Community School District and remains in effect as of this date.

IN WITNESS THEREOF, I affix my hand and attach the seal of the Quakertown Community School District, this 27th day of August, 2026.

_____
Name of Applicant

_____
County

_____
Secretary

2026 - 2027 Athletic Positions

Sport	Category	Number of Positions					Cost of Single Position			
		Head	Assistants				Head	I	II	III
High School			I	II	III					
Football	A	1	2	4	2		$ 9,477.63	$ 6,634.34	$ 4,264.93	$ 1,895.53
Basketball - Boys	B	1	1	1	1		$ 7,582.10	$ 5,212.70	$ 3,317.17	$ 1,421.64
Basketball - Girls	B	1	1	1	0		$ 7,582.10	$ 5,212.70	$ 3,317.17	$ -
Wrestling - Boys	B	1	1	1	0		$ 7,582.10	$ 5,212.70	$ 3,317.17	$ -
Wrestling - Girls	C	1	0	0	0		$ 5,686.58	$ -	$ -	$ -
Baseball	C	1	1	1	1		$ 5,686.58	$ 3,791.05	$ 2,369.41	$ 947.76
Field Hockey	C	1	1	1	1		$ 5,686.58	$ 3,791.05	$ 2,369.41	$ 947.76
Lacrosse - Girls	C	1	1	0	1		$ 5,686.58	$ 3,791.05	$ -	$ 947.76
Lacrosse - Boys	C	1	1	0	1		$ 5,686.58	$ 3,791.05	$ -	$ 947.76
Soccer - Boys	C	1	1	0	1		$ 5,686.58	$ 3,791.05	$ -	$ 947.76
Soccer - Girls	C	1	1	0	1		$ 5,686.58	$ 3,791.05	$ -	$ 947.76
Softball	C	1	1	0	1		$ 5,686.58	$ 3,791.05	$ -	$ 947.76
Track - Girls Spring	C	1	1	1	0		$ 5,686.58	$ 3,791.05	$ 2,369.41	$ -
Track - Boys Spring	C	1	1	1	0		$ 5,686.58	$ 3,791.05	$ 2,369.41	$ -
Volleyball - Boys	C	1	1	0	1		$ 5,686.58	$ 3,791.05	$ -	$ 947.76
Volleyball - Girls	C	1	1	0	1		$ 5,686.58	$ 3,791.05	$ -	$ 947.76
Speed and Agility - Fall	C	0	0	1	0		$ -	$ -	$ 2,369.41	$ -
Speed and Agility - Winter	C	0	0	1	0		$ -	$ -	$ 2,369.41	$ -
Speed and Agility - Spring	C	0	0	1	0		$ -	$ -	$ 2,369.41	$ -
Speed and Agility - Summer	C	0	0	1	0		$ -	$ -	$ 2,369.41	$ -
Weight Training - Fall	C	0	0	1	0		$ -	$ -	$ 2,369.41	$ -
Weight Training - Winter	C	0	0	1	0		$ -	$ -	$ 2,369.41	$ -
Weight Training - Spring	C	0	0	1	0		$ -	$ -	$ 2,369.41	$ -
Weight Training - Summer	C	0	0	1	0		$ -	$ -	$ 2,369.41	$ -
Cheerleading Competition	C	1	1	1	0		$ 5,686.58	$ 3,791.05	$ 2,369.41	$ -
Girls Flag Football	C	1	0	1	1		$ 5,686.58	$ -	$ 2,369.41	$ 947.76
Swimming	D	1	1	0	0		$ 4,738.82	$ 2,843.29	$ -	$ -
Cheerleading Sideline	D	1	1	1	0		$ 4,738.82	$ 2,843.29	$ 1,895.53	$ -
Cross Country	D	1	1	0	0		$ 4,738.82	$ 2,843.29	$ -	$ -
Tennis - Boys	D	1	0	1	0		$ 4,738.82	$ -	$ 1,895.53	$ -
Tennis - Girls	D	1	0	1	0		$ 4,738.82	$ -	$ 1,895.53	$ -
Golf	D	1	0	1	0		$ 4,738.82	$ -	$ 1,895.53	$ -
Track - Indoor Boys	E	1	0	1	0		$ 2,843.29	$ -	$ 1,421.64	$ -
Track - Indoor Girls	E	1	0	1	0		$ 2,843.29	$ -	$ 1,421.64	$ -
Bowling	E	1	1	0	0		$ 2,843.29	$ 1,895.53	$ -	$ -
Unified Sports/Track	E	1	0	0	2		$ 2,843.29	$ -	$ -	$ 947.76
Unified Sports/Bocce	E	1	0	0	1		$ 2,843.29	$ -	$ -	$ 947.76
Strayer										
Basketball - Boys	F	1	1	0	0		$ 2,843.29	$ 1,895.53	$ -	$ -
Basketball - Girls	F	1	1	0	0		$ 2,843.29	$ 1,895.53	$ -	$ -
Field Hockey	F	1	1	0	0		$ 2,843.29	$ 1,895.53	$ -	$ -
Football	F	2	2	0	0		$ 2,843.29	$ 1,895.53	$ -	$ -
Soccer	F	1	1	0	0		$ 2,843.29	$ 1,895.53	$ -	$ -
Track Boys	F	1	0	1	0		$ 2,843.29	$ -	$ 1,421.64	$ -
Track Girls	F	1	0	1	0		$ 2,843.29	$ -	$ 1,421.64	$ -
Cheerleading (Strayer & 6GC)	F	1	0	1	0		$ 2,843.29	$ -	$ 1,421.64	$ -
Wrestling	F	1	1	0	0		$ 2,843.29	$ 1,895.53	$ -	$ -
Baseball	F	1	1	0	0		$ 2,843.29	$ 1,895.53	$ -	$ -
Softball	F	1	1	0	0		$ 2,843.29	$ 1,895.53	$ -	$ -
Lacrosse - Girls	F	1	1	0	0		$ 2,843.29	$ 1,895.53	$ -	$ -
Volleyball - Girls	F	1	1	0	0		$ 2,843.29	$ 1,895.53	$ -	$ -
Volleyball - Boys	F	1	1	0	0		$ 2,843.29	$ 1,895.53	$ -	$ -

2026 - 2027 Activities Positions

Activity	Category	Number of Positions					Cost of Single Position			
		Director	Assistants				Director	I	II	III
High School			I	II	III					
Marching Band	A	1	1	3	4		$ 8,086.56	$ 4,570.66	$ 3,515.90	$ 1,406.36
Band	B	1	0	0	0		$ 4,570.66	$ -	$ -	$ -
Choir	B	1	3	0	0		$ 4,570.66	$ 2,109.54	$ -	$ -
Choir Accompanist - 1st Semester	A	0	2	0	0		$ -	$ 4,570.66	$ -	$ -
Class Advisor - Freshmen	E	1	0	0	0		$ 2,109.54	$ -	$ -	$ -
Class Advisor - Sophomore	D	1	0	0	0		$ 2,812.72	$ -	$ -	$ -
Class Advisor - Junior	C	1	0	0	0		$ 3,867.48	$ -	$ -	$ -
Class Advisor - Senior	B	1	0	0	0		$ 4,570.66	$ -	$ -	$ -
Dance Team	E	1	0	0	0		$ 2,109.54	$ -	$ -	$ -
Best Buddies	D	0	2	0	0		$ -	$ 1,054.77	$ -	$ -
FBLA	C	1	0	0	0		$ 3,867.48			
Honors Orchestra	E	1	0	0	0		$ 2,109.54	$ -	$ -	$ -
Indoor Color Guard	D	1	1	1	0		$ 2,812.72	$ 1,054.77	$ 703.18	$ -
Indoor Drum Line	D	1	1	1	0		$ 2,812.72	$ 1,054.77	$ 703.18	$ -
Jazz Band	D	1	0	1	0		$ 2,812.72	$ -	$ 703.18	$ -
Musical	C	1	0	0	0		$ 3,867.48	$ -	$ -	$ -
Musical Choreographer	E	1	0	0	0		$ 2,109.54	$ -	$ -	$ -
Musical Lighting Design	C	0	1	0	0		$ -	$ 1,406.36	$ -	$ -
Musical Set Builder	C	0	1	0	0		$ -	$ 1,406.36	$ -	$ -
Musical Set Designer	C	0	1	0	0		$ -	$ 1,406.36	$ -	$ -
Musical Stage	C	1	0	0	0		$ 3,867.48	$ -	$ -	$ -
Musical Technology	C	1	0	0	0		$ 3,867.48	$ -	$ -	$ -
National Honor Society	E	0	2	0	0		$ -	$ 703.18	$ -	$ -
Orchestra	B	1	0	0	0		$ 4,570.66	$ -	$ -	$ -
Fall Drama	E	1	0	0	0		$ 2,109.54	$ -	$ -	$ -
Student Congress	C	0	0	0	0		$ -	$ -	$ -	$ -
TSA	C	1	0	0	0		$ 3,867.48	$ -	$ -	$ -
Varsity Singers	E	1	0	0	0		$ 2,109.54	$ -	$ -	$ -
Yearbook	C	0	2	0	0		$ -	$ 1,406.36	$ -	$ -
Strayer										
Band	F	1	0	0	0		$ 1,265.72	$ -	$ -	$ -
Choir	F	1	0	0	0		$ 1,265.72	$ -	$ -	$ -
Orchestra	F	1	0	0	0		$ 1,265.72	$ -	$ -	$ -
Honors Orchestra	F	1	0	0	0		$ 1,757.95	$ -	$ -	$ -
Jazz Band	F	2	0	0	0		$ 1,757.95	$ -	$ -	$ -
Select Choir	F	2	0	0	0		$ 1,757.95	$ -	$ -	$ -
TSA	F	1	0	0	0		$ 1,757.95	$ -	$ -	$ -
Musical/Play	F	1	2	0	0		$ 1,757.95	$ 1,054.77	$ -	$ -
Best Buddies	E	0	2	0	0		$ -	$ 703.18	$ -	$ -
NJHS	F	0	2	0	0		$ -	$ 1,054.77	$ -	$ -
Musical/Play Choreographer	H	1	0	0	0		$ 1,757.95	$ -	$ -	$ -
Sixth Grade Center										
Musical	H	1	0	0	1		$ 1,265.72	$ -	$ -	$ 351.59
Band	H	2	0	0	0		$ 1,265.72	$ -	$ -	$ -
Bell Choir	G	1	0	0	0		$ 1,406.36	$ -	$ -	$ -
Choir	H	2	0	0	0		$ 1,265.72	$ -	$ -	$ -
Honors Orchestra	F	1	0	0	0		$ 1,757.95	$ -	$ -	$ -
Jazz Band	F	1	0	0	0		$ 1,757.95	$ -	$ -	$ -
Orchestra	H	2	0	0	0		$ 1,265.72	$ -	$ -	$ -
Select Choir	F	1	0	0	0		$ 1,757.95	$ -	$ -	$ -
TSA	G	1	0	0	0		$ 1,406.36	$ -	$ -	$ -

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Memorandum of Agreement

School Calendar

This agreement is made and entered into by and between Quakertown Community School District Board of Directors (hereinafter "Board") and Quakertown Community Education Association (hereinafter "Association") (hereinafter collectively referred to as "Parties").

WHEREAS, the Board and the Association are Parties to a collective bargaining agreement (hereinafter "the CBA"); and

WHEREAS, the CBA states that two (2) student days "will be ACT 80 days for conferences (both in-person and virtual to be planned at the end of marking periods 1 and 3)."; and

WHEREAS, the Board desires conference days with evening hours; and

NOW, THEREFORE, in consideration of the promises hereinafter set forth, the Board and the Association agree as follows:

1. The school calendar for the 2026-2027 school year will consist of 180 scheduled student days and 191 scheduled teacher days, except as delineated for newly hired employees in the CBA.
2. Parent-teacher conferences will be scheduled after the first marking period in the following manner. On November 23rd, there will be 3 hours of evening conferences scheduled beginning at the end of the teacher's contractual day. Parents may request to meet virtually or in-person after the school day, but teachers must be in person in the building. On November 24th, students will have a 1/2 day, and teachers will remain in the building to complete 3 hours of either in person or virtual conferences as requested by parents.
3. Parent-teacher conferences will be scheduled after the 3rd marking period in the following manner. On March 23rd, there will be 3 hours of evening conferences scheduled beginning at the end of the teacher's contractual day. Parents may request to meet virtually or in-person after the school day, but teachers must be in person in the building. On March 24th, students will have a 1/2 day, and teachers will remain in the

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building to complete 3 hours of either in-person or virtual conferences as requested by parents.

4. The last student day of the school year will be scheduled as a 1/2 day for students, and teachers will remain in the building for the rest of their contractual day for year-end administrative duties and to close out their classrooms.
5. Teachers who spend 6 hours preparing for the upcoming school year prior to August 28th will earn a "Trade Day" where they do not have to report on Friday, August 28th.
6. The Parties agree to meet and create the calendar for the 2027-2028 school year and 2028-2029 school year following the same format as the 2026-2027 school year, allowing for changes to specific dates as appropriate.
7. Should the Parties fail to agree on the calendar for the 2027-2028 school year or the 2028-2029 school year, the Parties agree that neither has given up their right to assert their position relative to the language in the current CBA.

Quakertown Community Education Association

President Signed by: Ryan Wieand A88CEE5075E44F8... Date 8/18/2026

Quakertown Community School District Board of Education

President _____ Date _____

Masters of Social Work Program

AFFILIATION AGREEMENT

THIS AGREEMENT made this **27** day of **August 2026**, by and between **LA SALLE UNIVERSITY** (University) and **Quakertown Community School District,** and address of **100 Commerce Drive Quakertown, PA 18951** ("Agency").

WHEREAS, University is an educational institution which prepares its undergraduate and graduate students for careers in Social Work; and

WHEREAS, Agency desires to affiliate with University and to make its facilities available to University students for Generalist & Advanced Master of Social Work internship experiences; and

WHEREAS, the purpose of this Agreement is to guide and direct the parties with respect to their affiliation, working arrangements, obligations and agreements in furtherance of high-quality learning experiences in Generalist & Advanced Master of Social Work; and

WHEREAS, the parties acknowledge the shared responsibility of the University and Agency to create and maintain an appropriate learning environment for said students; and

WHEREAS, neither party intends for this Agreement to alter in any way its respective legal rights or its legal obligations to any third party.

NOW THEREFORE, in consideration of the mutual promises contained herein, and intending to be legally bound hereby, University and Agency agree as follows:

1. Responsibilities of University

A. University will retain ultimate responsibility for the educational assessment of its students, as well as the planning and execution of the Master of Social Work Program ("Program"), including programming, administration, curriculum, faculty appointment and student admission, matriculation, continuation and graduation.

B. The University representative for this Agreement will be the Director of Field Placement in the Department of Social Work, who shall be a member of the University Social Work Department who shall confer regularly with the representative designated by Agency, and with other Agency officers as may be appropriate to insure the establishment and maintenance of mutually beneficial working relationships. University will provide

qualified faculty who will be responsible for instruction at University and collaboration through the Master of Social Work Field Placement Coordinator with Agency personnel in planning, selecting and evaluating the student's progress in the Generalist & Advanced Social Work internship at Agency.

C. University will approve students to apply to Agency only after students have satisfactorily completed those portions of the University curriculum that are prerequisite to practicum/internship participation.

D. University will ensure that each student and faculty member who participates in the affiliation in all cases is a Master of Social Work student, and University will maintain professional malpractice insurance coverage of at least $3,000,000 overall and $1,000,000 per claim for students and per occurrence for faculty.

E. University will instruct students and faculty with respect to the confidential nature of all information obtained from clients and from records of Agency and the requirement of maintaining the confidentiality of said information.

2. Responsibilities of Agency

A. The Agency agrees to participate with University in the implementation of a curriculum by the University to provide a high quality Master of Social Work experience for students. The curriculum shall provide for a number of students, assignments and schedules. Agency shall be responsible for the administration of the internship and the safety and supervision of the students while at any site.

B. Agency will assign one of its personnel, hereinafter referred to as "Supervisor" who shall be the liaison with Program and supervise Program students in accordance with this Agreement and the terms of the Supervisor Agreement executed by both the Supervisor and the Student. Supervisor will have at a minimum a Master's degree in Social Work with at least two years' experience in the field. If a supervisor with this qualification is not provided, the University agrees to provide an offsite supervisor who is an employee of the University to provide supervision with the same qualifications. Supervision will consist of weekly meetings, a minimum of one hour in length, between Supervisor and student and such other meetings as Supervisor deems advisable. Supervisor will provide Program with written evaluations of student's performance at the close of each semester and/or at the request of the Master of Social Work Field Placement Coordinator. If group supervision is provided by Agency, no more than twelve (12) students are to be included in said group.

C. Agency will maintain a positive, respectful, safe and adequately resourced learning environment so that sound educational experiences can occur. In furtherance thereof, Agency will provide students with access to appropriate resources for a high quality experience, including (a) providing students with the rules and regulations at Agency's facilities, including instruction related to appropriate safety and security, (b) access to clients via the Agency in an appropriately supervised environment, in which the student can complete University's curriculum, (c) security badges or other means of secure access

to Agency's facilities when applicable, (d) training in record keeping, as applicable, (e) computer access if applicable; (f) secure storage space for students' personal items when at the Agency facilities; (g) adequate conference room space, where feasible; (h) equipment and supplies needed for the provision of therapy and counseling services, if applicable including items necessary for student safety and health; and (i) access to cafeteria facilities for use of the students and faculty of University, at their own expense. In addition, as per the Agency's policies and administrative regulations, and under Pennsylvania's Child Protective Services Law, those not employed by the agency but are working in our schools and who have direct contact with students (i.e., the care, supervision, guidance, or control of children and routine interaction with children) are required to submit clearances to the agency prior to beginning the internship experience. Clearances must be within one year of issuance from the proper authority. The Agency will provide further direction and information to students to ensure compliance

D. Agency shall retain full authority and responsibility for safety, care and quality standards, and will maintain a level of care that meets generally accepted standards conducive to satisfactory safety and instruction. While with Agency, students will have the status of trainees; are not to replace Agency staff are not to render unsupervised care and/or services. Agency shall guarantee the safety of the in-home or sites where students will be engaging in social work. All services rendered by students must have educational value and meet the goals of the curriculum. Agency and its staff will provide such supervision of the educational and clinical (if applicable) activities as is reasonable and appropriate to the circumstances and to the student's level of training. If a student is performing direct client-contact activities at the Agency, an Agency clinical staff member qualified to manage a clinical emergency must be present. If a student is at the Agency performing non direct client-contact activities, an Agency staff member (clinical or administrative) must be present. Students will not be permitted to transport clients in their own or in an agency vehicle.

E. Agency will provide orientation and instruction for University and students regarding its rules and regulations and/or administrative policies and procedures, and will make other training activities available to the student (e.g., workshops, case conferences in-services trainings). Agency will ensure that proper arrangements are made to permit the students to report for the social work experiences. Agency will immediately notify University and University Program's Master of Social Work Director of Field Education of any unusual situations, circumstances or behavior wherein the safety of any student or faculty, person is threatened or potentially threatened, or the intent of this Agreement is jeopardized.

F. Agency will report to University for disposition, any failure of students to offer proper care or services or failure to comply with Agency policies, regulations and routines. Agency retains the right to dismiss a student from the internship for repeated or ongoing failure to meet Agency's expectations or comply with Agency policies, regulations and/or routines.

G. Agency shall maintain Comprehensive General Liability Insurance Coverage covering the liability of Agency and its employees, agents and staff in the amount of at

least $1 million for bodily injury to any one person, and $3 million for bodily injury or property damage in one accident or occurrence, and at least $3 million aggregate coverage for all bodily injury and property damage. The insurance shall cover Agency's indemnification obligations herein.

3. Mutual Responsibilities of University and Agency

A. The University will indemnify, defend and hold harmless the Agency, its agents, employees and staff from any claims, demands, actions or expenses (including reasonable attorney's fees, consultant fees and investigative fees) for damage, loss or injury arising from or related to the educational administration of the Program, including programming, curriculum, faculty appointment and student admission, matriculation, continuation and graduation, or any University obligation under this Agreement.

The Agency will indemnify, defend and hold harmless the University, its agents, employees and trustees from any claims, demands, actions or expenses (including reasonable attorney's fees, consultant fees and investigative fees) for damage, loss or injury arising from or related to the clinical, including Agency's facilities, any clinical or in-home site, Agency supervision or training of students, or any Agency obligation under this Agreement.

B. Agency and University agree not to discriminate against any persons on the basis of race, color, religion, sex, age (40 years and older), disability, national origin, ancestry, citizenship, sexual preference or orientation, marital status, gender identity, military or veteran status, genetic information, or any other prohibited basis.

C. Agency and University will maintain educational records related to the participating student(s) in accordance with the Family Education Rights and Privacy Act (FERPA). Agency shall limit access to only those employees and agents with a need to have access. University hereby designates Agency as a school official with a legitimate educational interest in the educational records of the participating students to the extent that access to the University's records is required by Agency to carry out the curriculum and clinical experiences for the students.

D. All parties, including students and faculty, will abide by Agency's confidentiality and patient privacy rules as well as the requirements of the Health Information Portability and Accountability Act of 1996, as amended, as applicable.

4. General Provisions

A. The students participating in a Masters of Social Work program with Agency will not be considered employees or agents of the Agency or University for any purpose. Students will not be entitled to receive any compensation from Agency or University or any benefits of employment from Agency of University, including but not limited to health

care or workers' compensation benefits, vacation, sick time, or any other benefit, direct or indirect. Agency will not be required to purchase any form of insurance for the benefit or protection of any student of University.

B. Nothing in this Agreement is intended to or shall be construed to constitute or establish an agency, employer/employee, partnership, franchise, or fiduciary relationship between the University and the Agency; and neither party shall have the right or authority or shall hold itself out as having the right or authority to bind the other party, nor shall either party be responsible for the acts or omissions of the other except as provided specifically to the contrary herein.

C. It is understood that there may be semesters during the term in which no students are placed with Agency, or during which, students assigned to the Agency are removed from Agency for academic or personal reasons.

D. The rights and duties of this Agreement are not assignable by either party without the express written consent of the other party.

E. No payments shall be made between the parties or to personnel, employees or the students of any party in connection with this Agreement.

F. This Agreement shall be interpreted in accordance with the laws of Pennsylvania.

G. The term of this Agreement shall be from 8.27.2026 to 8.27.31 and shall automatically renew for additional five year terms on the anniversary date (8.20) unless terminated by either party by giving written notice at least ninety (90) days prior to the expiration of the then current term. Termination shall not be effective with respect to students then participating in the clinical with Agency.

H. This Agreement may be amended only by the mutual agreement of the parties hereto only in a writing to be construed as if attached to and incorporated into this Agreement.

I. This Agreement supersedes any and all other agreements, either oral or in writing, between the parties to this Agreement with respect to its subject matter and no other agreement, statement, or promise relating to the subject matter of this Agreement that is not contained in it shall be valid or binding. The Recitals stated at the beginning of this Agreement are an integral part of this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on the day and year first written above.

LA SALLE UNIVERSITY



Name:	Rose Lee Pauline
Title:	Equal Opportunity Compliance Officer and Title IX Coordinator
Date:	8 13. 2026

Quakertown Community School District

Board of School Directors
100 Commerce Drive
Quakertown, PA 18951
P: (215) 529-2002 - F: (215) 529-2036

Conflict of Interest Abstention Memorandum

I, Todd Hilpert, hereby abstain from voting on matters pertaining to:
(print name)

Human Resources Consent Agenda
(describe the vote abstained from)

due to my interest in - Related To Soccer Coach.
(describe the vote abstained from which presents a conflict of interest)

This form is filed with the Secretary this 27th day of August, 2026, prior to the vote in the matter referred to above.

(signature)

NOTE: Section 3 (J) requires the following procedure:
"Any public official or public employee, who in the discharge of his official duties, would be required to vote on a matter that would result in a conflict of interest shall abstain from voting and, prior to the vote being taken, publicly announce and disclose the nature of his interest as a public record in a written memorandum filed with the person responsible for recording the minutes for the meeting at which the vote is taken..."

This memorandum does not have to be utilized when a conflict is defined "by any law, rule, regulation, order or ordinance," for example, the School Code (section 1111) prohibits voting to hire certain relatives.

Bucks County
Intermediate Unit

Memorandum of Understanding (MOU) between

Bucks County Intermediate Unit #22 and Quakertown Community School District

This Memorandum of Understanding (MOU) is entered on **August 18, 2026** by and between the **Bucks County Intermediate Unit #22**, 705 N. Shady Retreat Road, Doylestown, PA 18901, hereinafter referred to as the "Bucks IU" and **Quakertown Community School District** located at 100 Commerce Dr, Quakertown, PA 18951 hereinafter referred to as the "School Entity".

WHEREAS, the Bucks IU has been awarded a Pennsylvania Department of Education Job Training and Education Programs Grant to provide funding for the Chief Science Officers (CSO) Program. Bucks IU serves as the fiscal agent and program coordinator for this grant. Funding is accountability-based and contingent upon fulfillment of program requirements.

AND, WHEREAS, the CSO Program is an international program that aims to elevate student voice through leadership opportunities with a focus on science, technology, engineering, and mathematics (STEM). CSOs are students in grades 6 to 12 who serve as liaisons for STEM and innovation in their schools and community.

NOW, THEREFORE, the parties, intending to be legally bound, agree to the following terms.

1. The term of this MOU is September 1, 2026 through June 30, 2027.
2. Individual Entity Responsibilities:
    a. It is mutually agreed and understood that the Bucks IU is responsible for:
        i. Directly reimbursing the School Entity-designated CSO Advisor(s) through a separate agreement with the CSO Advisor(s) for a total amount of $3,000.
        ii. Funding student project mini-grants for an amount of $2,000. All expenditures must be pre-approved. If additional grant funds become available, the Bucks IU may advise the school entity of an additional amount not to exceed $2,000.
        iii. Purchasing student project mini-grant items wherever possible and requested.

iv. Reimbursing pre-approved student project mini-grant expenditures upon receipt of invoices, copy of payment, and completion of the student project timeline.
v. Countywide coordination of CSO activities.
vi. Advisor guidance and coaching support.
vii. Developing and submitting an impact report that includes information about the School Entity project.

b. It is mutually agreed and understood that the School Entity is responsible for:
   i. Designating a teacher advisor or co-advisory team. The IU will serve as the fiscal agent and pay advisor stipends directly.
   ii. Designating at least one participating school and supporting execution of a school-level Program Participation Agreement (PPA).
   iii. Establishing or affiliating with a student club to broaden the CSO's reach within the school.
   iv. Ensuring advisors participate in all aspects of the CSO program (leadership training institute, advisor training, fall cabinet, spring cabinet, and end-of-year celebration).
   v. Hosting at least one STEM engagement event open to multiple grade levels within the school entity (e.g., elementary and middle, or middle and high), such as, STEM Night, tree planting, environmental or community engagement projects.
   vi. Completing required beginning-, mid-, and end-of-year reflections to document impact.
   vii. Requesting pre-approval for all student mini-grant expenditures. Pre-approved funds may be used for student project materials and supplies, transportation related to projects or events, and/or food and logistical costs for STEM engagement events.
   viii. Submitting invoices or itemized requests for pre-approved, eligible expenses (e.g., student project materials, transportation, food, or event logistics).
   ix. Complying with all applicable PDE grant terms and conditions.

c. It is mutually agreed and understood that the School Entity's designated teacher advisor or co-advisory team is responsible for:
   i. Attending required CSO advisor training
   ii. Participating with CSOs in:
      1. Leadership Training Institute
      2. Fall CSO Cabinet Meeting
      3. Spring CSO Cabinet Meeting
      4. End-of-year Celebration

iii. Supporting student CSOs in designing and implementing a student-led STEM project
iv. Facilitating or supporting an affiliated student club to ensure sustainability
v. Guiding students in collaborating with school staff and community partners
vi. Supporting planning and implementation of one STEM engagement event per year that is open to multiple grade levels within the school entity (e.g., elementary–middle or middle–high)
vii. Completing beginning-, mid-, and end-of-year reflections
viii. Assisting with submission of invoices or itemized requests for eligible expenses

d. The School Entity acknowledges that failure to complete the above requirements by the School Entity or by the School Entity's designated teacher advisor or co-advisory team will result in non-disbursement of funds for the School Entity and the teacher advisor or co-advisory team.

3. The School Entity agrees that participation data, reflections, and outcomes may be aggregated by the Bucks IU for reporting to PDE and for inclusion in a countywide impact report. No personally identifiable student information will be publicly disclosed.
4. School Entity agrees to indemnify and hold harmless the Bucks IU, its Directors, officers, agents, workers, servants, contractors, subcontractors or employees from any and all claims, demands, causes of action, suits, damages, costs, expenses, including attorneys' fees, which arise directly or indirectly, in whole or in part, as a result of any willful or negligent act or omission of the Bucks IU.
5. Bucks IU shall not discriminate against any person because of race, color, religious creed, ancestry, national origin, age, sex, gender or handicap/disability in performing the duties and/or services required by this Agreement.
6. School Entity acknowledges and agrees that Bucks IU has developed writings, drawings, designs and other works of authorship that Bucks IU may use in the course of performance of this Agreement. School Entity agrees that all such materials developed by and/or used by Bucks IU are not works for hire and that Bucks IU is the sole and exclusive owner of all such materials and any copyrights therein.
7. Any change in this Agreement may be accomplished only by a written amendment executed by both School Entity and Bucks IU.
8. This Agreement may be terminated upon 90 days written notice by either party. If the Agreement is terminated, the School Entity understands that it will not be partially reimbursed for any costs incurred for student project mini-grants.
9. Neither the Bucks IU nor School Entity may assign or transfer any interest in this Agreement without prior written consent of both parties.

10. Any notice permitted or required under this Agreement shall be in writing and signed by the party giving or serving the same, and shall be served by either by personal delivery or certified mail to the following persons and at the following addresses:

Bucks County Intermediate Unit #22 Attn: Rachel Holler, Ed.D. Assistant Executive Director 705 N. Shady Retreat Road Doylestown, PA 18901	Quakertown Community School District Attn: Dr. Lisa Hoffman Interim Superintendent 100 Commerce Dr Quakertown, PA 18951

11. This Agreement includes the terms and conditions set forth in this document. This Agreement constitutes the entire understanding and agreement between the parties.

(Signatures on a separate page)

THIS AGREEMENT is signed below by the duly authorized representatives of the parties:

Quakertown Community School District	Bucks County Intermediate Unit #22
Approved By:	Approved By:
David O'Donnell, President Quakertown Board of School Directors	John D'Angelo, President Bucks IU Board of School Directors
Attest:	Attest:
Terry San Angelo, Secretary Quakertown Board of School Directors	Michele Ruggiero, Secretary Bucks IU Board of School Directors
(Date)	(Date)

The Office for Teaching and Learning is seeking approval for the adoption of the following teacher materials for implementation in the corresponding College Board Advanced Placement courses starting in the 2026-2027 School Year.

Course	Text
AP Human Geography (Grade 9)	*The Cultural Landscape, An Introduction to Human Geography AP® Edition (HS Binding), 14th edition* by James M Rubenstein. ISBN: 978-01-379-9221-8
AP Economics	*Krugman's Economics for the AP Course (BFW), 4th edition* by David Anderson and Margaret Ray ISBN: 978-1-319-40932-6
AP United States Government & Politics	*AMSCO Advanced Placement® Edition* *United States Government & Politics, 3rd edition* *by David Wolfford* ISBN: 978-1-6636-9272-6
AP Psychology	*Myers' Psychology for the AP Course (BFW), 4th edition* by David G. Myers, C. Nathan DeWall, Elizabeth Yost Hammer ISBN: 978-1-319-28116-8
AP European History	*AP European History Premium (Barrons), 14th edition* by Seth A. Roberts M.A. ISBN: 978-1-506-29655-5
AP World History Modern	*AP World History: Modern 7th Edition Traditions and Encounters A Global Perspective on the Past*. *by Jerry H. Bentley, Herbert Ziegler, Heather Streets-Salter, Craig Benjamin* ISBN: 978-1-26-654532-0 & *AP World History: Modern Premium (Barrons) 2026* by John McCannon, Ph.D.

	ISBN: 978-1-5062-9678-4
AP US History	*America's History for the AP Course, 11th Edition* by Edwards, Hinderaker, Self, and Henretta ISBN: 978-1-319-53565-0

Strayer MS

ATSI non-Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Strayer MS		122098403
Address 1		
1200 Ronald Reagan Dr		
Address 2		
City	**State**	**Zip Code**
Quakertown	PA	18951
Chief School Administrator		**Chief School Administrator Email**
Dr. Lisa Hoffman		lhoffman@qcsd.org
Principal Name		
Matthew Crater		
Principal Email		
mcrater@qcsd.org		
Principal Phone Number		**Principal Extension**
2674243423		
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Chad Evans		CEvans@Bucksiu.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Matthew Crater	Principal	Strayer Middle School	mcrater@qcsd.org
Joanna Saltzburg	Education Specialist	Strayer Middle School	jsaltzburg@qcsd.org
Lisa Hoffman	Chief School Administrator	Strayer Middle School	Lhoffman@qcsd.org
Jaime Maddon	Other	Strayer Middle School	jmaddon@qcsd.org
Adam Smith	Other	Strayer Middle School	jmaddon@qcsd.org
Pam Dobson	District Level Leaders	QCSD	pdobson@qcsd.org
Penelope Hughes	Student	Strayer Middle School	hughpene20@qcsdstu.org
Jessica Gondek	District Level Leaders	Strayer Middle School	jgondek@qcsd.org
Brian Reimers	Board Member	QCSD	reimers688@qcsd.org
Sam Evangelista	Teacher	Strayer Middle School	Sevangelista@qcsd.org
Lisa Geib	Parent	Strayer Middle School	Lgeib629@yahoo.com

Vision for Learning

Vision for Learning

Strayer Middle School aims to provide a collaborative community where every student feels safe, valued, and empowered to think critically. We foster confident learners who advocate for their needs and contribute meaningfully to the world around them.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Strayer Middle School did not meet the interim goals or improvement targets for the "All Students Group" English Language Arts (ELA): 47.3% of students scored Proficient or Advanced, slightly below the statewide average of 49.9%. The Hispanic Group and English Learner Group both have higher scores than the previous year. The Asian Group is on target with proficiency.

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Asian (not Hispanic)	The Asian Group's data is on target and improved from the previous year (72.7%).
English Learners	Although the English Learner Group did not meet the interim goal, the data improved from the previous year.

Challenges

ESSA Student Subgroups	Indicator
	English Language Arts (ELA): 47.3% of students scored Proficient or Advanced, slightly below the statewide average of 49.9%. The All Students Group did not meet the interim goals or improvement targets
English Learners	Only 25.5% of English Learner students are proficient or advanced on Pennsylvania State Assessments, which is significantly lower than the "All Student Group" average of 47.3%.

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Substantial Math Proficiency Gaps: Math is a primary area of concern school-wide, with an overall proficiency of only 26.3%. This is particularly critical for English Learners (6.4%) and Students with Disabilities (6.7%). 26.3% of students scored Proficient or Advanced, significantly lower than the statewide average of 41.7%.

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Students with	Although below the interim goal, students with disabilities increased their

Disabilities	math proficiency from the previous year.

Challenges

ESSA Student Subgroups	Indicator
	Substantial Math Proficiency Gaps: Math is a primary area of concern school-wide, with an overall proficiency of only 26.3%. This is particularly critical for English Learners (6.4%) and Students with Disabilities (6.7%). Mathematics: 26.3% of students scored Proficient or Advanced, significantly lower than the statewide average of 41.7%.
English Learners	Only 6.4% of the English Learner Group is achieving math proficiency while the All Student Group averages at 26.3%.
Students with Disabilities	Only 6.7% of Students with Disabilities are achieving math proficiency while the All Student Group averages at 26.3%. Since 2019, this group has remained below 15% proficiency in mathematics.

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The school received a growth score of 50.0 for ELA, which is below the statewide growth standard of 70.0 and the statewide average of approximately 75.0. The Asian, Hispanic and Students with Disabilities groups showed notable growth.

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Asian (not Hispanic)	In ELA, the Asian (78.0), Hispanic (69.0), and Student with Disabilities (73.0) groups showed notable growth, with Asian and Hispanic groups showing an increase from the previous year.
Students with Disabilities	The Students with Disabilities Group showed notable growth (73.0).
Hispanic	The Hispanic Group showed notable growth (69.0), showing an increase from the previous year.

Challenges

ESSA Student Subgroups	Indicator
	The school received a growth score of 50.0 for ELA, which is below the statewide growth standard of 70.0 and the statewide average of approximately 75.0.
White	The White Group and All Student Group have both remained stagnant and below the target growth score.

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

In Mathematics, growth scores were low across most groups, with the English Learner (71.0) and Student with Disabilities (72.0) groups being the only ones to meet the statewide growth standard, despite both groups seeing a decrease from the prior year.

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
English Learners	The English Learner Group met the statewide growth standard, although saw a decrease from the previous year (71.0).
Students with Disabilities	The Students with Disabilities Group met the statewide growth standard, although saw a decrease from the previous year (72.0).

Challenges

ESSA Student Subgroups	Indicator
	Overall, the academic growth score for all students did not meet its interim goal (50.0).
Economically Disadvantaged	The Economically Disadvantaged Group did not meet its interim goal (50.0). Additionally, they have fallen below the state interim goal consistently.

English Language Growth and Attainment

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Only 8.0% of English Learners met growth and attainment targets, compared to a statewide average of 32.4%. While English Learners did not meet the interim goal at 8%, their scores increased from the previous year.

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
English Learners	While English Learners did not meet the interim goal at 8%, their scores increased from the previous year.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	The Economically Disadvantaged Group remains below the interim goal and stagnant at 5.0%.
English Learners	The English Learners Group did not meet the interim goal at 8.0%.

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

85.6% of students are on track with regular attendance, which meets the performance standard and exceeds the statewide average of 79.6%.

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Hispanic	The Hispanic Group is on target for attendance (88.4%) and improved from the previous school year.
Combined Ethnicity	The Combined Ethnicity Group is on target for attendance (85.4%) and improved from the previous school year.

Challenges

ESSA Student Subgroups	Indicator
Multi-Racial (not Hispanic)	The Two or More Races Group did not meet the interim goal with 79.6% in attendance. This is a decrease from the previous year.
Students with Disabilities	The Students with Disabilities Group continues to not meet the interim goal for attendance at 75.6%.

Career Standards Benchmark

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

98.7% of students met the career standards benchmark, exceeding both the statewide average (91.5%) and the 2033 statewide goal (98.0%).

False Strengths	**False** Challenges	**True** N/A

Strengths

ESSA Student Subgroups	Indicator
	98.7% of students met the career standards benchmark, exceeding both the statewide average (91.5%) and the 2033 statewide goal (98.0%).
Hispanic	The Hispanic Group and Combined Ethnicity Group exceeded the interim goal and are at 100% meeting the benchmark.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	The Students with Disabilities Group is the only group below the interim goal for Career Standards Benchmarks with 92.3%.
Economically Disadvantaged	While the Economically Disadvantaged Group met the interim goal, their percentage decreased from the previous year (97.4%).

High School Graduation Rate Four-Year Cohort

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	**False** Challenges	**True** N/A

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

The Asian Group's data is on target and improved from the previous year (72.7%).
The Hispanic Group and English Learner Group both have higher scores than the previous year.
85.6% of students are on track with regular attendance, which meets the performance standard and exceeds the statewide average of 79.6%.
98.7% of students met the benchmark, exceeding both the statewide average (91.5%) and the 2033 statewide goal (98.0%).
In ELA, the Asian (78.0), Hispanic (69.0), and Student with Disabilities (73.0) groups showed notable growth, with Asian and Hispanic groups showing an increase from the previous year.

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Strayer Middle School did not meet the interim goals or improvement targets for the "All Students Group" for ELA
The school received a growth score of 50.0 for ELA, which is below the statewide growth standard of 70.0 and the statewide average of approximately 75.0.
In Mathematics, growth scores were low across most groups, with the English Learner (71.0) and Student with Disabilities (72.0) groups being the only ones to meet the statewide growth standard, despite both groups seeing a decrease from the prior year.
Only 8.0% of English Learners met growth and attainment targets, compared to a statewide average of 32.4%.
The White Group and All Student Group have both remained stagnant and below the target growth score in Math PVAAS

Local Assessment

English Language Arts

Data	Comments/Notable Observations
ELA FireFly	The 7th-grade cohort showed strong progress in English Language Arts, exceeding the growth seen in 7th-grade math. There is a clear shift toward proficiency, with fewer students remaining in the lowest tier compared to the math data. The 8th-grade cohort showed healthy progress in English Language Arts, with scores rising across the board. There is a positive shift as students migrate from the lowest tier into mid- and high-level performance categories.

English Language Arts Summary

Strengths

7th and 8th Grade's strongest and most improved domain is Informational Text.
The school is successfully moving students out of the lowest tier. Between Fall and Winter, 102 total students (48 in 7th, 54 in 8th) advanced at least one performance level, showing that literacy interventions are having a broad impact.
Compared to the school's math data, the ELA cohort is significantly closer to state targets. Roughly 33-35% of ELA students are already in the "Near Target" or "Prepared" categories, providing a stronger foundation for reaching year-end proficiency.

Challenges

Across both grade levels, Writing (Conventions of Standard English) is the lowest-performing domain and has the slowest rate of growth. This suggests a systemic need for more focused instruction on grammar, usage, and mechanics.
While declining, the percentage of students requiring intensive support remains high at ~65-67%. This indicates that a majority of students are still reading and writing below the expected grade-level benchmark.
While Literature Text scores are stable, they are not growing as rapidly as Informational Text scores. This suggests that while students are mastering "finding facts," they may need more support with the complex analysis and nuance required for literary fiction.
Despite the positive movement, very few students—only 3.2% in 7th grade and 4.9% in 8th—are currently at the "Prepared" (Advanced) level. There is a lack of "top-end" achievement, suggesting a need for more enrichment opportunities for high-performing students.

Mathematics

Data	Comments/Notable Observations
Math FireFly	In 7th grade there is a clear positive trend in student performance between the Fall and Winter assessments. While the majority of students still require support, there is a notable migration toward higher performance tiers. 8th-grade students showed a robust improvement in their mathematical proficiency over the first half of the year.

Mathematics Summary

Strengths

Both grades showed significant score increases from Fall to Winter, with 8th grade achieving a high average gain of +32 points.
7th grade is strongest in The Number System, while 8th grade showed exceptional mastery and growth in Statistics & Probability.
The school successfully moved (31 students in 7th grade, 67 students in 8th grade) out of their initial performance tiers into higher categories.

Challenges

Most students remain below grade-level targets, with 83% of 7th graders and 68% of 8th graders still in the "Support Needed" category.
Mathematics is a consistent struggle area; it is the lowest-performing domain for 8th grade and required the most significant catch-up in 7th grade.
Probable state test results remain low, with only ~30-36% of students projected to reach "Proficient" or "Advanced" levels.
7th graders are progressing slower and have a much higher concentration of "Below Basic" students than the 8th-grade cohort.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
2025/2026 Science CDT Data	In 7th Grade Science, there was a slight downward shift in the overall average score for Life Science, though several individual students made significant tier advancements. The 8th-grade cohort achieved the highest point growth seen across any science or ELA data set analyzed. While growth was high in 8th grade, a majority of students are still working toward grade-level mastery.

Science, Technology, and Engineering Education Summary

Strengths

8th grade demonstrated exceptional academic momentum with an average increase of +39.3 points over the year.
Life Science is a foundational strength across both grades. In 7th grade, the "Above Level" tier nearly doubled, and in 8th grade, it remains one of the highest-scoring domains.
8th graders show clear excellence in Physical Science, which is the highest-performing domain in the school.
Despite score fluctuations, the school is successfully moving students into higher categories; 66 students in 7th grade alone moved from "Below Level" to "At Level" or higher in Life Science.

Challenges

A significant achievement gap remains, with over half of the students still performing "Below Level" by the Spring assessment.
Earth & Space Science is a consistent weak point for the school. It is the lowest-performing domain for 7th grade and among the lowest for 8th grade, indicating a need for curriculum alignment in this area.
In 8th grade, Technology & Engineering is the lowest-performing category, suggesting that students struggle more with applied science and design concepts than with theoretical natural sciences.
While 8th grade showed steady growth, 7th grade experienced a slight regression in average Life Science scores, suggesting that student performance in that cohort may be more inconsistent.

Related Academics

Career Readiness

Data	Comments/Notable Observations
CEW Portfolio	Students engaged in a series of artifact reflections in their Career - Education and work portfolio.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Reflection activities for students on RIASEC

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

There needs to be more intentional time designated to this portfolio.

Equity Considerations

English Learners

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Future Ready Index - ELA	Only 25.5% of EL students are proficient or advanced on Pennsylvania State Assessments, which is significantly lower than the "All Student Group" average of 47.3%.
Future Ready Index - Math	EL students face the greatest challenge in Math, with only 6.4% reaching proficiency, compared to 26.3% for the school overall.
PVAAS Growth	Despite lower proficiency rates, EL students are making progress. Historical growth data shows EL students often meet or exceed growth expectations in ELA and Math, sometimes performing near or above the "All Student Group" in terms of meeting annual academic growth.
Attendance	A notable strength for EL students is their attendance rate. 90.3% of EL students maintain regular attendance, which is higher than the school-wide average of 85.6%.
Career Standard Benchmark	EL students are meeting career readiness goals at a high rate, with 96.4% meeting the Career Standards Benchmark.

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Future Ready Index - ELA	Only 12.6% of students with disabilities are proficient or advanced in English Language Arts, which is substantially lower than the "All Student Group" average of 47.3%.
Future Ready Index - Math	Performance in Mathematics is even lower, with only 6.7% of students with disabilities achieving proficiency or advancement. This follows a historical trend since 2019 where this group has consistently remained below 15% proficiency.
SWIS Behavior Data (ODR):	The school's Equity Audit identifies "Students with an IEP" as a group with a specific ODR (Office Discipline Referral) Risk Ratio, indicating they may face disciplinary actions at a higher rate than their non-disabled peers.
School Equity Audit	Students with disabilities are a primary focus of academic and behavior interventions, as highlighted in the school-wide equity reporting.

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Future Ready Index - ELA	34.5% of economically disadvantaged students are proficient or advanced in ELA. This is roughly 13 percentage points lower than the overall school average of 47.3%.
Future Ready	Only 18.4% reach proficiency or advancement in Mathematics. While this is higher

Index - Math	than the single-digit proficiency of EL and IEP subgroups, it remains significantly below the school-wide 26.3% proficiency rate.
Future Ready Index - ELA and Math	Despite meeting some growth targets, this group consistently does not meet the interim goal or improvement targets set by the state for both ELA and Mathematics.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Resilient Growth for Historically Underperforming Groups: A significant equity strength is the school's ability to drive high academic growth (PVAAS) even when proficiency is low.
Strong Career Readiness for English Learners: English Learner (EL) students show exceptionally high engagement with career standards.
High Attendance Among English Learners: Despite academic challenges, EL students have a 90.3% regular attendance rate, which is notably higher than the overall school average of 85.6%. This indicates a strong connection to the school community and provides a solid foundation for targeted academic interventions

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Significant Proficiency Gaps by Ethnicity: There is a stark equity gap in academic performance between White students and their Hispanic and Multi-Racial peers.
Disproportionate Disciplinary Risks: The school's Equity Audit identifies clear disparities in discipline. Both Students with an IEP and specific ethnic groups show a higher ODR (Office Discipline Referral) Risk Ratio, meaning they are referred for disciplinary action at a higher rate than their peers, which can lead to increased loss of instructional time.
Critical Underperformance for Students with Disabilities: With only 12.6% proficiency in ELA and 6.7% in Math, students with disabilities face the most severe academic hurdles in the school. These single-digit and low-double-digit proficiency rates indicate a need for more robust, inclusive instructional practices to bridge the gap with the general student population.
Economic Disadvantage Performance Lag: Students considered Economically Disadvantaged consistently fall below the state interim goals for both Math and ELA. This suggests that external socioeconomic factors may be impacting academic outcomes, requiring more targeted resource allocation to ensure equitable access to success.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Exemplary
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

>

Structured PLC time was built into the schedule this year and will remain next year.
Emerging but the school has improvement in fostering an environment where staff have voice in some decision making (committees).
PBIS in the 25/26 year has had noticeable improvement. SAS survey data from teachers confirm this observation.
MTSS process is is well-established with routines and meetings fully functional.

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

>

Build leadership capacity in contributing to improving school initiatives.
Grade-level, standards-aligned lessons and assessments are not always evident in core content area classes.
PLC meetings that are aligned to district PD and school goals need to be targeted.
Provide frequent and timely feedback on instructional practices.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
The Asian Group's data is on target and improved from the previous year (72.7%).	False
The Hispanic Group and English Learner Group both have higher scores than the previous year.	False
85.6% of students are on track with regular attendance, which meets the performance standard and exceeds the statewide average of 79.6%.	False
98.7% of students met the benchmark, exceeding both the statewide average (91.5%) and the 2033 statewide goal (98.0%).	False
In ELA, the Asian (78.0), Hispanic (69.0), and Student with Disabilities (73.0) groups showed notable growth, with Asian and Hispanic groups showing an increase from the previous year.	True
7th and 8th Grade's strongest and most improved domain is Informational Text.	False
The school is successfully moving students out of the lowest tier. Between Fall and Winter, 102 total students (48 in 7th, 54 in 8th) advanced at least one performance level, showing that literacy interventions are having a broad impact.	False
Compared to the school's math data, the ELA cohort is significantly closer to state targets. Roughly 33-35% of ELA students are already in the "Near Target" or "Prepared" categories, providing a stronger foundation for reaching year-end proficiency.	True
Both grades showed significant score increases from Fall to Winter, with 8th grade achieving a high average gain of +32 points.	False
7th grade is strongest in The Number System, while 8th grade showed exceptional mastery and growth in Statistics & Probability.	False
The school successfully moved (31 students in 7th grade, 67 students in 8th grade) out of their initial performance tiers into higher categories.	False
8th grade demonstrated exceptional academic momentum with an average increase of +39.3 points over the year.	False
Life Science is a foundational strength across both grades. In 7th grade, the "Above Level" tier nearly doubled, and in 8th grade, it remains one of the highest-scoring domains.	False
8th graders show clear excellence in Physical Science, which is the highest-performing domain in the school.	False
Despite score fluctuations, the school is successfully moving students into higher categories; 66 students in 7th grade alone moved from "Below Level" to "At Level" or higher in Life Science.	False

Resilient Growth for Historically Underperforming Groups: A significant equity strength is the school's ability to drive high academic growth (PVAAS) even when proficiency is low.	False
Strong Career Readiness for English Learners: English Learner (EL) students show exceptionally high engagement with career standards.	False
High Attendance Among English Learners: Despite academic challenges, EL students have a 90.3% regular attendance rate, which is notably higher than the overall school average of 85.6%. This indicates a strong connection to the school community and provides a solid foundation for targeted academic interventions	False
Structured PLC time was built into the schedule this year and will remain next year.	True
Emerging but the school has improvement in fostering an environment where staff have voice in some decision making (committees).	True
PBIS in the 25/26 year has had noticeable improvement. SAS survey data from teachers confirm this observation.	True
MTSS process is is well-established with routines and meetings fully functional.	True
Reflection activities for students on RIASEC	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Strayer Middle School did not meet the interim goals or improvement targets for the “All Students Group” for ELA	False
The school received a growth score of 50.0 for ELA, which is below the statewide growth standard of 70.0 and the statewide average of approximately 75.0.	False
In Mathematics, growth scores were low across most groups, with the English Learner (71.0) and Student with Disabilities (72.0) groups being the only ones to meet the statewide growth standard, despite both groups seeing a decrease from the prior year.	True
Only 8.0% of English Learners met growth and attainment targets, compared to a statewide average of 32.4%.	False
The White Group and All Student Group have both remained stagnant and below the target growth score in Math PVAAS	False
Across both grade levels, Writing (Conventions of Standard English) is the lowest-performing domain and has the slowest rate of growth. This suggests a systemic need for more focused instruction on grammar, usage, and mechanics.	False
While declining, the percentage of students requiring intensive support remains high at ~65-67%. This indicates that a majority of students are still reading and writing below the expected grade-level benchmark.	False
While Literature Text scores are stable, they are not growing as rapidly as Informational Text scores. This suggests that while students are mastering "finding facts," they may need more support with the complex analysis and	False

nuance required for literary fiction.	
Despite the positive movement, very few students—only 3.2% in 7th grade and 4.9% in 8th—are currently at the "Prepared" (Advanced) level. There is a lack of "top-end" achievement, suggesting a need for more enrichment opportunities for high-performing students.	False
Most students remain below grade-level targets, with 83% of 7th graders and 68% of 8th graders still in the "Support Needed" category.	False
Mathematics is a consistent struggle area; it is the lowest-performing domain for 8th grade and required the most significant catch-up in 7th grade.	False
Probable state test results remain low, with only ~30-36% of students projected to reach "Proficient" or "Advanced" levels.	False
7th graders are progressing slower and have a much higher concentration of "Below Basic" students than the 8th-grade cohort.	False
A significant achievement gap remains, with over half of the students still performing "Below Level" by the Spring assessment.	True
Earth & Space Science is a consistent weak point for the school. It is the lowest-performing domain for 7th grade and among the lowest for 8th grade, indicating a need for curriculum alignment in this area.	False
In 8th grade, Technology & Engineering is the lowest-performing category, suggesting that students struggle more with applied science and design concepts than with theoretical natural sciences.	False
While 8th grade showed steady growth, 7th grade experienced a slight regression in average Life Science scores, suggesting that student performance in that cohort may be more inconsistent.	False
Significant Proficiency Gaps by Ethnicity: There is a stark equity gap in academic performance between White students and their Hispanic and Multi-Racial peers.	False
Disproportionate Disciplinary Risks: The school's Equity Audit identifies clear disparities in discipline. Both Students with an IEP and specific ethnic groups show a higher ODR (Office Discipline Referral) Risk Ratio, meaning they are referred for disciplinary action at a higher rate than their peers, which can lead to increased loss of instructional time.	False
Critical Underperformance for Students with Disabilities: With only 12.6% proficiency in ELA and 6.7% in Math, students with disabilities face the most severe academic hurdles in the school. These single-digit and low-double-digit proficiency rates indicate a need for more robust, inclusive instructional practices to bridge the gap with the general student population.	False
Economic Disadvantage Performance Lag: Students considered Economically Disadvantaged consistently fall below the state interim goals for both Math and ELA. This suggests that external socioeconomic factors may be impacting academic outcomes, requiring more targeted resource allocation to ensure equitable access to success.	False
Build leadership capacity in contributing to improving school initiatives.	True
Grade-level, standards-aligned lessons and assessments are not always evident in core content area classes.	True
PLC meetings that are aligned to district PD and school goals need to be targeted.	True
Provide frequent and timely feedback on instructional practices.	False

There needs to be more intentional time designated to this portfolio.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
In Mathematics, growth scores were low across most groups, with the English Learner (71.0) and Student with Disabilities (72.0) groups being the only ones to meet the statewide growth standard, despite both groups seeing a decrease from the prior year.	Students receiving extra support are making expected growth. The other students need additional support to make growth in the classroom. More interactive lessons can help further support students. This can include small group work.	True
A significant achievement gap remains, with over half of the students still performing "Below Level" by the Spring assessment.	There needs to be changes with instruction to support higher proficiency. Create more engagement and fun to motivate students to try their best.	False
Build leadership capacity in contributing to improving school initiatives.	It is important for staff, who are with the students, to support school initiatives. They would have valuable feedback since they are with the students often.	False
Grade-level, standards-aligned lessons and assessments are not always evident in core content area classes.	There is a lot of information that students do not know on state administered tests, which is evident from our PSSA scores. Students need exposure to standards-aligned lessons and tests for consistency.	True
PLC meetings that are aligned to district PD and school goals need to be targeted.	There needs to be a plan established and monitored to reach our ATSI goals in PLC meetings.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
In ELA, the Asian (78.0), Hispanic (69.0), and Student with Disabilities (73.0) groups showed notable growth, with Asian and Hispanic groups showing an increase from the previous year.	It is good that groups that may typically be underrepresented are showing growth.
Compared to the school's math data, the ELA cohort is significantly closer to state targets. Roughly 33-35% of ELA students are already in the "Near Target" or "Prepared" categories, providing a stronger foundation for reaching year-end proficiency.	While we want our ELA scores to increase, we would like to see our math scores to be similar and closer to state targets.
Structured PLC time was built into the schedule this year and will remain next year.	PLC time was successful and is remaining next year. This time can be an opportunity to support scores increasing closer to state standards. Next year is an opportunity to refine the PLC process.

Emerging but the school has improvement in fostering an environment where staff have voice in some decision making (committees).	It's good that staff are having more voice and involvement through committees.
PBIS in the 25/26 year has had noticeable improvement. SAS survey data from teachers confirm this observation.	We should continue the PBIS process. It created excitement for students and teachers. It fostered a positive school climate and a sense of belonging.
MTSS process is is well-established with routines and meetings fully functional.	It is good that students are getting the help they need through the MTSS process. This process helps ensure that each student is supported both academically and behaviorally.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	(Math) Through differentiated instruction. more small group work, and data based decision making, teachers target student growth in the classroom in order to meet statewide growth standards for all groups of students.
	(Math/ELA/Science) Teachers should deliver high-quality, standards-aligned lessons in alignment with district and state expectations.
	In order to achieve priority #1 and #2, action steps in PLC meetings should target academic growth in math, ELA, and science; including standards aligned lessons and assessments.

Goal Setting

Priority: (Math) Through differentiated instruction. more small group work, and data based decision making, teachers target student growth in the classroom in order to meet statewide growth standards for all groups of students.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the 36-week school year, 100% of math teachers will utilize data-driven small group instruction at least 3 times per week, resulting in at least 70% of all student subgroups meeting or exceeding statewide growth standards as measured by benchmark and state assessments.			
Measurable Goal Nickname (35 Character Max)			
Math Growth & Differentiation			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Baseline and Routine: 100% of teachers establish a baseline using initial math assessment data and launch a predictable small-group rotation routine (minimum 2 days/week).	Data and Differentiation: 100% of teachers conduct monthly data reviews to adjust small groups, increasing frequency to 3 days/week, with 100% of struggling subgroups receiving targeted interventions.	Mid-Year Growth: At least 50% of students in all subgroups demonstrate expected growth on mid-year benchmark assessments; teachers adjust instruction based on gap analysis.	Mastery & Standards: 70% or more of students across all subgroups hit or exceed their statewide growth targets on final end-of-year assessments.

Outcome Category			
Professional learning			
Measurable Goal Statement (Smart Goal)			
By the end of the school year, 100% of math teachers will actively participate in monthly, data-driven Professional Learning Communities (PLCs) and complete 4 cycles of peer observations/coaching focused on small-group differentiation, resulting in 100% of teachers scoring "Proficient" or higher on the district's differentiated instruction walkthrough rubric.			
Measurable Goal Nickname (35 Character Max)			
Math Professional Learning Communities			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Skill Building and Launch: 100% of math teachers complete professional learning on effective small-group structures and data-sorting protocols, establishing their	Instructional Coaching: 100% of teachers participate in their first peer observation or coaching cycle focused explicitly on managing small groups and differentiating content.	Data Analysis: 100% of PLCs complete a deep-dive mid-year data analysis to identify subgroup gaps, and teachers complete a second peer observation focused on targeted interventions.	Reflection: 100% of teachers complete a final reflective coaching cycle, with rubric data showing all math staff achieving "Proficient" or "Distinguished" in teaching differentiation.

monthly PLC calendar.			

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
By the end of the school year, the math department will achieve at least 80% family participation across quarterly targeted outreach initiatives (workshops, digital tools, and progress updates) designed to empower parents with at-home strategies for student math growth.			
Measurable Goal Nickname (35 Character Max)			
Math Family Engagement & Support			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Connection: Host a "Math Growth Night" (in-person or virtual) and distribute a digital resource toolkit to families, achieving an initial 40% engagement rate across the student body.	Data Transparency: 100% of parents receive customized, easy-to-read reports detailing their child's baseline math data, subgroup growth targets, and tailored at-home practice links.	At - home support: Launch a mid-year "Math at Home" campaign (videos/games targeted at high-need standards), achieving a 65% cumulative family engagement rate based on resource clicks and event attendance.	Celebration and Feedback: Achieve an 80% cumulative participation rate at the year-end Student Growth Showcase, and collect feedback via a family survey where 90% of respondents agree they felt supported in helping their child with math.

Priority: (Math/ELA/Science) Teachers should deliver high-quality, standards-aligned lessons in alignment with district and state expectations.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By the end of the school year, 100% of Math, ELA, and Science teachers will consistently deliver standards-aligned lessons, achieving at least a 90% compliance and proficiency rating on leadership walkthrough rubrics evaluating alignment, rigor, and adherence to district pacing guides.			
Measurable Goal Nickname (35 Character Max)			
Core Content Standards Alignment			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Pacing and Alignment: 100% of core teachers submit weekly lesson plans demonstrating strict alignment to state standards and district pacing guides, verified by administrative review.	Rigor: Leadership conducts baseline walkthroughs; at least 75% of core classrooms demonstrate direct alignment between the stated standard, the teacher's delivery,	Mid-year course correction: Walkthrough data shows 85% proficiency in standards alignment across all three departments; administrative teams provide targeted	Mastery and compliance: 100% of Math, ELA, and Science teachers achieve a "Proficient" or "Distinguished" rating on standards alignment, with final curriculum audits confirming all required state standards

	and student tasks.	coaching to any teachers falling below expectations.	were taught.

Outcome Category			
Essential Practices 4: Foster Quality Professional Learning			
Measurable Goal Statement (Smart Goal)			
By the end of the school year, 100% of Math, ELA, and Science teachers will participate in weekly collaborative planning sessions and quarterly interdisciplinary alignment studies, resulting in 100% of core departments producing fully vetted, high-quality, standards-aligned common assessments.			
Measurable Goal Nickname (35 Character Max)			
Core Standards Alignment PLCs			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Blueprinting: 100% of core teachers participate in professional learning focused on unpacking state standards and establishing unit blueprints that map out required depth of knowledge (DOK).	Alignment: 100% of PLCs complete a "Task Audit" where teachers bring student assignments to evaluate whether the rigor of the work actually matches the rigor of the state standard.	Common Assessment Design: Core departments collaborate to design and implement standards-aligned common assessments for the second semester, ensuring grading expectations are calibrated across classrooms.	Cross-Curricular Review: 100% of core teachers participate in a year-end curriculum reflection, mapping out pacing adjustments and archiving high-quality exemplar lessons for the next school year.

Priority: In order to achieve priority #1 and #2, action steps in PLC meetings should target academic growth in math, ELA, and science; including standards aligned lessons and assessments.

Outcome Category			
Essential Practices 4: Foster Quality Professional Learning			
Measurable Goal Statement (Smart Goal)			
By the end of the school year, 100% of Math, ELA, and Science PLC teams will consistently utilize a standardized, data-driven cycle during weekly meetings to analyze student assessments, adjust standards-aligned lessons, and track academic growth, achieving a 100% implementation fidelity rating on administrative PLC audits.			
Measurable Goal Nickname (35 Character Max)			
Data-Driven Growth PLC Protocols			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Standardized Protocol: 100% of core PLCs adopt a standardized agenda and data-tracking protocol that explicitly links state standards, upcoming	Alignment: Administrative audits confirm at least 80% of PLC meeting time is actively spent analyzing common formative assessment (CFA) data and mapping out	Growth Dive: 100% of core PLCs conduct a comprehensive mid-year data review for all student subgroups, adjusting pacing and lesson design to aggressively target	Mastery: PLC teams achieve a 100% fidelity rating on year-end audits, demonstrating a direct, documented link between their weekly PLC action steps and measurable student

lesson adjustments, and growth targets.	immediate tier-1 instruction interventions.	identified growth gaps.	growth on final state/district assessments.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
By the end of the school year, 100% of core PLC teams will cultivate a collaborative culture of shared accountability and student celebration, resulting in a 20% increase in positive perception regarding professional collaboration and school climate on the annual staff and student climate surveys.			
Measurable Goal Nickname (35 Character Max)			
PLC Collaborative School Culture			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Norms: 100% of core PLCs establish working norms, collective commitments, and regular peer-recognition practices to build trust and a supportive adult culture.	Growth: 100% of PLC teams implement a system to track and visibly celebrate student academic growth (e.g., data walls, growth certificates), shifting the student culture to value progress.	Student -centered feedback: 100% of core teachers utilize PLC time to develop and implement student self-reflection tools, empowering students to own their growth and improving the academic climate.	Culture Assessment: 100% of core PLCs achieve their collaboration goals, with year-end climate surveys reflecting high levels of collective teacher efficacy and a measurably stronger school culture.

Outcome Category			
Essential Practices 2: Empower Leadership			
Measurable Goal Statement (Smart Goal)			
By the end of the school year, 100% of core PLCs will be completely teacher-led, with designated PLC facilitators utilizing leadership rubrics to independently manage data-driven cycles and mentor peers, resulting in 90% or higher proficiency on leadership capacity evaluations.			
Measurable Goal Nickname (35 Character Max)			
Distributing PLC Team Leadership			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Leadership identification: Identify and train PLC Facilitators for Math, ELA, and Science teams on running effective meetings, setting goals, and navigating the district data	Coaching: PLC Facilitators co-lead weekly meetings with administration/instructional coaches, demonstrating proficiency in managing agendas and 100% alignment with standards-based goals.	100% of core PLCs operate completely autonomously under teacher leadership, with facilitators leading mid-year academic data reviews and defining instructional next	100% of PLC leaders complete a year-end impact report mapping their team's academic growth, and establish a succession/mentorship plan for future team leaders.

dashboard.		steps.	

Action Plan

Measurable Goals

Math Growth & Differentiation	Math Professional Learning Communities
Math Family Engagement & Support	Core Content Standards Alignment
Core Standards Alignment PLCs	Data-Driven Growth PLC Protocols
PLC Collaborative School Culture	Distributing PLC Team Leadership

Action Plan For: Data-Driven Instruction (DDI) and Collaborative PLC Framework

Measurable Goals:

- By the end of the 36-week school year, 100% of math teachers will utilize data-driven small group instruction at least 3 times per week, resulting in at least 70% of all student subgroups meeting or exceeding statewide growth standards as measured by benchmark and state assessments.
- By the end of the school year, 100% of math teachers will actively participate in monthly, data-driven Professional Learning Communities (PLCs) and complete 4 cycles of peer observations/coaching focused on small-group differentiation, resulting in 100% of teachers scoring "Proficient" or higher on the district's differentiated instruction walkthrough rubric.
- By the end of the school year, the math department will achieve at least 80% family participation across quarterly targeted outreach initiatives (workshops, digital tools, and progress updates) designed to empower parents with at-home strategies for student math growth.
- By the end of the school year, 100% of Math, ELA, and Science teachers will consistently deliver standards-aligned lessons, achieving at least a 90% compliance and proficiency rating on leadership walkthrough rubrics evaluating alignment, rigor, and adherence to district pacing guides.
- By the end of the school year, 100% of Math, ELA, and Science teachers will participate in weekly collaborative planning sessions and quarterly interdisciplinary alignment studies, resulting in 100% of core departments producing fully vetted, high-quality, standards-aligned common assessments.
- By the end of the school year, 100% of Math, ELA, and Science PLC teams will consistently utilize a standardized, data-driven cycle during weekly meetings to analyze student assessments, adjust standards-aligned lessons, and track academic growth, achieving a 100% implementation fidelity rating on administrative PLC audits.
- By the end of the school year, 100% of core PLC teams will cultivate a collaborative culture of shared accountability and student celebration, resulting in a 20% increase in positive perception regarding professional collaboration and school climate on the annual staff and student climate surveys.
- By the end of the school year, 100% of core PLCs will be completely teacher-led, with designated PLC facilitators utilizing leadership rubrics to independently manage data-driven cycles and mentor peers, resulting in 90% or higher proficiency on leadership capacity evaluations.

Action Step	Anticipated	Anticipated

		Start Date	Completion Date
Establish a standardized PLC handbook, calendar, and data-tracking protocols for Math, ELA, and Science. Train designated PLC Teacher Facilitators on data-sorting frameworks, meeting norms, and leadership expectations.		2026-08-01	2026-08-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal and Curriculum Coordinators	Standardized PLC agenda templates, data-tracking spreadsheets, district core content pacing guides, and ESSA-aligned data-driven instruction (DDI) training modules.	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Core teachers administer baseline diagnostic math and ELA/Science assessments, analyze data within PLCs to establish student growth targets, and launch structured, differentiated small-group instructional rotations.		2026-08-26	2026-10-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PLC Teacher Facilitators and Core Classroom Teachers (Math, ELA, Science)	Student baseline diagnostic assessment tools (e.g., NWEA MAP/i-Ready), student subgroup demographic data, and small-group instructional planning/scheduling templates.	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Conduct an ongoing cycle of designing, administering, and analyzing standards-aligned Common Formative Assessments (CFAs) during weekly PLC meetings to immediately adjust Tier-1 instruction and small groups.		2026-10-05	2027-04-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Coaches and Core Classroom Teachers	State standards alignment blueprints, common formative assessment builder tools, student data dashboards, and monthly PLC data reflection sheets.	No	

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**
Conduct mid-year course corrections based on benchmark data. Implement 4 rounds of peer coaching/observation cycles per teacher,	2027-01-04	2027-02-26

and distribute customized student growth data and resources to parents/families.			
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, Instructional Coaches, and Core Teachers	Mid-year assessment data, peer observation scheduling/coverage, school-wide instructional practice rubrics, and translated parent/family math and literacy toolkits.	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
A school-wide PLC handbook detailing roles, norms, and data protocols with 100% of core teachers utilizing standardized agendas. Weekly lesson plans explicitly detailing standards-aligned, differentiated small-group rotations for student subgroups. Completed documentation of peer observation cycles and quarterly family outreach/engagement metrics.	WHO: School Steering Committee (Principal, Assistant Principal, Instructional Coaches, and PLC Facilitators). HOW OFTEN: Weekly review of PLC minutes and lesson plans; monthly PLC meeting observations; Monthly administrative walkthroughs; Quarterly (every 9 weeks) Steering Committee benchmark evaluation data reviews. METHOD/DATA/TOOLS: District diagnostic assessment dashboards, common formative assessment (CFA) trackers, administrative standards-alignment walkthrough rubrics, and PLC protocol fidelity checklists (consistent with ESSA § 1114(b)(3)).

Action Plan For: Multi-Tiered System of Supports (MTSS) and Differentiated Small-Group Instruction

Measurable Goals:

- By the end of the 36-week school year, 100% of math teachers will utilize data-driven small group instruction at least 3 times per week, resulting in at least 70% of all student subgroups meeting or exceeding statewide growth standards as measured by benchmark and state assessments.
- By the end of the school year, 100% of math teachers will actively participate in monthly, data-driven Professional Learning Communities (PLCs) and complete 4 cycles of peer observations/coaching focused on small-group differentiation, resulting in 100% of teachers scoring "Proficient" or higher on the district's differentiated instruction walkthrough rubric.
- By the end of the school year, the math department will achieve at least 80% family participation across quarterly targeted outreach initiatives (workshops, digital tools, and progress updates) designed to empower parents with at-home strategies for student math growth.
- By the end of the school year, 100% of Math, ELA, and Science teachers will consistently deliver standards-aligned lessons, achieving at least a 90% compliance and proficiency rating on leadership walkthrough rubrics evaluating alignment, rigor, and adherence to district pacing guides.
- By the end of the school year, 100% of Math, ELA, and Science teachers will participate in weekly collaborative planning sessions and quarterly interdisciplinary alignment studies, resulting in 100% of core departments producing fully vetted, high-quality, standards-aligned

common assessments.

- By the end of the school year, 100% of Math, ELA, and Science PLC teams will consistently utilize a standardized, data-driven cycle during weekly meetings to analyze student assessments, adjust standards-aligned lessons, and track academic growth, achieving a 100% implementation fidelity rating on administrative PLC audits.
- By the end of the school year, 100% of core PLC teams will cultivate a collaborative culture of shared accountability and student celebration, resulting in a 20% increase in positive perception regarding professional collaboration and school climate on the annual staff and student climate surveys.
- By the end of the school year, 100% of core PLCs will be completely teacher-led, with designated PLC facilitators utilizing leadership rubrics to independently manage data-driven cycles and mentor peers, resulting in 90% or higher proficiency on leadership capacity evaluations.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Review core curriculum resources, audit available tier-2/tier-3 intervention materials, and train all core content teachers on research-based differentiation frameworks and flexible grouping strategies.		2026-08-03	2026-09-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal and Curriculum Coordinators	Evidence-based intervention curricula, student scheduling software, and professional development materials on Universal Design for Learning (UDL) and differentiation.	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Screen all students using diagnostic tools to map out specific skill deficits. Build a master schedule that protects daily time for tier-1 small groups and tier-2 targeted math/ELA interventions.		2026-09-27	2026-10-02
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Assistant Principal and Core Content Teachers	Universal screening data (e.g., i-Ready or NWEA MAP), student growth charts, and classroom instructional resources for fluid grouping.	No	

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**
Deliver daily, high-quality, standards-aligned lessons using small-	2026-10-05	2027-04-30

group rotations. Use progress-monitoring tools every 2-3 weeks to dynamically move students between groups based on skill mastery.			
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Core Classroom Teachers (Math, ELA, Science)	Leveled texts, math manipulatives, digital adaptive learning software, and progress-monitoring tracking sheets.	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Conduct a mid-year MTSS data sweep to identify students needing adjusted tiers of support. Host parent-teacher conferences to share student progress and provide families with targeted home learning support.		2027-01-04	2027-02-26
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
MTSS Coordinator and Classroom Teachers	Mid-year benchmark data, family academic progress communication templates, and home-intervention strategy guides.	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
A protected daily master schedule featuring dedicated small-group intervention time across core content areas. Documentation of dynamic, monthly student movement between instructional tiers based on progress monitoring data. Evidence of parent communication regarding individual student growth plans and at-home intervention supports.	WHO: MTSS Tier-1/Tier-2 Team, Grade-Level Leaders, Instructional Coaches, and School Administration. HOW OFTEN: Weekly audit of lesson plans for small-group differentiation; Monthly review of progress-monitoring data logs; Monthly classroom walkthrough observations of small-group intervention fidelity. METHOD/DATA/TOOLS: District benchmark assessment dashboards, progress-monitoring data trackers (e.g., curriculum-based measurements), and administrative small-group instruction walkthrough rubrics (consistent with ESSA § 1114(b)(3)).

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Data-Driven Instruction (DDI) and Collaborative PLC Framework	Establish a standardized PLC handbook, calendar, and data-tracking protocols for Math, ELA, and Science. Train designated PLC Teacher Facilitators on data-sorting frameworks, meeting norms, and leadership expectations.
Data-Driven Instruction (DDI) and Collaborative PLC Framework	Core teachers administer baseline diagnostic math and ELA/Science assessments, analyze data within PLCs to establish student growth targets, and launch structured, differentiated small-group instructional rotations.
Data-Driven Instruction (DDI) and Collaborative PLC Framework	Conduct mid-year course corrections based on benchmark data. Implement 4 rounds of peer coaching/observation cycles per teacher, and distribute customized student growth data and resources to parents/families.
Multi-Tiered System of Supports (MTSS) and Differentiated Small-Group Instruction	Review core curriculum resources, audit available tier-2/tier-3 intervention materials, and train all core content teachers on research-based differentiation frameworks and flexible grouping strategies.
Multi-Tiered System of Supports (MTSS) and Differentiated Small-Group Instruction	Conduct a mid-year MTSS data sweep to identify students needing adjusted tiers of support. Host parent-teacher conferences to share student progress and provide families with targeted home learning support.

Data-Driven Instruction (DDI) & PLC Facilitator Leadership Training

Action Step		
• Establish a standardized PLC handbook, calendar, and data-tracking protocols for Math, ELA, and Science. Train designated PLC Teacher Facilitators on data-sorting frameworks, meeting norms, and leadership expectations.		
Audience		
Core Content Teachers (Math, ELA, Science), PLC Teacher Facilitators, Instructional Coaches, and School Administrators.		
Topics to be Included		
Unpacking PA Academic Standards, establishing PLC team norms, navigating student data dashboards, implementing standardized common formative assessment (CFA) data-sorting protocols, and mastering the cycle of targeted instructional adjustments.		
Evidence of Learning		
100% of PLCs utilizing standardized weekly data templates and agendas. Teachers tracking subgroup metrics dynamically on shared data trackers. Uploaded remediation and pacing adjustments in lesson plan repositories.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Curriculum Coordinators and District Instructional Coaches.	2026-09-04	2026-09-25

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Initial launch sessions followed by monthly follow-up leadership cohorts.
Observation and Practice Framework Met in this Plan	
• 1f: Designing Student Assessments • 4d: Participating in a Professional Community	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Multi-Tiered Classroom Differentiation & High-Impact Small Groups

Action Step		
• Review core curriculum resources, audit available tier-2/tier-3 intervention materials, and train all core content teachers on research-based differentiation frameworks and flexible grouping strategies.		
Audience		
Core Classroom Teachers (Math, ELA, Science), Special Education Teachers, and English Language Development (ELD) Specialists.		
Topics to be Included		
Analyzing universal screening data, creating flexible student instructional groups, designing tier-1 scaffolding, matching tier-2 intervention materials to specific skill gaps, and integrating trauma-informed classroom management strategies during fluid transitions.		
Evidence of Learning		
Daily lesson plans featuring explicitly detailed, differentiated small-group learning stations. Classroom walkthrough data demonstrating 100% student engagement during rotation schedules. Regular progress-monitoring charts capturing dynamic tier movement every 2-3 weeks.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
School-based Instructional Coaches and MTSS Coordinator.	2026-09-02	2027-02-26

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Weekly embedded coaching during common planning time paired with quarterly peer observation cycles.
Observation and Practice Framework Met in this Plan	
• 1e: Designing Coherent Instruction • 3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
School Improvement Facilitator Signature	**Date**

QUAKERTOWN COMMUNITY SCHOOL DISTRICT

100 Commerce Drive, Quakertown, PA 18951

Board Affirmation Statement

As required by the Pennsylvania Department of Education and State Board Regulations, the Board of Education for the **Quakertown Community School District** reviewed and approved the plan(s) at the following Board Meeting, held on **August, 27th, 2027**. The plan(s) was (were) approved by a vote of_____ **(yes)** and _____ **(no)**.

Plan(s) Approved at School Board Meeting:

Place a check in the box next to the board approved plan(s).

☐ Comprehensive Plan

Board Affirmation also includes review and approval of the following state reports:

- Induction Plan (Chapter 49)
- Professional Development Plan (Act 48)
- Gifted Education Plan Assurances* (Chapter 16)

☒ School Plan(s)

List school name and plan type on the next page.

Affirmed on this 27th day of August , 2026

By: _____ **(Signature of Board President)**

_____**_David O'Donnell**_____ **(Print Name)**

Quakertown Community School District Board of Education

School Name	Plan Type
Strayer Middle School	**ATSI - Non - Title I**

Plan Types:

- Non-Designated – non – Title I
- Schoolwide Title I
- CSI
- ATSI – Title I
- ATSI – non – Title I
- TSI – Title I
- TSI – non – Title I

Note: Blanks for Approved On, Name of School Entity, date, yes and no should be completed either digitally or handwritten. Signature, Print Name and Board of Education are hard copy required (Board President must actually sign and complete).

Replace the following text in the header: LEA Name, Address, School Logo/Icon placeholder image.
Delete this notes section (red text) before printing and uploading.

Quakertown Community HS

TSI non-Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Quakertown Community HS		122098403
Address 1		
600 Park Ave		
Address 2		
City	**State**	**Zip Code**
Quakertown	PA	18951
Chief School Administrator		**Chief School Administrator Email**
Dr Lisa Hoffman		lhoffman@qcsd.org
Principal Name		
Mattias van't Hoenderdaal		
Principal Email		
mvanthoenderdaal@qcsd.org		
Principal Phone Number		**Principal Extension**
215-529-2064		
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Chad Evans		cevans@bucksiu.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Mattias van't Hoenderdaal	Principal	Quakertown Community High School	mvanthoenderdaal@qcsd.org
Innocenzo Martellucci	District Level Leaders	Quakertown Community School District	imartellucci@qcsd.org
Carolyn Staffieri	District Level Leaders	Quakertown Community School District	cstaffieri@qcsd.org
Dr. Jason Magditch	Principal	Quakertown Community High School	jmagditch@qcsd.org
Kelly Lannutti	Principal	Quakertown Community High School	klannutti@qcsd.org
Michael Bolinsky	Principal	Quakertown Community High School	mbolinsky@qcsd.org
Dr. Jenn Bubser	Community Member	Quakertown Community School District	jennbubser@yahoo.com
Megan McGinty	Parent	Quakertown Community School District	mmcginty524@gmail.com
Kimberly Povenski	Community Member	Quakertown Community School District	kimigraw48@gmail.com
Tammy Pfistner	Parent	Quakertown Community School District	twd0102@gmail.com
Kristen Vargo	Education Specialist	Quakertown Community School District	kvargo@qcsd.org
Dr. Lisa Hoffman	Chief School Administrator	Quakertown Community School District	lhoffman@qcsd.org
Sandi Frisch	Teacher	Quakertown Community School District	sandi.frisch@yahoo.com
Quinn Dziedzic	Student	Quakertown Community High School	dziequin23@qcsdstu.org
Makayla McGinty	Student	Quakertown Community School District	mcgimaka16@qcsdstu.org
Chase Dziedzic	Student	Quakertown Community School District	dziechas23@qcsdstu.org

Vision for Learning

Vision for Learning

The district's vision is to prepare its students to be lifelong learners who are able to pursue academic and career excellence, exhibit personal responsibility, participate as citizens in our democracy, and contribute to society. The goal of the school board is to achieve excellence in education consistent with its mission statement, while exercising responsible stewardship of community resources.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All student groups did not meet the standard demonstrating growth in ELA/Literature.

True Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Economically disadvantaged students showed a 1.6% increase from previous year in Lit scores.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	Hispanic students showed a 13.5% decrease in ELA/Lit scores from previous school year

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All students groups did not meet the standard demonstrating growth in Math/Algebra

True Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Hispanic	Hispanic students showed a 7% increase in Math/Algebra scores from the previous school year.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Economically disadvantaged students showed a 20% decrease in Math/Algebra scores from the previous school year.
Students with Disabilities	Students with disabilities showed a 13% decrease in Math/Algebra scores from the previous school year.

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All student groups did not meet the standard demonstrating growth (PVAAS) in ELA/Lit.

True Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator

Combined Ethnicity	Two or more races reflect 68% achievement in PVAAS ELA/Lit, which is close to the statewide growth standard of 70%

Challenges

ESSA Student Subgroups	Indicator
Hispanic	Hispanic students show a 22% decrease as compared to last school year (ELA PVAAS)
Economically Disadvantaged	Economically disadvantaged students show a 22% decrease as compared to last school year (ELA PVAAS)
Students with Disabilities	Students with disabilities show a 3% decrase as compared to last school year (ELA PVAAS)

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All student groups did not meet the standard demonstrating growth (PVAAS) in Math/Algebra.

True Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Hispanic	Hispanic students showed a 7% increase as compared to last school year. (Alg PVAAS)

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Economically disadvantaged students showed a 20% decrease as compared to last school year. (Alg- PVAAS)
Students with Disabilities	Students with disabilities showed a 13% decrease as compared to last school year. (Alg-PVAAS)

English Language Growth and Attainment

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All student groups did not meet interim goal/improvement targets for English Language growth and attainment. However, several subgroups showed improvement as compared to last year.

True Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Hispanic	Hispanic students show an 9.2% increase from the previous year. (ELL)
Economically Disadvantaged	Economically disadvantaged students show a 12.7% increase from the previous year. (ELL)

Challenges

ESSA Student Subgroups	Indicator
English Learners	Although there was significant growth as compared to the previous year, student still did not meet the statewide average of 32.4% (ELL)

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All student groups did not meet interim goal/ improvement target for regular attendance . However, several subgroups showed improvement as compared to last year.

True Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Asian (not Hispanic)	Asian students met or exceeded the interim target for regular attendance.
Economically Disadvantaged	Economically disadvantaged students showed a slight increase in regular attendance as compared to last year.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	African American/Black students showed a 4.7% decrease in regular attendance as compared to last school year.
English Learners	English learners showed a 7% decrease in regular attendance as compared to last school year.

Career Standards Benchmark

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All student groups meet performance standards for Career Standards Benchmark

True Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Economically disadvantaged students showed a slight increase in career standards as compared to last school year. (Career)
Students with Disabilities	Students with disabilities showed a 2.3% increase in career standards as compared to last school year. (Career)

Challenges

ESSA Student Subgroups	Indicator
Hispanic	Although they met the interim goal, Hispanic students showed a 4% decrease in career standards as compared to last school year. (Career)

High School Graduation Rate Four-Year Cohort

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All student group meet the 2033 statewide goal for 4-year high school graduation cohort, scoring above the statewide goal.

True Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with disabilities showed a 4% increase in 4-year graduation rate as compared to last year. (Grad)

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Economically disadvantaged students scored an 87.7% which is below the 92.4% statewide 2033 goal for 4-year graduation cohort.

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
LinkIt	From Form A to Form C students who scored Proficient increased from 51% to 79%

English Language Arts Summary

Strengths

Black students' who scored Proficient increased by 61%
Hispanic students who scored Proficient increased by 47%
Special Ed students who scored Proficient increased by 31%

Challenges

Embed time during professional development and department meetings for teachers to analyze their data.

Mathematics

Data	Comments/Notable Observations
LinkIt	From Form A to Form C both Proficient and Advanced scores increased but over 50% of students scored Basic or Below Basic

Mathematics Summary

Strengths

ELL students scoring Advanced increased by 9%
Special education students scoring Proficient were still low but increased by 8%
Black students showed growth in both Proficient and Advanced scores
Hispanic students scoring Proficient increased by 11%

Challenges

Despite the growth from Form A to Form C, over 50% of students scored Basic or Below Basic
We need to continue to prioritize time to review data and implement interventions.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
LinkIt	From form A to form C bio scores steadily increased.

Science, Technology, and Engineering Education Summary

Strengths

All demographic areas saw an increase in scores from form A to form B

Challenges

We need to continue to prioritize time to review data and implement interventions.

Related Academics

Career Readiness

Data	Comments/Notable Observations
CCR	Students are scheduled with teacher mentors to monitor CCR completion.
PATHWAYS	Monthly PATHWAYS meetings and lessons to prepare students with the soft skills necessary for postsecondary success.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Core subject area teachers are meeting with instructional coaches to review data and incorporate skills and strategies to further support students.
Utilize the MTSS team to analyze data to help support teachers and coordinate student interventions.
Students can access support via classroom teachers, interventionist and/or special education case manager during 20 minute PRIDE period at the beginning of the day.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Empowering teachers to analyze their data to better inform instruction and support student growth
Teachers' schedules make it difficult to allow for collaboration time to review student data.
Students' full schedules and credit requirements make it challenging to schedule time for interventions.

Equity Considerations

English Learners

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
LinkIt Literature	While ELL students scoring Proficient or Advanced were low, they still made good gains from Form A to Form C
LinkIt Algebra 1	While ELL students scoring Proficient or Advanced were low, they still made good gains from Form A to Form C, particularly in Advanced
LinkIt Biology	While ELL students scoring Proficient or Advanced were low, they still made good gains from Form A to Form C

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
LinkIt Lit	While special education students scoring Proficient or Advanced were low, they still made good gains from Form A to Form C
LinkIt Algebra !	Special education student did not made minimal gains from Form A to Form C
LinkIt Biology	While special education students scores were low, they still made good gains from Form A to Form C

Students Considered Economically Disadvantaged

True This student group is not a focus in this plan.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

We need to continue to meet as departments to review subject area data.
We need to continue to use our MTSS team to review student subgroup gains and identify practices that aided student gains.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

MTSS and EWS teams need to continue to meet regularly to analyze data and share this information with teachers.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

>

Use of the MTSS model has shown gains. Our SAM and TFT data show consistent improvement.
The implementation of the House Model has shown improved ownership of student outcomes by a consistent team of individuals, specifically the house principal, school counselor and interventionist.
Increased staff focus on instructional practices, student achievement and data analysis.
The implementation of flexibility during PD time to allow teachers choice in their professional development options.

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

>

Systems for improving attendance are primarily compliance-based and needs to continue to focus on changed behavior of students.
Continued focus on data-based decision-making on all levels,

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Hispanic students showed a 7% increase as compared to last school year. (Alg PVAAS)	False
Students with disabilities showed a 2.3% increase as compared to last school year. (Career)	False
Economically disadvantaged students showed a slight increase as compared to last school year. (Career)	False
All student groups did not meet interim goal/improvement targets for English Language growth and attainment. However, several subgroups showed improvement as compared to last year.	False
All student groups did not meet interim goal/ improvement target for regular attendance . However, several subgroups showed improvement as compared to last year.	False
All student groups meet performance standards for Career Standards Benchmark	True
Economically disadvantaged students showed a 1.6% increase from previous year in Lit scores.	False
Students can access support via classroom teachers, interventionist and/or special education case manager during 20 minute PRIDE period at the beginning of the day.	False
All student group meet the 2033 statewide goal for 4-year high school graduation cohort, scoring above the statewide goal.	True
Black students' who scored Proficient increased by 61%	False
Hispanic students who scored Proficient increased by 47%	False
Special Ed students who scored Proficient increased by 31%	False
ELL students scoring Advanced increased by 9%	False
Special education students scoring Proficient were still low but increased by 8%	False
Black students showed growth in both Proficient and Advanced scores	False
Rigorous Courses of Study	True
Core subject area teachers are meeting with instructional coaches to review data and incorporate skills and strategies to further support students.	False
Utilize the MTSS team to analyze data to help support teachers and coordinate student interventions.	False
Use of the MTSS model has shown gains. Our SAM and TFT data show consistent improvement.	True
The implementation of the House Model has shown improved ownership of student outcomes by a consistent team of individuals, specifically the house principal, school counselor and interventionist.	False
Increased staff focus on instructional practices, student achievement and data analysis.	False
The implementation of flexibility during PD time to allow teachers choice in their professional development options.	False
Hispanic students scoring Proficient increased by 11%	False
All demographic areas saw an increase in scores from form A to form B	False
We need to continue to meet as departments to review subject area data.	False
We need to continue to use our MTSS team to review student subgroup gains and identify practices that aided student gains.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Hispanic students show a 22% decrease as compared to last school year (ELA PVAAS)	False
Economically disadvantaged students show a 22% decrease as compared to last school year (ELA PVAAS)	False
Students with disabilities showed a 13% decrease as compared to last school year. (Alg-PVAAS)	False
Economically disadvantaged students showed a 20% decrease as compared to last school year. (Alg- PVAAS)	False
All student groups did not meet the standard demonstrating growth in ELA/Literature.	False
All students groups did not meet the standard demonstrating growth in Math/Algebra	False
Empowering teachers to analyze their data to better inform instruction and support student growth	False
Teachers' schedules make it difficult to allow for collaboration time to review student data.	False
Students' full schedules and credit requirements make it challenging to schedule time for interventions.	False
Systems for improving attendance are primarily compliance-based and needs to continue to focus on changed behavior of students.	True
All student groups did not meet interim goal/improvement targets for English Language growth and attainment. However, several subgroups showed improvement as compared to last year.	True
All student groups did not meet interim goal/ improvement target for regular attendance . However, several subgroups showed improvement as compared to last year.	True
Embed time during professional development and department meetings for teachers to analyze their data.	False
Despite the growth from Form A to Form C, over 50% of students scored Basic or Below Basic	False
We need to continue to prioritize time to review data and implement interventions.	False
We need to continue to prioritize time to review data and implement interventions.	False
MTSS and EWS teams need to continue to meet regularly to analyze data and share this information with teachers.	False
Continued focus on data-based decision-making on all levels,	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	**Discussion Points**	**Check for Priority**
Systems for improving attendance are primarily compliance-based and needs to continue to focus on changed behavior of students.	We need to utilize our PBIS system to encourage and reward regular attendance, as well as improved attendance for our struggling students.	True
All student groups did not meet interim goal/improvement targets for English Language growth and attainment. However, several subgroups showed improvement as compared to last year.	We need to continue to support students in the classroom as opposed to pulling them for support. Additionally, supervision of teachers must look for differentiation of instruction and supporting students with the appropriate accommodations.	True
All student groups did not meet interim goal/ improvement target for regular attendance . However, several subgroups showed improvement as compared to last year.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Use of the MTSS model has shown gains. Our SAM and TFT data show consistent improvement.	We continue to grown in our data review and implementation of targeted supports for students.
All student groups meet performance standards for Career Standards Benchmark	This is a reflection of our strong Pathways Program as well as teacher and counselor support of Act 158 requirements.
All student group meet the 2033 statewide goal for 4-year high school graduation cohort, scoring above the statewide goal.	Administration, interventionist and counselors meet to review data and identify students who may be at risk. Timely intervention is key.
Rigorous Courses of Study	Students have many opportunities to take AP and Dual Enrollment classes at the high school.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We will continue to closely monitor student attendance, communicate clearly and consistently with families, and meet with students and families to offer support when needed.
	We will continue to monitor student progress as well as ELL teachers and other classroom teachers that work with our ELL students. We will provide ongoing training to teachers as well as provide opportunities for our classroom teachers and ELL teachers to collaborate.

Goal Setting

Priority: We will continue to closely monitor student attendance, communicate clearly and consistently with families, and meet with students and families to offer support when needed.

Outcome Category			
Community Engagement			
Measurable Goal Statement (Smart Goal)			
We will continue to closely monitor student attendance and provide timely communication, and support when needed, to students and families.			
Measurable Goal Nickname (35 Character Max)			
Timely Feedback			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Daily monitoring of attendance and bi-weekly written notice of truancy/chronic absenteeism.	Daily monitoring of attendance and bi-weekly written notice of truancy/chronic absenteeism. Hold SAIP meetings.	Daily monitoring of attendance and bi-weekly written notice of truancy/chronic absenteeism. Hold SAIP meetings. Issue citations for students who are chronically absent.	Review annual attendance data as compared to previous year's data.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
The number of chronically absent students will decrease by 5% (from 31 to 25%).			
Measurable Goal Nickname (35 Character Max)			
Decrease the number of chronically absent students.			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Daily monitoring of attendance and bi-weekly written notice of truancy/chronic absenteeism. 5% decrease in absenteeism.	Daily monitoring of attendance and bi-weekly written notice of truancy/chronic absenteeism. Hold SAIP meetings. 5% decrease in absenteeism.	Daily monitoring of attendance and bi-weekly written notice of truancy/chronic absenteeism. Hold SAIP meetings. Issue citations for students who are chronically absent. 5% decrease in absenteeism.	Review annual attendance data as compared to previous year's data. 5% decrease in absenteeism.

Priority: We will continue to monitor student progress as well as ELL teachers and other classroom teachers that work with our ELL students. We will provide ongoing training to teachers as well as provide opportunities for our classroom teachers and ELL teachers to collaborate.

Outcome Category			
Essential Practices 4: Foster Quality Professional Learning			
Measurable Goal Statement (Smart Goal)			
Increase collaboration opportunities by 15%			
Measurable Goal Nickname (35 Character Max)			
Learning Walks			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Ensure all classroom teachers are	Allow scheduled opportunities for collaboration between	Increase the opportunity for collaboration by 20%. Utilize PRIDE time,	Increase the opportunity for collaboration by 20%. Utilize PRIDE time, department meetings and

aware of individual students' needs.	specialists and classroom teachers. 15% more time as compared to previous year.	department meetings and before and after school time.	before and after school time. Get teacher feedback on what has been most helpful to reaching this goal.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
Student achievement in ELA will increase by 5% over the next school year.			
Measurable Goal Nickname (35 Character Max)			
Teacher training in data analysis			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
We will review LinkIt! and Keystone testing data and provide PD to teachers.	LinkIt! Benchmark B will show 2% increase from Benchmark A.	Ongoing analysis of formative assessment data, as well as ongoing PD.	LinkIt Benchmark C will show a 3% increase from Form B.

Action Plan

Measurable Goals

Timely Feedback	Decrease the number of chronically absent students.
Learning Walks	Teacher training in data analysis

Action Plan For: Increased communication with families

Measurable Goals:
• We will continue to closely monitor student attendance and provide timely communication, and support when needed, to students and families. • The number of chronically absent students will decrease by 5% (from 31 to 25%).

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
System to provide text messages/phone call to alert parents that their child is absent.		2026-08-03	2026-08-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Adam Dinney/Assistant Principal	SWIPE System and ConnectED	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Provide consistent and timely attendance reports to parents		2026-09-07	2027-05-14
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
House Principals and Secretaries	PowerSchool and SWIPE	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Have counselors meet with groups or individuals struggling with chronic absenteeism		2026-09-28	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
School Counselors	ASCA	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Focus on the significance of good attendance during student grade-level assemblies		2026-09-07	2027-04-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
House Principals and Counselors	PowerPoint	No	

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**
Continue to build on PBIS rewards for improved and good attendance.	2026-09-07	2027-05-28

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kelly Lannutti/House Principal	PBIS Rewards/PowerSchool	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Utilize the interventionist to support chronically truant students		2026-10-05	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Sandi Frisch	PowerSchool	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased communication with families	Monthly newsletters will be sent to all families with input by the building principal and grade-level house principals

Action Plan For: Provide professional development to teachers for data analysis

Measurable Goals:

- We will continue to closely monitor student attendance and provide timely communication, and support when needed, to students and families.
- Increase collaboration opportunities by 15%
- Student achievement in ELA will increase by 5% over the next school year.

Action Step		Anticipated Start Date	Anticipated Completion Date
Schedule time for teacher training and PD		2026-08-24	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
DSC	Master calendar, union negotiations	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Schedule learning walks and allow time for collaborative observations		2026-09-07	2027-05-14
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Matt van't Hoenderdaal	calendar	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide time during department and faculty meetings for data analysis within departments.		2026-09-14	2027-04-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Building and House Principals	LinkIt! and PowerSchool	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Review and celebrate growth with the staff.		2026-10-15	2027-05-14
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Building and House Principals	PBIS Teacher Rewards, Data, Department and Faculty Meetings	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased focus on data analysis in instructional planning	At least two times per marking period (8 times per school year) staff will review data to look for trends and inform instruction. This can be done during district PD time, faculty meetings and/or department meetings. Building and House Principals will oversee this process.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Increased communication with families	Have counselors meet with groups or individuals struggling with chronic absenteeism
Increased communication with families	Continue to build on PBIS rewards for improved and good attendance.
Increased communication with families	Utilize the interventionist to support chronically truant students
Provide professional development to teachers for data analysis	Schedule time for teacher training and PD
Provide professional development to teachers for data analysis	Schedule learning walks and allow time for collaborative observations
Provide professional development to teachers for data analysis	Provide time during department and faculty meetings for data analysis within departments.

Data Analysis

Action Step		
• Schedule time for teacher training and PD • Schedule learning walks and allow time for collaborative observations • Provide time during department and faculty meetings for data analysis within departments.		
Audience		
Teachers		
Topics to be Included		
Data analysis		
Evidence of Learning		
Understanding and utilization of LinkIt! data		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Matt van't Hoenderdaal	2026-09-07	2027-05-07

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	As needed but at lest once per quarter for the first 3 marking periods
Observation and Practice Framework Met in this Plan	
• 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Learning Format

Type of Activities	Frequency
Classroom/school visitation	at lest 5 times per year for each teacher/class.
Observation and Practice Framework Met in this Plan	
• 4a: Reflecting on Teaching	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
Mattias Van 't Hoenderdaal	2026-07-22
School Improvement Facilitator Signature	**Date**
Chad Evans	2026-07-06

QUAKERTOWN COMMUNITY SCHOOL DISTRICT

100 Commerce Drive, Quakertown, PA 18951

Board Affirmation Statement

As required by the Pennsylvania Department of Education and State Board Regulations, the Board of Education for the **Quakertown Community School District** reviewed and approved the plan(s) at the following Board Meeting, held on **August, 27th, 2027**. The plan(s) was (were) approved by a vote of_____ **(yes)** and _____ **(no)**.

Plan(s) Approved at School Board Meeting:

Place a check in the box next to the board approved plan(s).

☐ Comprehensive Plan

Board Affirmation also includes review and approval of the following state reports:

- Induction Plan (Chapter 49)
- Professional Development Plan (Act 48)
- Gifted Education Plan Assurances* (Chapter 16)

☒ School Plan(s)

List school name and plan type on the next page.

Affirmed on this 27th day of August , 2026

By: _____ **(Signature of Board President)**

_____**_David O'Donnell**_____ **(Print Name)**

Quakertown Community School District Board of Education

School Name	Plan Type
Quakertown Community High School	**TSI - non Title 1**

Plan Types:

- Non-Designated – non – Title I
- Schoolwide Title I
- CSI
- ATSI – Title I
- ATSI – non – Title I
- TSI – Title I
- TSI – non – Title I

Note: Blanks for Approved On, Name of School Entity, date, yes and no should be completed either digitally or handwritten. Signature, Print Name and Board of Education are hard copy required (Board President must actually sign and complete).

Replace the following text in the header: LEA Name, Address, School Logo/Icon placeholder image.
Delete this notes section (red text) before printing and uploading.

Neidig El Sch
Schoolwide Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Neidig El Sch		122098403
Address 1		
201 Penrose St		
Address 2		
City	**State**	**Zip Code**
Quakertown	PA	18951
Chief School Administrator		**Chief School Administrator Email**
Dr Lisa Hoffman		lhoffman@qcsd.org
Principal Name		
Scott Godshall		
Principal Email		
sgodshalk@qcsd.org		
Principal Phone Number		**Principal Extension**
2155292360		2362
School Improvement Facilitator Name		**School Improvement Facilitator Email**

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Scott Godshalk	Principal	Neidig	sgodshalk@qcsd.org
Monica Kenyon	Principal	Neidig	mkenyon@qcsd.org
Rachel Derr	Teacher	Neidig	rderr@qcsd.org
Krissy Wainwright	Teacher	Neidig	kwainwright@qcsd.org
Alli Grube	Other	Neidig	agrube@qcsd.org
Bobbie DeBlanco	Other	Neidig	rsutton@qcsd.org
Emily Phillips	Teacher	Neidig	ephillips@qcsd.org
Katie Greenday	Teacher	Neidig	kgreenday@qcsd.org
Megan Mecleary	Teacher	Neidig	mmecleary@qcsd.org
Nicole Wright	Parent	Neidig	nwright@qcsd.org
Lisa Hoffman	Chief School Administrator	QCSD	lhoffman@qcsd.org
Erin Oleksa-Carter	District Level Leaders	QCSD	eoleksa@qcsd.org
Bill Spiegel	Community Member	Neidig	bumblbe@comcast.net

Vision for Learning

Vision for Learning

At Neidig Elementary, we are building a community of leaders who inspire greatness. We aspire to prepare students to be lifelong learners who can pursue academic and career excellence, exhibit personal responsibility, participate as respectful and safe citizens in our democracy, and contribute to society.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Our school shows 39.7% proficient for grades 3-5 in the 24-25 school year, which is 10.2% below the state average.

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	Students rose from 12.5% to 14.3% proficient. This is still a low number, but on the rise from the previous year.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Decreased from 33.3% to 30.6% proficient from 23-24 to 24-25.
Hispanic	Decreased from 30.6% to 26.3% proficient from 23-24 to 24-25.

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Our school shows 43% proficiency in grades 3-5 for the 24-25 school year, which is 1.3% above the state average.

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Hispanic	Increased from 25% to 36.8% proficient from 23-24 to 24-25.
Economically Disadvantaged	Increased from 22.2% to 35.2 to 36.8% proficient from 23-24 to 24-25.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with disabilities show growth in math, but only 19.6% are proficient.
Hispanic	While our Hispanic population shows growth in math, only 36.8% are proficient, which is 6.2% below the general population.

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The academic growth score for Neidig is 70, and the state average is 75.4.

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	This group grew from 50 to 73 in the overall growth score, which is three points higher than our overall building score.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	This group grew from 63 to 61 in the overall growth score, which is three points higher than our overall building score.

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Growth standard is 70.0 and our district had 74.0

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	79.0 for this subgroup

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	This subgroup is only 72.0

English Language Growth and Attainment

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Our growth score is 70 in comparison to the state score of 75.4

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	growth score of 73

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Growth score of 61

Regular Attendance

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Career Standards Benchmark

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Meets or exceeds standards

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
White	100%

Challenges

ESSA Student Subgroups	Indicator
Combined Ethnicity	95.8%

High School Graduation Rate Four-Year Cohort

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

Students rose from 12.5% to 14.3% proficient. This is still a low number, but on the rise from the previous year.
Our school shows 43% proficiency in grades 3-5 for the 24-25 school year, which is 1.3% above the state average.
Increased from 25% to 36.8% proficient from 23-24 to 24-25.
Increased from 25% to 36.8% proficient from 23-24 to 24-25.
Increased from 22.2% to 35.2 to 36.8% proficient from 23-24 to 24-25.

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Our school shows 39.7% proficient for grades 3-5 in 24-25 school year, which is 10.2% below the state average.
Decreased from 33.3% to 30.6% proficient from 23-24 to 24-25.
Students with disabilities show growth in math, but only 19.6% are proficient.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Kindergarten DIBELS Composite Score: BOY 36%, EOY 81%	The number of students meeting the DIBELS composite benchmark increased by 45% from the beginning of the year. This is especially notable given the significant rise in cut scores across all skill areas.
1st Grade DIBELS Composite Score: BOY 61%, EOY 78%	More than 80% of students met the DIBELS benchmark for phoneme segmentation fluency and decoding. Implementing a more differentiated model in our Foundational Skills (UFLI block) next year can help us better utilize that time (for ALL students) to advance progress in word reading and oral reading fluency.
2nd Grade DIBELS Composite Score: BOY 57%, EOY 69%	This group of students' scores accelerated toward the DIBELS benchmark after midyear. After midyear data analysis, the 2nd-grade team made a collaborative plan to differentiate the Core Foundational Skills Program (UFLI) by cross-grouping students in the grade level by current skill level. We plan to continue using this model from the beginning of next year.
3rd Grade DIBELS Composite Score: BOY 53%, EOY 62%	A focus on high-frequency word automaticity and direct instruction in elements of fluency, like rate, phrasing, and intonation, will be the next step for this group in foundational skills.
4th Grade DIBELS Composite Score: BOY 58%, EOY 56%	The percentage of students meeting the DIBELS accuracy benchmark while reading grade-level text increased significantly (58%-91% proficient). While we often see a drop in ORF at the end of the year due to the difficulty of the passage, this group maintained their growth (56%-64% proficient) for the most part. This could be due to an addition in programming that included daily systematic advanced phonics and grade-level text. Performance on the MAZE (comprehension assessment) declined from BOY to EOY. We must consider the why here.
5th Grade DIBELS Composite Score: BOY 54%, EOY 72%	This grade level experienced positive growth in all areas. This grade level also had the highest percentage of students who met the DIBELS comprehension benchmark at the end of the year (88%). Reading accuracy on grade-level text was also an area of notable growth (77% to 93%).

English Language Arts Summary

Strengths

More than 80% of first-grade students met the benchmark for phoneme segmentation fluency and decoding. Implementing a more differentiated model in our Foundational Skills (UFLI block) next year can help us better utilize that time (for ALL students) to advance progress in word reading and oral reading fluency.
The 5th-grade level experienced positive growth in all areas. This grade level also had the highest percentage of students who met the comprehension benchmark at the end of the year (88%). Reading accuracy on grade-level text was also an area of notable growth (77% to 93%).
This group of 2nd grade students' scores accelerated toward the benchmark after midyear. After midyear data analysis, the 2nd-grade team developed a collaborative plan to differentiate the Core Foundational Skills Program (UFLI) by cross-grouping students at the grade level based on current skill level. We plan to continue using this model from the beginning of next year.

Challenges

The percentage of students meeting the accuracy benchmark while reading grade-level text increased significantly (58%-91% proficient). While we often see a drop in ORF at the end of the year due to the difficulty of the passage, this group maintained their growth (56%-64% proficient) for the most part. This could be due to an addition to the programming that included daily, systematic, advanced phonics and grade-level text. Performance on the MAZE (comprehension assessment) declined from BOY to EOY. We must consider the why here.
In third grade, a focus on high-frequency word automaticity and direct instruction in elements of fluency, like rate, phrasing, and intonation, will be the next step for this group in foundational skills.

Mathematics

Data	Comments/Notable Observations
Kindergarten: Composite Score: BOY 82%, EOY 94% Beginning Quantity Discrimination: BOY 77%, EOY 91% Number Identification: BOY 85%, EOY 88% Next Number Fluency: BOY 66%, EOY 92%	Kindergarten: 94% of students meeting/exceeding the end-of-year composite benchmark in Acadience indicates a healthy program of tiered supports to address kindergarten foundational math skills.
Grade 1: Composite Score: BOY 78%, EOY 78% Advanced Quantity Discrimination: BOY 73%, EOY 65% Missing Number: BOY 84%, EOY 83% Computation: BOY 71%, EOY 81%	Grade 1: The biggest area of growth for our 1st-grade cohort was in computation (10% increase). Our 2nd Grade Team will target fluent comparison of numbers 1-100 (AQD) at the BOY to ensure that this skill is secured for all students. This will be a growth focus area in the 1st, as well.
Grade 2: Composite Score: BOY 54%, EOY 85% Computation: 69% to 88% Concepts and Application: 28% to 82%	Grade 2: The biggest area of growth for our 2nd-grade cohort was in the area of Concepts and Applications (from 28%-82% proficiency/above by the end of the year). These subskill and composite scores speak to a healthy program of tiered supports.
Grade 3: Composite Score: BOY 41%, EOY 85% Computation: 49% to 81% Concepts and Application: 41% to 86%	Grade 3: Our third-grade students demonstrated significant growth in both subskill assessments from BOY to EOY. These subskill and composite scores speak to a healthy program of tiered supports.
Grade 4: Composite Score: BOY 51%, EOY 77% Computation: 57% to 76% Concepts and Application: 51% to 80%	Grade 4: Our 4th Grade cohort is still approaching the 80% proficiency rate in computation. Automaticity of multiplication facts is a focus for next year to help students increase their fact fluency at this grade level.
Grade 5: Composite Score: BOY 65%, EOY 88% Computation: 59% to 81% Concepts and Application: 72% to 91%	Grade 5: Our 5th Grade cohort grew significantly in both subskills assessments from BOY to EOY. These subskill and composite scores speak to a healthy program of tiered supports.

Mathematics Summary

Strengths

Grade 3: Our third-grade students demonstrated significant growth in both Acadience subskill assessments from BOY to EOY. These subskill and composite scores speak to a healthy program of tiered supports.
Grade 5: Our 5th Grade cohort showed significant growth on both Acadiende subskill assessments from BOY to EOY. These subskill and composite scores speak to a healthy program of tiered supports.

Challenges

Grade 1: The biggest area of growth for our 1st-grade cohort was in computation (10% increase). Our 2nd Grade Team will target fluent comparison of numbers 1-100 (AQD) at the BOY to ensure that this skill is secured for all students. This will be a growth focus area in the 1st, as well.
Grade 4: Our 4th Grade cohort is still approaching the 80% proficiency rate in computation. Automaticity of multiplication facts is a focus for next year to help students increase their fact fluency at this grade level.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations

Science, Technology, and Engineering Education Summary

Strengths

Challenges

Related Academics

Career Readiness

Data	Comments/Notable Observations
CEW Portfolio- 100% of Grade 5 students completed CCR requirements.	This data point includes all students who have enrolled in 5th grade during the academic school year.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

This data point includes all students who have enrolled in 5th grade during the academic school year.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

not applicable

Equity Considerations

English Learners

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
WIDA ACCESS Growth- Out of the students who took the test last year and could be compared, 68% of ELs made growth compared to 65% who made growth last year Overall Proficiency scores 68% improved 32% stayed the same or did not show growth	The majority (68%) of ELs made growth on the WIDA ACCESS. The 4th grade students made the most growth out of all of the grades. 1 student has qualified for reclassification as a result of their score and teacher rubrics, as compared to 1 student last year
Grade 1: 4 out of 7 students made a 0.1 to 0.8 growth in their proficiency scores.	
Grade 2: 2 out of 3 students showed growth: one student gained 0.8 points, one student gained 0.9 points, and the last student stayed at the same overall proficiency score.	
Grade 3: 5 out of 8 students showed growth in their proficiency scores, from 0.4 to 1.1 points.	
Grade 4: 8 out of 9 students made growth, with point increases between 0.5 and 1.5. The last student remained at the same proficiency level.	
Grade 5: The one ELL fifth-grade student remained at the same proficiency level as last year	The student made growth in all the individual language domains.
DIBELS Composite Benchmarks from BOY to EOY Reading Dibels 18% well above 21% above average growth 42% average growth 9% below average growth 9% well below average growth 51% made benchmark or above benchmark on the EOY DIBELS Assessment	The majority of ELs (81%) showed average, above-average, or well-above-average growth from Fall to Spring. Last year, only 44% of students made benchmark or above benchmark. This year, this percentage has increased by 7%!

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
IEP GOAL DATA- Grades K-3 98% of Learning Support students in grades K-3 made progress and/or met at least one of their IEP goals (out of 40/41 students). 95% of Learning Support students in grades K-3 made progress towards all and/or met all of their IEP goals (out of 39/41 students). 96% of Learning Support students in grades K-3 with identified reading goals (22/23 students with reading goals) made progress on or met those goals. 100% of Learning Support students in grades K-3 with identified writing goals (10/10 students with writing goals) made progress on or met those goals. 100% of Learning Support students in grades K-3 with identified math goals (9/9 students with math goals) made progress on or met those goals. 89% of Learning Support students in grades K-3 with identified behavior goals (25/28 students with behavior goals) made progress on or met those goals.	Most students in grades K-3 made progress towards their IEP goals.
Curriculum Measures for Students with Disabilities (K-3) DIBELS *mCLASS Growth Outcomes Composite Benchmarks from BOY to EOY Reading DIBELS 8 out of 42 K-3 students = 19% well above average growth 8 out of 42 K-3 students =19% above average growth 11 out of 42 K-3 students = 26% average growth 8 out of 42 K-3 students = 19% below average growth 7 out of 42 K-3 students = 17% well below average growth	The majority of students with disabilities in grades K-3 (64%) made average, above-average, or well-above-average growth (BOY to EOY).
Acadience 70% of Learning Support students in grades K-3 met their EOY benchmark or moved up a tier for their composite score. 72% of Learning Support students in grades 1-3 met their EOY benchmark or moved up a tier for computation. (K students do not participate in this assessment). 63% of Learning Support students in grades 2 and 3 met their EOY benchmark or	A majority of students in grades K-3 met their EOY benchmark or moved up a tier for their composite score. A majority of students in grades 1-3 met their EOY benchmark or moved up a tier in the area of computation. A majority of students in grades 2-3 met their EOY benchmark or moved up a tier in the area of concepts & application.

moved up a tier for concepts & application. (K &1 students do not participate in this assessment).	

Students Considered Economically Disadvantaged

True This student group is not a focus in this plan.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

The majority of ELs (81%) showed average, above-average, or well-above-average growth from Fall to Spring in DIBELS .
The majority of students with disabilities in grades K-3 (64%) made average, above-average, or well-above-average growth (BOY to EOY) in DIBELS .

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

In DIBELs, Students with Disabilities still have: 8 out of 42 K-3 students = 19% below average growth 7 out of 42 K-3 students = 17% well below average growth
In DIBELs, English Language Learners still have: 9% below average growth 9% well below average growth

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Exemplary
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Exemplary
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Exemplary
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

>

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.
Implement an evidence-based system of schoolwide positive behavior interventions and supports *
Implement a multi-tiered system of supports for academics and behavior *

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

>

Foster a culture of high expectations for success for all students, educators, families, and community members
Monitor and evaluate the impact of professional learning on staff practices and student learning

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Students rose from 12.5% to 14.3% proficient. This is still a low number, but on the rise from the previous year.	False
Our school shows 43% proficiency in grades 3-5 for the 24-25 school year, which is 1.3% above the state average.	False
Increased from 25% to 36.8% proficient from 23-24 to 24-25.	False
Increased from 25% to 36.8% proficient from 23-24 to 24-25.	False
Increased from 22.2% to 35.2 to 36.8% proficient from 23-24 to 24-25.	False
Our school shows 43% proficiency in grades 3-5 for the 24-25 school year, which is 1.3% above the state average.	False
Growth standard is 70.0 and our district had 74.0	False
79.0 for this subgroup	False
Meets or exceeds standards	False
More than 80% of first-grade students met the benchmark for phoneme segmentation fluency and decoding. Implementing a more differentiated model in our Foundational Skills (UFLI block) next year can help us better utilize that time (for ALL students) to advance progress in word reading and oral reading fluency.	False
The 5th-grade level experienced positive growth in all areas. This grade level also had the highest percentage of students who met the comprehension benchmark at the end of the year (88%). Reading accuracy on grade-level text was also an area of notable growth (77% to 93%).	False
This group of 2nd grade students' scores accelerated toward the benchmark after midyear. After midyear data analysis, the 2nd-grade team developed a collaborative plan to differentiate the Core Foundational Skills Program (UFLI) by cross-grouping students at the grade level based on current skill level. We plan to continue using this model from the beginning of next year.	False
Grade 3: Our third-grade students demonstrated significant growth in both Acadience subskill assessments from BOY to EOY. These subskill and composite scores speak to a healthy program of tiered supports.	False
Grade 5: Our 5th Grade cohort showed significant growth on both Acadiende subskill assessments from BOY to EOY. These subskill and composite scores speak to a healthy program of tiered supports.	False
This data point includes all students who have enrolled in 5th grade during the academic school year.	False
The majority of ELs (81%) showed average, above-average, or well-above-average growth from Fall to Spring in DIBELS .	True
The majority of students with disabilities in grades K-3 (64%) made average, above-average, or well-above-average growth (BOY to EOY) in DIBELS .	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports *	False
Implement a multi-tiered system of supports for academics and behavior *	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Our school shows 39.7% proficient for grades 3-5 in 24-25 school year, which is 10.2% below the state average.	False
Decreased from 33.3% to 30.6% proficient from 23-24 to 24-25.	False
Students with disabilities show growth in math, but only 19.6% are proficient.	False
Our school shows 39.7% proficient for grades 3-5 in the 24-25 school year, which is 10.2% below the state average.	False
Our growth score is 70 in comparison to the state score or 75.4	False
The percentage of students meeting the accuracy benchmark while reading grade-level text increased significantly (58%-91% proficient). While we often see a drop in ORF at the end of the year due to the difficulty of the passage, this group maintained their growth (56%-64% proficient) for the most part. This could be due to an addition to the programming that included daily, systematic, advanced phonics and grade-level text. Performance on the MAZE (comprehension assessment) declined from BOY to EOY. We must consider the why here.	True
In third grade, a focus on high-frequency word automaticity and direct instruction in elements of fluency, like rate, phrasing, and intonation, will be the next step for this group in foundational skills.	True
In DIBELs, Students with Disabilities still have: 8 out of 42 K-3 students = 19% below average growth 7 out of 42 K-3 students = 17% well below average growth	True
In DIBELs, English Language Learners still have: 9% below average growth 9% well below average growth	False
Foster a culture of high expectations for success for all students, educators, families, and community members	False
Monitor and evaluate the impact of professional learning on staff practices and student learning	False
Grade 1: The biggest area of growth for our 1st-grade cohort was in computation (10% increase). Our 2nd Grade Team will target fluent comparison of numbers 1-100 (AQD) at the BOY to ensure that this skill is secured for all students. This will be a growth focus area in the 1st, as well.	False
Grade 4: Our 4th Grade cohort is still approaching the 80% proficiency rate in computation. Automaticity of multiplication facts is a focus for next year to help students increase their fact fluency at this grade level.	False
not applicable	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The percentage of students meeting the accuracy benchmark while reading grade-level text increased significantly (58%-91% proficient). While we often see a drop in ORF at the end of the year due to the difficulty of the passage, this group maintained their growth (56%-64% proficient) for the most part. This could be due to an addition to the programming that included daily, systematic, advanced phonics and grade-level text. Performance on the MAZE (comprehension assessment) declined from BOY to EOY. We must consider the why here.	Students need more exposure to novels and longer texts rather than just passages.	True
In third grade, a focus on high-frequency word automaticity and direct instruction in elements of fluency, like rate, phrasing, and intonation, will be the next step for this group in foundational skills.	Volume of reading is a huge consideration for increasing high-frequency word fluency. Rate and phrasing should be explicitly taught and practiced.	True
In DIBELs, Students with Disabilities still have: 8 out of 42 K-3 students = 19% below average growth 7 out of 42 K-3 students = 17% well below average growth	Working through the MTSS systems in place, how can we support teachers and layer supports to increase the gains?	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
The majority of ELs (81%) showed average, above-average, or well-above-average growth from Fall to Spring in DIBELS .	Collaboration with the ELD teacher has proven highly beneficial!
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	Regular assessments should be conducted by classroom teachers when possible to increase the data available for prescriptive teaching.
Implement a multi-tiered system of supports for academics and behavior *	This process continues to develop. Our push this year is to increase rigor and work to hone best practices in the Tier 1 setting.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The data from comprehension assessments indicate that students need to develop speed and understanding when reading grade-level texts. This includes syntax, vocabulary, and stamina.
	Volume of reading and practice with fluency skills will directly improve these areas. Accountability for wider reading at the home level is the next step to help students.
	Utilizing layered supports for students with disabilities will increase the growth levels.

Goal Setting

Priority: The data from comprehension assessments indicate that students need to develop speed and understanding when reading grade-level texts. This includes syntax, vocabulary, and stamina.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
At least 70% of students will demonstrate proficiency on the DIBELS composite score.			
Measurable Goal Nickname (35 Character Max)			
DIBELS			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
50% of students will demonstrate proficiency on the DIBELS composite score.	57% of students will demonstrate proficiency on the DIBELS composite score.	64% of students will demonstrate proficiency on the DIBELS composite score.	70% of students will demonstrate proficiency on the DIBELS composite score.

Priority: Volume of reading and practice with fluency skills will directly improve these areas. Accountability for wider reading at the home level is the next step to help students.

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
80% of students will read at least three days a week outside of the school day, as evidenced by an at-home reading log. Students who are unable to demonstrate this practice will be assigned a student or an adult volunteer to increase their reading volume.			
Measurable Goal Nickname (35 Character Max)			
Reading Log			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
50% of students will read at least three days a week outside of the school day, as evidenced by an at-home reading log.	60% of students will read at least three days a week outside of the school day, as evidenced by an at-home reading log.	70% of students will read at least three days a week outside of the school day, as evidenced by an at-home reading log.	80% of students will read at least three days a week outside of the school day, as evidenced by an at-home reading log.

Priority: Utilizing layered supports for students with disabilities will increase the growth levels.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
The MTSS team will work together to layer supports across the Tiers, ensuring differentiated instruction meets the needs of learners with disabilities. 100% of grades will differentiate WIN and foundational skills to increase the rate of gain in all populations.			
Measurable Goal Nickname (35 Character Max)			
Differentiated WIN and foundational skills			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
46% of grades will differentiate WIN and foundational skills to increase the rate of gain in all populations.	64% of grades will differentiate WIN and foundational skills to increase the rate of gain in all populations.	82% of grades will differentiate WIN and foundational skills to increase the rate of gain in all populations.	100% of grades will differentiate WIN and foundational skills to increase the rate of gain in all populations.

Action Plan

Measurable Goals

DIBELS	Reading Log
Differentiated WIN and foundational skills	

Action Plan For: Using Data to Inform Instruction

Measurable Goals:
• At least 70% of students will demonstrate proficiency on the DIBELS composite score.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
All staff will use research-based materials to teach differentiated foundational skills in Tiers 1, 2, and 3 and data to prescriptively inform instruction.		2026-08-28	2027-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Rachel Derr/ Title 1 Reading Specialist	Curriculum materials, DIBELS progress monitoring assessment materials, UFLI, and Phonics Screener for Intervention assessment materials	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
All teachers will use materials and assessments to inform instruction across the Tiers.	Progress monitoring data will elicit results.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Instruction	• Using Data to Inform Instruction	salaries and benefits for reading specialists and support staff	244550	
Total Expenditures				244550

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Using Data to Inform Instruction	All staff will use research-based materials to teach differentiated foundational skills in Tiers 1, 2, and 3 and data to prescriptively inform instruction.

Student Support Room led DIBELs professional Development

Action Step		
• All staff will use research-based materials to teach differentiated foundational skills in Tiers 1, 2, and 3 and data to prescriptively inform instruction.		
Audience		
teachers and paraprofessionals		
Topics to be Included		
Which assessments lead to changes in the classroom and small group instruction - progress monitoring and diagnostic data overviews.		
Evidence of Learning		
Teachers will identify skill deficits based on assessment data.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Kristina Wainwright/ Interventionist	2026-09-01	2026-12-12

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	2 meetings per grade level- 1 to address data digging for progress monitoring and 1 to address the use of diagnostic data to inform instruction
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
School Improvement Facilitator Signature	**Date**

QUAKERTOWN COMMUNITY SCHOOL DISTRICT

100 Commerce Drive, Quakertown, PA 18951

Board Affirmation Statement

As required by the Pennsylvania Department of Education and State Board Regulations, the Board of Education for the **Quakertown Community School District** reviewed and approved the plan(s) at the following Board Meeting, held on **August, 27th, 2027**. The plan(s) was (were) approved by a vote of_____ **(yes)** and _____ **(no)**.

Plan(s) Approved at School Board Meeting:

Place a check in the box next to the board approved plan(s).

☐ Comprehensive Plan

Board Affirmation also includes review and approval of the following state reports:

- Induction Plan (Chapter 49)
- Professional Development Plan (Act 48)
- Gifted Education Plan Assurances* (Chapter 16)

☒ School Plan(s)

List school name and plan type on the next page.

Affirmed on this 27th day of August , 2026

By: _____ **(Signature of Board President)**

_____**_David O'Donnell**_____ **(Print Name)**

Quakertown Community School District Board of Education

School Name	Plan Type
Neidig Elementary School	**Schoolwide Title 1**

Plan Types:

- Non-Designated – non – Title I
- Schoolwide Title I
- CSI
- ATSI – Title I
- ATSI – non – Title I
- TSI – Title I
- TSI – non – Title I

Note: Blanks for Approved On, Name of School Entity, date, yes and no should be completed either digitally or handwritten. Signature, Print Name and Board of Education are hard copy required (Board President must actually sign and complete).

Replace the following text in the header: LEA Name, Address, School Logo/Icon placeholder image.
Delete this notes section (red text) before printing and uploading.

PURCHASE AND SUBSCRIPTION SERVICES AGREEMENT
EFFECTIVE DATE: 8/22/2026
INITIAL TERM: 11 months

This Purchase and Subscription Services Agreement (the "Subscription Agreement") is made effective as of the Effective Date set forth above and is by and between Raptor Technologies, LLC, its subsidiaries, or affiliated entities (collectively referred to as "Raptor"), having offices at 2900 North Loop W, Suite 900, Houston, Texas 77092, and Quakertown Community School District ("Customer") having offices at 100 Commerce Dr., Quakertown, PA 18951.
Each of Raptor and Customer are referred to as a "Party" and collectively as the "Parties.".
Capitalized terms used in this Subscription Agreement but not otherwise defined in this Subscription Agreement have the meanings set forth in the General Terms (defined below).
In consideration of the mutual covenants and conditions set forth below, Raptor and Customer agree as follows:
"Terms" means the subscription Agreement General Terms and Conditions, a copy of which can be found at
https://raptortech.com/Raptor_Technologies_General_Terms_and_Conditions.pdf
(the "General Terms") and the Subscription Agreement Service-Specific Terms and Conditions, a copy of which can be found at
https://raptortech.com/Raptor_Technologies_Service_Specific_Terms.pdf
Access Grant to Raptor Technology. Subject to Customer's compliance with the Agreement, Raptor grants to Customer a non-exclusive, non-transferable, non-sublicenseable, revocable right to access the Raptor Platform for the purpose of using the Raptor Technology purchased during the applicable Term purchased under this Subscription Agreement.
Fees. Customer will pay to Raptor the fees, which may include annual fees the Annual Platform Access Fee and Annual Subscription Services Fees ("Annual Subscription Fees ") and one-time purchase or services fees, in each case as set forth in the Quote in Exhibit A and in any Invoice during the Term. For annual subscription billing during the Term, the Annual Fees may be increased from the previous annual period by the higher of the change in the CPI Index for the preceding 12 months or six percent (6%).
This transaction is not a GSA Schedule sale unless otherwise specified in the Quote or on the Invoice.
Payment Terms.

Fees are due and payable within Net 30 days of Customer's receipt of the applicable Invoice. All amounts payable by Customer to Raptor hereunder are exclusive of any sales, use and other taxes or duties, however designated (collectively "Taxes"). Customer will be solely responsible for payment of any Taxes, except for those taxes based on the income of Raptor. Customer will provide Raptor its state-issued Direct Pay Exemption Certificate (or equivalent certificate), if applicable, upon execution of this Agreement. In the event an applicable taxing authority, as a result of an audit or otherwise, assesses additional Taxes at any time, Customer and not Raptor will be solely responsible for payment of such additional Taxes and all costs associated with such assessment, including without limitation, interest, penalties, and attorney's fees. Customer will not withhold any Taxes from any amounts due Raptor. Should Customer be required under any applicable law or regulation, to withhold or deduct any portion of the payments due to Raptor hereunder, then the sum due to Raptor will be increased by the amount necessary to yield to Raptor an amount equal to the sum Raptor would have received had no withholdings or deductions been made.

Customer acknowledges and agrees that it has reviewed the Subscription Agreement, the Terms and all documents comprising the Agreement, prior to the execution of this subscription Agreement.

BY SIGNING BELOW, EACH PARTY REPRESENTS IT HAS READ AND AGREES TO BE BOUND BY THESE TERMS AND CONDITIONS.

RAPTOR TECHNOLOGIES, LLC

Signed: _____

Name: _____

Title: _____

Date: _____

Quakertown Community School District

Signed: _____

Name: _____

Title: _____

Date: _____

RAPTOR TECHNOLOGIES
THE GOLD STANDARD IN SCHOOL SAFETY

Quote #:	Q-124240-1
Effective Date:	8/22/2026
Date:	4/30/2026 4:53 PM
Expires On:	7/31/2026
Payment Terms:	Net 30
Federal Tax ID #:	45-4914152

To:
Quakertown Community School District
100 Commerce Drive
Quakertown, PA 18951
United States

From:
Evan Wesley
evan.wesley@raptortech.com

Subscription Term: 11 Months **Billing Frequency:** Annual

Raptor Recurring Costs

PRODUCT	DESCRIPTION	UNIT PRICE	DISCOUNT	QTY	TOTAL
Hall Pass Pro	Hall Pass Pro Annual Subscription	USD 4,591.70	$2683.64	1	USD 1,525.42
				Raptor Recurring Costs SUBTOTAL:	USD 4,209.06
				Raptor Recurring Costs DISCOUNT:	USD 2,683.64
				Raptor Recurring Costs TOTAL:	USD 1,525.42

SUBTOTAL:	USD 4,209.06
TOTAL:	USD 1,525.42

RECURRING COSTS IN THIS QUOTE: USD 1,664.09

Quote Notes:
Quote start date changed to August 22, but this quote will need to renew on June 30 of the following year so that it aligns with your Flex renewal. Both quotes would then renew concurrently going forward on June 30, 2027.
Subscription Term: 11 months
Promo Term: months
Total Initial Term: 11 months

TERMS AND CONDITIONS FOR NEW AND EXISTING CUSTOMERS:

By making a payment based on this Quote and/or submitting a Purchase Order for any products or services provided by Raptor Technologies, LLC (or any affiliate), the general terms available at https://raptortech.com/Raptor_Technologies_General_Terms_and_Conditions.pdf, including applicable additional terms linked or referenced therein (collectively, the "Terms"), shall apply to such products or services, unless: (a) the parties have otherwise entered into a separate agreement with terms applicable to the use of such products or services or (b) the parties are subject to a purchasing cooperative which includes terms applicable to the use and provision of such products and services. In the event of any doubt, the Terms shall govern. The Terms may be updated from time to time by Raptor.

You may sign electronically; or you may print, sign and scan all pages of the document and email to evan.wesley@raptortech.com or fax to 713-880-2577.

Issuing a purchase order for payment? Please email to evan.wesley@raptortech.com.

Remit check payments to: Dept. 141, P.O. Box 4458, Houston, TX 77210-4458.

For any other questions, email evan.wesley@raptortech.com.

To order additional or replacement equipment and supplies with a credit card, visit www.shop.raptortech.com.

RAPTOR® TECHNOLOGIES

Notice

Date 7/9/2026
152649
Start Date 7/1/2026
End Date 6/30/2027

"Protect Every Child, Every School, Every Day"

NOT AN INVOICE

Bill To:
Quakertown Community School District
Accounts Payable
100 Commerce Drive
Quakertown PA 18951-2237

Ordered By:

Terms
Net 30

Description	Qty	Price	Amount
SmartPass Flex Annual Subscription	700	$3.14	$2,197.65

Subtotal	$2,197.65
Tax Total	$0.00
Total	$2,197.65

Click Here for Inquiries or to Send Purchase Orders

Remit Checks to:

Raptor Technologies, LLC
Dept 141
PO Box 4458
Houston, TX 77210-4458

Please reference invoice number(s) on all check payments.

Pay Now

By accepting this renewal order by payment, submitting a purchase order or otherwise accessing our services, you agree that the services are governed by our standard terms and conditions, which can be found at: https://raptortech.com/Raptor_Technologies_General_Terms_and_Conditions.pdf. In the event of a conflict between these terms and any previously negotiated agreement, the negotiated terms shall prevail.

SO152649

From	To	Donation	Purpose
Crayola Creative Teachers' Lounge Makeover Sweepstakes	Richland Elementary	$4,000 worth of Walmart Gift Cards $1,000 of Crayola art supplies	Teachers and school leaders work hard to make every school day special and successful for their students. To recognize and support their work and creativity, Crayola Creativity Week and Walmart are giving 24 schools refreshed Teachers' Lounges to make educators' days better and brighter! The intent is for us to use the $3000 in Walmart eGift cards to purchase new furniture, decor, and/or appliances for our staff lounge. The contest design team then plans to come to Richland to assemble new furniture and arrange any new decorations for us and present us with the additional $1000 in Walmart gift cards at the lounge reveal.
Always Beautiful Floral Design	Quakertown Elementary	$300 worth of recess equipment	Recess equipment (sidewalk chalk, jump ropes, bean bag toss, etc)
Quakertown Rotary Club	QCSD Schools	Tissues Plastic pencil/crayon cases Refillable water bottles Folders (2-pocket) Expo markers White cardstock	Support schools as students prepare for the new academic year
Morning Star Fellowship	QCSD Schools	School supplies (backpacks, lunch boxes, wipes, crayons, colored pencils, markers, highlighters, pencil cases, tissues, glue, etc.)	Supplies from student school supply lists
The Family of Jen Reich	QCSD Schools	Backpacks and School Supplies	School Supplies for K-2 Students
Delta T-Group	QCSD Schools	Backpacks with School Supplies	School Supplies for K-5 Students

Quakertown Community School District

Annual Enrollment Reporting Schedule

November Meeting:

- **Quarterly Enrollment Report for August, September, October**
- **Predictive Enrollment Analytics Report and Projections, if available**
- Special Programs Enrollment Snapshot

February Meeting:

- **Quarterly Enrollment Report for November, December, January**

April Meeting:

- **Kindergarten Registration Updates**
- **Preliminary Elementary Sections Report**

June Meeting:

- **End of Year Enrollment Report for Aug - May**
- **Kindergarten Registrations Updates**
- **Preliminary Elementary Sections Report**
- Review of Predictive Enrollment Analytics Report and Projections

Quakertown Community School District

Kindergarten Registration 26-27

To be eligible for Kindergarten in 2025-26, a child must be 5 years of age on or before August 31, 2025.

Registration needs to be completed by May 31, 2025 to guarantee placement in your neighborhood school.

English

Spanish

Para ser elegible para el jardín de infantes en 2025-26, un niño debe tener 5 años de edad el 31 de agosto de 2025 o antes.

La inscripción debe completarse antes del 31 de mayo de 2025 para garantizar la ubicación en la escuela de su vecindario.

Questions? Please Contact Registrar

Registrar@qcsd.org

Totals as of August 20, 2026	
TOTALS	
3	**Teaching Contracts**
4	**Long Term Substitutes**
12	**Aides /Paraprofessionals**
4	**Food Service**
1	**Maintenance LTS**
High School	
0	Teaching Contract
1	LTS
6	Paraprofessionals
0	General Aides
1	Food Service
Strayer + Sixth Grade	
2	Teaching Contract
0	LTS
1	Paraprofessionals
0	General Aides
2	Food Service
Elementary School	
1	Teaching Contract
2	LTS
1	Paraprofessionals
4	General Aides
1	Food Service
Facilities	
1	Maintenance LTS

Date	Invoice #	File #	Name	Amount	Notes	Solicitor
08/25/2025	181286	121.02	General	$760.00		SSKW
11/05/2025	183115	121.0278	Boland	$2,948.00		SSKW
11/19/2025	183656	121.02	General	$804.15		SSkW
11/19/2025	183651	121.0044	Special Counsel	$57.80		SSKW
01/29/2026	185393	121.02	General	$18.30		SSKW
04/20/2026	202660	1121.0283	Rohan	$2,870.65		SSKW
04/20/2026	202661	1121.0284	Cassel	$1,382.65		SSKW
04/20/2026	202662	1121.0285	Rohan	$5,249.35		SSKW
04/20/2026	202663	1121.0286	Hannah	$3,630.00		SSKW
04/20/2026	202664	1121.0289	Cassel	$88.00		SSKW
04/27/2026	202655	1121.02	General	$460.00		SSKW
05/21/2026	203585	1121.02	General	$200.00		SSKW
05/21/2026	203589	1121.0283	Rohan	$1,263.35		SSKW
05/21/2026	203590	1121.0284	Cassel	$18.00		SSKW
05/21/2026	203591	1121.0285	Rohan	$1,368.65		SSKW
05/21/2026	203592	1121.0286	Hannah	$2,051.95		SSKW
06/22/2026	204499	1121.02	General	$220.00		SSKW
06/22/2026	204503	1121.0283	Rohan	$58.35		SSKW
06/22/2026	204504	1121.0284	Cassel	$771.35		SSKW
06/22/2026	204506	1121.0286	Hannah	$76.95		SSKW
07/17/2026	205442	1121.02	General	$60.00		SSkW
07/17/2026	205446	1121.0283	Rohan	$145.86		SSKW
07/17/2026	205447	1121.0285	Rohan	$64.80		SSKW
07/17/2026	205448	1121.0286	Hannah	$164.45		SSKW
07/17/2026	205449	1121.0289	Cassel	$163.85		SSKW
Updated: 08/19/2026				**$24,896.46**		

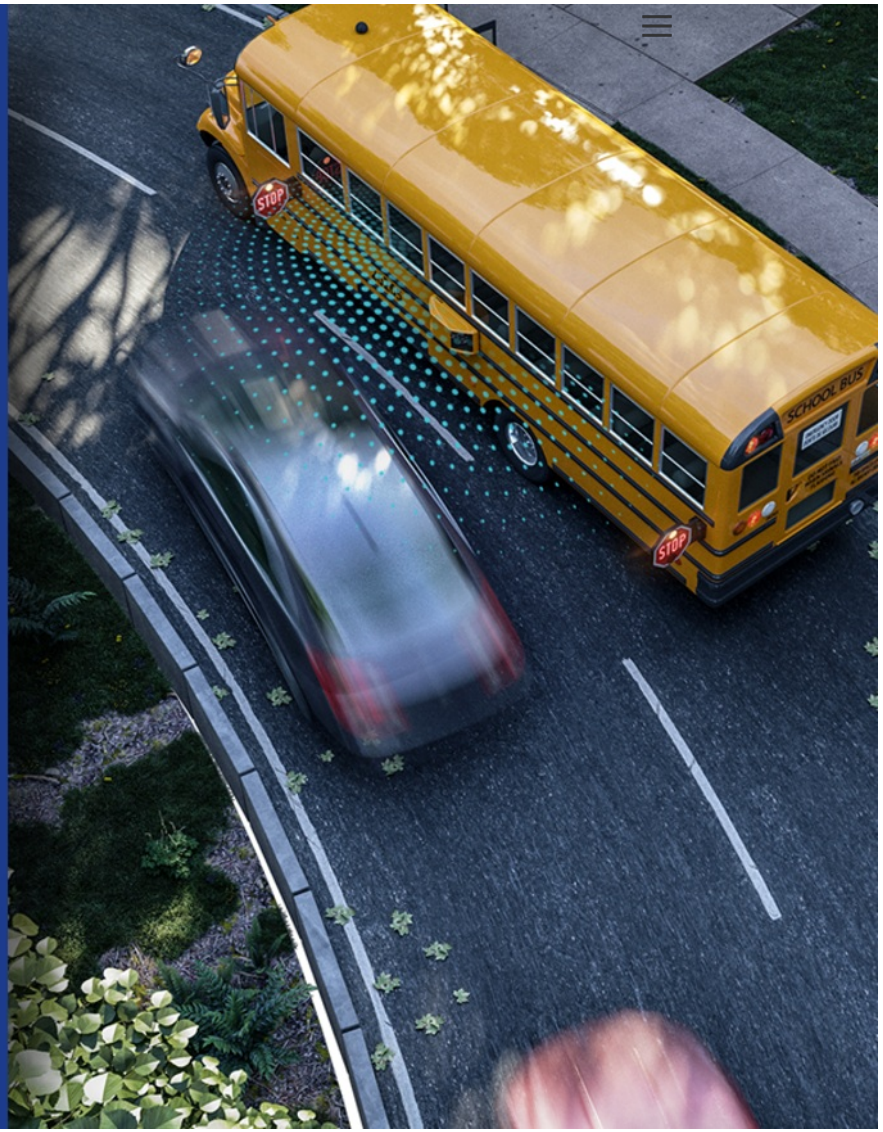
BUSPATROL

1 June, 2026
30 June, 2026

Client Report

Quakertown, PA

PREPARED FOR RECIPIENT AND MAY CONTAIN PROPRIETARY INFORMATION, SUBJECT TO EXEMPTION UNDER APPLICABLE PUBLIC RECORDS LAWS



Funnel Metrics - Quakertown, PA

Ticketing Zone: **All**
School District: **All**
Bus Operator: **All**
Ticketing Period: **live** From **6/1/2026** to **6/30/2026**

BUSPATROL

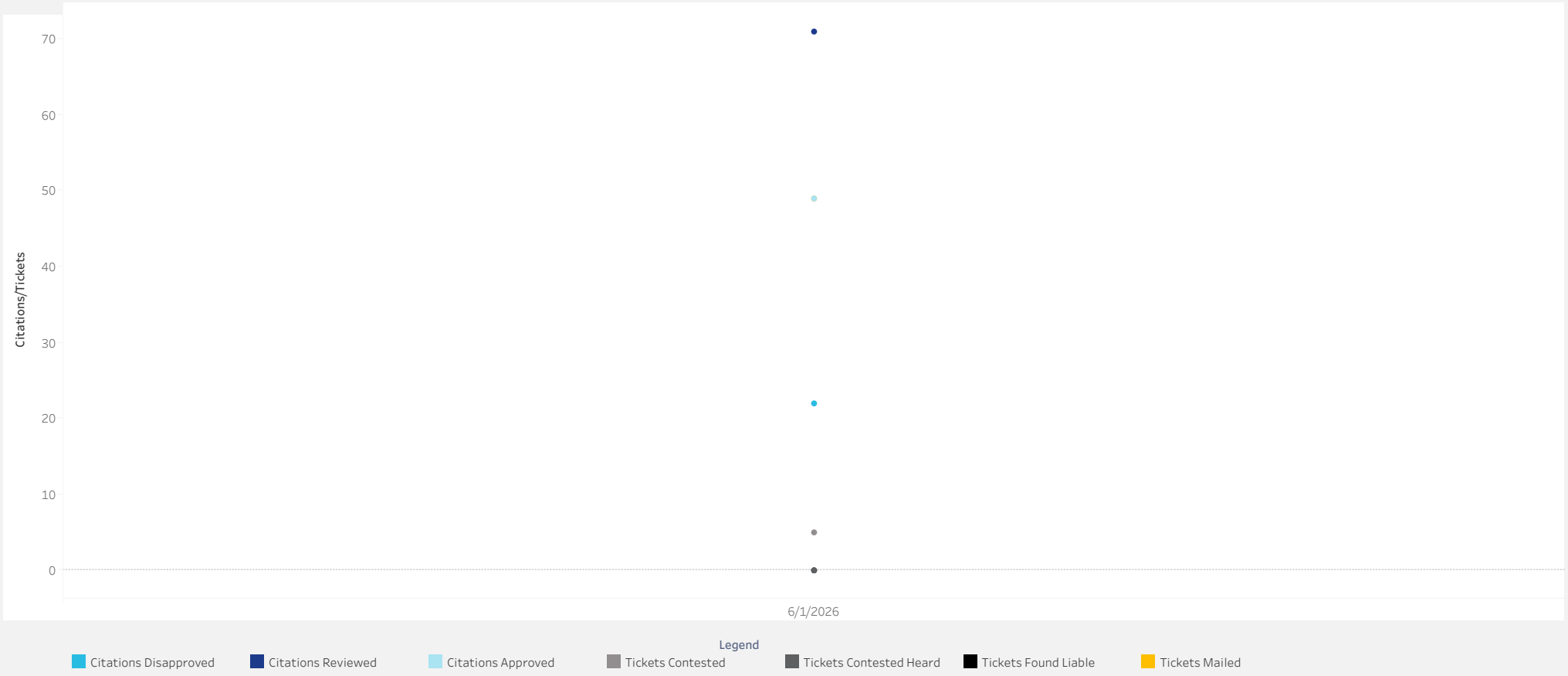
Trend By Event Date Month

	6/1/26	Grand Total
Avg Daily Bus Count	47.20	47.20
Unique event days	8	8
Citations	72	72
Citations Pending Leo Review	0	0
Citations Reviewed	71	71
Citations Approved	49	49
Citations Approval Rate	69%	69%
Citations Disapproved	22	22
Citations Pending Print	0	0
Tickets Mailed	49	49
Tickets Contested	5	5
Tickets Contested Heard	0	0
Tickets Found Liable	0	0
Tickets Paid	24.00	24.00
Tickets Contested over Mailed %	10.2%	10.2%
Tickets Paid over Mailed %	49%	49%

Funnel Metrics Trend Line By Event Date - Quakertown, PA

Ticketing Zone: **All**
School District: **All**
Bus Operator: **All**
Ticketing Period: **live** From **6/1/2026** to **6/30/2026**

Trend By Event Date Month

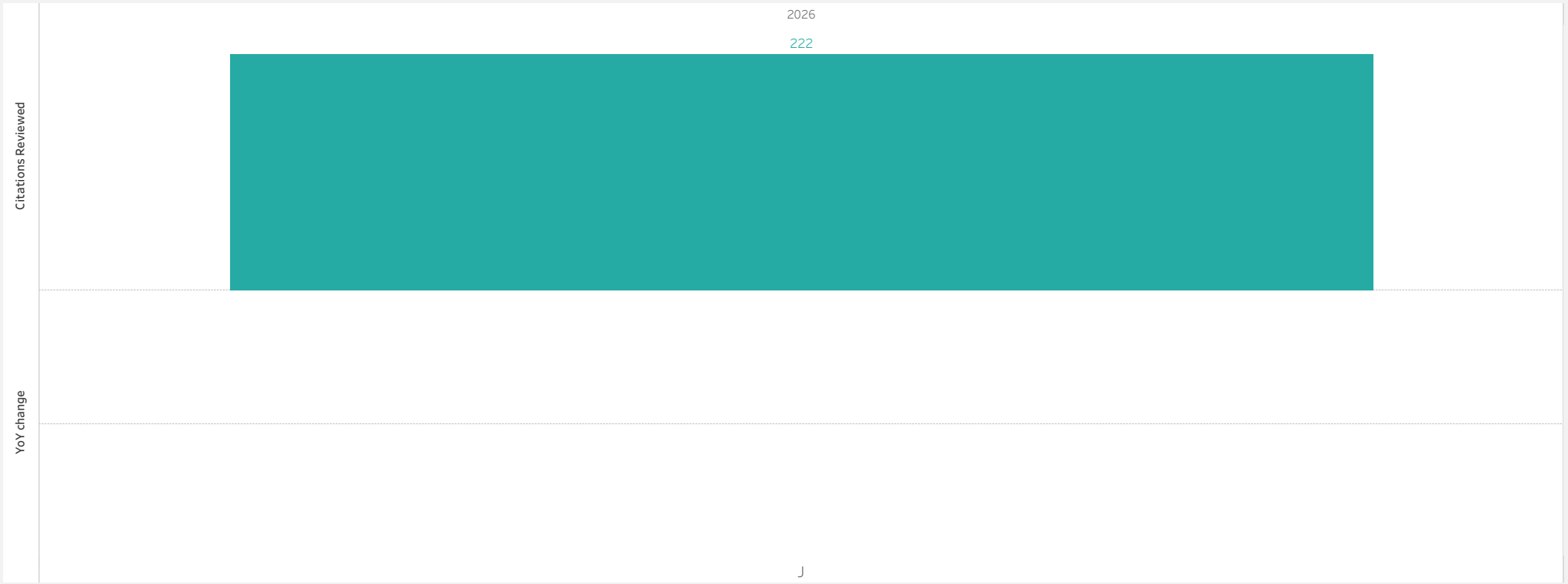


Citations Reviewed - Quakertown, PA

Ticketing Zone: **All**
School District: **All**
Bus Operator: **All**
Ticketing Period: **live** From **6/1/2026** to **6/30/2026**

Trend By Citation Approval Date

Total Records: **222**



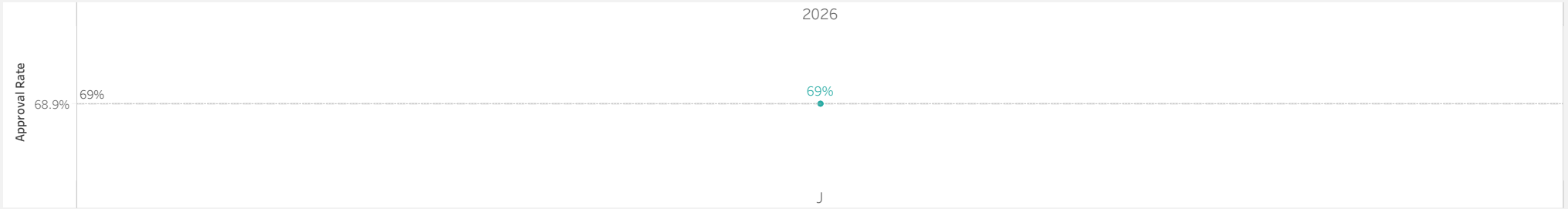
PREPARED FOR RECIPIENT AND MAY CONTAIN PROPRIETARY INFORMATION, SUBJECT TO EXEMPTION UNDER APPLICABLE PUBLIC RECORDS LAWS

Approval Rate - Quakertown, PA

Ticketing Zone: **All**
School District: **All**
Bus Operator: **All**
Ticketing Period: **live** From **6/1/2026** to **6/30/2026**

Trend By Citation Approval Date

Total Approval Rate: 69% - (153 / 222)



By Approver



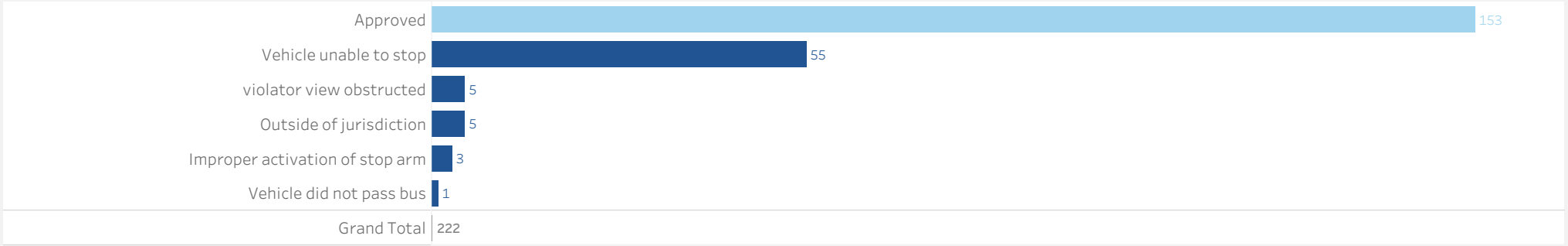
PREPARED FOR RECIPIENT AND MAY CONTAIN PROPRIETARY INFORMATION, SUBJECT TO EXEMPTION UNDER APPLICABLE PUBLIC RECORDS LAWS

Citations Reviewed, Approved and Disapproved - Quakertown, PA

Ticketing Zone: **All**
School District: **All**
Bus Operator: **All**
Ticketing Period: **live** From **6/1/2026** to **6/30/2026**

Trend By Citations Approval Date

Total: 153 Approved, 69 Disapproved



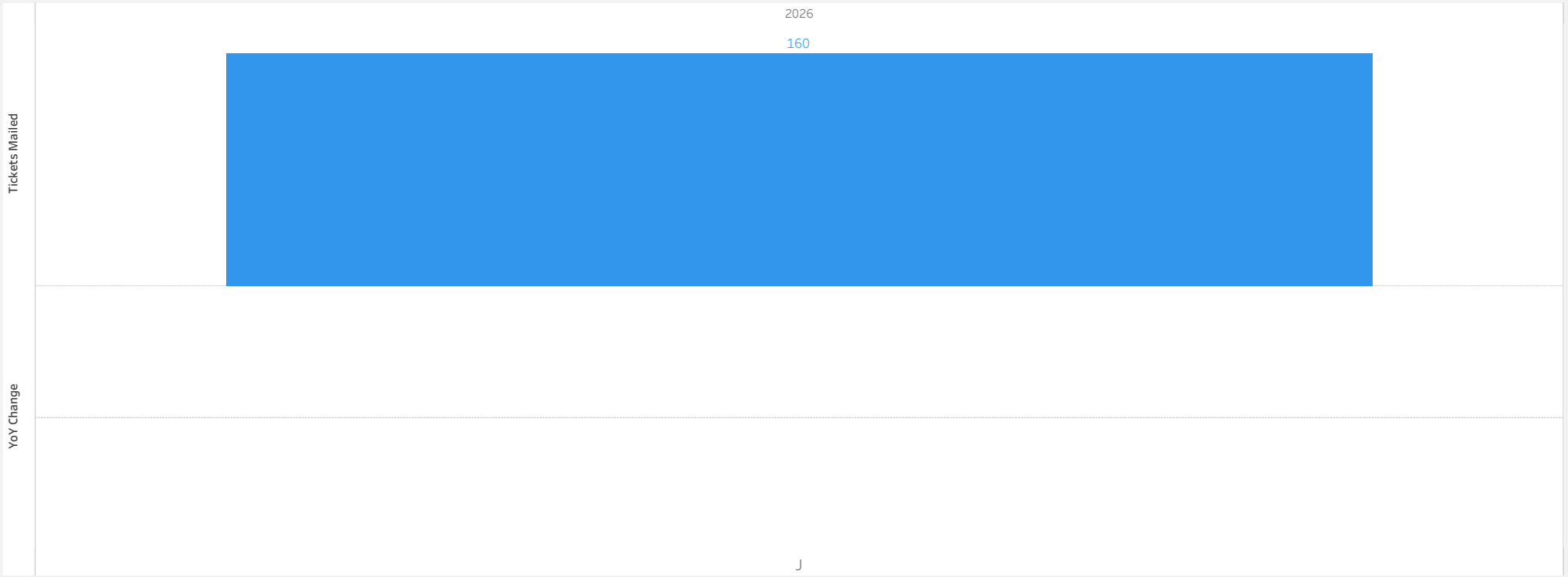
PREPARED FOR RECIPIENT AND MAY CONTAIN PROPRIETARY INFORMATION, SUBJECT TO EXEMPTION UNDER APPLICABLE PUBLIC RECORDS LAWS

Tickets Mailed - Quakertown, PA

Ticketing Zone: **All**
School District: **All**
Bus Operator: **All**
Ticketing Period: **live** From **6/1/2026** to **6/30/2026**

Trend By Mail Date

Total Records: **160** - 6% Out of State



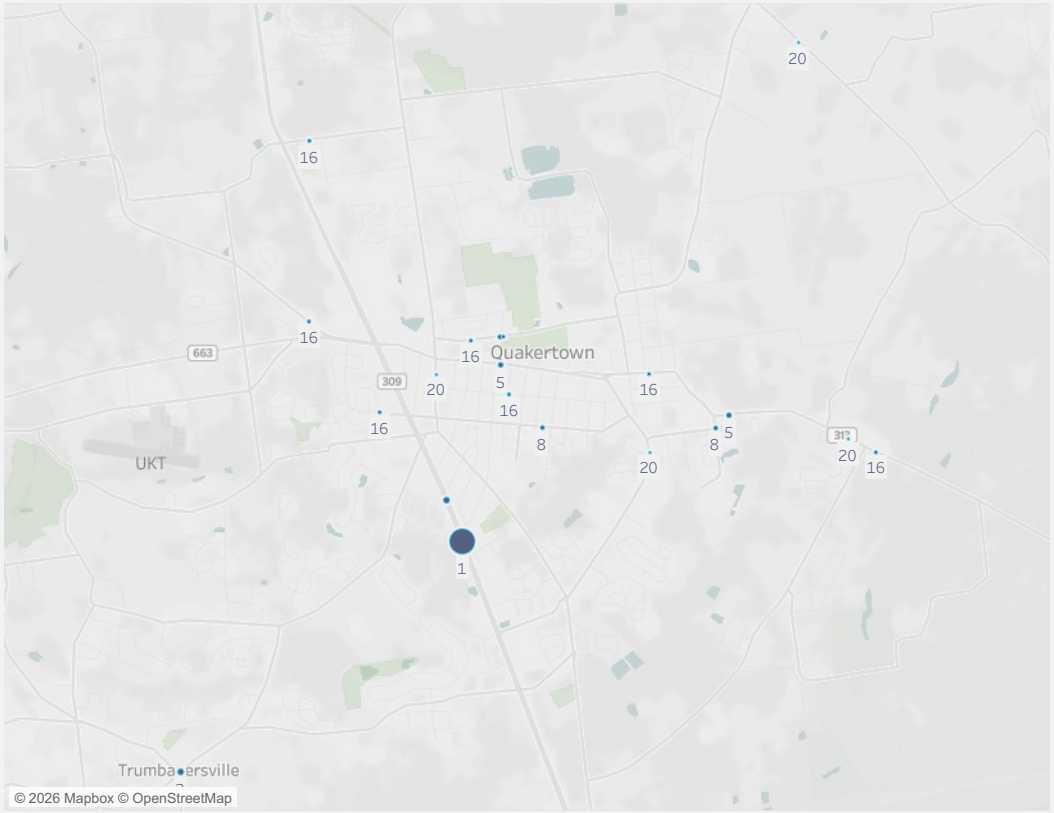
PREPARED FOR RECIPIENT AND MAY CONTAIN PROPRIETARY INFORMATION, SUBJECT TO EXEMPTION UNDER APPLICABLE PUBLIC RECORDS LAWS

Top 20 Locations for Tickets Mailed - Quakertown, PA

Ticketing Zone: **All**
School District: **All**
Bus Operator: **All**
Ticketing Period: **live** From **6/1/2026** to **6/30/2026**

Trend By Mail Date

1	500 block of S West End Blvd in Quakertown PA 189..	Quakertown, PA	93
3	100 block of Mohr St in Quakertown PA 18951	Quakertown, PA	6
	1800 block of Trumbauersville Rd in Quakertown P..	Quakertown, PA	6
5	700 block of E Broad St in Quakertown PA 18951	Quakertown, PA	4
	800 block of W Broad St in Quakertown PA 18951	Quakertown, PA	4
8	100 block of Fairview Ave in Quakertown PA 18951	Quakertown, PA	3
	500 block of Park Ave in Quakertown PA 18951	Quakertown, PA	3
	900 block of W Mill St in Quakertown PA 18951	Quakertown, PA	3
16	200 block of W Pumping Station Rd in Quakertown ..	Quakertown, PA	2
	300 block of Hickory Dr in Quakertown PA 18951	Quakertown, PA	2
	300 block of PA-313 in Quakertown PA 18951	Quakertown, PA	2
	700 block of Juniper St in Quakertown PA 18951	Quakertown, PA	2
	800 block of W Mill St in Quakertown PA 18951	Quakertown, PA	2
	1000 block of W Mill St in Quakertown PA 18951	Quakertown, PA	2
	1100 block of Doylestown Pike in Quakertown PA 1..	Quakertown, PA	2
	1700 block of N Old Bethlehem Pike in Quakertown ..	Quakertown, PA	2
20	100 block of S Main St in Quakertown PA 18951	Quakertown, PA	1
	100 block of Station Rd in Quakertown PA 18951	Quakertown, PA	1
	100 block of Union Rd in Richlandtown PA 18955	Quakertown, PA	1
	1000 block of PA-313 in Quakertown PA 18951	Quakertown, PA	1
Total			142



PREPARED FOR RECIPIENT AND MAY CONTAIN PROPRIETARY INFORMATION, SUBJECT TO EXEMPTION UNDER APPLICABLE PUBLIC RECORDS LAWS

Top 20 Locations for Tickets Mailed by Event Hour - Quakertown, PA

Ticketing Zone: **All**
School District: **All**
Bus Operator: **All**
Ticketing Period: **live** From **6/1/2026** to **6/30/2026**

Trend By Event Date hour

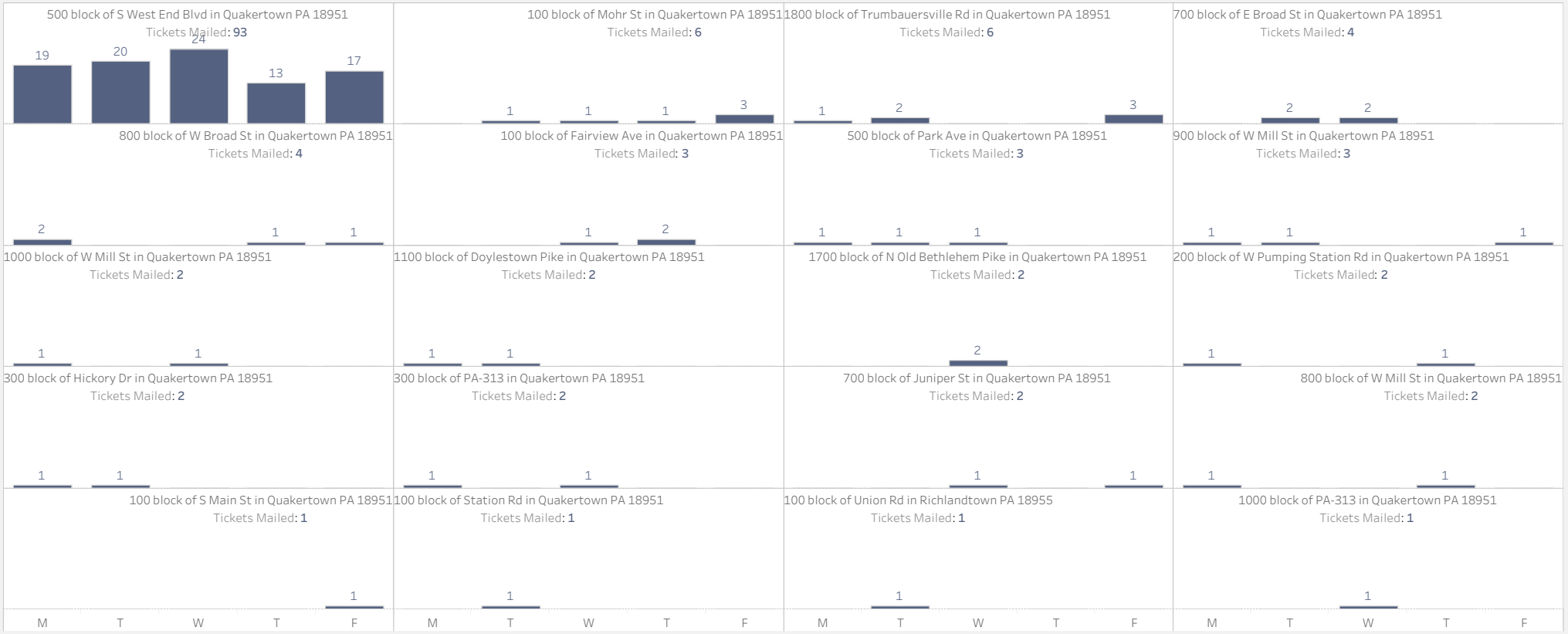


PREPARED FOR RECIPIENT AND MAY CONTAIN PROPRIETARY INFORMATION, SUBJECT TO EXEMPTION UNDER APPLICABLE PUBLIC RECORDS LAWS

Top 20 Locations for Tickets Mailed by Event Weekday - Quakertown, PA

Ticketing Zone: **All**
School District: **All**
Bus Operator: **All**
Ticketing Period: **live** From **6/1/2026** to **6/30/2026**

Trend By Event Date

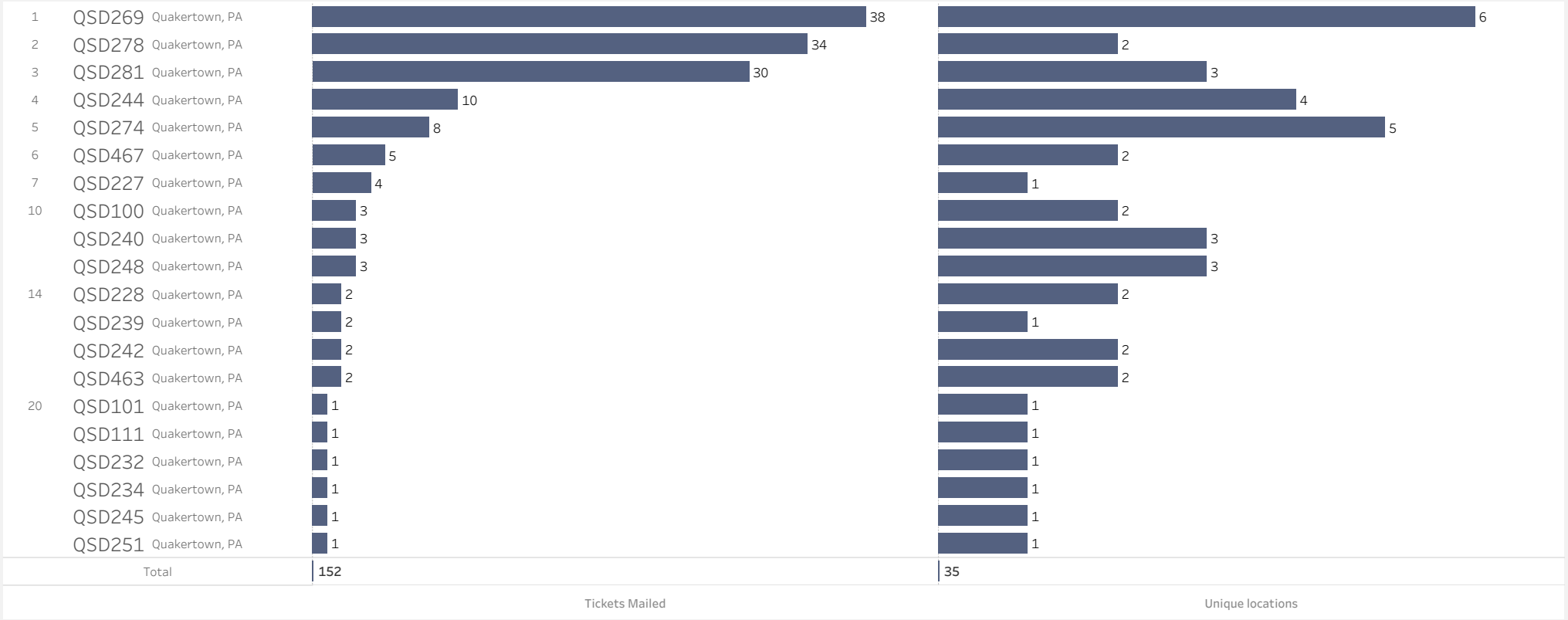


PREPARED FOR RECIPIENT AND MAY CONTAIN PROPRIETARY INFORMATION, SUBJECT TO EXEMPTION UNDER APPLICABLE PUBLIC RECORDS LAWS

Top 20 Buses for Tickets Mailed - Quakertown, PA

Ticketing Zone: **All**
School District: **All**
Bus Operator: **All**
Ticketing Period: **live** From **6/1/2026** to **6/30/2026**

Trend By Mail Date



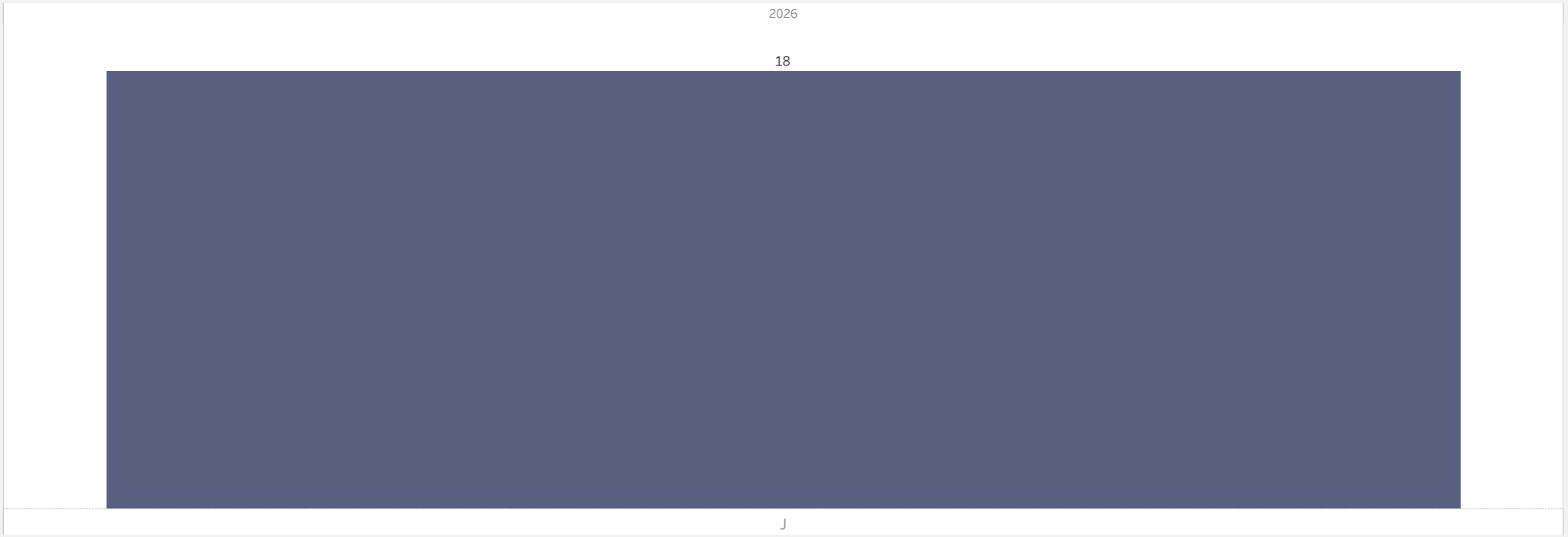
PREPARED FOR RECIPIENT AND MAY CONTAIN PROPRIETARY INFORMATION, SUBJECT TO EXEMPTION UNDER APPLICABLE PUBLIC RECORDS LAWS

Total Contested Tickets - Quakertown, PA

Ticketing Zone: **All**
School District: **All**
Bus Operator: **All**
Ticketing Period: **live** From **6/1/2026** to **6/30/2026**

Trend By Hearing Requested On Date

18 Total Tickets Contested



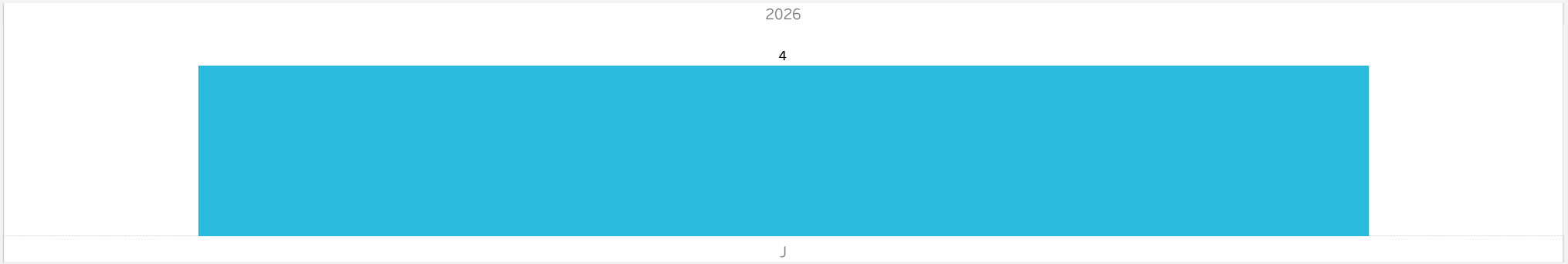
PREPARED FOR RECIPIENT AND MAY CONTAIN PROPRIETARY INFORMATION, SUBJECT TO EXEMPTION UNDER APPLICABLE PUBLIC RECORDS LAWS

Adjudication For Contested Tickets Heard - Quakertown, PA

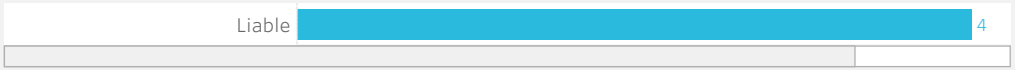
Ticketing Zone: **All**
School District: **All**
Bus Operator: **All**
Ticketing Period: **live** From **6/1/2026** to **6/30/2026**

Trend By Hearing Date

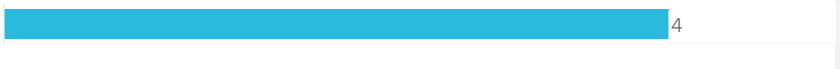
4 Tickets heard by Hearing Date **4** Liable, **0** Not Liable



By Ruling



By Ticket Payment Status



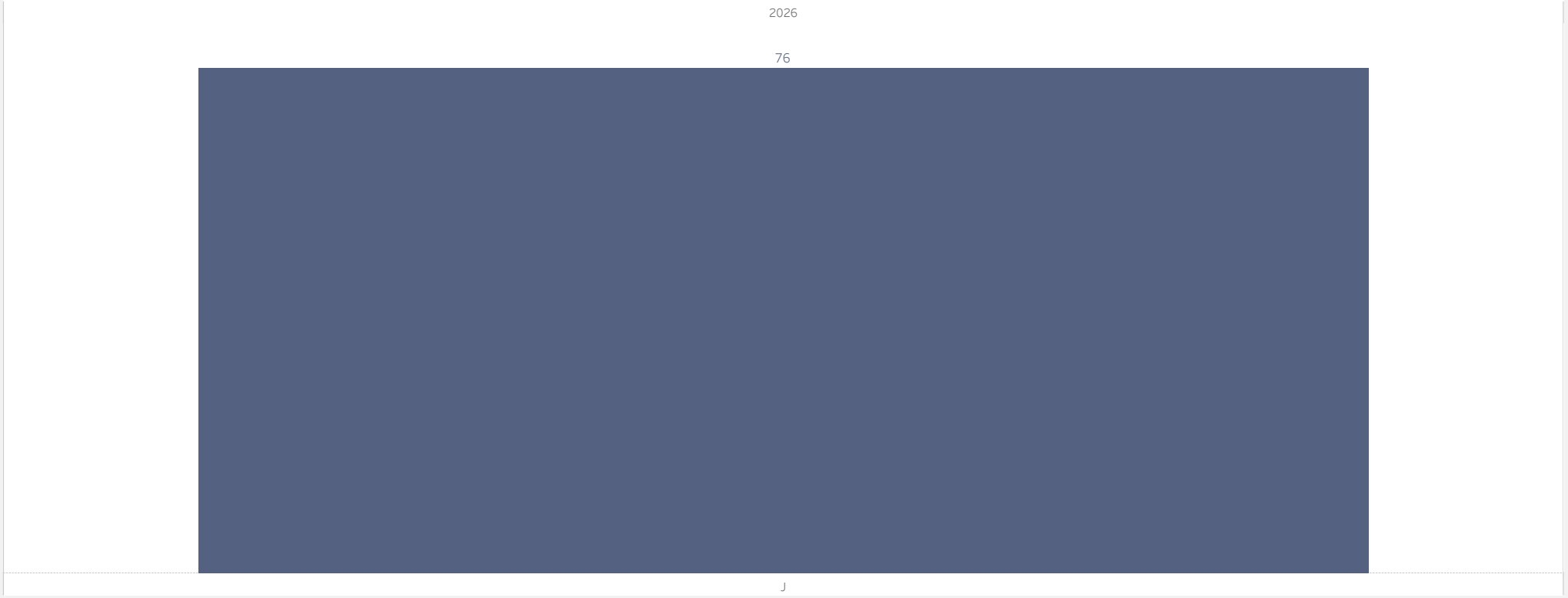
PREPARED FOR RECIPIENT AND MAY CONTAIN PROPRIETARY INFORMATION, SUBJECT TO EXEMPTION UNDER APPLICABLE PUBLIC RECORDS LAWS

Tickets Mailed Paid By Mail Date - Quakertown, PA

Ticketing Zone: **All**
School District: **All**
Bus Operator: **All**
Ticketing Period: **live** From **6/1/2026** to **6/30/2026**

Trend By Mail Date

Total Tickets Fully Paid: **76**



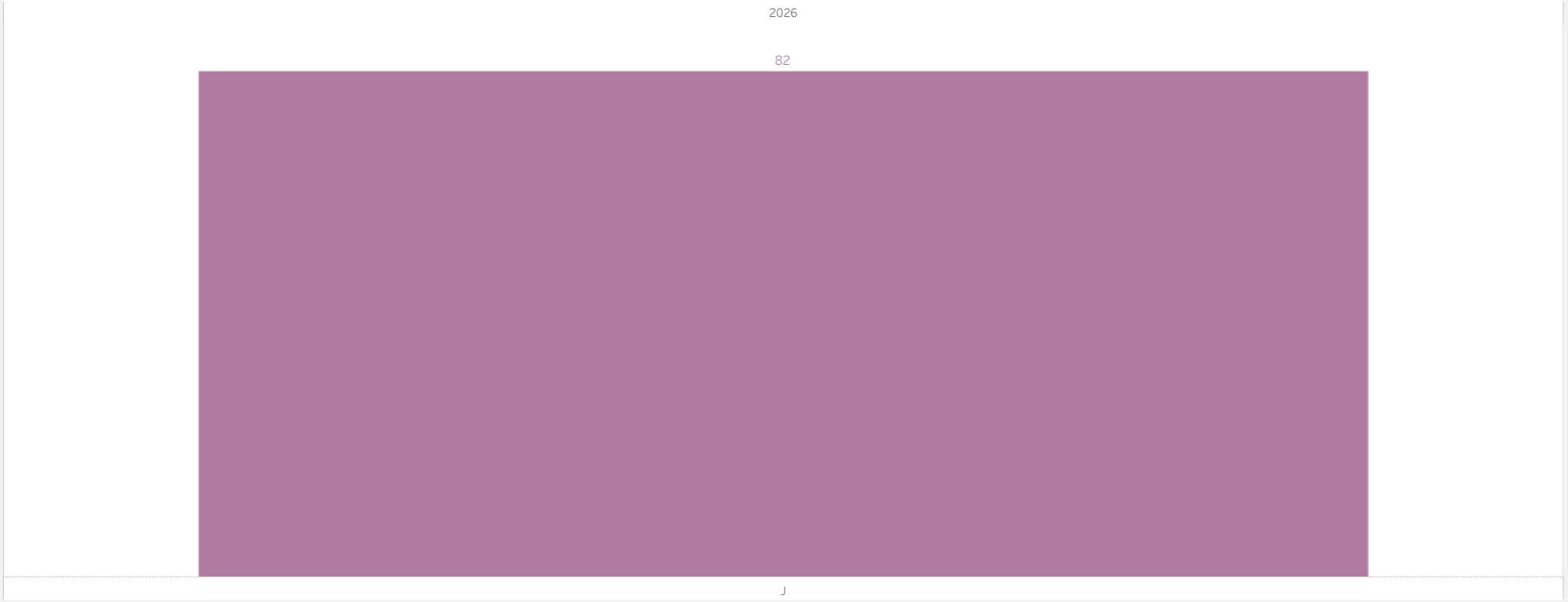
PREPARED FOR RECIPIENT AND MAY CONTAIN PROPRIETARY INFORMATION, SUBJECT TO EXEMPTION UNDER APPLICABLE PUBLIC RECORDS LAWS

Tickets Mailed Not Paid By Mail Date - Quakertown, PA

Ticketing Zone: **All**
School District: **All**
Bus Operator: **All**
Ticketing Period: **live** From **6/1/2026** to **6/30/2026**

Trend By Mail Date

Total Tickets Not Paid: **82**



PREPARED FOR RECIPIENT AND MAY CONTAIN PROPRIETARY INFORMATION, SUBJECT TO EXEMPTION UNDER APPLICABLE PUBLIC RECORDS LAWS

Building	Requestor	Assembly or Guest Speaker Name	Goal and Description	Date of the Assembly/Presentation	Cost
Strayer Middle School	Jaime Maddon	Anthony Tosti	School Wide Fundraiser- PBIS- The assembly for Strayer is scheduled for Thursday, September 3rd at 1:45.	The assembly for Strayer is scheduled for Thursday, September 3rd at 1:45.	Free
SGC	Amanda Finkle	Anthony Tosti	Fall Fundraiser for the SGC level. This is the big duck assembly/tour.	9/9/26	0

Guest Speaker Request High School

Name and Organization of Speaker	Date (if known)	Time (Periods)	Topic	Rationale	Cost/Contract	Class attending
No Hate Tour BMX Assembly	10/14/2026	TBD--but likely 9:00-10 am	Anti-bullying	School Climate/PBIS	free/no cost	10-12th grades

Quakertown Community School District

QUAKERTOWN COMMUNITY SCHOOL DISTRICT ELEMENTARY SCHOOL HANDBOOK

NEIDIG ELEMENTARY SCHOOL **Principal:** Scott Godshalk **Assistant Principal:** Dr. Monica Kenyon **School Secretary:** Lindi Smith **School Counselor:** Allison Grube **School Counselor:** Bobbie Sutton **School Nurse:** Patti Seiger 201 N. Penrose St Quakertown, PA 18951 nes.qcsd.org 215-529-2360 215-529-2361 (fax)	**PFAFF ELEMENTARY SCHOOL** **Principal:** Dr. Eric Thompson **Assistant Principal:** Dr. Monica Kenyon **School Secretary:** Barb Chadwick **School Counselor:** Stephanie Rodgers **School Counselor:** Amanda Jaeger **School Nurse:** Cynthia Pabon 1600 Sleepy Hollow Rd Quakertown, PA 18951 pes.qcsd.org 215-529-2850 215-529-2851 (fax)	**QUAKERTOWN ELEMENTARY SCHOOL** **Principal:** Dr. Jennifer Bubser **School Secretary:** Krista McGowan **School Counselor:** Eileen Bruchak **School Nurse:** Lauren Wieder 349 S. 9th Street Quakertown, PA 18951 qe.qcsd.org 215-529-2410 215-529-2411 (fax)
RICHLAND ELEMENTARY SCHOOL **Principal:** Dr. Nicole Zuerblis **School Secretary:** Kate Irvine **School Counselor:** Caroline Zidek **School Nurse:** Dave Chavez 500 Fairview Ave. Quakertown, PA 18951 res.qcsd.org/ 215-529-2452 215-529-2451 (fax)	**TRUMBAUERSVILLE ELEMENTARY SCHOOL** **Principal:** Dr. Adam Schmucker **School Secretary:** Karla Lucabeche **School Counselor:** Laura Mullen **School Nurse:** Brittany Endy 101 Woodview Dr Quakertown, PA 18951 tes.qcsd.org 215-529-2550 215-529-2551 (fax)	**DISTRICT OFFICE PERSONNEL** **Superintendent** Dr. Lisa Hoffman: 215-529-2005 **Director of Human Resources and K12 Administration** Dr. Gina Finnerty: 215-529-2049 **Director of Teaching and Learning** Mrs. Kelly Cramer: 215-529-2015 **Director of Student Services** Mrs. Carrie Staffieri: 215-529-2007 **Transportation Supervisor** Mrs. Brooke Renninger: 215-529-1280 **Director of Technology** Mr. Joe Kuzo: 215-529-1271

QCSD MISSION STATEMENT

The district's mission is to prepare all students with the knowledge, habits, and skills they need to graduate ready for college or career and for engaged citizenship, all at the best value to our community.

Quakertown Community School District

GENERAL DISCLAIMER
Please note that this handbook is not exhaustive of all district and school expectations and procedures. All Board policies can be found online at www.qcsd.org.

STUDENT RESPONSIBILITIES
The most important responsibility of the elementary student is to put forth their best effort and to be an active and productive member of the school community.

SCHOOL COUNSELOR SERVICES
The school counselor's main objective is to help students reach their fullest potential, academically and socially. The school counselor is able to meet with students individually or in small groups. Concerns related to school, family or friends may be discussed and remain confidential. Occasionally, the counselor will refer parents to the Elementary Student Assistance Program (ESAP) team. The student will be informed when parents or other agencies must be notified.

In QCSD, we work to align our school counselor services with the American School Counselors Association model (ASCA). According to ASCA, "School counselors design and deliver school counseling programs that improve student outcomes. The ASCA model outlines the components of a school counseling program that is integral to the school's academic mission and is created to have a significant positive impact on student achievement, attendance and discipline."

ELEMENTARY STUDENT ASSISTANCE PROGRAM (ESAP)
The Quakertown Community School District has established its commitment to healthy student growth and development. To achieve this goal, interventions by the school with the parents may be scheduled when academic, behavioral, emotional, or attendance concerns exist. ESAP referrals can be made by staff, students, and parents/guardians. Referral slips are available in the Main Office or online.

ASSEMBLY PROGRAMS AND FIELD TRIPS
(See Board Policy 121 Field Trips)

Assembly programs and field trips are two ways to enrich our district curriculum. These types of extracurricular activities

Before students embark on a field trip, the students are prepared by the teachers for the experiences. In order to attend a field trip, must have a signed permission slip from the parent/guardian.

Parents often enjoy chaperoning field trips to help supervise the children. Parent volunteers must have obtained all necessary clearances which include FBI, Act 34, and ACT 151 clearances.

MEDICAL SERVICES/SCHOOL NURSE
(See QCSD Board Policy 210 Medications)
The school health program is designed to help parents maintain their child's health. Always report an injury to the nurse the day it occurs! Parents should provide the nurse with a summary of dentist and physician appointments.

All medications, prescription and over-the-counter, must be kept in the health suite and administered by the school nurse. No medication will be administered without a physician order and parent permission via a Medication During School Hours Form, which can be obtained on the school website or by contacting the school nurse. If the nurse is not available, a parent must administer the medication. Students may not have medication in their possession unless they have written permission from the school nurse.

Students who feel ill during the school day should see the school nurse. The school nurse will assess the student to determine if the student is well enough to stay at school or go home. . The student is not permitted to call/text a parent requesting permission to leave school without first seeing the school nurse. If the student bypasses the nurse, the nurse is not required to excuse the absence.

are intended to provide meaningful learning experiences for our students.

HOMEWORK
(See Board Policy 130 Homework)
Homework is a necessary part of each student's educational program. Students are expected to spend time on their studies in addition to scheduled class instruction to achieve optimum results. Homework assignments may be one of three categories: practice of skills taught during class, preview in preparation to learn skills or concepts in class, or completion of an assignment based on the course learning targets. Specific requirements for each course will be communicated by the classroom teacher.

Taking into account the developmental characteristics of children, the suggested average time for daily homework assignments should be:

Grades 1 and 2 - 10-20 minutes
Grades 3 and 4 - 30-40 minutes
Grade 5 - 50 minutes

MAKE-UP WORK
Class work and homework are important parts of the total educational program. Students and/or parents should actively seek to obtain all assignments during any absence from school by contacting the classroom teacher.

PUPIL PROGRESS
Conferences - Parent/teacher conferences are held twice a year; in the fall and in the spring. A parent may also request a conference with a teacher at any time.

Report Cards - Report cards are one way of reporting your child's progress. Report cards are issued three times per year in each grade level. You are encouraged to contact the teacher about your child's report card if you have any questions.

VOLUNTEERS
(See Board Policy 916 Volunteers)
We appreciate the many hours of help given by our volunteers. Please contact the school for more information if you are interested in helping in this way. We welcome all members of the community to serve as volunteers. Necessary clearances are required. Please call the school or go to the district website for more information.

MTSS
Quakertown Community School District is committed to providing high-quality instruction and support to promote the highest achievement of all students. At the school level, the Multi-Tiered System of Supports (MTSS) is a framework used to maximize the success of all students. This information provides an overview of the Multi-Tiered System of Supports for parents and answers common questions.

ATTENDANCE
(See Board Policy 204 Attendance)
According to the Pennsylvania Department of Education (PDE), "[i]n order for students to realize the opportunities and benefits from school, students have to not only be in attendance, but they must also be meaningfully connected to the school and experiencing success" (BEC 24 P.S. 13-1327). Most students and parents would agree that frequent absences from regular classroom learning experiences disrupt the continuity of the instructional process. The benefit of regular classroom instruction is lost and cannot be entirely regained. Regular school attendance is essential to the successful completion of the educational objectives of the school system.

Regular school attendance is essential to the successful completion of the educational objectives of the school system. Too often, students assume that the educational process involves only the passing of tests and the completion of assignments. However, the philosophy and objectives of the school district (as mandated by the State) list required learning outcomes in such areas as self-understanding, understanding others, citizenship, creativity, etc., as well as simple skill development and basic subject matter understanding. The socialization requirements of the educational process certainly cannot be attained by a student who does not participate consistently in the overall school program

The school attendance laws also require the school to hold students and their parents accountable for valid documentation of reasons for absence.

Parental documentation is required for each day their child is absent from school. Once a student exceeds ten (10) total days of absences for the current school year (full and/or half days), the parents will be notified that a doctor's excuse will be required to document future absences. In the event of extenuating circumstances, a meeting will be held with the parents to discuss the attendance issues and a School Attendance Improvement Plan (SAIP) may be created.

The Commonwealth has empowered the school district to develop policies to enforce state attendance laws and regulations (22 Pa. Code 11.41). Parents/guardians and students are also encouraged to reference PDE's 2015 Basic Education Circular (BEC) titled "Compulsory Attendance and School Attendance Improvement Plan" (BEC 24 P.S. 13-1327). This BEC, a copy of which is available on the school website, contains relevant state attendance laws and requirements.

The following district policies are based upon and in compliance with this BEC. The policies are outlined in a question-and-answer format. If you have any questions or concerns about these policies, please visit the QCSD website for attendance procedures.

ABSENCES

"Absence" is defined as the nonattendance of a student on a day in which school is in session. **It is the Parents legal responsibility to report their student's absence to their school.**

What if my student is absent from school?

Use the SafeArrival Attendance system to report student absences. *In the event SafeArrival is not available*, an email to the front office, or other form of written communication is required. Written notification must be submitted within three (3) calendar days of the absence, or the absence(s) will be permanently counted as unexcused.

After three (3) consecutive missed days, a parental note and a note from a licensed medical practitioner are required.
In the case of students with ten (10) or more absences, a doctor's note must also be provided by either the parent or the doctor's office. These notes from a Physician (aka Doctors' Notes) can be uploaded to the SafeArrival Attendance system by the end of the date of the absence. Appointment reminders or confirmations cannot be accepted as proof from a physician.

What counts as an excused/lawful absence?

- Illness or quarantine
- Death in the immediate family
- Appointments for licensed medical practitioners
- Physical or mental disability that is verified by a licensed medical practitioner
- Religious holidays/religious instruction (upon written parental request)
- Educational travel (with prior administrative approval)
- Court hearings related to the county Children and Youth Agency or Juvenile Probation Office
- Urgent/emergency reasons. Please note that the Commonwealth requires that this excuse be "strictly construed" (24 P.S. 13-1329(a)). Examples of excuses that are not urgent include, but are not limited to: missing the bus, job interviews, unauthorized trips (such as hunting or fishing), oversleeping, car trouble, or late to homeroom.

What counts as an unexcused/unlawful absence?

Unless the absence is due to one of the specific reasons deemed excusable by the Commonwealth (see above), then the absence is unexcused/unlawful. Absences are also unlawful if a parental note is not handed in to the attendance secretary within three (3) calendar days of the absence.

What if I am absent for 10 or more days during the school year?

A student absent for 10+ days throughout the school year, regardless of the absences being excused or unexcused, shall be required to present a note from a licensed medical practitioner for any additional absences. Absences excused with a doctor's note will count toward the 10 days.

What happens if I am absent from school without a lawful excuse and am of compulsory school age (under 17 years of age)?

Students who accumulate more than three (3) unexcused absences are considered "habitually truant." Because of their age, they are in violation of the Commonwealth's compulsory school attendance laws and regulations. After the third unlawful absence, parents/guardians will receive a letter (First Legal Notice) alerting them to the possible legal penalties for

continued violation of the compulsory school attendance laws. These penalties may be imposed by a magisterial district judge on both students and parents/guardians. The specific penalties are outlined in the PA School Code (24 P.S. 13-1333 and 1338.1) and can include, but are not limited to: fines, community service, completion of a parenting education program, and referral to the county Children and Youth Agency.

EDUCATIONAL TRIPS

Regulations of the State of Pennsylvania provide that, upon written request from parents/guardians, students may be excused from school to participate in an educational trip after review by school administration.

An educational trip form can be obtained in the Main Office and on the school webpage. This form must be submitted to the principal a minimum of ten school days prior to the trip (except in an emergency). A principal will not approve trip requests if a student has academic or attendance concerns, or if the trip falls within a state-mandated testing window, or in the first or last 10 days of the school year. Please refer to the trip request form for additional restrictions.

Per district policy, you will be allowed a maximum of five days for an educational trip for the entire school year. Students who exceed the maximum number of days will be unexcused.

TARDINESS / EARLY DISMISSALS

While services by licensed medical practitioners should ideally be scheduled after school, the district understands that this is not always possible. Written notes, as outlined above, are required for both Tardiness as well as Early Dismissals. Physician's notes, if required, can be uploaded to the SafeArrival system by the end of the day, or sent into the main office.

When unexcused tardiness or early dismissals become habitual, parents are notified that future unexcused tardiness may result in appropriate legal measures.

What if my student is late to school (tardy)?

Use the SafeArrival Attendance system to report your student will be late to school. In the event SafeArrival is unavailable, notification can be emailed to the front office, or sent in a written note for the main office.
Students who arrive at school after 9:05 AM are considered tardy. Students must check in with the attendance secretary in the Main Office upon arrival.

What if I need my student to be dismissed early from school?
Use the SafeArrival Attendance system to report your student will be leaving school early. In the event SafeArrival is unavailable, notification can be emailed to the front office, or sent in a written note for the main office.

If a parent/guardian has not provided a note beforehand, such as in an emergency situation, the parent/guardian must sign the student out in the Main Office. Please note that early dismissals will not be considered excused unless approved by the administration using the processes noted above and/or the school nurse.

UNAUTHORIZED EXIT FROM SCHOOL
Parents rightfully assume that their child is following his or her assigned schedule and is remaining on school property unless dismissed for valid reasons. For this reason leaving school property without permission is viewed as a serious offense. Parents and the local police are notified about the violation, and appropriate disciplinary action may result.

TARDINESS AND HALF-DAY ABSENCE REPORTING
Elementary School hours: 9:05 AM – 3:50 PM

- Arrival
  - 9:05 AM — On Time
  - 9:06 AM - 10:35 AM — Tardy - Full Day Present
  - 10:36 AM - 12:30 PM — AM Absence
  - 12:31 PM - 3:50 PM — Full Day Absence
- Departure
  - 9:05 AM - 12:30 PM — Full Day Absence
  - 12:31 PM - 2:20 PM — PM Absence
  - 2:21 PM - 3:50 PM — Early Dismissal - Full Day Present

ANTI-BULLYING
(Board Policy 249 Bullying/Cyberbullying)

PURPOSE

Quakertown Community School District

The Board is committed to providing a safe, positive learning environment for district students. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning and may lead to more serious violence. Therefore, the Board prohibits bullying by district students.

DEFINITIONS

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting and/or outside a school setting, that is severe, persistent, or pervasive and has the effect of doing any of the following:

1. Substantially interfering with a student's education.
2. Creating a threatening environment.
3. Substantially disrupting the orderly operation of the school.

Bullying, as defined in this policy, includes cyberbullying.

School setting means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.

AUTHORITY

The school district will not tolerate known acts of bullying, including cyber bullying, occurring on school district property, at school-sponsored activities scheduled on or off school grounds including bus stops and bus routes.

GUIDELINES

Investigation Procedures

Each building principal or designee is authorized to investigate reports of bullying brought to their attention by students, parents/guardians or school employees or bus drivers. Any investigation of a report may include meetings with students, parents/guardians or employees, a review of student records, and other reasonable efforts to understand the facts surrounding a reported incident.

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or other individuals who participate in the investigation of allegations of bullying.

Consequences/Discipline

Consequences for students who are found to have bullied others may include counseling, a parent/guardian conference, detention, suspension, expulsion, a loss of school privileges, transfer to another school building, classroom, or school bus, exclusion from school-sponsored activities, and/or referral to law enforcement officials as defined in the Student Rights and Responsibilities or Code of Conduct.

BIKES / SKATEBOARDS / SCOOTERS

(See Board Policy 223 Use of Bicycles and Motor Vehicles)

All bicycles and scooters must be kept in the racks provided outside. Please secure bikes and scooters (if possible) to the rack with a lock.

Extreme care must be taken to watch out for walkers, cars, and buses. Every safety precaution must be taken to avoid any possible accident. There is to be no bicycle or scooter riding on any of the parking lots other than to and from the racks.

As per school board policy, students at the elementary level are permitted to operate the following devices on school property: Pedalcycles (Bicycles), Non-motorized scooters, Non-motorized skateboards.

Skateboards, bicycles, and scooters are not permitted on the bus for any reason.

BUS BEHAVIOR

(See Board Policy 810 Transportation)

The School Laws of Pennsylvania state that the Board of School Directors may provide free transportation for the resident pupil. Transportation for students on a school bus is a privilege that may be revoked. No behavior by a student or group of students which infringes upon the rights of other individuals who might be riding on the bus at the same time or which endangers the lives of all passengers by interfering with the bus driver's ability to maintain control of his vehicle, will be tolerated.

Such actions are to be brought to the attention of the principal of the building that the pupil attends, who shall take immediate steps to correct the situation. Parents are informed by the principal or her designee of any misbehavior by a student while a passenger on a bus. The Board desires that parents or guardians cooperate with the district and the administration in controlling the behavior of their children while on a school bus. Misbehavior may result in a suspension of bus riding privileges.

Please be advised that for the safety of all passengers and driver, audio and video recording equipment may be in use on any school bus serving the Quakertown Community School District.

DAMAGE / DESTRUCTION OF SCHOOL PROPERTY
(See Board Policy 224 Care of School Property)
The Board charges each student in the district's schools with responsibility for the proper care of the school property, school supplies and equipment entrusted to the student's use. Students who willfully cause damage to school property shall be subject to disciplinary measures. Students and others who damage or deface school property may be prosecuted and punished under law. Parents/Guardians shall be held accountable for the actions of their child and may be required to pay restitution for the cost of repairing the damage

DISCIPLINE
(See Board Policy 218 Student Discipline)
The Board recognizes that student conduct is closely related to learning. An effective educational program requires a safe and orderly school environment. As a result of a variety of infractions against school rules and procedure, students may be assigned consequences, including suspensions, expulsions, and/or loss of privileges.

SUSPENSIONS AND EXPULSIONS
(See Board Policy 233 Suspensions and Expulsions)

DISCRIMINATION/HARASSMENT
(See Board Policy 103 Discrimination/Harassment Affecting Students)
The Board declares it to be the policy of this district to provide an equal opportunity for all students to achieve their maximum potential through the programs and activities offered in the schools without discrimination on the basis of race, color, age, religious creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability.

The Board also declares it to be the policy of this district to comply with federal law and regulations under Title IX prohibiting sexual harassment, which is a form of unlawful discrimination on the basis of sex. Such discrimination shall be referred to throughout this policy as Title IX sexual harassment. Inquiries regarding the application of Title IX to the district may be referred to the Title IX Coordinator, to the Office for Civil Rights of the U.S. Department of Education, or both.

The district is committed to the maintenance of a safe, positive learning environment for all students that is free from discrimination by providing all students admission, course offerings, counseling, assistance, services, employment, athletics and extracurricular activities without any form of discrimination, including Title IX sexual harassment. Discrimination is inconsistent with the rights of students and the educational and programmatic goals of the district and is prohibited at, or in the course of, district-sponsored programs or activities, including transportation to or from school or school-sponsored activities.

Violations of this policy, including acts of retaliation as described in this policy, or knowingly providing false information, may result in disciplinary consequences under applicable Board policy and procedures.

ELECTRONIC DEVICES
Personal electronics (cell phones, smartwatches, hand-held games, cameras, video cameras, etc.) are NOT permitted in class unless a teacher or administrator has granted permission. Cell phones, in addition to smartwatches, must be silent during the school day. In addition, if they are being used inappropriately or are causing a distraction, students will be asked to turn them off and put them away during the school day. The district assumes no responsibility for investigating the loss or theft of any such item, and cannot assume any responsibility for damage or theft of these electronic devices. Devices can be confiscated if they are on a student's person or seen being used in school.

FOOD / DRINK
(See Board Policy 246 School Wellness for additional information)
- Drinking water is permitted, as well as eating snacks that do not distract from the learning environment.
- Energy drinks and caffeinated sodas are prohibited.
- Beverages are subject to inspection
- Absolutely NO glass containers allowed in school.

FREEDOM OF EXPRESSION

(See Board Policy 220 Student Expression/Dissemination of Materials)
Students have the right to express themselves unless such expression directly interferes with the educational process, threatens immediate harm to the welfare of the school or community, is unlawful activity, or interferes with another's rights. Comments and apparel that focus on drugs or alcohol, that are ethnically, racially, or sexually insulting, or in any way defame another individual, will not be tolerated.

INSUBORDINATION
Insubordination is defined as an act of disrespect or disobedience of authority. Lines of authority are absolutely necessary to the successful operation of a community. Teachers, administration, and staff are the authority to which students are responsible in the school community. Students have a right to appeal a decision concerning the authority, but are not to disobey authority until such an appeal is made and a decision rendered. Insubordination on the part of a student should be referred to the administration immediately. Insubordination results in disciplinary action.

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)
PBIS is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes.

To assure all students experience an excellent learning climate, we will continue to use our school-wide discipline plan. The primary purpose of school is to ensure that students develop to their full potential academically, social-emotionally, and physically. This development can best take place in an environment in which all persons feel safe. Many discipline problems can be minimized through prevention. Problem behavior should be handled quickly and decisively as teachers and administrators intervene and restore a supportive learning atmosphere. Compliance with these requirements is mandatory.

A variety of resources are available to help address behavioral incidents. The school discipline plan includes differentiation between minor and major behavioral incidents. Our process includes individualized handling of major and minor behaviors through our Office Discipline Referral (ODR) system. Minor behaviors are managed by the teacher/staff members while major behaviors are managed by administrators. All efforts are made to respond to student behavior needs in a way that is in line with district guidelines and is individualized and restorative. A matrix of expected school-wide behaviors will be reviewed with students at the beginning of the school year and a copy will be sent home for parents and guardians to review.

TECHNOLOGY, ACCEPTABLE USE
(See Board Policy 815 Acceptable Use of Internet, Computers and Network Resources)
The Board supports use of the computers, Internet, and other network resources in the district's instructional and operational programs in order to facilitate learning, teaching, and daily operations through interpersonal communications and access to information, research, and collaboration.

The district provides students, staff, and other authorized individuals with access to the district's computers, electronic communication systems and network, which includes Internet access, whether wired or wireless, or by any other means.

For instructional purposes, the use of network facilities shall be consistent with the curriculum adopted by the district as well as the varied instructional needs, learning styles, abilities, and developmental levels of students.

The Board declares that district Internet, computer, and network use is a privilege, not a right. The district's computer and network resources are the property of the district. Users shall have no expectation of privacy in anything they create, store, send, delete, access, receive, or display on or over the district's Internet, computers, or network resources, including personal files. The district reserves the right to monitor, track, and log network access and use on district computers and network resources; monitor file server space and file storage utilization by district users; or deny access to prevent unauthorized, inappropriate, or illegal activity and may revoke access privileges and/or administer appropriate disciplinary action. The district shall cooperate to the extent legally required with the Internet Service Provider (ISP), local, state, and federal officials in any investigation concerning or related to the misuse of the district's Internet, computers, and network resources.

GUIDELINES
District computers and network accounts shall be used only by the authorized user of the computer or account for its

approved purpose. Network users shall respect the privacy of other users on the system.

SECURITY

System security is protected through the use of passwords and/or encryption and district security procedures. Failure to adequately protect or update passwords could result in unauthorized access to personal or district files. To protect the integrity of the system, these guidelines shall be followed:

- Employees and students shall not reveal their passwords to another individual.
- Users are not to use a computer that has been logged in under another user.
- Any user identified as a security risk or having a history or problems with other computer systems or network systems may be denied access to the district's computers and network resources.

SAFETY

It is the district's goal to protect users of the network from harassment and unwanted or unsolicited electronic communications. Any network user who receives threatening or unwelcome electronic communications or inadvertently visits or accesses an inappropriate site shall report such immediately to a teacher, building administrator, or other appropriate school staff. Network users shall not reveal personal information to other users on the network or Internet, including chat rooms, email, social networking websites, etc.

THREAT

(See Board Policy 218.2 Terroristic Threats)
(See Board Policy 236.1 Threat Assessment)

The Board recognizes the danger that terroristic threats by students present to the safety and welfare of district students, staff and community. The Board acknowledges the need for an immediate and effective response to a situation involving a terroristic threat.

In all cases of terroristic threats, where a student's behavior indicates a threat to the safety of the student, other students, school employees, school facilities, the community or others, district staff shall report the student to the threat assessment team, in accordance with applicable law and Board policy.

TOBACCO AND VAPING

(See Board Policy 222 Tobacco and Vaping Products)

The Board recognizes that tobacco and vaping products, including electronic cigarettes, present a health and safety hazard that can have serious consequences for users, nonusers and the school environment. The purpose of this policy is to prohibit student possession, use, purchase and sale of tobacco and vaping products.

The Board prohibits possession, use, furnishes by purchase, gift, or other means, or sale of tobacco products, regardless of whether such products contain tobacco or nicotine, by or to students at any time in a school building; on school buses or other vehicles that are owned, leased or controlled by the school district; on property owned, leased or controlled by the school district; or at school-sponsored activities that are held off school property.

A student who violates this policy shall be subject to prosecution initiated by the district and, if convicted, shall be required to pay a fine for the benefit of the district, plus court costs. In lieu of the imposition of a fine, the court may admit the student to an adjudication alternative.

School counselors shall provide students who have violated this policy with information regarding available tobacco cessation programs.

WEAPONS

(See Board Policy 218.1 Weapons)

The Board recognizes the importance of a safe school environment relative to the educational process. Possession of weapons in the school setting is a threat to the safety of students and staff and is prohibited by law.

The Board prohibits students from possessing and bringing weapons and replicas of weapons into any district buildings, onto school property, to any school-sponsored activity and onto any public vehicle providing transportation to or from school or a school-sponsored activity, or while the student is coming to or from school.

REPORTING

Law Enforcement Incident Report -
The Superintendent or designee shall immediately report incidents involving weapons on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the law enforcement agency that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with law enforcement and Board policies.

Parental Report - Direct Involvement -
The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving weapons as a victim or suspect immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether or not the law enforcement agency that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.

Additional Parental and Employee Notifications -
The Superintendent or designee shall, in accordance with applicable law, ensure notification of an incident involving possession of a weapon on school property, at a school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity, to employees and parents/guardians of students, as follows:

1. Incident occurring at a school building - Notification to parents/guardians of students enrolled in or attending that school building and school employees assigned to that building.
2. Incident occurring at a school building that shares a campus with other school buildings - Notification to parents/guardians of students enrolled or attending and school employees assigned to any building on the shared campus.
3. Incident occurring at a school-sponsored activity or on a public conveyance providing transportation to or from a school or school-sponsored activity - Notification to the appropriate population of parents/guardians and school employees. Notification is not required if the incident is not directly related to the school-sponsored activity or the students or staff involved in the activity.

SCHOOL JURISDICTION AND TRANSPORTATION
All rights, responsibilities, and regulations shall apply to students:
1. On the school grounds during and immediately before or immediately after school hours;
2. On the school grounds as either a spectator or participant at any other time when school is being used by a school group;
3. Off the school grounds at any school activity, function, or event as a participant or spectator; and
4. During the time required going to and from the home, including time spent at bus stops and on school bus transportation. To promote safety on buses, students may be monitored by a video and audio surveillance system. In order for students to ride on a bus to which they are not assigned, a parent/guardian must follow the bus pass procedures. Students will not be permitted to ride a bus without this pass.

SCHOOL PROPERTY
During the school year students are loaned a variety of school supplies. All school supplies loaned to students should be returned in the same condition (except for reasonable wear) as when loaned to the student. If a book or other equipment is returned damaged due to misuse or abuse, the student is required to pay for its repair. When the damage is too extensive for repair or the item has been lost, the student must pay for its replacement. If a lost item is found, the money is refunded.

WITHDRAWALS – CHANGE OF ADDRESS
Students who move within the district during the school year must report the change of address to the office. Items needed for change of address are listed on the District website. Students who plan to move out of the district should notify the office for further instructions. Upon a request from the new school, a transcript of school record and report cards will be sent.

Middle School (6-8)
2026-2027 Handbook

Table of Contents

Article 1 – IMPORTANT INFORMATION AND LEGAL NOTICES

1.1 School Board Policy
1.2 School Board Approval of Handbook and Code of Student Conduct
1.3 Anti-Discrimination Notice
1.4 Sexual Harassment; Sexual Misconduct and Sexual Assault
1.5 Student Records
1.6 Release of Student Information
1.7 Student Privacy and the Protection of Pupil Rights Amendment ("PPRA")
1.8 English as a Second Language
1.9 Special Education Programs and Services
1.10 Wellness
1.11 Child Nutrition Programs
1.12 Children's Internet Protection Act ("CIPA")
1.13 Student Services
1.14 Allergies
1.15 Asbestos Hazard Emergency Response Act ("AHERA")
1.16 Audio Recordings on Buses and Vehicles

Article 2 – DEFINITIONS, CONSTRUCTION, & BURDEN OF PROOF

2.1 Definitions
2.2 Rules of Construction
2.3 Governing Rules, Conflict Between or Among Governing Documents.
2.4 Burden of Proof
2.5 Legal Citations

Article 3 – DISCIPLINARY CONSEQUENCES; EXCLUSIONS FROM SCHOOL

3.1 Types of Discipline
3.2 Additional Consequences
3.3 Determination of Discipline and Other Consequences
3.4 Legal Duties and Consequences
3.5 Behavior/Education/Attendance Contracts
3.6 Restorative Practices
3.7 Duty of Cooperation
3.8 Students with Disabilities
3.9 Suspensions
3.10 Expulsion
3.11 Exclusion from Classes—In-School Suspension
3.12 Hearings

Article 4 – DAILY SCHOOL LIFE

4.1 Announcements
4.2 Cafeteria
4.3 Candy, Food, And Drink
4.4 Care of School Property
4.5 Hall Passes
4.6 Hall Traffic
4.7 Lavatories
4.8 Lockers
4.9 Lost and Found
4.10 Field Trips
4.11 Sales Campaign/Fundraising
4.12 School Dances and Social Events
4.13 Student Meetings
4.14 Visitors

Article 5 – SCHOOL RULES AND REGULATIONS

5.1 Attendance
5.2 Grading and Course Selection
5.3 Transportation
5.4 Telephones
5.5 Electronic Devices

Article 6 – HEALTH AND SAFETY

6.1 Generally
6.2 Emergency Closing of School, Delays, And Early Dismissals
6.3 School Messenger Phone System
6.4 Health Services
6.5 Medication
6.6 Insurance

Article 7 – STUDENT DISCIPLINE

7.1 Philosophy
7.2 Academic Dishonesty, Cheating
7.3 Student Dress
7.4 Disciplinary Matrix and Rules
7.5 Drugs and Alcohol
7.6 Fighting
7.7 Bullying/Cyberbullying, Harassment and Threats
7.8 Tobacco/Nicotine Products; e-Cigarettes and e-Cigarette Paraphernalia
7.9 Searches

7.10 Acceptable Use of School Computers, Computer Offenses
7.11 Act 17 of 1994: Institutional Vandalism and Criminal Mischief
7.12 Forgery

Article 8 – EXTRACURRICULAR ACTIVITIES

8.1 Athletic Director
8.2 Registration
8.3 Physical Examination
8.4 Philosophy
8.5 Specific Objectives
8.6 Procedures for Reporting Concerns and Problems
8.7 Pennsylvania Interscholastic Athletic Association ("PIAA")
8.8 Participation in Extracurricular Activities Is a Privilege
8.9 Coordination of School Discipline and Extracurricular Activity Discipline
8.10 Academic Eligibility
8.11 Attendance Eligibility
8.12 Conduct Expectations
8.13 Prohibited Conduct
8.14 Duty of Cooperation
8.15 Violations of Rules Contained in this Handbook
8.16 Minor Violations
8.17 Tobacco
8.18 Tobacco, Nicotine Products, Alcohol, Controlled Substances, and Paraphernalia
8.19 Policy 227
8.20 Parties and Gatherings
8.21 Self-referral
8.22 Theft
8.23 Crimes
8.24 Citations or Arrests
8.25 Electronic Communications
8.26 Procedures
8.27 Timing of Extracurricular Discipline
8.28 School Discipline
8.29 Good Citizenship
8.30 Expulsion & Suspension
8.31 Team Rules
8.32 Transportation
8.33 Trying Out, Quitting, & Removal
8.34 Uniforms & Equipment
8.35 Insurance for Students in Interscholastic Sports
8.36 Physicals
8.37 ImPACT TESTING (Grades 9 – 12)
8.38 Medical Excuses

Article 1 IMPORTANT INFORMATION AND LEGAL NOTICES

Section Contents

1.1 School Board Policy
1.2 School Board Approval of Handbook and Code of Student Conduct
1.3 Anti-Discrimination Notice
1.4 Sexual Harassment; Sexual Misconduct and Sexual Assault
1.5 Student Records
1.6 Release of Student Information
1.7 Student Privacy and the Protection of Pupil Rights Amendment ("PPRA")
1.8 English as a Second Language
1.9 Special Education Programs and Services
1.10 Wellness
1.11 Child Nutrition Programs
1.12 Children's Internet Protection Act ("CIPA")
1.13 Student Services
1.14 Allergies
1.15 Asbestos Hazard Emergency Response Act ("AHERA")
1.16 Audio Recordings on Buses and Vehicles

1.1 School Board Policy

In accordance with sections 510 and 511 of the School Code, 24 P.S. 5-510, 5-511, and other Applicable Law, the Board of School Directors ("the School Board") has adopted policies governing the operations of the Quakertown Community School District ("the School District"). The School Board's Policy Manual can be found on the School District's website.

Important information that may not be contained in this Handbook can be found on the School District's website and in the School Board Policy Manual posted on the website.

1.2 School Board Approval of Handbook and Code of Student Conduct

The School Board adopted and approved this Handbook and Code of Student Conduct in accordance with 22 Pa. Code 12.3 at a public School Board meeting that occurred on Wednesday, August 27, 2025.

1.3 Anti-Discrimination Notice

The School District complies with Applicable Law and does not discriminate on the basis of race, color, national origin, age, disability, sex, sexual orientation, gender expression or transgender status, or on the basis of any other legally protected status. The School District does not exclude people or treat them differently because of race, color, national origin, age, disability, sexual orientation, gender expression or transgender status, or on the basis of any other legally protected status. Transgender students will not be excluded from bathrooms or locker rooms or other facilities consistent with their gender identity. See, Doe by & through Doe v. Boyertown Area Sch. Dist., 897 F.3d 515 (3d Cir. 2018). All students, cisgender, and transgender will have alternative privacy facilities provided if they desire a degree of privacy not available in the usual bathrooms, locker rooms or other facilities. See Policies 103 and 104 for more information and complaint processes.

The following administrator has been designated to handle complaints and inquiries regarding the School Board's anti-discrimination policies:

Dr. Lisa Hoffman
Superintendent
Quakertown Community School District
100 Commerce Drive
Quakertown, PA 18923
(215) 529-2005 | lhoffman@qcsd.com

1.4 Sexual Harassment; Sexual Misconduct and Sexual Assault

Definitions:

- **Sexual harassment**

  Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

  - A School District employee conditions the provision of an aid, benefit, or service of the School District on an individual's participation in unwelcome sexual conduct (sometimes referred to as quid pro quo sexual harassment);
  - Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity (sometimes referred to as "hostile environment" sexual harassment); or "Sexual assault" (see below) as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

- **Sexual misconduct**

  Sexual misconduct means conduct and speech of a sexual nature that does not rise to the level of sexual harassment as defined in this 1.5.1.1 and that is not protected under Applicable Law.

- **Sexual assault**

  Sexual assault means and includes any of the offenses specified under the following provisions of the Pennsylvania Crimes Code, 18 Pa.C.S.A. (relating to crimes and offenses): (a) Section 3121 (relating to rape); (b) Section 3122.1 (relating to statutory sexual assault); (c) Section 3123 (relating to involuntary deviate sexual intercourse); (d) Section 3124.1 (relating to sexual assault); (e) Section 3125 (relating to aggravated indecent assault); and (f) Section 3126 (relating to indecent assault).

Prohibitions

Sexual harassment, sexual misconduct, and sexual assault are strictly prohibited. See School Board Policy 104 for more information relating to the prohibitions of sexual harassment and other forms of unlawful discrimination.

Examples

Under the definitions stated in 1.5.1.1, sexual harassment may take many forms and occur in many situations. It is possible that there may be "student-on-student" sexual harassment, that an employee may sexually harass a student, or that there may be "same sex" sexual harassment—meaning that a girl sexually harasses another girl, or a boy sexually harasses another boy. All forms of sexual harassment or sexual misconduct as defined in 1.5.1.1 are prohibited.

Reporting Sexual Harassment; Complaints.

- **Victims**
  Any student who believes that he or she is a victim of sexual harassment, sexual assault, or sexual misconduct is encouraged to file a complaint.
- **Witnesses**
  Witnesses, including students, employees, and visitors, are encouraged to report sexual harassment, sexual assault, or sexual misconduct. All such complaints or reports are to be made to the Title IX Coordinator.
- **Title IX Coordinator**
  The School District's Title IX Coordinator and her contact information is as follows:

  Dr. Lisa Hoffman
  Superintendent
  Quakertown Community School District
  100 Commerce Drive
  Quakertown, PA 18923
  (215) 529-2005 | lhoffman@qcsd.com

1.5 Student Records

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. Subject to the terms and conditions of Applicable Law, these rights include: (a) the right to inspect and review; (b) the right to amend; (c) the right of prior consent; and (d) the right to file a complaint.

Inspection and Review

The right to inspect and review the student's education records within 45 days after the day the School District receives a request for access. Parents or eligible students who wish to inspect their child's or their education records should submit to the Principal or other appropriate School District official, a written request that identifies the records they wish to inspect. The school official will arrange for access and notify the Parent or eligible student of the time and place where the records may be inspected.

Amendment

The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the School District to amend their child's or their education record should write the school Principal or appropriate School District official, clearly identify the part of the record they want changed, and specify why it should be changed. If the School District decides not to amend the record as requested by the parent or eligible student, the School District will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

Prior Consent

The right to provide written consent before the school discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests.

Such a school official typically includes a person employed by the school or school School District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel), and, in certain situations, a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Complaints to the United States Department of Education

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue
SW Washington, DC 20202

FERPA

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student:

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of 99.34. (99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to 99.38. (99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to 99.36. (99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under 99.37 are met. (99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C.

1232g(b)(1)(K))

More information regarding student records is contained in School Board Policies 216 (regarding student records) and 216.1 (regarding supplemental discipline records) and may be obtained by contacting the following administrator:

Dr. Jason Magditch - 6th Grade House Principal
(267) 371-1202

1.6 Release of Student Information

Military Recruiters

The School District is required to provide names, addresses, and telephone numbers to military recruiters of our current junior and senior students periodically. Families have the choice to opt out of this release of information. Parents must send a letter in writing twenty (21) days before the list becomes available to the military branches. In order to make this easier, a letter will be mailed home to all juniors during the summer. A return response within the deadline is only necessary if the parent is refusing release of this information. See Policies 216 and 250 for more information.

Local Tax Collectors

At the end of the school year, the local tax collectors require a list from the school of all graduating seniors. This is mandatory and will be sent during the summer months.

Directory Information

FERPA requires that the School District, with certain exceptions, obtain your written consent prior to the disclosure of PII from your child's education records. However, the School District may disclose appropriately designated "directory information" without written consent, unless you have advised the School District to the contrary in accordance with School District procedures. The primary purpose of directory information is to allow the School District to include information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.
- Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies ("LEA's") receiving assistance under the Elementary and Secondary Education Act of 1965, as amended ("ESEA") to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. See 20 U.S.C. 7908 and 10 U.S.C. 503(c).

If you do not want the School District to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify the School District in writing Prior to the start of school each school year. The School District has designated the following information as directory information:

- Student's name;
- Address;
- Telephone listing;
- Electronic mail address;
- Photograph;
- Date and place of birth;
- Major field of study;

- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports;
- Weight and height of members of athletic teams;
- Degrees, honors, and awards received;
- The most recent educational agency or institution attended;
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user; and
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

1.7 Student Privacy and the Protection of Pupil Rights Amendment ("PPRA")

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- Consent is required before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–
    - Political affiliations or beliefs of the student or student's parent;
    - Mental or psychological problems of the student or student's family;
    - Sex behavior or attitudes;
    - Illegal, anti-social, self-incriminating, or demeaning behavior;
    - Critical appraisals of others with whom respondents have close family relationships;
    - Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
    - Religious practices, affiliations, or beliefs of the student or student's parent; or
    - Income, other than as required by law to determine program eligibility.
- Receive notice and an opportunity to opt a student out of –
    - Any other protected information survey, regardless of funding;
    - Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
    - Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)
- Inspect, upon request and before administration or use –
    - Protected information surveys of students and surveys created by a third party;
    - Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
    - Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The School District has and adopted policies, in consultation with parents, regarding these rights, see Policy 235.1, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

The School District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes through InfoSnap.

The School District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation in the specific activity or survey. The School District will make this notification to parents at the beginning of the school year if the School District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys.

Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution;
- Administration of any protected information survey not funded in whole or in part by the U.S. Department of Education; and
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue
SW Washington, D.C. 20202

1.8 English as a Second Language

English Language Learners ("ELL's") in the School District's English Language Development ("ELD") Program have equal access to the full school curriculum, extra-curricular activities, career education, and technology including guidance materials, registration forms, schedules, handbooks, and safety instructions.

Additional information regarding English Language Development programs and services is contained in School Board Policy 138 and may be obtained from:

Kelly Cramer
Director of Teaching and Learning
Quakertown Community School District
100 Commerce Drive
Quakertown, 18951
(215) 529-2664 | kcramer@qcsd.org

1.9 Special Education Programs and Services

The School District provides special education programs and services to meet the needs of students identified as eligible under the Individuals with Disabilities Education Act ("IDEA") and/or state regulations. Procedures followed in determining eligibility and programming are in accordance with Title 22 PA Code, Chapters 14 and 16.

Eligibility is generally determined through a multi-disciplinary evaluation, of which parents are an integral part. Following the multi-disciplinary evaluation, a conference is held to determine whether or not the student is eligible and in need of services. Procedural safeguards are issued at each step of the process to ensure the rights of the parents and students are protected.

The School District provides inclusion for students in accordance with Applicable Law. Inclusion is matching students appropriately in the least restrictive academic and social environment, providing whatever supports are necessary, and utilizing adaptations and accommodations – which constitute specially designed instruction resulting in positive outcomes for all students and staff. The process includes ongoing evaluation (including formal and/or informal assessments) to determine the current program's success and the need for program change if necessary.

The School District ensures the protection of the confidentiality of personally identifiable information. Records are maintained, stored, destroyed, or accessed in compliance with FERPA and other Applicable Law.

The IDEA requires the School District at certain times to provide parents of children with disabilities a copy of the School District's procedural safeguards identifying the procedural rights under the IDEA and Applicable Law. The School District's Procedural Safeguards Notice is on the School District's website.

Additional information regarding Special Education Programs and Services is contained in Policies 113 (regarding Special Education), 113.1 (regarding Discipline of Students with Disabilities), 113.2 (regarding behavior support), 113.3 (regarding screenings and evaluations), 113.4 (regarding confidentiality), and 114 (regarding gifted education). These Policies and relevant information may be obtained from:

Carolyn Staffieri
Director of Student Services & Transportation
Quakertown Community School District
100 Commerce Drive
Quakertown, 18951
(215) 529-2195 | cstaffieri@qcsd.org

1.10 Wellness

The School District has a wellness program in accordance with the Healthy, Hunger-Free Kids Act. 42 U.S.C.A 1751-1769. See Policy 246.

Wellness Committee

The School District has a Wellness Committee comprised of one (1) of each of the following: School Board member, district administrator, district food service representative, student, parent/guardian, school health professional, physical education teacher, and member of the public. It is the goal that committee membership will include representatives from each school building and reflect the diversity of the community.

The Wellness Committee meets at least four (4) times per year and serves as an advisory committee regarding student health issues. It is responsible for developing, implementing and periodically reviewing and updating the School Wellness policy. The Wellness Committee reviews and considers evidence-based strategies and techniques in establishing goals for nutrition education and promotion, physical activity and other school-based activities that promote student wellness as part of the policy development and revision process.[3]

Advisory Health Council

The School District has an active Advisory Health Council to study student health issues and to assist in organizing follow-up programs. The Advisory Health Council may:

- examine related research, assess student needs and the current school environment, review existing Board policies and administrative regulations, and raise awareness about student health issues;
- make policy recommendations to the School Board related to other health issues necessary to promote student wellness;
- survey parents/guardians and/or students; conduct community forums or focus groups; collaborate with appropriate community agencies and organizations; and engage in similar activities, within the budget established for these

purposes; and

- provide periodic reports to the Superintendent regarding the status of its work

The following administrator is responsible for the School District's Wellness Program.

Lorie Olexson
Assistant Business Administrator
100 Commerce Drive
Quakertown, PA 18951
215-529-2032 | lolexson@qcsd.org

1.11 Child Nutrition Programs

The School District participates in the National School Lunch Program and the School Breakfast Program. Information related to eligibility and application for free and reduced price benefits are available on the School District's website.

The School District will make appropriate food service and/or meal accommodations to students whose disability restricts their diet in accordance with Applicable Law. See Board Policy 808.

If you have any questions regarding nutrition or food service, please contact the following administrator.

Lorie Olexson
Assistant Business Administrator
100 Commerce Drive
Quakertown, PA 18951
215-529-2032 | lolexson@qcsd.org

1.12 Children's Internet Protection Act ("CIPA")

CIPA was enacted by Congress to address concerns about children's access to obscene or harmful content over the Internet. CIPA imposes certain requirements on schools that receive discounts for Internet access or internal connections through the E-rate program – a program that makes certain communications services and products more affordable for eligible schools and libraries.

The School District may not receive the discounts offered by the E-rate program unless it certifies that it has an Internet safety policy that includes technology protection measures. The protection measures must block or filter Internet access to pictures that are: (a) obscene; (b) child pornography; or (c) harmful to minors (for computers that are accessed by minors). The School District was also required to certify that: (a) its Internet safety policies included monitoring the online activities of minors; and (b) its policies provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response. The School District's required policies are contained in Policy 815.

CIPA requires the School District to adopt and implement an Internet safety policy addressing:

- Access by minors to inappropriate matter on the Internet;
- The safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications;
- Unauthorized access, including so-called "hacking," and other unlawful activities by minors online;
- Unauthorized disclosure, use, and dissemination of personal information regarding minors; and
- Measures restricting minors' access to materials harmful to them.

The administrator in the School District responsible for compliance with CIPA is:

Joe Kuzo

Director of Technology
Quakertown Community School District
100 Commerce Drive
Quakertown, 18951
267-371-1271 | jkuzo@qcsd.org

Complaints

Filing a complaint. You have multiple options for filing a complaint with the FCC:

- File a complaint online at https://consumercomplaints.fcc.gov
- By phone: 1-888-CALL-FCC (1-888-225-5322); TTY: 1-888-TELL-FCC (1-888-835-5322); ASL: 1-844-432-2275
- By mail (please include your name, address, contact information and as much detail about your complaint as possible):

Federal Communications Commission Consumer and Governmental Affairs Bureau Consumer Inquiries and Complaints Division
45 L Street NE
Washington, DC 20554

1.13 Student Services

School Counseling

The School District's School Counseling Department is concerned with the educational, emotional, and social development of all students in relation to their school experience and complete preparation for successful living. The guidance counselors help the students develop a positive image and awareness of their abilities. They assist in giving direction to achieving successful educational and vocational experiences. Parent(s)s are encouraged to be involved in developing strong communication between home and school for the benefit of the student. Please feel free to contact our School Counselors,

- Strayer Middle School (Grades 7 and 8)
  - Student Last Name (A - G): Mrs. Kristi Carlson
  - Student Last Name (H - O): Mrs. Maureen Cloonan
  - Student Last Name (P - Z): Mrs. Melyce Lucchesi
  - The Academy at Quakertown – Andy Scappaticci
- 6th-Grade Center
  - Lillian LeFevre

should you have questions relative to the school's educational program or the services the school offers our students.

McKinney-Vento Homeless Assistance Act

The McKinney-Vento Homeless Assistance Act was enacted to aid homeless persons. The Act defines the term "homeless children and youth" broadly as individuals who lack a fixed, regular, and adequate nighttime residence. This may include families or students who live in a homeless shelter, who double-up with other people, who live in a car, empty building, bus or train station, or in a motel or campground, for example.

Eligible children have the right to:

- receive a free, appropriate education;
- enroll in school immediately, even if lacking documents normally required for enrollment;
- enroll in school and attend classes while the school gathers needed documents;
- enroll in the local school, or continue attending their school of origin if that is your preference;
- receive transportation to and from the school of origin, if requested;
- receive educational services comparable to those services provided to other students, according to the child's needs.

More information can be found in Policies 251 and 200 and on the School District's website.

If you believe you may be eligible, please contact the School District's Homeless Liaison or your school counselor to find out what services and supports may be available. The School District's Homeless Liaison is:

Mrs. Hailee Karg
School Social Worker
Quakertown Community School District

100 Commerce Drive
Quakertown, 18951
hkarg@qcsd.org

If the School District believes that the school you selected is not in the best interest of the student, the School District must provide you with a written explanation of its position and inform you of your right to appeal its decision.

1.14 Allergies

Definitions

The following terms have the following meanings:

- **Allergy**

  Allergy means a reaction to an otherwise harmless food, food component, or substance that involves the body's immune system. A reaction occurs when the body's immune system responds abnormally to any foreign substance. The body reacts by flooding the system with histamines and other chemicals to fight off what is perceived as an invader in the body. Allergic reactions are potentially life threatening. Reactions to food or food ingredients that do not involve the immune system are called food intolerance or sensitivities.

- **Anaphylaxis**

  Anaphylaxis means serious and rapid allergic reactions usually involving more than one part of the body which, if severe enough, can kill.

- **Serious Allergy**

  Serious Allergy means an allergy that poses a significant health or safety risk. An allergy that poses a significant health or safety risk means an allergy or allergies where exposure to nuts or other allergens will likely result in one or more of the following symptoms or conditions: (a) deterioration of consciousness; (b) difficulty breathing whether due to swelling in the throat or to asthma; (c) anaphylaxis or anaphylactic shock, from either obstruction to breathing or extremely low blood pressure; (d) swelling in the throat causing difficulty in swallowing or breathing; (e) the effects resulting from any of the foregoing; and/or (e) any other illness or disease that is not transitory or di minimus. Effects of exposure to nuts or other allergens that do not fall within the definition of a serious risk of health or safety include the following when none of the foregoing symptoms are conditions are likely to occur: (a) tingling feelings; (b) itchy nettle rash; (c) hives; (d) itching; (e) or any other symptom that is transitory and will not lead to any serious adverse health condition.

- **Food Intolerance**

  Food Intolerance means a metabolic disorder and does not involve the immune system. Lactose intolerance is one example of food intolerance. A person with lactose intolerance lacks an enzyme that is needed to digest milk or sugar. When the person eats milk products, symptoms such as gas, bloating, and abdominal pain may occur.

Please contact the Principal, the school nurse, or the Section 504 Coordinator for information related to Allergy(ies) and to secure appropriate accommodations and/or protections from risk. See Policy 209.1 for more information.

The Section 504 and ADA Coordinator is the following administrator:

Dr. Lisa Hoffman
Superintendent
Quakertown Community School District
100 Commerce Drive
Quakertown, PA 18923
(215) 529-2005 | lhoffman@qcsd.com

1.15 Asbestos Hazard Emergency Response Act ("AHERA")

AHERA required the School District to inspect schools for asbestos-containing building material and prepare management plans that make recommendations for the reduction of asbestos hazards. For more information about AHERA rules, the responsibilities of the School District and asbestos itself, please visit the EPA's website. Specifically, AHERA rules required the School District to take the following actions:

- Perform an original inspection and re-inspection every three years of asbestos-containing material;
- Develop, maintain, and update an asbestos management plan and keep a copy at the school;
- Provide yearly notification to parents, teachers, and employee organizations regarding the availability of the school's asbestos management plan and any asbestos abatement actions taken or planned in the school;
- Designate a contact person to ensure the responsibilities of the School District are properly implemented;
- Perform periodic surveillance of known or suspected asbestos-containing building material;
- Ensure that properly-accredited professionals perform inspections and response actions and prepare management plans;
- and Provide custodial staff with asbestos-awareness training.

The School District's AHERA Coordinator is:

Rob Christine
Director of Facilities
311 S. Ninth Street
Quakertown, PA 18951
215-529-2008 | rchristine@qcsd.org

The Director of Facilities has on file the type, amount, and location of any asbestos-containing materials within that building. This "Management Plan" of identification and appropriate handling has been approved by the School Board and is available for review to the public upon request.

1.16 Audio Recordings on Buses and Vehicles

As allowed by section 5704 of the Crimes Code, 18 Pa.C.S.A. 5704, the School District} equips its school buses and vehicles with audio-recording equipment. Video and audio surveillance equipment may be installed on any school bus or school vehicle, and events or actions captured on videotape and/or audio may be used for disciplinary or security purposes. See Policy 810.2.

Article 2 DEFINITIONS, CONSTRUCTION, & BURDEN OF PROOF

Section Contents

2.1 Definitions
2.2 Rules of Construction
2.3 Governing Rules, Conflict Between or Among Governing Documents.
2.4 Burden of Proof
2.5 Legal Citations

2.1 Definitions

The following terms in this Handbook when capitalized herein shall have the following meanings unless the context clearly indicates otherwise. The terms and conditions of this Handbook are to be interpreted in accordance with the following definitions, definitions elsewhere in this Handbook, and the rules of construction set forth herein.

ADA

"ADA" means the Americans with Disabilities Act and its implementing regulations. 42 U.S.C.A. 12101 et seq.

Applicable Law

"Applicable Law" means any federal, state or local law, regulation, ordinance, Order, policy or the holding of any court decision that is applicable to the situation, including applicable constitutional provisions.

At School

Except when Applicable Law requires otherwise, "At School" means any of the following:

- any time, at or away from school, over which the School District has authority to discipline students under Applicable Law, including when attending school remotely from home or other location;
- whenever the student is at school at any time during the school day or at any activities of the School District, such as school trips, Extracurricular Activities, etc.;
- when a student is coming to or returning from school or any School District activity;
- while a student is at any school bus stop;
- while a student is on any school bus or school vehicle; or
- conduct by a student that occurs away from school, but that becomes connected with school and/or causes a disruption at school or involves a situation for which the School District is required to act under Applicable Law;

Code of Student Conduct

"Code of Student Conduct" means and includes all rules contained in this Handbook regarding student conduct or rules of the school or School District contained in this Handbook or adopted by the School Board after adoption and approval of this Handbook, all as may be amended from time-to-time.

Crime(s)

"Crime(s)" means any crime as defined in Pennsylvania or Federal law, other than summary offenses relating to driving. The term includes any "Delinquent Act" as defined in the Juvenile Act. See 42 Pa.C.S.A. 6302.

Extracurricular Activities

"Extracurricular Activities" means exercises, athletics, or games of any kind, school publications, debating, forensic, dramatic, musical, and other activities related to the school program, including raising and disbursing funds for any or all of such purposes and for scholarships, organizations, clubs, societies and groups of the members of any class or school that are subject to section 511 of the School Code, 24 P.S. 5-511. The term includes any activity within the authority of the School Board under section 511 of the School Code and includes interscholastic athletics.

Extracurricular Discipline

"Extracurricular Discipline" means and includes any discipline or sanction imposed regarding a student's participation in Extracurricular Activities, including any reasonable sanction, extra workouts, suspension from practices, meetings or competitions, or temporary or permanent removal from Extracurricular Activity(ies).

Handbook

"Handbook" means both this Handbook and the Code of Student Conduct contained herein.

Parent(s)

Except as otherwise defined in this Handbook for particular situations, "Parent(s)" means natural or adoptive Parents, guardians or others who have custody or control of the student and includes those within the definition of a "Parent(s)" in 34 C.F.R. 300.30.

Policy

"Policy" means any policy as adopted by the School Board and that is contained either in the policy manual as published on the School District's website or that is contained in or approved by any action of the School Board at a public meeting.

Required by Law

"Required by Law" means a mandate contained in law that compels the School District to act or refrain from acting and that is enforceable in a court of law. "Required by Law" includes court orders and court-ordered warrants; subpoenas or summons issued by a court, grand jury, a governmental or an administrative body; conditions for participation in any program agreed upon by the School District or imposed upon the School District for participating in the program; and terms of assurances made by the School District to any state or federal agency.

Principal

"Principal" means the School Principal and Assistant Principal(s) and any interim or substitute Principal or the designee of any of them.

School Discipline

"School Discipline" means and includes all discipline allowed by Applicable Law regarding school, including detention, in-school suspension, out-of-school suspension, expulsion and assignment to an alternative program for disruptive youth.

School District

"School District" means the Quakertown Community School District.

School

"School" means the any school within the Quakertown Community School District

School Board

"School Board" means the Board of School Directors of the School District.

Section 504

"Section 504" means section 504 of the Rehabilitation Act of 1973 and its implementing regulations. See 29 U.S.C.A. 794, 34 C.F.R., Part 104, 22 Pa. Code, Chapter 15.

Season

"Season" means: (a) in the case of a sport or activity that has a set schedule of games, tournaments or contests, it means that number of games, tournaments or contests scheduled during the regular season or the equivalent of a regular season; (b) in the case of an activity that does not have a set schedule of games, tournaments or contests, it means that amount of time between when the activity is scheduled to begin in any school year and when the activity is expected to end in any school year; or (c) in the case where the foregoing definitions would not be applicable or equitable, the coach and/or Principal may determine an appropriate time period for that is meant by the word "Season."

Sexual Assault

"Sexual Assault" means the following offenses specified under the following provisions of the Crimes Code:

- Section 3121 (relating to rape).
- Section 3122.1 (relating to statutory sexual assault);
- Section 3123 (relating to involuntary deviate sexual intercourse);
- Section 3124.1 (relating to sexual assault);
- Section 3125 (relating to aggravated indecent assault); or
- Section 3126 (relating to indecent assault).

Supportive Measures

"Supportive Measures" means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the recipient's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The recipient must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide the supportive measures.

Weapon(s)

"Weapon(s)" means and includes any knife, cutting instrument, cutting tool, nunchuck stick, firearm, shotgun, rifle, look alike/facsimile weapon, and any other tool, instrument, or implement capable of inflicting serious bodily injury. The term "Weapon(s)" also includes bombs or other explosive devices.

2.2 Rules of Construction

For purposes of this Handbook, (a) the words "include," "includes" and "including" are deemed to be followed by the words "without limitation"; (b) the word "or" is not exclusive; and (c) the words "herein," "hereof," "hereto" and "hereunder" refer to this Handbook as a whole.

Unless the context otherwise requires, references herein: (a) to Articles, sections and paragraphs mean the Articles, sections of and paragraphs of this Handbook; and (b) to a statute means such statute and any successor legislation thereto and any regulations promulgated thereunder.

Whenever the masculine is used in this Handbook, the same shall include the feminine and whenever the feminine is used herein, the same shall include the masculine, where appropriate. Whenever the singular is used in this Handbook, the same shall include the plural, and whenever the plural is used herein, the same shall include the singular, where appropriate.

The School District does not intend an interpretation that is in violation of Applicable law or that is unreasonable or absurd. Where a provision is ambiguous such that there are two or more reasonable interpretations of the provision, the School District does not intend the interpretation that would be inconsistent with or in violation of Applicable Law.

Notwithstanding anything herein to the contrary, specific disciplinary consequences connected to any conduct described in this Handbook shall not be considered to the exclusive consequences that may be imposed. Any stated consequence may be increased to a harsher consequence or decreased to a reduced consequence considering relevant mitigating circumstances or aggravating circumstances. In all instances, all relevant factors shall be considered before imposing discipline, including the standards set forth in this Handbook.

2.3 Governing Rules, Conflict Between or Among Governing Documents.

This Handbook, together with any other documents specifically and expressly incorporated herein by reference, and all related or cited School Board Policies, constitute the Code of Student Conduct. School Board Policies shall at all times take precedence over this Handbook, whether such policies were adopted before or after the adoption of this Handbook.

In the event of any inconsistency between the statements in the body of this Handbook and any School Board Policy, the School Board Policy shall control. In the event of any inconsistency between the statements in the body of this Handbook and any other documents specifically and expressly incorporated herein by reference, the terms and conditions of the applicable School Board Policy shall control; and where no School Board Policy directly addresses the inconsistency, the terms and conditions in the body of this Handbook shall control.

2.4 Burden of Proof

The School District will apply a preponderance of evidence standard in determining whether there has been an infraction or violation of any of the rules in this Handbook.

2.5 Legal Citations

Legal citations are contained in this handbook in order to assist parents and students to engage in further research and for purposes of clarity. To assist in the understanding of the legal citations, the School District offers the following information. The School District will follow the accepted citation conventions described herein when citing Applicable Law.

Federal Law

- **Statutes**

  Federal statutes are compiled in the "United States Code Annotated" ("U.S.C.A.") Each volume is numbered, and the volume number is placed before the acronym U.S.C.A. Laws regarding education are generally found in volume 20 of the U.S.C.A. Sections are designated with the symbol and follow the acronym "U.S.C.A." The Individuals with Disabilities Education Act ("the IDEA") begins with 20 U.S.C.A. 1401, for example.

- **Regulations**

  Federal regulations are compiled in the "Code of Federal Regulations: ("C.F.R.") Volume numbers appear before "C.F.R." and section numbers appear after. Regulations applicable to education generally appear in volume 34 of the C.F.R. Volumes are generally referred to as "Titles." Consequently, federal education regulations generally appear in Title 34 of the C.F.R. For example, the regulations implementing the IDEA begin at 34 C.F.R. 300.1. Groups of federal regulations that relate to a single subject are grouped in "Parts." Regulations relating to special education, for example, are in Part 304. That would be cited as 34 C.F.R., Part 304.

State Law

- **Statutes**

  State statutes are contained in one of two different compilations—one referred to as "Purdon's Statutes" ("P.S.")(referring to the original publisher of the statutes), and the other referred to as the "Pennsylvania Consolidated Statutes Annotated" ("Pa.C.S.A."). The numbering convention is similar to the federal system with the volume number first, followed by either "P.S." or "Pa.C.S.A.", followed by the section number. The state education laws are generally found in volume 24 and the School Code begins at 24 P.S. 1-101.

- **Regulations**

  State regulations are published in a compilation called the Pennsylvania Code ("Pa. Code"). The education regulations generally appear in volume 22. The volume numbers appear first, followed by "Pa. Code" and then by either the section or chapter number. The state regulations governing special education, for example, are found at 22 Pa. Code, Chapter 14.

Article 3 DISCIPLINARY CONSEQUENCES; EXCLUSIONS FROM SCHOOL

Section Contents

3.1 Types of Discipline
3.2 Additional Consequences
3.3 Determination of Discipline and Other Consequences
3.4 Legal Duties and Consequences
3.5 Behavior/Education/Attendance Contracts.
3.6 Restorative Practices
3.7 Duty of Cooperation
3.8 Students with Disabilities
3.9 Suspensions
3.10 Expulsion
3.11 Exclusion from Classes—In-School Suspension
3.12 Hearings

3.1 Types of Discipline

Any student who violates any rule contained in this Handbook or class rules established by the teacher shall be subject to discipline. Discipline may take the form of (i) class discipline as determined by a teacher; (ii) suspension or termination of privileges; (iii) detention before or after school or on Saturday; (iv) restitution; (v) student conference; (vi) community service; (vii) assignment to the in-school suspension room; (viii) suspension from school; (ix) assignment to an alternative school; (x) reflective assignment; (xi) expulsion; (xii) removal or exclusion from extra-curricular or co-curricular activities; (xiii) removal from National Honor Society; (xiv) confiscation of contraband; (xv) removal or exclusion from a particular class, program, or activity; (xvi) transfer to an Alternative Educational Program for Disruptive Youth; or (xvii) such other discipline as may be appropriate. Additional conditions may be assessed with any discipline that is imposed. In the case of exclusions from school or activities, conditions may be imposed for readmission to School.

3.2 Additional Consequences

In addition to discipline, the School District may take the following actions: (i) Parent contact or meeting; (ii) referral to Pro-Team; (iii) peer mediation; (iv) referral to law enforcement; (v) referral to Juvenile Court; (vi) an apology; (vii) referral to guidance counselor or other support service; (viii) required and successful training; (ix) requirement for an evaluation to ensure that the student does not present a threat to himself/herself or others; (x) Supportive Measures; (xi) transfer to a different school; and (xii) other actions as deemed necessary by the School District.

3.3 Determination of Discipline and Other Consequences

Notwithstanding anything herein to the contrary, the disciplinary consequence will be determined based upon the consideration of relevant factors, which may include any one or more of the following: (i) the egregiousness of the student's conduct; (ii) the student's academic record; (iii) the student's past disciplinary record; (iv) mitigating factors; (v) aggravating factors; (vi) the student's true remorsefulness, or lack thereof; and (vii) the student's level of cooperation and/or acceptance of responsibility. The weight, if any, to be given to any relevant factor will be determined by the School District. The egregiousness of the student's conduct may be determined in accordance with the levels of offenses as described subsequently in this Code of Conduct. Although the levels of offenses shall be considered, they are not determinative. Instead, they are just one of the factors that will be considered.

The School District complies with Applicable Law regarding the imposition of disciplinary consequences.

Weapons

Under section 1317.2 of the School Code, school districts are compelled by law to expel, for a period of not less than one year, any student who is determined to have brought onto or is in possession of a weapon on any school property, any school-sponsored activity or any public conveyance providing transportation to a school or school-sponsored activity. 24 P.S. 13-1317.2. Further, the Superintendent is required to report weapons offenses to the Pennsylvania Department of Education.

Sexual Assault

Under section 1318.1 of the School Code, if a student enrolled in the School District is convicted or adjudicated delinquent of committing a sexual assault upon another student enrolled in the School District, the School District, will take one of the following actions: (i) expel the convicted or adjudicated student; (ii) transfer the convicted or adjudicated student to an alternative education program; (iii) reassign the convicted or adjudicated student to another school or educational program within the School District.; or (iv) any combination of the foregoing actions. See 24 P.S. 13-1318.1 and Policy 218.3.

3.4 Legal Duties and Consequences

Notwithstanding anything herein to the contrary, discipline, including suspension or expulsion, may be imposed by the School District for out-of-school conduct of the student when Required by Law or allowed by Applicable Law.

A student convicted of or adjudged delinquent for committing a Sexual Assault upon another student enrolled in the School District shall notify the Principal of the conviction no later than seventy-two (72) hours after the conviction or determination of delinquency.

A student arrested or charged with committing Sexual Assault shall notify the Principal of the arrest or charge no later than seventy-two (72) hours after the arrest or charge.

3.5 Behavior/Education/Attendance Contracts.

The School District may develop and require a student to enter into behavior/education/attendance contracts for students who exhibit repeated misbehavior and/or academic and attendance problems.

3.6 Restorative Practices

The student may be required to engage in restorative practices and processes.

3.7 Duty of Cooperation

Students have a duty of cooperation with the School District to: (a) answer questions asked by teachers, administrators, the School Resource Officer and the School Security officers; and (b) allow searches requested and to provide records or other materials when requested. A student's failure to cooperate is a basis for discipline in and of itself and will be considered to be an aggravating factor when combined with other infractions.

3.8 Students with Disabilities

Suspensions or expulsions affecting students with disabilities as defined in the Individuals with Disabilities Education Act ("IDEA") shall be governed by Applicable Law, including 22 Pa. Code 14.143 (relating to disciplinary placements) and 34 CFR 300.519—300.529 (relating to discipline procedures).

3.9 Suspensions

"Suspension" means exclusion from school for a period of from one (1) to ten (10) consecutive school days. See 22 Pa. Code 12.6, 12.7 and 12.8. For more information refer to Policy 233.

Suspensions may be imposed by the School Board, the Superintendent, the Principal, the Assistant Principal, or the House Principal.

Generally, a student may not be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond; provided, however, prior notice of the intended suspension need not be given when it is clear that the health, safety or welfare of the school community is threatened.

The Parent(s) and the Superintendent are notified immediately in writing when a student is suspended.

When a suspension exceeds three (3) school days, the student and Parent(s) shall be given the opportunity for an informal hearing consistent with Applicable Law.

Suspensions may not be made to run consecutively beyond the ten (10) school day period for any one infraction.

Students are responsible to make up exams and work missed while being disciplined by suspension and shall be permitted to complete these assignments as determined by the Principal, or other authorized administrator, including the Superintendent.

3.10 Expulsion

"Expulsion" means an exclusion from school for a period exceeding ten (10) school days and may be permanent expulsion. See 22 Pa. Code 12.6(b)(2). For more information refer to Policy 233.

Expulsions may be imposed only by the School Board after a hearing in accordance with Applicable Law. See 22 Pa. Code 12.8.

During the period prior to the hearing and decision of the School Board in an expulsion case, the student shall be placed in his normal class except as allowed under Applicable Law.

Students who are under eighteen (18) years of age are subject to the compulsory school attendance law even though expelled. See 22 Pa. Code 12.6(e).

The initial responsibility for providing the required education rests with the student's Parent(s), through placement in another school, tutorial or correspondence study, or another educational program approved by the Superintendent.

Within thirty (30) days of action by the School Board, the Parent(s) shall submit to the Superintendent written evidence that the required education is being provided in accordance with Applicable Law or that they are unable to do so. If the Parent(s) is unable to provide the required education, the School District shall, within ten (10) days of receipt of the notification, make provision for the student's education.

A student with a disability as defined in the IDEA shall be provided educational services as required by Applicable Law, including the IDEA (20 U.S.C.A. 1400 to 1482)

3.11 Exclusion from Classes: In-School Suspension

A student may not receive an in-school suspension unless the student has been informed of the reasons for the suspension and has been given an opportunity to respond before the suspension becomes effective. For more information refer to Policy 233.

Communication to the Parent(s) shall reasonably promptly follow the suspension action taken by the school.

When the in-school suspension exceeds ten (10) consecutive school days, an informal hearing with the Principal shall be offered to the student and the student's parent or guardian prior to the eleventh (11th) school day in accordance with Applicable Law

The School District has the responsibility to make provision for the student's education during the period of the in-school suspension.

3.12 Hearings

General

Education is a statutory right, and students shall be afforded due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing. (This provision does not apply to exclusions or removals from extra-curricular activities that do not involve school discipline.) For more information refer to Policy 233.

Formal Hearings

A formal hearing is required in all expulsion actions. This hearing may be held before the School Board or an authorized committee of the School Board, or a qualified hearing examiner appointed by the School Board. When a committee or a hearing examiner conducts the hearing, a majority vote of the entire School Board is required to expel a student. The following due process requirements shall be observed with regard to the formal hearing:

- Notification of the charges shall be sent to the student's Parent(s) by certified mail;
- At least three (3) days' notice of the time and place of the hearing shall be given.
- A copy of the expulsion policy, notice that legal counsel may represent the student and hearing procedures shall be included with the hearing notice.
- A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension.
- The hearing shall be held in private unless the student or Parent(s) requests a public hearing.
- The student may be represented by counsel, at the expense of the Parent(s), and may have a Parent(s) attend the hearing.
- The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses if there are any.
- The student has the right to request that the witnesses appear in person and answer questions or be cross-examined.
- The student has the right to testify and present witnesses on his own behalf.
- A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is indigent.
- The hearing shall be held within fifteen (15) school days of the notification of charges, unless mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:
    - Laboratory reports are needed from law enforcement agencies;
    - Evaluations or other court or administrative proceedings are pending due to a student invoking his rights under the Individuals With Disabilities Education Act (20 U.S.C.A. 1400—1482); or
    - In cases in juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary due to the condition or best interests of the victim.
- Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

Informal Hearings

The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended.

The informal hearing is held to bring forth all relevant information regarding the event for which the student may be suspended and for students, their parents or guardians and school officials to discuss ways by which future offenses might be avoided.

The following due process requirements shall be observed in regard to the informal hearing:

- Notification of the reasons for the suspension shall be given in writing to the parents or guardians and to the student.
- Sufficient notice of the time and place of the informal hearing shall be given.

- A student has the right to question any witnesses who may be present at the hearing, but witnesses are not required for such a hearing.
- A student has the right to speak and produce witnesses on his own behalf.

Article 4 DAILY SCHOOL LIFE

Section Contents

4.1 Announcements
4.2 Cafeteria
4.3 Candy, Food, And Drink
4.4 Care of School Property
4.5 Hall Passes
4.6 Hall Traffic
4.7 Lavatories
4.8 Lockers
4.9 Lost and Found
4.10 Field Trips
4.11 Sales Campaign/Fundraising
4.12 School Dances and Social Events
4.13 Senior Pictures
4.14 Student Meetings
4.15 Visitors

4.1 Announcements

Announcements concerning school activities are made during morning announcements.For more information see Policy 220.

4.2 Cafeteria

Students should enter the cafeteria in a single line and take the last position in the line.

All food should be eaten at the table and none removed from the dining area or allowed to remain on the table.

Students may take their trays to the disposal window when finished and should return to their places at the table, remain seated, and refrain from loud talking until the ringing of the dismissal bell.

All money must be paid in the cafeteria or on the website, not in the school office.

When depositing money into a student's lunch account, we urge parents to write a check instead of cash. Checks can be sent directly to the "Quakertown Community Cafeteria."

Parents have the option of setting a daily spending limit on their child's account by contacting:

Elizabeth Toro
CFSM General Manager
Whitsons Culinary Group
Quakertown Community School District
Food Service ServSafe Proctor
251-529-2822 | etoro@qcsd.org

Free and reduced-price lunch applications are available in the School office.

4.3 Candy, Food, And Drink

Except when accommodations are made in accordance with either an IEP under the IDEA or a Service Agreement under Section 504, the consumption of candy, food, and drink in the classrooms is unacceptable. Water is the only refreshment allowed in classrooms.

4.4 Care of School Property

Because the books, materials, equipment, and furniture which you use are the property of the School District, any waste or misuse of the materials, or careless treatment of furniture and equipment results in a loss, not only to your parents who pay the bill, but also to you, because you have to use defaced desks and books.

Any student found marring, defacing or in any other way misusing/abusing the building or equipment, shall be required to restore it to original condition (by fixing it and/or paying for it), and shall be subject to further disciplinary action that may result in suspension, expulsion and/or recommendation for police involvement.

We also ask that you take care of the lawn, by picking up papers and staying off the grass. Take pride in the School! Keep the School clean, cheerful, and healthy; protect it from those who are careless.

4.5 Hall Passes

Students must sign out to leave the classroom. . These passes will be kept to a minimum. Any student found outside his/her designated classroom without a valid pass will be subject to disciplinary action.

At no time will students be permitted to wander through the school at will. Students must secure permission from the teacher before leaving a classroom.

Passes allowing students to report to another teacher, the Nurse, Guidance, Library, etc., will not be issued unless the receiving party is given prior notification. The receiving party must approve the request in order for the pass to be valid.

4.6 Hall Traffic

Halls must be kept free and clear of all obstacles and hazards and must be orderly at all times for the safety of students, staff, and visitors. The following rules must be followed:

- Sitting on the floor in the hallways is prohibited;
- Keep to the right at all times;
- Take the shortest route to your destination;
- Keep moving, don't stop to chat and block off those behind you;
- Do not shout, whistle, or engage in other forms of commotion;
- Do not run, shove, or trip others;
- Do not escort your girlfriend/boyfriend to class and then hurry to your room as there is not enough time for this practice; and
- Always be on your best behavior. It will mark you as a lady or gentleman and reflect credit upon the school and your parents.

4.7 Lavatories

All students must secure permission from the teacher before leaving a classroom; this includes leaving to use the restroom. Students must secure a hall pass.

Students are urged to use lavatories before homeroom, between classes, and during their lunch period. This cuts down on missing class, as well as reducing problems within lavatories.

Students with kidney or other documented medical needs should have written instructions from their doctor forwarded to the school nurse.

4.8 Lockers

Locker Assignments

Lockers will be assigned based on the student's Homeroom/1st period class. Students may not carry their bookbag/drawstring bag during the instructional day and students must store them in their assigned locker prior to homeroom.

Locker Rules

- The lockers are to be kept clean and orderly at all times; this includes proper clean up after any locker has been decorated.
- The student to whom the locker is assigned is responsible for all articles in the locker.
- Students are required to ensure that their lockers do not contain spoiled food items or beverages, or soiled clothing which may attract pests, create odors or cause unhealthy conditions.
- Students are exclusively responsible for locking their assigned lockers to ensure the security of their personal belongings and School property entrusted to them.
- Students are permitted to secure their assigned lockers only with locks provided by the School District, or if the School District does not provide locks, personal combination locks for which the combination has been provided to designated School staff.
- Do not share your locker or the combination with others.
- Any problems with lockers should be reported immediately to the school office.
- The school does not take responsibility for lost or stolen articles.
- A $10 locker clean up fee will be charged if a student's locker is not properly cleaned.
- School authorities may inspect lockers at any time. The lockers are school property and, as such, students and parents are advised that no expectation of privacy exists concerning school lockers. School authorities reserve the right to periodically inspect the locker for maintenance and custodial purposes. Any item(s) found in a locker (during a maintenance or custodial inspection) of suspicious or questionable nature shall be removed from the locker by school authorities and remanded to the proper law enforcement agencies. For more information see Policy 226.
- Valuables. Do not leave money or other valuables in your locker. Avoid bringing large sums of money or valuables to school. Neither the staff nor administration is responsible for lost or stolen items.

4.9 Lost and Found

All articles found in school or on the school grounds should be turned into the office. Students who have lost articles should check with the office after they have made a conscientious effort to find them.

4.10 Field Trips

Trips may occur during the school day or after school hours. Field trips are privileges afforded to students. Students who have been placed on in-school or out-of-school suspension at the time of a field trip will be excluded from the trip. Students may also be excluded for reasons including excessive absenteeism, excessive disciplinary referrals, or poor grades.

Students must have permission slips signed by their Parent(s) and returned to the teacher in order to participate in a field trip. Student participation on field trips that occur during school hours will require faculty authorization. All field trips are under the supervision of the classroom teacher or chaperones selected by the MiddleSchool. Supervisors assigned to accompany students

on trips have complete authority concerning student conduct and supersedes the authority given to a bus driver, except in the operation of the vehicle.

The rules contained in this Handbook govern student conduct during field trips.

School or class trips require that students dress in accordance with the School District dress code unless otherwise directed.

For more information see Policy 121 and Policy 231.

4.11 Sales Campaign/Fundraising

All fundraising activities in the name of the MiddleSchool or a school program or activity must receive pre-approval from the Principal. See Policy 229 (Student Fund Raising); and Policy 618 (Finances);Students and parents are prohibited from representing that a fundraising activity is school related unless it has received administrative pre-approval.

4.12 School Dances and Social Events

School dances and social functions sponsored by the Middle School are an extension of the school program beyond the school day. They should be considered as opportunities for students to enlarge their school experience. In this sense, they are not public, nor intended for public entertainment. Students are expected to behave and dress in a respectful manner befitting the School District. Student Dress Guidelines apply.

Students are required to dance appropriately with respect for themselves, their partners, and others. "Suggestive dancing" is prohibited. Final interpretation of appropriate dance is at the discretion of the chaperones. Students will be given one warning and on the next offense will be asked to leave the dance.

Guests may attend a MiddleSchool event with prior written approval of the Principal. Requests for approval must be submitted no fewer than 7 days prior to the scheduled activity.

Dances may be scheduled for Friday or Saturday evenings, or the evening before a school holiday only.

4.13 Student Meetings

It is necessary that a faculty member be present at all committee meetings, club meetings, conferences, athletic practices, cheerleader, or band front rehearsals, etc., held in any part of the building. Groups wanting to use the building after school hours must have a teacher in charge. Such groups must also complete a Facilities Request Form online two weeks in advance.

4.14 Visitors

Except when prohibited by the applicable Health and Safety Plan or other Applicable Law, adult visitors are always welcome to observe our program and facilities by appointment. For more information see Policy 907.

Except when prohibited by the applicable Health and Safety Plan or other Applicable Law, students from other schools who are contemplating attending the Quakertown Community School District in the future are permitted to visit during school hours by appointment and with their Parent(s).

Visitors are required to check in at the main office window first when entering the School and must obtain permission for their presence in the School or on restricted areas of the campus.

The School District uses the School Gate Guardian system to track visitors, contractors, and volunteers in our schools.

Upon entering the School, visitors will be asked to present a valid state-issued ID, such as a driver's license. The ID will be scanned into the system. Once entry is approved, a badge will be issued that identifies the visitor, the date, the purpose of visit, and the time.

Visitors refusing to produce such ID or identifying information will be directed to leave the school.

More information about the system to track visitors can be found on the School District's website.

Administrators and teachers are authorized to ask visitors for ID and request them to leave the building if necessary.

Article 5 SCHOOL RULES AND REGULATIONS

Section Contents

5.1 Attendance
5.2 Grading and Graduation
5.3 Transportation
5.4 Telephones
5.5 Electronic Devices

5.1 Attendance

Reporting an Absence

Every student is expected to attend school regularly throughout the entire school year. Absence excuses must be handed into the office the morning of the day the student returns to school. This must be done before first period. **If no written excuse is received within 3 days, the absence will be counted as unexcused.** For more information see Policy 204.

The following situations are recognized by under Applicable Law as causes for absences normally considered beyond the control of the student and therefore are considered valid and legal reasons for absences from school:

- Personal illness and
- Death in the family.

Students absent due to foregoing reasons will be allowed as much credit as they can earn on their make-up work, if completed promptly. Absences for all other reasons must be cleared with the Principal. A doctor's statement will be required in cases of chronic absenteeism. A student will receive a zero and will not be able to make-up any work missed on an unexcused absence day.

The School District is required by law to keep accurate records of the attendance of each student. Each student should examine his/her report card and access PowerSchool online, regarding his/her attendance record. If a student suspects an error, he/she should check with the attendance officer immediately. Prospective employers routinely request attendance records. A poor attendance record can never be changed.

When an absence is due to a health reason, students who are absent for 3 or more consecutive days must provide a doctor's note upon return to school. After 10 absences, students will be sent a written notice. For every absence after 10 days, students are required to get a doctor's excuse stating that they were seen. Exceptions may be granted by the Principal.

Non School-Sponsored Educational Tours or Trips may be excused if the person in parental relation to the student submits the required documentation for excusal two weeks prior to the absence, the student's participation has been approved by the Superintendent or designee, and the adult directing and supervising the tour or trip is acceptable to the person in parental relation to the student and the Superintendent. The form is available in the high school office.

Attendance Guidelines for Participation in Extra-Curricular Activities.
For more information see Policy 231 and the associated AR 231 document.

- **Generally**
  Students arriving after 9:41 a.m. are marked ½ day absent. Students leaving after 11:36 a.m. are marked ½ day absent. Any student absent for ½ day because he/she was not feeling well will receive an excused ½ day absence but will be unable to participate that day in any extra-curricular event, including practice. In the event of the absence being on a Friday, it would preclude participating in a competition or performance on Saturday. Any student who has a half or full day unexcused absence is ineligible for any extra-curricular events that day, including practice. If this unexcused absence is on Friday, the student is also ineligible to participate on Saturday.
- **Excused Absences, Participation Allowed**
  A student can have an excused absence and be permitted to participate in extra-curricular events for the following reasons:

- Doctor or dentist appointment (generally expected to be in school ½ day, note from the doctor or dentist is required);
- Funeral or death in family;
- Principal's discretion (by prior approval).

- **Excessive Absences**

  Unless there is a more restrictive rule that is applicable, including a rule imposed by a coach, if a student is absent eighteen (18) or more days or has four (4) or more unexcused absences, the student will not be permitted to participate in extracurricular activities. Exceptions may be granted by the Principal.

Truancy

As used herein, the following terms have the following meanings unless the context clearly indicates otherwise.

- **Compulsory school age**

  "Compulsory school age" means the period of a child's life from the time the child's parents elect to have the child enter school and which shall be no later than six (6) years of age until the child reaches eighteen (18) years of age. The term does not include a child who holds a certificate of graduation from a regularly accredited, licensed, registered or approved middle school.

- **Habitually truant**

  "Habitually truant" means six (6) or more school days of unexcused absences during the current school year by a child subject to compulsory school attendance under Applicable Law.

- **Parent**

  "Parent" means for purposes of this 5.1 regarding attendance a "Person in parental relation," meaning a:
  - a custodial biological or adoptive parent;
  - a noncustodial biological or adoptive parent;
  - a guardian of the person of a child; and/or
  - a person with whom a child lives and who is acting in a parental role of a child; provided, however,
  - this definition does not include any county agency or person acting as an agent of the county agency in the jurisdiction of a dependent child defined under 42 Pa.C.S. 6302 (relating to definitions).

Any absence of a student who is of compulsory school age for which a valid written excuse is not provided to the proper School District authorities within three (3) days is considered truant. Any student can miss up to 3 unexcused absences without penalty, provided it is with Parent knowledge and approval of the absence. Under age 18, these unexcused absences are also considered illegal. At the third absence, a warning will be sent home to the Parent(s). Any additional unexcused absences will result in the Principal issuing a citation for violation of the PA State Compulsory Attendance requirements against the parents/guardian and against the student.

Make-Up Assignments

Students are permitted, and are expected, to make up work due to absence from school. However, time limits are established and should be enforced by all members of the faculty and respected by the students.

When work is missed because of a short absence (one to three days) the student has the same number of school days as absent to make up the work.

When work is missed because of a prolonged absence it is the responsibility of the student to meet with his/her teachers within five (5) days to make definite arrangements with the teachers as to the time when all work is to be completed. This time must be flexible in nature, but it is to the student's advantage to make up all work as soon as possible.

To prevent misunderstandings, it would be wise to write out the agreed-upon time schedule. Both the instructor and student should sign it.

No work may be made up for credit if a student has an illegal/unexcused absence. Students who cut class or are absent without a valid excuse will not be permitted to make up missed work for credit. Although the student may not make up the work for credit, the student is responsible for making up any work missed.

Arriving Late or Leaving Early
Students are required to enter classrooms as soon as possible in the morning. Students will be marked tardy if they are not in their classroom before the late bell.

Students arriving late or leaving early for any reason must be sure to sign in and report the facts to the office before 1st period or immediately upon arrival.

Students having a dental or doctor appointment should have a written excuse stating that they were seen by the dentist/doctor when they return to school. Students going for their driver's test must have an excuse signed by their parents.

Students arriving after 9:41 a.m. or leaving before 1:25 p.m. will be considered absent 1/2 day.

Students will be warned when they are tardy to school. Repeated tardiness to school will result in school discipline including detentions. Excessive tardiness may result in suspension.

Leaving School Building/Campus
Students are not permitted to leave the school building or campus any time during the school day unless permission is granted by the Principal, this includes students 18 years or older. Students with permission are required to sign out in the office before leaving the premises. Students who re-enter the school after an unauthorized exit will be subject to the search protocols. For more information see Policy 226.

Illness at School
Only students who are released by the nurse due to illness will be an excused absence. If a student feels ill, he/she should report to the nurse for evaluation. Any student who contacts a parent (for example via cell phone) prior to seeing the nurse will not receive an excused absence if they choose to leave.

5.2 Grading and Graduation

For all course information, please refer to the current Course Selection Handbook. The most updated Program of Studies page (for Strayer Middle School) can be found on our website.

Honor Roll
Eligibility requirements for the Distinguished Honor Roll can be found on the Middle School website.

Homework
Homework is an assignment given to a student to be completed outside of the classroom. HStudents who feel that they "did it all in school" are usually not giving enough time to it, though rarely it may be possible to prepare all homework assignments in school study periods. Because homework is an integral part of the educational process, we believe:

- Homework should be assigned whenever appropriate;
- Homework should be related to what is going on, or will be going on in the classroom;
- Homework assignments should be of reasonable length, but may vary depending on the level of difficulty of the course;
- Homework will be assessed in some manner and will be used as a factor in determining marking period grades; and
- The homework will be assessed in a manner determined by the individual teachers. Teachers may assign detention for incomplete assignments.

Parental encouragement and support in the matter of homework will be greatly appreciated by the school.

5.3 Transportation

School Bus Rules and Regulations
Safety is all-important in riding a school bus. All students must follow the following rules:

- Sit in assigned seats - do not stand, walk, or move while the bus is in motion;
- No excessive noise;
- No food or drink is to be consumed on the bus;
- No fighting, pushing, or tripping;
- No abusive language or profanity;
- Students boarding or leaving a bus should do so in an orderly fashion at their assigned stop; passengers;
- Students must not be rude or discourteous to the bus driver or other possessions; and
- Be on time for bus pick up;
- Keep arms, hands, etc. away from windows and doors;
- No smoking or chewing tobacco or possession thereof;
- No smoking or possession of e-cigarettes;
- No littering or vandalism;
- Do not block aisles or exits with musical instruments or other
- Students are prohibited from riding any bus other than their assigned bus without explicit permission.

As allowed by section 5704 of the Crimes Code, 18 Pa.C.S.A. 5704, the School District equips its school buses and vehicles with audio-recording equipment. Video and audio surveillance equipment may be installed on school buses or school vehicles and that events or actions captured on videotape and/or audiotape may be used for disciplinary or security purposes. See Policy 810.2.

Problems related to buses can be handled most quickly by calling

Brooke Renninger
Transportation Supervisor
(267) 371-1280 | brenninger@qcsd.org

5.4 Telephones

School District and Classroom Phones

Except as stated in 5.4.1.2 and 5.4.1.3, telephones in the classroom and offices are not for the general use of the students. In case of emergency, messages will be delivered to the student. Students will not be called from classes to the phone.

Parents that need to contact their child should call the school office.

Student Cell Phones

- Students are not permitted to carry their cell phone with them during the school day. Cell phones should be securely stored in the assigned student's locker from the start of homeroom to the end of the school day.
- If a student has a documented medical need that requires cell phone usage during the school day, the parent/guardian should notify the school nurse.
- If it is determined that a student is not following this expectation, the following actions will be taken:
    - First Offense, the teacher confiscates the phone and turns it into the office; the student picks it up at the end of the day.
    - Second Offense, the teacher confiscates the phone and turns it into the office; student may pick it up at the end of day; one-hour detention is assigned.y
    - Third Offense, the teacher confiscates the phone and turns it into the office; two hour detention is assigned; a parent must come in to retrieve the device
    - Fourth Offense, the teacher confiscates the phone and turns it into the office; one day n-school suspension is assigned;a parent must come in to pick up the device.

- Fifth Offense, the teacher confiscates the phone and turns it into the office; one day out-of-school suspension is assigned; and the student will turn their device into the main office before arrival and pick it up after dismissal for 10 consecutive days.

Insubordination or Disrespect

Students who become seriously disrespectful (foul language, refusal to comply, disruption in class, etc.) with a teacher about the electronic device procedure will be issued an immediate referral.

If the teacher feels the student should be removed, they will call the office for assistance. The teacher will write the referral immediately after class. The administrator will code this as a Continuation of a Level 2 infraction.

Teachers should not physically remove or take a device from a student or their desk.

Emergencies

Notwithstanding the foregoing rules, cell phone use during normal school hours will be allowed when a state of emergency has been declared (verbally or in writing) by the Principal.

The School District assumes no responsibility in any circumstances whatsoever for the loss, destruction, or theft of any cellular phones, remotely activating paging device, or similar device that is brought to school at any time or to any extra-curricular or after school activity.

5.5 Electronic Devices

Laser pens

Laser pens are prohibited at school.

Students who violate these rules will have their electronic device confiscated and turned over to the Principal, and discipline will be the same as cell phone offenses, absent aggravating or mitigating circumstances.

Article 6 HEALTH AND SAFETY

Section Contents

6.1 Generally
6.2 Emergency Closing of School, Delays, And Early Dismissals
6.3 School Messenger Phone System
6.4 Health Services
6.5 Medication
6.6 Insurance

6.1 Generally

Emergency school fire drills, school security and safety drills are conducted in accordance with Applicable Law. The school security drill for this school year is scheduled for the following date and time: UNNANOUNCED

The date and time of the school security drill may have to be changed due to operational needs or other unexpected exigencies.

6.2 Emergency Closing of School, Delays, And Early Dismissals

Information concerning delays, early dismissals, and/or cancellations will be broadcast on various television and radio stations as well as the School Messenger phone system. Please do not call the stations, teachers, administration, or the school. Flooding the station/school with calls ties up the phone lines and makes communication impossible.

Information concerning delays or cancellations will be called to the stations at 6:00 a.m. (in case of delay, stay tuned to radio or TV in case status changes to cancellation.)

Information concerning early dismissal will be called to the stations immediately following the decision to dismiss.

We encourage Parents of younger students to have a family emergency plan for childcare in the event of an early dismissal or cancellation of school. This will reduce your child's anxiety over an uncertain situation and reduce phone calls to and from school.

Energy Management

As a means of improving energy management, the School District participates in a "demand response" program. Demand response programs provide financial incentives for businesses and schools to reduce or shift electricity during periods when the energy grid is being taxed. A hot day when many people are using air conditioners is an example of when this might occur.

During the months of June through September, the School District has agreed to reduce its electric consumption to a predetermined level when notified by the power company. In return for this, the School District receives payment which is then deposited into the general fund. This money ultimately helps support the School District's educational programs.

Although most demand response notices will occur during summer vacation, there may be rare occasions when one is received while school is in session. If this were to occur, the School District may dismiss students early. The School District receives all demand response notices two (2) hours before they are needed. If it is determined that an early dismissal is necessary, this decision will be made shortly after the demand response notice is received. Parents and guardians, in turn, will be promptly notified via School Messenger and radio and television announcements.

6.3 School Messenger Phone System

The School District has a telephone broadcast system that enables school personnel to notify all households and parents by phone within minutes of an emergency or unplanned event that causes early dismissal, school cancellation or late start. The service may also be used from time-to-time to communicate general announcements or reminders. This service is provided by School Messenger, a company specializing in school-to-parent communications.

When used, the School Messenger will simultaneously call all listed phone numbers in our Parent contact list and will deliver a recorded message from the building Principal or another school administrator. The service will deliver the message to both live answer and answering machines. No answer and busy signals will be automatically retried twice in fifteen-minute intervals after the initial call.

The School Messenger services require no registration by the Parent.

All information and contact numbers are strictly secure and confidential and are only used for the purposes described herein.

Here is some specific information you should know:

- **Caller ID Display**
  The Caller ID will display 215-529-2000.
- **Live Answers**
  There is a short pause at the beginning of the message, usually just a few seconds. Answer your phone as you normally would; "hello" and hold for the message to begin. Multiple "hellos" will delay the message. Inform all family members of this process who may answer your phone.
- **Answering Machines**
  The system will detect that your machine has answered and will play the recording to your machine. The maximum number of rings before hang-up is five. Make sure your machine answers after four rings or you may miss the message.
- **Broadcast Calls**
  In the event a cancellation decision is made, the broadcast message will be sent to home phone and alternate phone numbers as soon as possible following the decision.
- **Message Repeat**
  At the end of the message you will be prompted to 'press one' to hear the message again. This is very helpful when a child answers the phone and hands it to a parent, who can then 'repeat' the message in its entirety.

The School Messenger technology detects the difference between human answer and machine answer. Here's how the detection works:

- The system detects and measures the voice energy when the phone is answered;
- The system measures this energy in combination with the background noise and line impairments;
- If the system determines that it is a "live" answer it will immediately start playing the message;
- If the system determines that it is a machine, it will wait for three full seconds of silence before playing the message with a maximum wait time of twenty seconds; and
- If the system cannot make the determination, it will default to answering machine thus requiring three seconds of silence for the message to play. In this case, you may hear a prompt to "press any key" to hear the message immediately.
- Some reasons for false detection: (a) loud background noise; television, radio, general noisy environment; a cordless phone that has static or other foreign noise, and (c) not saying "hello" or delaying saying "hello".

What can be done to remedy this?

- Do not say "hello" more than once. If the system detected your answer incorrectly, all noise will reset the three second counter.
- If, after you answer, the message does not immediately play, cover the mouthpiece of the phone to cutout all background noise. The message should begin after three seconds.

If you have any questions, please contact the Principal or call the School office.

6.4 Health Services

Health services are provided by a nurse who covers the health office and a certified school nurse who does state mandated screenings. Students who are ill should report to the health office. Treatment for illness and injury is provided on an emergency basis only. All accidents and injuries that occur at school should be reported promptly. Any injury that occurs at home should be cared for at home. When it is necessary for a student to leave school due to illness or injury, the nurse will notify the emergency contact beginning with the parent/guardian. Students will be sent home for vomiting and temperatures greater than 100.5º. Students who have driven to school will not be allowed to leave until a parent/guardian is notified. In the event that the nurse is not available, the student should report to the general office.

Emergency cards, private physician's physical examination reports, dental exam reports, reports from eye doctors or other medical specialists should be returned to the health office promptly. Please notify the school nurse of any changes in your child's health or medical condition. Physical examinations are mandated by the Department of Health for all eleventh-grade students. Students participating in PIAA sports must have a physical examination prior to the first practice. Mandated and PIAA examinations may be done at school by the school physician (with written parent permission) at no cost or may be done by private physicians at own expense.

6.5 Medication

When capitalized in this 6.5, the following terms shall have the following definitions unless the context clearly indicates otherwise:

- **IDEA**

  "IDEA" means the Individuals with Disabilities Education Act, 20 U.S.C.A. 1401 et seq., its implementing state and federal regulations, and applicable case law.

- **IEP**

  "IEP" means an individual education program prepared in accordance with the IDEA.

- **Licensed Prescribers**

  "Licensed Prescribers" shall mean any health care professional who is licensed in Pennsylvania to prescribe medicine, such as and including physicians (M.D. and D.O.), podiatrists, dentists, optometrists, certified registered nurse practitioners and physicians' assistants.

- **Medication**

  "Medication" means any substance that is ingested, injected, inhaled, or used topically in the diagnosis, treatment and/or the prevention of disease. This includes prescription drugs, over-the-counter and non-prescription drugs.

- **Section 504**

  "Section 504" means Section 504 of the Rehabilitation Act of 1973, 29 U.S.C.A. 794.

- **Service Agreement**

  "Service Agreement" means a written agreement issued in accordance with 22 Pa. Code, Chapter 15.

Tylenol and ibuprofen are available in the health office and may be given provided that written permission is given by the parent on the student's emergency card. Any questions, please contact the health office at (Strayer) 215-529-2300 (6GC) 215-529-1208.

Coordination with the IDEA and Section 504

Precedence of IEP and Service Agreement

Notwithstanding anything herein to the contrary, students with disabilities as defined in Applicable Law may need medication at school or in connection with school related activities. As a general proposition, the handling of medication for such students should be addressed either the student's IEP under the IDEA or in the student's Service Agreement under Section 504. Any provisions of an IEP or Service Agreement that are inconsistent with the terms and conditions of this AR shall take precedence over this AR.

Exceptions

It would be impossible to enumerate all of the possible scenarios as to when or why medication issues would not be included in either an IEP or a Service Agreement, but where they are not, the terms and conditions of this AR shall apply.

Procedure for Medications at School

Student Prohibitions

No student may take or possess any medication at school except in strict accordance with the terms or conditions of this Handbook.

No student may possess or take medication At School unless such is medically necessary as determined by the student's physician and documented as required by this Handbook.

Medication shall not be brought to school, possessed in school, stored at or by the school, provided to any student at school for self-administration, or administered to any student at school except in accordance with the terms and conditions of this Handbook.

Medication Procedures

If there is a need for Medication to be taken At School, the following procedures must be implemented.

Medication Request

Except as otherwise addressed in an IEP or Service Agreement, Parents may request that Medication be kept and taken At School by submitting the following forms:

- The "Request for Administration of Medication" form; and
- The "Medication Administration Consent & Licensed Prescriber Order" form.
- The School District will not consider any request that Medication be kept or taken At School without these forms. Medication shall not be accepted for use or storage At School without these forms being properly completed.

Acceptance and Storage of Medication

Acceptance and storage of medication shall be in accordance with the following terms and conditions:

- **Generally**
  The School District will accept and store Medication only: (i) when required by Applicable Law; (ii) in accordance with an Service Agreement or IEP; or (iii) when the failure to take such Medication during school hours would jeopardize the health of the student or prevent the student from attending school or participating in school safely.
- **Means of Delivery**
  Medication brought to school for storage and use in school shall be brought by the Parent(s).
- **Prescription Medication**
  Prescription medication shall be brought to and stored at school in the original pharmacy-labelled container and kept in a locked cabinet designated for the storage of Medication. Medication that requires refrigeration shall be stored and locked in a refrigerator designated only for medication.

  No more than a thirty (30) day supply of an individual student's medication may be accepted and stored at school.

  The package label must contain all of the following:
  - Name
  - Address
  - Telephone number
  - DEA number of the pharmacy
  - Student's name
  - Directions of use (i.e., dosage, frequency of administration, route, special instructions) and time
  - Name and registration number of the licensed prescriber
  - Prescription serial number
  - Date originally filled
  - Name of medication
  - Controlled substance statement, if applicable.

- **Non-prescription Medication**
  All non-prescription medication shall be brought to school by a Parent and stored at school in its original packaging and labelled with the student's name, student ID No., home address and home telephone number.

Logging and Recording of Medications

Confidentiality

Confidentiality with respect to medications shall be maintained except as necessary to ensure that the health and safety of students is maintained. Staff shall be informed on a need-to-know basis.

Disposal of Medication

Medications shall be disposed of in accordance with Applicable Law and the terms and conditions of this Handbook. When reasonably practicable, Medications shall be returned to Parents.

Self-Administration by Students

Prior to allowing a student to possess or self-administer medication, the following shall be required:

- An IEP or Section 504 Agreement allowing possession and/or self-administration of the medication;
- An order from a licensed prescriber for the medication containing a statement that it is necessary for the student to possess the medication and that the student is capable of self-administration;
- Written consent from the Parent(s); and
- Demonstration by the student of administration skills and responsible behavior, as evidenced by completion of the Medication Self-Administration Competency Assessment Form.

Narcotic Medications

Notwithstanding anything herein to the contrary, students shall not be permitted to possess or self-administer narcotic medications At School. All narcotic medication shall be properly documented, stored and administered by nurses.

6.6 Insurance

Group accident insurance is available at a nominal rate. Information can be found on the school website, www.qcsd.org. Click on "Resources" and then choose "Parent Resources" from the drop-down menu.

Article 7 STUDENT DISCIPLINE

Section Contents

7.1 Philosophy
7.2 Academic Dishonesty, Cheating
7.3 Student Dress
7.4 Disciplinary Matrix and Rules
7.5 Drugs and Alcohol
7.6 Fighting
7.7 Bullying/Cyberbullying, Harassment and Threats
7.8 Tobacco/Nicotine Products; e-Cigarettes and e-Cigarette Paraphernalia
7.9 Searches
7.10 Acceptable Use of School Computers, Computer Offenses
7.11 Act 17 of 1994: Institutional Vandalism and Criminal Mischief
7.12 Forgery

7.1 Philosophy

Generally

It is the responsibility of all members of the school community to create and maintain an atmosphere that is conducive to teaching, learning, and living. This can be achieved by an interaction based on mutual respect and cooperation. The emphasis should be on courtesy, consideration, and the fulfillment of necessary obligations at all times.

Student Rights

Students have rights. Having legal rights as persons and citizens, they may not be deprived of what the law gives them. These rights include the right to an education, the right to express opinions, and the right to be free from discrimination.

Student Responsibilities

Students also have responsibilities, including the following:

- Awareness of all rules and regulations for student behavior and conducting themselves accordingly;
- Compliance with all school rules, including plans, such as health safety plans;
- Willingness to volunteer information in school discipline cases;
- Dressing and grooming so as to meet fair standards of safety and health and common standards of decency;
- Assuming that until a rule is waived, altered, or replaced, it is in full effect;
- Awareness and compliance with national, state, and local laws;
- Protecting and caring for school property;
- Attending school regularly and being on time for school, classes, and events;
- Making appropriate arrangements to make up work when absent from school;
- Treating all members, students, or staff of the school community respectfully; and
- Not engaging in sexual harassment, sexual conduct, or sexualized language.

7.2 Academic Dishonesty, Cheating

Cheating

Cheating is a serious breach of trust that will not be tolerated at School. For the purposes of this policy, cheating may be described as "academic dishonesty".

Academic dishonesty

Academic dishonesty means presenting, as your own work, material produced by, or in collaboration with, others, or permitting or assisting others to present your work as their own. Cell phone use and/or visibility during a test is considered academic dishonesty. Academic Dishonesty includes:

- when a student turns in the work of another student and misrepresents this work as his or her own work (i.e. handwritten material, computer reproduced work, copied test answers, duplicated audio or visual tapes, compact discs, or digital video discs);
- when a student knowingly permits another student to duplicate work and to deliberately misrepresent that work as their own;
- when a student completes a test for another student.
- when two or more students collaborate on an assignment (without the teacher's knowledge) and each student represents the collective work of the group as his/her own individual work;
- when a student steals or obtains examinations, answer keys or other testing information from the teachers' files, computer directories or computer disc or other sources;
- when a student steals or obtains another student's work from a computer directory or computer disk;
- when a student modifies or deletes another student's or a teacher's computer files;
- when written or printed material is used in a test situation without the subject teacher's permission;
- plagiarism; and
- when a student copies either published or unpublished work of another person without giving the appropriate credit (i.e. plagiarism).
- Talking to another student during a test will be interpreted as cheating. All students should refrain from talking to other students during test situations.

Determination of Cheating

Unless the circumstances justify another course of action, any teacher who has reason to suspect that a student has cheated, will follow the steps outlined below:

1. Meet with the student(s) involved, provide evidence of cheating, discuss the matter, and determine whether cheating has actually occurred.
2. If there is sufficient evidence of cheating, or an admission of guilt by the student, inform the Principal.
3. Consult the recommended penalties listed below for an appropriate response. In the case of major offenses, such as theft of tests or test answer keys, impersonating another student for the purposes of taking an exam, deliberate and malicious damage to student or teacher computer files, an administrator must be contacted immediately. These forms of cheating may be dealt with through suspension.
4. Phone the parents or guardians and inform them of the cheating offense and the penalty (except for suspension - this may only be carried out by the administration). Parents will also be notified using a discipline referral form of any incident by the teacher.

Penalties for Cheating

Unless the presence of mitigating or aggravating circumstances justify deviating from the guidelines below, any of the offenses enumerated will generally be met with the consequences stated. Though not a comprehensive list, the following are examples of cheating:

- Copying another student's work
- Copying from a periodical, text or another type of published work including content found on the world wide web.
- A student uses non-approved materials, written materials, or electronic devices in a testing situation.
- A student knowingly allows another to copy their work
- A student completes a test or completes an assignment for another student
- A student steals written work or work from a computer file or computer disk of another student

- A student steals teacher materials, exams, answer keys either written or computer generated

Penalties for Cheating

- **First Offense**
  Student will receive a zero for the assignment and a one-hour detention. The assignment may be remediated for a maximum grade of 70%.
- **Second Offense**
  Student will receive a zero for the assignment.
- **Subsequent Offenses**
  Progressive discipline will occur.If this occurs in more than one classroom, then students may be permitted to remediate up to 1 assignment per class.

7.3 Student Dress

Students are required to be dressed to the standard dress code policy while in school or at school directed activities. This may be a combination of the following options:

Dresses and Skirts

Dresses, skirts and shorts may not be revealing, exceptionally tight, or form-fitting. This includes sheer or see-through clothing. No private parts, including cleavage may be exposed.

Biker Shorts

Biker shorts are not acceptable. (Spandex)

Slacks and Jeans

The wearing of slacks, jeans, and sweatpants is permitted.

Pants must be worn around the natural waistline, not to expose the midriff area. Absolutely no skin or underwear should be showing at any time.

Shirts

All shirts must have sleeves or caps.

Sheer (see through) tops are not allowed.

Logos on clothing will not be obscene, sexual, drug/ alcohol or occult related.

Undershirts and tank tops are not permitted as outerwear or in any way except as worn properly as an undershirt.

All shirts are to be of sufficient length. Absolutely no cleavage should be shown.

Shoes

Shoes, sneakers, or sandals must be worn at all times.

Shoes must be appropriate to the school environment the school activity and the child's age

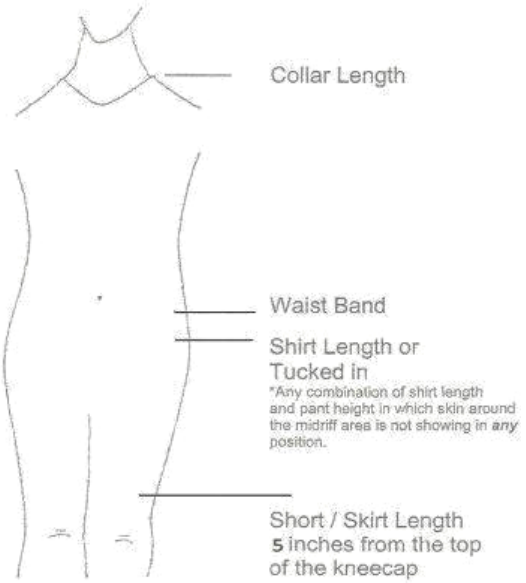
"Wheelies" are prohibited.

Prohibited Items and Articles

The following items and articles may not be worn in school:

- Sunglasses, hats, visors, arm bands, leg bands, bandanas, chains;
- Outside wearing apparel;
- Extremely long or large earrings (larger than 2 inches);

- Dirty or smelly clothing;
- Underclothing is not permitted to be seen at any time, including through outer clothing.



Students who dress inappropriately for school will be required to change clothing immediately to meet dress guidelines. If a change of clothing is not available, the student will be placed in in-school suspension until the student's parent/guardian brings in a change of clothing.

Disciplinary Consequence

Unless mitigating or aggravating circumstances justify a different level of discipline, violation(s) of the dress code requirements in this 7.3 shall be as following:

- First offense, warning, change of clothing;
- Second offense: Change of clothing, 1 hours detention; and
- Additional violations of the rules contained in this 7.3 may lead to additional discipline determined by the Principal and could include additional detentions and/or suspension.

For more information see Policy 221.

7.4 Disciplinary Matrix and Rules

Levels of Infractions. Absent the presence of mitigating or aggravating factors, the disciplinary consequences for rule violations are set forth in this section. Infractions are divided into four (4) levels as described below. Any student who violates a rule is subject to discipline, up to and including expulsion. The following matrix sets forth the minimum infraction level a violation would justify, absent relevant mitigating or aggravating circumstances.

Note: All consequences listed are examples and may be adjusted based on mitigating or aggravating circumstances at administrator discretion. Progressive discipline applies across all levels.

Level	Description of Behavior	Examples	Disciplinary / Restorative Options
Level 1	Level 1 infractions are minor incidents that occur on school property during the school day and all school events (including off campus and	• Classroom disruption / misconduct • Disrespectful language, profanity, or gestures • Dress code violation (must be corrected)	• Warning • Parent/Guardian Call • Student Assistance Program referral • Team meeting w/parent

	evening activities) that generally do not involve or negatively affect other persons. They include behaviors that impede orderly classroom procedures or interfere with school operations to a minor or negligible extent. Except where there are repeated instances or other aggravating circumstances, this level of misconduct is addressed by the individual staff member. If the same behavior is not corrected after multiple attempts of redirection, then the behavior will become a level 2 infraction.	• Entering unsupervised areas / classrooms • Entering unauthorized areas • Failure to follow staff directions • Hallway / Cafeteria disruptions • Inappropriate display of affection • Inappropriate use of technology (minor — e.g., games, videos) • Late to class (non-habitual) • Late to school (non-habitual) • Lunch disruption • Lying to staff • Hallpass violation • Disengagement (ie sleeping, head down) • Defiance / disrespect to staff • Teasing / taunting (not bullying or harassment) • Unsafe acts or minor safety omissions • Unauthorized device use in class/hallway (cell phones, earbuds, headphones) • Bus misconduct (minor) • Other offenses that fit the definition of Level I misconduct.	• Seat changes • Restorative intervention • Student conference • Temporary loss of computer privileges • Minor ODR (1 - 3 violations of same level 1 behavior) • Major ODR (4+ violations of same level 1 behavior) / Turns into level 2 infraction • Confiscate phone (turn into office) • Bus referral
Level 2	Level 2 infractions occur on school property during the school day and all school events (including off campus and evening activities), are more serious than Level 1, and are characterized by repetitive or frequent misconduct, or conduct that causes a serious disruption to the learning climate or affects other persons. Level 2 also includes repeated Level 1 infractions where progressive discipline has not been effective.	• Continuation of Level I misconduct (submitted as major ODR) • Disruptive behavior • Bus misconduct • Cheating / plagiarism / academic dishonesty • Bus misconduct (major) • Cyberbullying • Dangerous / aggressive behavior (non-assault) • Defiance / disrespect to staff • Failure to ID or cooperate in investigation • Failure to serve / follow detention rules • Forgery / falsifying records / impersonating parent • Gambling • Instigation of prohibited behavior (e.g. 'egging on') • Leaving class or campus without permission • Medication possession in violation of policy • Refusal to serve or misbehavior in ISS • Tobacco / vaping (1st-3rd offense; see Level 3 for 4th+) • Trespassing — restricted area or another school's property • Other offenses that fit the definition of Level 2 misconduct.	• Conference with administrator • Parent/Guardian Call • Lunch Detention • Parent/Guardian Call • Administrator / Team meeting w/ parent • Loss of privileges • Loss of computer/chromebook usage • SAP referral • After school detention (1HR / 2HR) • 1-3 day in-school suspension (ISS). Length of suspension determined by administration • 1 to 3 day out-of-school suspension. Length of suspension determined by administration • Schedule change • Counseling • Restorative meeting • Bus suspension • Restoration assignment *A level 2 infraction may also include level I consequences.*
Level 3	Level 3 infractions occur on school property during the school day and all school events (including off campus and evening activities), are serious incidents that result in or could result in the violation of the legal rights of others, violence to another person, significant damage or	• Continuation of Level I and/or 2 misconduct. • Assault on a student • Fighting (physical altercation) • Sexual/racial/gender harassment or bullying • Destruction of property / vandalism • Disorderly conduct (for ex., fire alarm) • Hate speech / symbols/ bias acts — general or indirect	• 1 to 10 day out-of-school suspension. Length of suspension determined by administration • Police referral • Referral to the Superintendent • Referral to outside agencies *A level 3 infraction may also include level I and/or 2 consequences.*

	destruction of property, or conduct that poses a direct threat to the safety of others. Level 3 also includes repeated Level 1 or 2 infractions where progressive discipline has not been effective.	• Hate speech / symbols/ bias acts — targeted or direct • Serious computer / network misuse (e.g., overriding filters, inappropriate sites) • Pornography / obscene material (possession or transfer/ distribution) • Refusal to cooperate with a search (stated reasonable suspicion required) • Recording any person on school property • Serious / criminal misconduct (non-felony) • Stealing / theft / possession of stolen property • Trespassing — returning to campus during suspension/expulsion • Unlawful retaliation • Using another person(s) credentials to access personal or school-related material. • Other offenses that fit the definition of Level 3 misconduct.	
Level 4	Level 4 infractions occur on school property during the school day and all school events (including off campus and evening activities) and are the most serious offenses — potentially criminal in nature — where expulsion from school is justified or intervention by law enforcement is warranted. Level 4 also includes repeated Level 1, 2, or 3 infractions where progressive discipline has not been effective. For most Level 4 offenses, the consequence is the same regardless of the number of violations.	• Continuation of Level I, 2 and/or 3 misconduct. • Arson or attempted arson • Assault on staff • Bomb threat or terroristic threat • Dating violence • Discharging fire extinguisher w/o justification / false alarm • Drug / alcohol (incl. paraphernalia) violation — possession, use, distribution, or attending school under the influence (SAP referral required). • Extortion or attempted extortion • Felony criminal conduct • Hazing • Major vandalism / willful destruction of property • Possession of firearms, weapons, or look-alike weapons • Sexual assault or adjudication for sexual assault • Misrepresenting a drug, pill, or look-alike medication • Refusing a required drug / alcohol test • Other offenses that fit the definition of Level 4 misconduct.	• Referral to the Superintendent and possible expulsion or alternative placement *A level 4 infraction may also include level I, 2 and/or 3 consequences.*

Prohibited Conduct

Guidance as to Levels of Infractions. The conduct described in the following matrix is prohibited At School or, where indicated, Outside-of-School. Conduct outside of school that is prohibited will not consist of a suspension, in-school suspension, or expulsion unless Applicable Law allows it. To the extent that conduct outside of School is prohibited, and Applicable Law does not allow a suspension, in-school suspension, or expulsion, the student may be subject to the other forms of discipline or consequences as may be allowed by Applicable Law. Notwithstanding anything herein to the contrary, any student who violates any of the rules is subject to discipline, including possible expulsion. The following matrix sets forth the minimum infraction level a violation would justify, absent any relevant mitigating or aggravating circumstances.

The foregoing examples of impermissible conduct are not all-inclusive. At the School District's discretion, any violation of School District Policies or any conduct considered inappropriate or unsatisfactory may subject the student to discipline, including expulsion. The School District reserves sole discretion whether to apply progressive discipline in any given situation or to adhere to the general guidelines stated herein after considering the totality of circumstances. See 3.3.

Disciplinary Consequences.

The array of disciplinary consequences that may be imposed by the School District includes the following.

- **Detention**

  Students who violate school rules and regulations may be assigned to detention, which is held each school day after school for one hour. Parents are expected to provide transportation for the student in detention.

  Failure to report to detention will result in additional discipline determined by the Principal and could include additional detentions and/or suspension.

  Work and school activities are not acceptable excuses for not reporting to detention.

  A student serving detention must have schoolwork to do. Sleeping or "loafing" will not be tolerated. No food or drink is allowed.

  Notification of detentions are given to students. Students will be given at least a 24-hour notice prior to detention.

- **Suspension**

  Suspension of a student from school is one of the more severe punishments used by school officials. This form of punishment is used only on habitual offenders or for serious infractions of school rules, absent mitigating, or aggravating circumstances.

  A parent conference will be requested before the student can be readmitted to the school.

- **In-School Suspension**

  This is a structured, supervised program in which assignments and additional work is given to the students while they are assigned to the program. Students may be assigned to this program for either full-day or half-day sessions. A student who has been placed on in-school suspension will not attend/participate in any sponsored activity or field trips except by special administrative permission.

- **Out-of-School Suspension.**

  The student shall be told the reason for the suspension and shall be afforded the opportunity to respond to the charges before the suspension becomes effective. The reason for the suspension shall also be stated in written correspondence to the home. If possible, parents are contacted by phone prior to the suspension.

- **Suspension Features.**

  No student, while on out-of-school suspension, is allowed to attend/participate in any school sponsored activity, nor may he/she be present on school property at any time. Student violators may be cited for trespassing.

- **Class Work While Suspended.**

  It is the responsibility of the student to obtain work from their teachers prior to the assigned suspension. These assignments will be returned to the respective teacher for evaluation. Suspended students will be given the appropriate credit for work completed in the in-school suspension room. Students not completing assignments may, at the discretion of the teacher, receive a zero for that assignment. Failure to conform to posted in-school suspension rules is sufficient cause for additional time and/or exclusion from school.

7.5 Drugs and Alcohol

Use or possession of drugs or alcohol At School will result in suspension. Distribution of these substances may result in permanent expulsion from school. In all cases, the student can expect prosecution to the fullest extent permitted by law.

7.6 Fighting

Students involved in fighting on school property, or at any school-related activity, will be referred to local or state police for processing. The only exception will be self-defense. Self-defense means protecting yourself to the extent needed to run away or retreat.

7.7 Bullying/Cyberbullying, Harassment and Threats

Bullying, Defined.

"Bullying" means an intentional electronic, written, verbal or physical act, or a series of acts:

- directed at another student or students;
- that is severe, persistent, or pervasive; and
- that has the effect of doing any of the following:
    - substantially interfering with a student's education;
    - creating a threatening environment; or
    - substantially disrupting the orderly operation of the school.

What Bullying Is and Is Not, Examples

Bullying is a conscious, repeated, hostile, aggressive behavior of an individual or a group abusing their position with the intention to harm others or gain real or perceived power.

The term Bullying is not appropriate when there is a mutual confrontation between two students or groups of students. It is important to distinguish bullying from other unkind, mean, and harmful behavior. Calling someone a name or pushing someone once, being rude or having an argument with someone is not bullying. Of course, these behaviors need to be addressed by the Principal or teacher, but they may have different consequences and intervention. On the other hand, behavior is bullying, for example, when the following elements exist:

- There is intent to harm- the bully appears to find pleasure in taunting and continues even when the target's distress is obvious; or
- The unwanted aggressive behavior(s) by another youth or group of youths include an observed or perceived power imbalance, is repeated multiple times, and is not welcomed by the target.
- Simply put, bullying is when a person or a group behaves in ways- on purpose and over and over- that make someone feel hurt, afraid, or embarrassed. It is a recurring and deliberate abuse of power.

There are many different types of bullying behavior that can be experienced by children and adults alike, some are obvious to spot while others can be more subtle. Below are some of the ways that bullying could be happening.

- **Physical Bullying**
  Physical Bullying includes hitting, kicking, tripping, pinching, and pushing or damaging property.
- **Verbal Bullying**
  Verbal Bullying includes name calling, insults, teasing, intimidation, or verbal abuse.
- **Cyberbullying**
  Cyberbullying is "willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices." While the definition of cyberbullying aligns with the traditional definition of bullying, the likelihood of repeated harm from one cyberbullying incident is quite high. This is because instances of cyberbullying can be accessed by multiple parties, forwarded to, or shared with others, linked to other sites/apps, and revisited by targets of the aggression, resulting in repeated exposure and repeated harm.
- **Relational Aggression**
  Relational Aggression is bullying that affects a child's social standing or status is a form of relational aggression. It can take many forms, including shunning, hazing, spreading rumors, excluding others or teasing. Both boys and girls engage in relational aggression.

The Student Code of Conduct groups the above types of bullying behavior into three categories:

- (1) Physical Bullying-Type Behavior;
- (2) Verbal/Written Bullying-Type Behavior; and
- (3) Emotional Bullying-Type Behavior.

All forms of bullying are unacceptable. Offenders will be subject to appropriate disciplinary consequences.

If You are Bullied or Witness Bullying

Students who have been bullied are encouraged to report such incidents promptly to the Principal, teacher(s) or other School District employees.

Parents may contact the Principal to report acts of bullying.

Since bystander support of bullying can support this behavior, the School District prohibits both active and passive support for acts of bullying. Bystanders who witness bullying and fail to report it to the Principal, teachers, and/or other School District employees will be subject to appropriate disciplinary consequences.

Teachers and other staff (including but not limited to secretaries, custodians, aides, etc.) who observe acts of bullying shall take reasonable steps to intervene to stop such conduct, unless intervention would threaten an individual's safety. The purpose of the intervention is to take prompt steps to ensure the observed acts of bullying cease. The incident must be reported to the Principal.

Complaints of bullying will be investigated promptly, and corrective action will be taken when allegations are verified.

The confidentiality of all parties will be maintained, consistent with the School District's legal and investigative obligations. No reprisals or retaliation will occur as a result of good faith reports of bullying.

Please Note: Consequences given to a bully cannot be shared with the victim or victim's family. Disciplinary records are considered a part of a student's Education Record; thus these records are protected by the Family Educational Rights and Privacy Act and cannot be disclosed.

Consequences

Once a student has been found to have engaged in bullying, absent mitigating or aggravating circumstances that justify deviation from the standards in this 7.7.4, he/she will be subject to the following consequences:

- **First Offense**
  (this is the infraction which leads to a student being declared a bully) Conference with student and parent), 1-3 days In-School Suspension, other disciplinary action as determined by the principal.
- **Second Offense**
  Conference, Suspension from 1 to 10 school days. Loss of school privileges and/or exclusion from school-sponsored activities for 15-30 calendar days.
- **Third Offense**
  Suspension from 1 to 10 school days, Alternative Educational Placement or Expulsion. Loss of school privilege and/or exclusion from school-sponsored activities for a minimum of one calendar year.
- **Any ensuing offense**
  Any ensuing offense will result in placement in an Alternative Educational Placement or Expulsion.

All infractions may require referral to law enforcement and/or counseling. All infractions will require an apology to the victim.

7.8 Tobacco/Nicotine Products; e-Cigarettes and e-Cigarette Paraphernalia

Any student possessing or using tobacco, or tobacco-related products (tobacco is defined as a lighted or unlighted cigarette, cigar and pipe; other lighted or unlighted smoking product or material, including e-Cigarettes and e-Cigarette paraphernalia and supplies; chewing tobacco and all forms of smokeless tobacco; nicotine patches or chewing gum; and any oil or liquid/solid substance that produces the same physical manifestations that tobacco/smokeless tobacco/nicotine produces; as well as

look-alike items/devices including, but not limited, to electronic cigarettes and vaporizers) while At School will be subject to disciplinary action. Absent mitigating or aggravating circumstances that justify deviation from the standards in this 7.8, he/she will be subject to the following consequences:

All offenders could be referred to the District Magistrate.

First time offenders may be exempt from this, if the following is completed within 10 days of offense:

- One day In-School Suspension
- Payment of a $50 fine
- Completion of nicotine awareness program
- suspended for a minimum of three school days. A parent conference will be required before the student can be readmitted to school. Reoccurring offensives may result in suspension and/or loss of extra-curricular/driving privileges.

Subsequent offenses will result in additional discipline determined by the Principal and could include additional detentions and/or suspension.

Offenses referred to the District Magistrate are subject to fines as established by the Commonwealth of Pennsylvania.

Student will be referred to the Student Assistance Program.

7.9 Searches

School lockers, desks, closets, etc. are the property of the School District. Students have no expectation of privacy when using these amenities. School property of any sort is subject to search at any time by school officials, and random/periodic or sweeping searches of all lockers and of school property may be conducted by school officials, with illegal/dangerous materials or stolen items confiscated to be used as evidence.

Students and/or their personal effects (backpacks, purses, coats, etc.) may be searched when a school authority reasonably suspects that the student possesses illegal, unauthorized, dangerous or stolen items or contraband.

A pat down search of a student by a staff member of the same sex may be done with the same reasonable suspicion described above.

Searches may include, in addition to school personnel, law enforcement personnel. Specially trained canine units may be used in both announced and unannounced searches to maintain a drug free and safe environment.

For more information see Policy 226.

7.10 Acceptable Use of School Computers, Computer Offenses

Definitions

The following terms, when set forth in this 7.10 in capital letters, shall have the meaning set forth in the following definitions unless the context clearly indicates otherwise:

- **Computer(s)**

  "Computer(s)" shall mean and include School District owned, leased, operated or provided: (i) desk tops; (ii) work stations; (iii) electronic readers or devices in the nature of an iPad or tablet; (iv) laptops; (v) servers; (vi) routers; (vii) Wi-Fi hotspots and apparatus; (ix) digital switches; (x) smart phones; (xi) PDA's; (xii) Storage Devices and (xiii) any other digital device in the nature of or with the functionality of any of the foregoing.

- **Cloud Application**

  "Cloud Application" shall mean any service or resource available on the internet Including such services or resources as virtual servers or any electronic storage that is outside of the School District's firewall, including such things as a Google™ or Google Chrome™ account; My Drive™; Skydrive™; Adobe Creative Cloud™; Dropbox™; Evernote™; and other similar services.

- **Data**
  "Data" shall mean all forms of digital or electronic data, including digital or electronic: (i) records; (ii) material; (iii) data; (iv) documents; (v) files; (vi) script;(vii) code; (viii) software; and (ix) programs.
- **Digital Technology**
  "Digital Technology" shall mean all forms of digital technology, Including Data, software, hardware, the School District's network and all components of the School District's network; and digital services of any nature and kind, that is based on digital technology and that is:
  - owned, leased or licensed to the School District; or
  - that is accessed by or through Digital Technology that is owned, leased or licensed to the School District, and that is supplied by the School District to students, employees or volunteers. "Digital Technology" includes Computers; Data, servers; networks; the Internet; cell phones; beepers; PDA'S; modems; voicemail; e-mail; chatrooms; instant messaging; User groups; and such similar technologies.
- **Malicious Code**
  "Malicious Code" shall mean any code in any part of a software system or script that is intended to or that does cause undesired effects, security breaches, degradation to system speed or functionality to or damage to a system; including attack scripts, viruses, malware, worms, Trojan horses, backdoors, time bombs, and malicious active content.
- **Pornography or Pornographic**
  "Pornography" or "Pornographic" includes: (1) any visual or audio depiction, including any photograph, digital image, film, video, picture, recording or computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct; (2) nude pictures or images of the genitalia of any male or female or the breasts of any woman, Including any photograph, digital image, film, video, picture, or computer or computer-generated image or picture of such; and (3) the definition of such terms in Applicable Law.
- **Storage Device**
  "Storage Device" shall mean any device capable of storing data, code, or programs, Including CD's, thumb drives, DVD's, floppy's, hard drives, RAM devices or anything or item that has the function of storing or maintaining electronic data of any nature or type.
- **Student Record**
  "Student Record" shall mean any item of information gathered within or outside the School District that is directly related to an identifiable student.
- **User**
  "User" shall mean a student, employee or visitor who is using any Digital Technology.
- **User ID**
  "User ID" shall mean the identification number(s) or letter(s) that is unique and that is assigned to the individual student or employee.

Computer Prohibitions

Students shall not engage in any of the following conduct or behaviors:

Prohibited Conduct	Minimum Infraction Levels
When using the School District's Digital Technology, violating any applicable policy of the School District or rule contained in this Code	See Chart Above
Violating any applicable School rule when using the School District's Digital Technology	See Chart Above
Level 1 Infractions:	
Using any Digital Technology of the School District for any purpose other than for the legitimate educational purposes of School District's students	1

Shutting down any Computer without properly logging off the Computer	1
Level 2 Infractions:	
Using any of the School District's Computers or Data unless and until a confidential User ID and password has been assigned to the student	2
Using any of the School District's Computers or Data without using his/her User ID and password	2
Disclosing his/her User ID or password to any other Person unless directed by a properly authorized School District administrator to do so	2
Using or utilize the User ID and/or password belonging to or` assigned to any other individual, or impersonate, in any manner, any other person	2
Opening or logging on to any Computer, software, program or application using, utilizing or inputting the User ID and/or password of any other Person, or Using any default or preset User ID and/or password without express authority	2
Misrepresenting his/her identity when using the School District's Computers	2
Using any Computers unless and until the student has signed an acknowledgment in the form prescribed by the School District attesting to the employee's understanding of the rules governing the Using of Digital Technology	2
Violating the legal rights of others	2
Using any software or Internet site in violation of any applicable licensing agreement or applicable terms of Using	2
Failing to report to the building administrator and School District's technology administrator any time when he/she inadvertently visits or accesses a pornographic site at School or through any School District Computer or Digital Technology	2
Disconnecting any hardware from any computer without prior explicit direction to do so, except with respect to laptop computers issued with the expectation that they will have hardware, such a printer, connected and disconnected	2
Level 3 Infractions:	
Bypassing any blocking or security software that may be used or installed by the School District	3
Visiting or accessing pornographic websites at School or through any School District Computer or Digital Technology	3
Using Digital Technology to violate any applicable law, Including the Wiretap and Electronic Surveillance Control Act	3
Incurring any charges or costs of any nature or type to the School District in connection with Digital Technology or your Using of Digital Technology; except as specifically and expressly authorized in accordance with applicable procurement requirements established by the School District or by Applicable Law	3
Level 4 Infractions:	
Intentionally, willfully, maliciously or through reckless indifference damaging or corrupting the functioning of any Digital Technology or any data stored, either temporarily or permanently on any Digital Technology	4
When using the School District Digital Technology, engaging in sexual acts or sending any nude pictures	4

Intentionally entering or hacking into any secure or confidential area of the School District's systems, network(s) or Computers without proper authority	4
Knowingly or willfully infecting any Computer with any virus	4
Knowingly or willfully placing any Malicious Code in any Computer, software, or network or network component	4
Using any Digital Technology to hack into anyone else's Computers or network(s) in any way or manner that is not authorized	4
Using any data mining, robots, or similar data gathering and extraction methods in violation of any person's or entity's rights	4
Deleting or removing any program, application, security feature, or virus protection from any School District Computer without express authorization in writing from an administrator in the technology department	4
Hacking into any hardware and/or software owned or licensed by the School District for any purpose	4
Violating any applicable criminal statute pertaining to computers, property or electronic devices, Including Chapter 76 of the Crimes Code, relating to computer offenses. 18 Pa.C.S.A. 7601 et seq.	4
Planting any virus, Malicious Code, pornography or other prohibited content or software on anyone's Computer, Including the School District's network or Computer(s), or any component of the School District's network	4
Accessing another's Computer for any improper or unlawful purpose, including to activate the audio or video functions of the Computer or to search the Computer's files, documents or codes, without the person's prior permission and authority	4

For more information see Policy 815.

7.11 Act 17 of 1994: Institutional Vandalism and Criminal Mischief

A person who intentionally defaces or otherwise damages tangible public property with an aerosol spray-paint can, broad-tipped indelible marker, or similar device commits criminal mischief. Sentencing for this offense is supervised community service as follows:

- Damages less than $200: not less than 50 days or more than 74 days.
- Damages of $200 to less than $1,000: 75 to 99 days.
- Damage of $1,000 or more: 100 to 200 days.
- If community service is satisfactorily completed, the criminal mischief offense is dismissed and expunged from the record. A person also commits institutional vandalism if the person carries an aerosol spray-paint can, indelible marker, or similar device onto public property with the intent to damage property.

7.12 Forgery

Any student caught forging the signature of a School District staff member or Parent, or other individual, will receive the following consequences:

- 1st offense, one (1) day In-School Suspension; and
- Future offenses, incremental application of In-School and/or Out-of-School Suspension.

Article 8 EXTRACURRICULAR ACTIVITIES

Section Contents

8.1 Athletic Director
8.2 Registration
8.3 Physical Examination
8.4 Philosophy
8.5 Specific Objectives
8.6 Procedures for Reporting Concerns and Problems
8.7 Pennsylvania Interscholastic Athletic Association ("PIAA")
8.8 Participation in Extracurricular Activities Is a Privilege
8.9 Coordination of School Discipline and Extracurricular Activity Discipline
8.10 Academic Eligibility
8.11 Attendance Eligibility
8.12 Conduct Expectations
8.13 Prohibited Conduct
8.14 Duty of Cooperation
8.15 Violations of Rules Contained in this Handbook
8.16 Minor Violations
8.17 Tobacco
8.18 Tobacco, Nicotine Products, Alcohol, Controlled Substances, and Paraphernalia
8.19 Policy 227
8.20 Parties and Gatherings
8.21 Self-referral
8.22 Theft
8.23 Crimes
8.24 Citations or Arrests
8.25 Electronic Communications
8.26 Procedures
8.27 Timing of Extracurricular Discipline
8.28 School Discipline
8.29 Good Citizenship
8.30 Expulsion & Suspension
8.31 Team Rules
8.32 Transportation
8.33 Trying Out, Quitting, & Removal
8.34 Uniforms & Equipment
8.35 Insurance for Students in Interscholastic Sports
8.36 Physicals
8.37 ImPACT TESTING (Grades 9 – 12)
8.38 Medical Excuses
8.39 Awards

8.1 Athletic Director

The School District's Athletic Director and contact information is as follows:

Brian Laiacona
Director of Athletics and Activities
Quakertown Community High School
Strayer Middle School
6th Grade Center
(215) 529-2078 | blaiacona@qcsd.org

8.2 Registration

Athletes are required to register. Athletes are required to register in Family ID for all sports in which they will participate for all sports in which they will participate during the school year. All sections of the registration application must be completed.

Arbiter Sports registration page.

Registration for sports, regardless of season, may be completed during the summer, prior to the first day of Fall sports practice.

8.3 Physical Examination

A valid physical examination form must be on file with the Athletic Trainer before an athlete will be permitted to participate in practice.

8.4 Philosophy

The primary purpose of the School District's Athletic Program is to promote the physical, mental, social, emotional and moral well-being of the participants. The Athletic Program offers significant lifetime learning experiences that cannot be duplicated in other educational settings. The Athletic Program is an important and integral part of the total school program and is open to participation by all students. Through voluntary participation, an athlete gives time, energy, and loyalty to the program. He/she also accepts the training rules, regulations, and responsibilities that are unique to each team. In order to contribute to the welfare of the group, the athlete must willingly assume these obligations.

8.5 Specific Objectives

The objectives of the Athletic Program include:

- To promote character development in student athletes;
- To enhance student development in the specific areas of integrity, discipline, commitment, and work ethic;
- To promote physical fitness and desirable habits in health, wellness, and safety;
- To learn that teamwork and cooperation with others are necessary for experiencing success;
- To provide opportunities to observe and exemplify good sportsmanship;
- To foster the realization that athletic competition is a privilege that carries responsibilities;
- To provide a chance to enjoy the opportunity to learn games and improve athletic skills;
- To learn that rules in sports must be followed or penalties will result, and that this same sequence applies in life;
- To develop a program with an atmosphere that results in positive interaction between the team, the school, and the community; and

- To ensure athletics are an integral part of the education program through a focus on educating the student athlete as the primary purpose of the program.

8.6 Procedures for Reporting Concerns and Problems

If an athlete or parent/guardian has a problem, the following procedures should be followed:

- **Level 1**
  Make an appointment to discuss your concern with the coach. Do not attempt to discuss concern just before or after a game, do it privately.
- **Level 2**
  If not satisfactorily resolved at Level 1, contact the Athletic Director. Set up an appointment for the Athletic Director, Coach, and you to discuss concern. Do not contact the Athletic Director until Level 1 has been completed.
- **Level 3**
  If not resolved at Level 2, contact the Principal. Schedule an appointment with the Principal, Athletic Director, Coach and you to discuss the concern. Do not contact the Principal until Levels 1 and 2 have been completed.
- **Level 4**
  If not resolved at Level 3, contact the Superintendent. Schedule a meeting with the Superintendent, Principal, Athletic Director, and Coach to discuss the concern. Do not contact the Superintendent until you have gone through Levels 1, 2 and 3.
- **Level 5**
  If not resolved at Level 4, a meeting with the Activity Committee of the School Board will be scheduled to discuss the concern. Do not contact the Board until Levels 1, 2, 3 and 4 have been completed.

8.7 Pennsylvania Interscholastic Athletic Association ("PIAA") Grades 7-12 (Does not apply to 6th-grade students)

PIAA rules will be followed in all cases of eligibility, transfer, physical examinations, insurance coverage, starting dates, use of school equipment, etc. Each coach has the responsibility to know and enforce the applicable PIAA rules and to inform team members and parents. Notwithstanding anything herein to the contrary, applicable PIAA rules shall take precedence over the rules contained in this handbook and school board policy.

8.8 Participation in Extracurricular Activities Is a Privilege

Participation in extracurricular activities (grades 6-12) and Interscholastic Sports (grades 7-12) is a privilege and not a right. Nothing in this handbook shall be construed as establishing any legal right to participate in extracurricular activities or Interscholastic Sports. Because participation in extracurricular activities and Interscholastic Sports is a privilege and not a right, the School District has broader authority to impose extracurricular dscipline than it does regarding school discipline. Consequently, the Student Code of Conduct will be enforced with all students in Grades 7-12 participating in extracurricular activities:

- regardless whether school is in session;
- regardless whether the offense occurs At School, on or off school property or at a school-related event;
- regardless whether the student is directly involved with the activity at the time the prohibited conduct occurs;
- regardless whether the conduct occurs online or through electronic means; and
- regardless of where or when the conduct occurs.

8.9 Coordination of School Discipline and Extracurricular Activity Discipline

A student's violation of the rules contained in this handbook may lead to both school discipline and extracurricular discipline. Consequently, it is possible that a student who violates the Student Code of Conduct or this handbook will incur consequences from both the appropriate school administrator and from his/her coach or advisor for the same violation. It is also possible that a student participating in extracurricular activities could violate the Code of Conduct or this Handbook and be subject to discipline by a coach or advisor without receiving school dscipline.

8.10 Academic Eligibility

Students Must Be Academically Eligible.
To be academically eligible, a student may not be failing 2 or more classes. Academic eligibility will be reviewed on a weekly cumulative basis. A student who is determined academically ineligible at the end of a given week of school will be ineligible for a period of one (1) week starting on the following Sunday to the next Saturday.

8.11 Attendance Eligibility

Students arriving two (2) hours after the start of the school day will be marked ½ day absent. Students leaving more than two (2) hours before the end of the school day. will be marked ½ day absent. Any student absent for ½ day because he/she was not feeling well will receive an excused ½ day absence but will be unable to participate that day in any extra-curricular event, including practice. In the event of the absence being on a Friday, it would preclude participating in a competition or performance on Saturday.

A student can have an excused absence and be permitted to participate in athletic events for the following reasons:

- Doctor or dentist appointment (generally expected to be in school ½ day, note from the doctor or dentist is required);
- Funeral or death in family;
- Principal's discretion (by prior approval).

Any student who has a half or full day unexcused absence is ineligible for any athletic/extra-curricular events that day, including practice. If this unexcused absence is on Friday, the student is also ineligible to participate on Saturday.

If a student is absent illegally 10% or more of the total number of school days to date, the student will not be able to participate in athletics. Exceptions may be granted by the Principal.

8.12 Conduct Expectations

The School District provides comprehensive athletics programs for the benefit of students. The underlying belief is that participation in interscholastic sports can provide students the opportunity to learn responsibility, dedication, leadership, hard work, respect for rules, respect for authority and many other positive qualities. Regulations are established to promote these qualities and to help build and maintain strong programs. It is recognized that some of the expectations for students involved in athletics exceed the expectations for the general student body.

These students are expected to follow School District policies and rules and all program-specific rules set by the School District and the school. Violations of the rules will result in corrective and/or disciplinary action. The facts and circumstances will be taken into consideration when determining consequences for rule violations.

The following conduct is required of all participants. Failure to meet these expectations can result in disciplinary action by the coach, Principal, Athletic Director or Superintendent:

- Student commitment to a team is expected for the entire season. No athlete may quit one sport and join another after the season has begun without the mutual consent of both coaches.
- Students who participate in activities that involve competition among schools and school districts will conduct themselves in a sportsmanlike manner at all times. This includes behavior toward visiting teams or hosting teams as well as the opponent's fans,

- Students must arrive at practices (including workouts), meetings, and events on time and prepared.
- Students who cannot be present for a practice (including workouts), meeting, or event must call the coach or team captain as soon as they are aware that they will be absent. Each team will decide when missed practices, meetings, or workouts will be made-up and disciplinary action may be taken as outlined in each team's rules.
- Injured or ill students who are unable to participate but are able to attend a practice (including workouts), meeting, or event are required to dress appropriately and sit or stand with the rest of the group.
- Students are required to show respect at all times to coaches.
- Student athletes must respect and not damage school property or equipment. This includes home and away contests.
- Students are required to follow the rules in this Handbook. Failure to do so may result in additional disciplinary measures related to the student's participation with the team as determined by the coach.

8.13 Prohibited Conduct

Students who participate in extracurricular activities are prohibited at all times from:

- Engaging in conduct prohibited under the rules contained in this Handbook;
- Possessing, smoking, selling, or using tobacco products;
- Possessing or using electronic cigarettes or other non-tobacco nicotine- delivery products or accessories;
- Possessing or using drug paraphernalia;
- Possessing, selling, or delivering to another person look-alike drugs or items represented to be drugs or contraband of any kind;
- Possessing, selling, giving, delivering to another person, using, or being under the influence of marijuana, alcohol, a controlled substance, or any dangerous drug;
- Engaging in conduct that contains the elements of an offense relating to glue, aerosol paint, or volatile, mood-altering chemicals;
- Engaging in Level II and Level III violations as described in the Student Code of Conduct;
- Engaging in sexual harassment as defined in 34 C.F.R. 106.30;
- Attending any event at which underage drinking, smoking or drug use is occurring (students will be allowed a slight concession for an amount of time long enough to determine that a violation is occurring and to leave the premises and area);
- riding in a vehicle containing alcohol unless a Parent(s), guardian, or other responsible adult is present and aware of the presence of the alcohol;
- Stealing;
- Conduct that causes injury or harm to persons or property including bullying and hazing;
- Fighting;
- Assault intending to cause or resulting in bodily injury;
- Engaging in conduct resulting in arrest and/or citations from law enforcement officers other than a summary motor; or
- Engaging in conduct that constitutes a Crime.

8.14 Duty of Cooperation

Students have a duty of cooperation with the School District, including the duty to cooperate with investigations and to answer questions truthfully that are asked by coaches, the Principal, the Athletic Director and other officials of the School District. The failure or refusal of a student to answer any questions asked shall itself be a violation of the requirements and shall result in the removal of the student from the team or activity until the questions are answered.

8.15 Violations of Rules Contained in this Handbook

The Principal, Athletic Director or Superintendent may declare an athlete ineligible to participate in a sport if the athlete has violated any rule contained in this Handbook. Temporary or permanent suspension from participation, probation and successful completion of educational components may be required. All of the rules contained in this Handbook are incorporated into this ARTICLE VIII by this reference as if set forth herein in full.

8.16 Minor Violations

A coach shall be responsible for assessing penalties for violation of group and attendance rules. Such penalties may range from a verbal warning to removal from the activity for repeat offenses. Coaches shall generally practice progressive discipline, depending on the facts and circumstances, except that progressive discipline is not required for offenses or conduct deemed serious or egregious. Whether progressive discipline will be applied in any given case is up to the discretion of the applicable authorities. A coach's or advisor's decision to remove a student from an activity will be approved by the Principal prior to the imposition of the penalty. The coach shall notify the Parent(s) of the imposition of any sanction including the nature of the offense and the reason(s) for the disciplinary action.

8.17 Tobacco

No athlete shall, while on or off school premises, use, possess or distribute tobacco. In the absence of any reason to impose a higher level of discipline, the minimum disciplinary penalties will be as follows:

- A first offense will result in a 10-calendar-day suspension of the student from game competition. If there are not 10 calendar days remaining in the particular sport season, the balance will be fulfilled in a subsequent sport season. A contract may be required.
- A second offense will result in dismissal of the student from the Athletic Program for the remainder of the school year in which the infraction occurred. Another contract may be required.
- A third offense will result in dismissal of the student from interscholastic athletics for one calendar year.
- A fourth-offense will result in the student being suspended from participating in interscholastic athletics for the remainder of his/her enrollment as a student in the School District.

8.18 Tobacco, Nicotine Products, Alcohol, Controlled Substances, and Paraphernalia

No student shall, while on or off campus, sell, give, deliver, use, or possess alcohol, controlled substances or drug paraphernalia or be under the influence of alcohol or controlled substances. In the absence of any reason to impose a higher level of discipline, the minimum disciplinary penalties will be as follows:

8.19 Policy 227

All violations which occur while under the jurisdiction of the School District will be subject to consequences stated in Policy 227.

- A first violation, either on-campus or off-campus, will result in a suspension from Extracurricular Activities for 25% of the games or Season of the current or upcoming Season in which a student is involved including the next school year. For example, if a season has 20 games on its original schedule the student would be excluded from 5 games (either regular season or post-season). When a suspension is not satisfied by Season's end, the remaining balance will carry over and be applied to the next Season in which the student participates. A contract may be required.
- A second violation, either on-campus or off-campus, will result in a suspension from Extracurricular Activities for 50% of the games or Season of the current or upcoming Season in which a student is involved including the next school year. For example, if a season has 20 games on its original schedule the student would be excluded from 10 games (either regular season or post-season). When a suspension is not satisfied by Season's end, the remaining balance will carry over and be applied to the next Season in which the student participates. A contract may be required.

- If a suspension carries over to the next season, the Principal will determine the proportion of the season which must be served by the student to fulfill the suspension.
- A third violation, either on-campus or off-campus, will result in a suspension from Extracurricular Activities for one (1) full calendar year.
- A fourth violation, either on-campus or off-campus, will result in permanent exclusion from participating in Extracurricular Activities for the remainder of the student's enrollment in the School District.

8.20 Parties and Gatherings

No student shall knowingly attend any party or other social gathering where underage drinking and drug use occurs. This rule applies to gatherings of two or more students or student aged individuals where underage drinking or drug use is occurring. It shall not be a defense to this rule that a gathering of students at which alcohol and drugs are consumed was sanctioned by any parent(s) or held with parental consent. It is the attendance at such gatherings that is prohibited by this rule. Actual consumption of alcohol or use of drugs is not a prerequisite to establish a violation of this rule. Any student who is found to have voluntarily remained in the vicinity of a gathering prohibited by this section shall be guilty of a violation of this rule whether or not he or she consumes or uses any prohibited substance. Notwithstanding anything herein to the contrary,

- The foregoing 8.20 shall not apply to events such as a wedding, family reunion, or the like, unless the student was engaged in underage alcohol use or drug use; and
- No student will be found to have violated the foregoing 8.20 if he or she can show to the satisfaction of the Principal that immediately upon becoming aware that underage drinking and/or drug use was occurring at the party or gathering, he/she promptly left and was not merely "outside."

8.21 Self-referral

A student who is self-referred or who is voluntarily referred by a Parent(s) and who seeks assistance from the School District with controlled substance use, abuse, or dependency, and who is not at the time of referral under the influence or in possession of a controlled substance shall not be subject to the minimum penalties and may be referred to the SAP Team for assistance. All self-referrals by students must begin by informing a staff member, coach, Athletic Director/Administration, or Advisor.

A self-referral/Parental referral, however, may not be used by students and Parent(s) as a method to avoid consequences once an alcohol and/or drug policy violation has occurred. Voluntarily reporting a violation that has occurred shall not constitute "self-referral" as defined herein even if the report is part of a request for assistance.

8.22 Theft

Any student guilty of theft will face the following minimum consequences:

- A first offense will result in a 15-30 calendar day suspension of the student from game competition or activity determined by the circumstances involved in the theft. If there are not 15-30 calendar days left in the Season, the balance will be fulfilled in the subsequent season. A contract may be required.
- A second offense will result in exclusion of the student from extracurricular participation for the remainder of the school year. Another contract may be required.
- A third offense will result in exclusion of the student from middle school or high school athletics or activities permanently.

8.23 Crimes

Any student who is charged with or convicted of any Crime(s) shall be suspended from participation in Extracurricular Activities, including practices and meetings, until the case has been adjudicated after which a review will be conducted to determine

eligibility. If a student is found guilty of a crime(s) or determined to be a Delinquent Child as defined in the Juvenile Act, he/she will be permanently excluded from extracurricular activities for the duration of his/her enrollment in the School District.

If the School District administration receives notice from an appropriate law enforcement agency that the student was found not guilty of the felony offense and the case was dismissed with prejudice, or that the student was not prosecuted and no formal proceedings, deferred adjudication, or deferred prosecution was initiated, the administration will review the student's suspension from extracurricular Activities. The student will remain on suspension pending the review, which will take place reasonably promptly. The parent(s) may be provided an opportunity for input. However, if after the review the administration believes that the presence of the student in an extra-curricular program will threaten the safety of other students or coaches or staff or will be detrimental to the programs and/or educational process, the suspension will continue indefinitely.

8.24 Citations or Arrests

Citations or arrests on or off campus for smoking, using, selling or possession of illegal drugs, drug paraphernalia, drinking alcoholic beverages, vandalism or any behavior which causes embarrassment to the team, organization, or the School District may result in suspension or dismissal from extracurricular activities.

Any student or his/her parent(s) **must notify** the head coach, Athletic Director, and Principal upon his/her arrest or issuance of a citation. The student's failure to notify the staff member responsible for the program (*or the failure of their Parent(s) to do the same*) may result in suspension or dismissal from Extracurricular Activities.

8.25 Electronic Communications

Students are responsible for their electronic communications delivered through devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites. Maintaining a higher standard of conduct also includes ensuring that the School District's student personal electronic communication is appropriate. The areas of appropriateness will include, but are not limited to, language (abbreviated or alluding to negative, lewd, vulgar, or obscene comments about any individuals), pictures, suggestive poses, and reference to alcohol, drugs, and tobacco. Communication on the internet or by electronic means by students that are posted/sent and cause disruption or damage to School District property or another School District are also inappropriate. Incidents of inappropriate electronic communication, including cyberbullying, may result in suspension or dismissal from extracurricular activities. Additional disciplinary consequences can also be imposed by the appropriate school officials for conduct or behavior that violates the Student Code of Conduct.

8.26 Procedures

Due process does not apply to Extracurricular Discipline. The coach, Principal, Athletic Director or Superintendent will determine whether Extracurricular Discipline will be imposed using such procedures as deemed appropriate.

8.27 Timing of Extracurricular Discipline

The School District shall determine the timing when Extracurricular Discipline shall be served. Generally, if the offense occurs during the summer, the suspension from activities will begin with the first day of practice, competition, or activity, as applicable. If the offense occurs during the season, the suspension will begin on a designated date as determined by the Principal.

8.28 School Discipline

Notwithstanding anything herein to the contrary, a student who is suspended or expelled from school shall be ineligible to participate in any Extracurricular Activities for a period of time not less than the duration of the suspension or expulsion. In addition, Students who have been suspended from school because of misconduct may be dismissed from the team or activity.

8.29 Good Citizenship

An objective of these rules is to instill in students a respect for good citizenship in the form of positive peer pressure. A student's failure to maintain good conduct, regardless of whether the behavior is school-related, will be grounds for disciplinary action ranging from counseling to immediate suspension or removal from the team depending on the severity of the misconduct.

8.30 Expulsion & Suspension

A student who is expelled from school shall be ineligible to participate in any sport that is under the jurisdiction of the Pennsylvania Interscholastic Athletic Association (PIAA) for a period of time not to exceed the duration of the expulsion.

Athletes who have received a school suspension may not participate in practice or compete in contests until the suspension has been completed; provided, however, that Students who have been suspended from school may be removed from the team permanently for such time as deemed appropriate.

8.31 Team Rules

Each coach will submit a set of rules to the team for athletes to follow. Discipline may be imposed by the coach, including suspension or removal from the team, as may be deemed appropriate by the coach, subject to reconsideration by the Principal and then by the Athletic Director.

8.32 Transportation

Athletes must travel to and from all contests in district provided transportation. While on the bus, athletes must follow the bus regulations as stated in the student handbook.

After the contest, an athlete may be released to his/her parent or guardian in person by informing the coach. If an athlete is to go home with another athlete's parent or guardian, permission must be requested by the Parent in writing before the upcoming contest. Any athlete who does not return from a contest with the team without proper authorization will be suspended from the team for the next contest. If a second offense occurs the athlete will be removed from the team and forfeit any and all awards.

The student is responsible for ensuring that any permission request from the Parent is given to the Coach in advance.

8.33 Trying Out, Quitting, & Removal

Any student wishing to try out for a team may do so and quit without consequence during the first two weeks of practice. Any athlete who is removed from a team or voluntarily quits after the first 2 weeks of practice must have consent from the coach of the program they are leaving to participate in another sport during that season.

Athletes who have been removed from a team have a right of appeal, in writing, to the Athletic Director. The Athletic Director and Principal will adjudicate the problem

8.34 Uniforms & Equipment

Athletes are responsible for all uniforms or equipment loaned to them by the school for practices or contests. Equipment or uniforms that are purposely destroyed or not returned upon request will be paid for by the Parent(s) at current replacement cost. School records, awards, etc., will be withheld until the debt is settled. Students will not be allowed to participate in another sport or extra-curricular activity until the uniform or equipment problem has been resolved and all athletic obligations have been cleared.

Game uniforms are only to be worn for the contest or during that school day of the contest and not at any other time.

Athletic equipment must be returned within one week after the last game. All equipment must be returned only to the person who issued it. (Example: head coach or equipment manager.)

8.35 Insurance for Students in Interscholastic Sports

The School District does not provide student accident insurance; however it does provide Parent(s) the opportunity to purchase insurance to cover a student's participation in practice or competition. More information can be obtained by contacting:

Brian Laiacona
Director of Athletics and Activities
Quakertown Community High School
600 Park Ave
Quakertown, PA 18951
(215) 529-2078 | blaiacona@qcsd.org

8.36 Physicals

The PIAA requires that every athlete that wants to participate in a school-sponsored Junior High or Varsity sport must receive a yearly physical before they can practice or compete. This physical must be dated on or after June 1 of the prior year of competition—(i.e. for the 2025-2026 school year the physical must be dated {ERROR - DATE FORMAT} or later.

The PIAA requires that sections 1 – 5 of the CIPPE (Comprehensive Initial Pre-Participation Exam) be filled out completely by the parent(s) and that section 6 be completed by a licensed health professional (DO, MD, PAC, CRNP, SNP). These forms must be completed before the athlete can participate.

The School District requires that the Athletic Training Room Medical Information Sheet be completed by the Parent(s) before participation. This form includes the acknowledgment of the policies in the Athletic Handbook and permission to participate in athletics.

School Sport Physicals

Provided that the participation fee has been paid, a free physical will be provided by the School District once per school year. These physicals are open to any student in grades 7 – 12 that wants to participate in athletics the next school year. Sports physicals will be held early in June. School Physician, Dr. Karl Luxardo, DO, will perform all sports physicals at the school accompanied by Physician Assistant Kyle Maza.

Procedure for Sports Physicals

All school and PIAA permission forms will be filled out in Family ID and signed electronically. The only exceptions are the CIPPE Form 5, CIPPE Form 6 and the Geisinger Authorization to Release Athletic Medical Information. A packet of these forms is located in the high school and middle school offices and outside the Athletic Training Room. The forms may also be downloaded from the FamilyID registration site.

- All papers must be completed and signed prior to receiving a physical. No exceptions will be made.
- Students who miss the set physical dates or wish to get a private physical will need to make an appointment with their family doctor. The School District is not responsible to pay for private physicals. Also, it is the responsibility of the student to have all completed information turned into the Athletic Trainer and be registered on Family ID before the first day of practices.
- Completed paperwork should be turned into the main office.
- The Athletic Trainer will keep a complete list of all information turned in and will keep it on file in the Athletic Training Room.

8.37 ImPACT TESTING

The National Federation of State High School Associations (NFHS), the PIAA and the Pennsylvania state legislature have all recently made statements about the importance of recognizing and properly treating the signs and symptoms of head injuries in youth sports. The School District has implemented mandatory ImPACT testing in grades 9 – 12 in collision sports to help healthcare professionals better diagnose and treat concussions. An ImPACT baseline test will aid medical professionals in determining when an athlete is fit to return after a head injury. A baseline test will need to be taken before an athlete can participate in their Freshman and Junior seasons.. The test can be taken online from the school's webpage

8.38 Medical Excuses

If a student athlete becomes ill or injured during the course of the sports season and needs to see a physician, a note must be provided to the Athletic Trainer from that physician before he/she can return to play.

The contact information for the Athletic Trainer is as follows:

Shannon Renninger
Head Athletic Trainer
Quakertown Community High School
600 Park Ave
Quakertown, PA 18951
(215) 529-2078 | srenninger@qcsd.org

PARTICIPATION IN ALL SPORTS REQUIRES AN ACCEPTANCE OF RISK OF POSSIBLE INJURY. YOUR CHILD AS A PLAYER CAN HELP MAKE THE GAME SAFER BY FOLLOWING THE COACHING GUIDELINES IN REGARD TO TECHNIQUES AND RULES.

Please do not hesitate to contact the Athletic Office if we can help you or your child in any way during his/her athletic career in our School District.

Quakertown Community High School

Student Handbook
&
Code of Conduct

QUAKERTOWN COMMUNITY SCHOOL DISTRICT MISSION STATEMENT

To maximize the achievement of each student
and to empower all students to become productive citizens.

Enter to Learn. Leave to Serve.

Table of Contents

Article 1 – IMPORTANT INFORMATION AND LEGAL NOTICES

1.1 School Board Policy
1.2 School Board Approval of Handbook and Code of Student Conduct
1.3 Anti-Discrimination Notice
1.4 Sexual Harassment; Sexual Misconduct and Sexual Assault
1.5 Student Records
1.6 Release of Student Information
1.7 Student Privacy and the Protection of Pupil Rights Amendment ("PPRA")
1.8 English as a Second Language
1.9 Special Education Programs and Services
1.10 Wellness
1.11 Child Nutrition Programs
1.12 Children's Internet Protection Act ("CIPA")
1.13 Student Services
1.14 Allergies
1.15 Asbestos Hazard Emergency Response Act ("AHERA")
1.16 Audio Recordings on Buses and Vehicles

Article 2 – DEFINITIONS, CONSTRUCTION, & BURDEN OF PROOF

2.1 Definitions
2.2 Rules of Construction
2.3 Governing Rules, Conflict Between or Among Governing Documents.
2.4 Burden of Proof
2.5 Legal Citations

Article 3 – DISCIPLINARY CONSEQUENCES; EXCLUSIONS FROM SCHOOL

3.1 Types of Discipline
3.2 Additional Consequences
3.3 Determination of Discipline and Other Consequences
3.4 Legal Duties and Consequences
3.5 Behavior/Education/Attendance Contracts
3.6 Restorative Practices
3.7 Duty of Cooperation
3.8 Students with Disabilities
3.9 Suspensions
3.10 Expulsion
3.11 Exclusion from Classes—In-School Suspension
3.12 Hearings

Article 4 – DAILY SCHOOL LIFE

4.1 Announcements
4.2 Cafeteria
4.3 Candy, Food, And Drink
4.4 Care of School Property
4.5 Hall Passes
4.6 Hall Traffic
4.7 Lavatories
4.8 Lockers
4.9 Lost and Found
4.10 Field Trips
4.11 Sales Campaign/Fundraising
4.12 School Dances and Social Events
4.13 Senior Pictures
4.14 Student Meetings
4.15 Visitors

Article 5 – SCHOOL RULES AND REGULATIONS

5.1 Attendance
5.2 Grading and Graduation
5.3 Transportation
5.4 Telephones
5.5 Electronic Devices

Article 6 – HEALTH AND SAFETY

6.1 Generally
6.2 Emergency Closing of School, Delays, And Early Dismissals
6.3 School Messenger Phone System
6.4 Health Services
6.5 Medication
6.6 Insurance

Article 7 – STUDENT DISCIPLINE

7.1 Philosophy
7.2 Academic Dishonesty, Cheating
7.3 Student Dress
7.4 Disciplinary Matrix and Rules
7.5 Drugs and Alcohol
7.6 Fighting
7.7 Bullying/Cyberbullying, Harassment and Threats
7.8 Tobacco/Nicotine Products; e-Cigarettes and e-Cigarette Paraphernalia

7.9 Searches
7.10 Acceptable Use of School Computers, Computer Offenses
7.11 Act 17 of 1994: Institutional Vandalism and Criminal Mischief
7.12 Forgery

Article 8 – EXTRACURRICULAR ACTIVITIES

8.1 Athletic Director
8.2 Registration
8.3 Physical Examination
8.4 Philosophy
8.5 Specific Objectives
8.6 Procedures for Reporting Concerns and Problems
8.7 Pennsylvania Interscholastic Athletic Association ("PIAA")
8.8 Participation in Extracurricular Activities Is a Privilege
8.9 Coordination of School Discipline and Extracurricular Activity Discipline
8.10 Academic Eligibility
8.11 Attendance Eligibility
8.12 Conduct Expectations
8.13 Prohibited Conduct
8.14 Duty of Cooperation
8.15 Violations of Rules Contained in this Handbook
8.16 Minor Violations
8.17 Tobacco
8.18 Tobacco, Nicotine Products, Alcohol, Controlled Substances, and Paraphernalia
8.19 Policy 227
8.20 Parties and Gatherings
8.21 Self-referral
8.22 Theft
8.23 Crimes
8.24 Citations or Arrests
8.25 Electronic Communications
8.26 Procedures
8.27 Timing of Extracurricular Discipline
8.28 School Discipline
8.29 Good Citizenship
8.30 Expulsion & Suspension
8.31 Team Rules
8.32 Transportation
8.33 Trying Out, Quitting, & Removal
8.34 Uniforms & Equipment
8.35 Insurance for Students in Interscholastic Sports
8.36 Physicals
8.37 ImPACT TESTING (Grades 9 – 12)
8.38 Medical Excuses
8.39 Awards

Article 1 IMPORTANT INFORMATION AND LEGAL NOTICES

Section Contents

1.1 School Board Policy
1.2 School Board Approval of Handbook and Code of Student Conduct
1.3 Anti-Discrimination Notice
1.4 Sexual Harassment; Sexual Misconduct and Sexual Assault
1.5 Student Records
1.6 Release of Student Information
1.7 Student Privacy and the Protection of Pupil Rights Amendment ("PPRA")
1.8 English as a Second Language
1.9 Special Education Programs and Services
1.10 Wellness
1.11 Child Nutrition Programs
1.12 Children's Internet Protection Act ("CIPA")
1.13 Student Services
1.14 Allergies
1.15 Asbestos Hazard Emergency Response Act ("AHERA")
1.16 Audio Recordings on Buses and Vehicles

1.1 School Board Policy

In accordance with sections 510 and 511 of the School Code, 24 P.S. 5-510, 5-511, and other Applicable Law, the Board of School Directors ("the School Board") has adopted policies governing the operations of the Quakertown Community School District ("the School District"). The School Board's Policy Manual can be found on the School District's website.

Important information that may not be contained in this Handbook can be found on the School District's website and in the School Board Policy Manual posted on the website.

1.2 School Board Approval of Handbook and Code of Student Conduct

The School Board adopted and approved this Handbook and Code of Student Conduct in accordance with 22 Pa. Code 12.3 at a public School Board meeting that occurred on Wednesday, August 27, 2025.

1.3 Anti-Discrimination Notice

The School District complies with Applicable Law and does not discriminate on the basis of race, color, national origin, age, disability, sex, sexual orientation, gender expression or transgender status, or on the basis of any other legally protected status. The School District does not exclude people or treat them differently because of race, color, national origin, age, disability, sexual orientation, gender expression or transgender status, or on the basis of any other legally protected status. Transgender students will not be excluded from bathrooms or locker rooms or other facilities consistent with their gender identity. See, Doe by & through Doe v. Boyertown Area Sch. Dist., 897 F.3d 515 (3d Cir. 2018). All students, cisgender, and transgender will have alternative privacy facilities provided if they desire a degree of privacy not available in the usual bathrooms, locker rooms or other facilities. See Policies 103 and 104 for more information and complaint processes.

The following administrator has been designated to handle complaints and inquiries regarding the School Board's anti-discrimination policies:

Dr. Lisa Hoffman
Superintendent
Quakertown Community School District
100 Commerce Drive
Quakertown, PA 18923
(215) 529-2005 | lhoffman@qcsd.com

1.4 Sexual Harassment; Sexual Misconduct and Sexual Assault

Definitions:

- **Sexual harassment**
  Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:
  - A School District employee conditions the provision of an aid, benefit, or service of the School District on an individual's participation in unwelcome sexual conduct (sometimes referred to as quid pro quo sexual harassment);
  - Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity (sometimes referred to as "hostile environment" sexual harassment); or "Sexual assault" (see below) as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).
- **Sexual misconduct**
  Sexual misconduct means conduct and speech of a sexual nature that does not rise to the level of sexual harassment as defined in this 1.5.1.1 and that is not protected under Applicable Law.
- **Sexual assault**
  Sexual assault means and includes any of the offenses specified under the following provisions of the Pennsylvania Crimes Code, 18 Pa.C.S.A. (relating to crimes and offenses): (a) Section 3121 (relating to rape); (b) Section 3122.1 (relating to statutory sexual assault); (c) Section 3123 (relating to involuntary deviate sexual intercourse); (d) Section 3124.1 (relating to sexual assault); (e) Section 3125 (relating to aggravated indecent assault); and (f) Section 3126 (relating to indecent assault).

Prohibitions

Sexual harassment, sexual misconduct, and sexual assault are strictly prohibited. See School Board Policy 104 for more information relating to the prohibitions of sexual harassment and other forms of unlawful discrimination.

Examples

Under the definitions stated in 1.5.1.1, sexual harassment may take many forms and occur in many situations. It is possible that there may be "student-on-student" sexual harassment, that an employee may sexually harass a student, or that there may be "same sex" sexual harassment—meaning that a girl sexually harasses another girl, or a boy sexually harasses another boy. All forms of sexual harassment or sexual misconduct as defined in 1.5.1.1 are prohibited.

Reporting Sexual Harassment; Complaints.

- **Victims**
  Any student who believes that he or she is a victim of sexual harassment, sexual assault, or sexual misconduct is encouraged to file a complaint.
- **Witnesses**
  Witnesses, including students, employees, and visitors, are encouraged to report sexual harassment, sexual assault, or sexual misconduct. All such complaints or reports are to be made to the Title IX Coordinator.
- **Title IX Coordinator**
  The School District's Title IX Coordinator and her contact information is as follows:

  Dr. Lisa Hoffman
  Superintendent

Quakertown Community School District
100 Commerce Drive
Quakertown, PA 18923
(215) 529-2005 | lhoffman@qcsd.com

1.5 Student Records

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. Subject to the terms and conditions of Applicable Law, these rights include: (a) the right to inspect and review; (b) the right to amend; (c) the right of prior consent; and (d) the right to file a complaint.

Inspection and Review

The right to inspect and review the student's education records within 45 days after the day the School District receives a request for access. Parents or eligible students who wish to inspect their child's or their education records should submit to the Principal or other appropriate School District official, a written request that identifies the records they wish to inspect. The school official will arrange for access and notify the Parent or eligible student of the time and place where the records may be inspected.

Amendment

The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the School District to amend their child's or their education record should write the school Principal or appropriate School District official, clearly identify the part of the record they want changed, and specify why it should be changed. If the School District decides not to amend the record as requested by the parent or eligible student, the School District will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

Prior Consent

The right to provide written consent before the school discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests.

Such a school official typically includes a person employed by the school or school School District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel), and, in certain situations, a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Complaints to the United States Department of Education

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue
SW Washington, DC 20202

FERPA

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in 99.31 of the FERPA regulations. Except for disclosures to school officials,

disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student:

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of 99.34. (99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to 99.38. (99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to 99.36. (99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under 99.37 are met. (99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. 1232g(b)(1)(K))

More information regarding student records is contained in School Board Policies 216 (regarding student records) and 216.1 (regarding supplemental discipline records) and may be obtained by contacting the appropriate House Principal.

1.6 Release of Student Information

Military Recruiters

The School District is required to provide names, addresses, and telephone numbers to military recruiters of our current junior and senior students periodically. Families have the choice to opt out of this release of information. Parents must send a letter in writing twenty (21) days before the list becomes available to the military branches. In order to make this easier, a letter will be mailed home to all juniors during the summer. A return response within the deadline is only necessary if the parent is refusing release of this information. See Policies 216 and 250 for more information.

Local Tax Collectors

At the end of the school year, the local tax collectors require a list from the school of all graduating seniors. This is mandatory and will be sent during the summer months.

Directory Information

FERPA requires that the School District, with certain exceptions, obtain your written consent prior to the disclosure of PII from your child's education records. However, the School District may disclose appropriately designated "directory information" without written consent, unless you have advised the School District to the contrary in accordance with School District procedures. The primary purpose of directory information is to allow the School District to include information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.
- Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies ("LEA's") receiving assistance under the Elementary and Secondary Education Act of 1965, as amended ("ESEA") to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. See 20 U.S.C. 7908 and 10 U.S.C. 503(c).

If you do not want the School District to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify the School District in writing Prior to the start of school each school year. The School District has designated the following information as directory information:

- Student's name;
- Address;
- Telephone listing;
- Electronic mail address;
- Photograph;
- Date and place of birth;
- Major field of study;
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports;
- Weight and height of members of athletic teams;
- Degrees, honors, and awards received;
- The most recent educational agency or institution attended;
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user; and
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors

that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

1.7 Student Privacy and the Protection of Pupil Rights Amendment ("PPRA")

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- Consent is required before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–
    - Political affiliations or beliefs of the student or student's parent;
    - Mental or psychological problems of the student or student's family;
    - Sex behavior or attitudes;
    - Illegal, anti-social, self-incriminating, or demeaning behavior;
    - Critical appraisals of others with whom respondents have close family relationships;
    - Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
    - Religious practices, affiliations, or beliefs of the student or student's parent; or
    - Income, other than as required by law to determine program eligibility.
- Receive notice and an opportunity to opt a student out of –
    - Any other protected information survey, regardless of funding;
    - Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
    - Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)
- Inspect, upon request and before administration or use –
    - Protected information surveys of students and surveys created by a third party;
    - Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
    - Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The School District has and adopted policies, in consultation with parents, regarding these rights, see Policy 235.1, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

The School District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes through InfoSnap.

The School District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation in the specific activity or survey. The School District will make this notification to parents at the beginning of the school year if the School District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys.

Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution;
- Administration of any protected information survey not funded in whole or in part by the U.S. Department of Education; and
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue
SW Washington, D.C. 20202

1.8 English as a Second Language

English Language Learners ("ELL's") in the School District's English Language Development ("ELD") Program have equal access to the full school curriculum, extra-curricular activities, career education, and technology including guidance materials, registration forms, schedules, handbooks, and safety instructions.

Additional information regarding English Language Development programs and services is contained in School Board Policy 138 and may be obtained from:

Kelly Cramer
Director of Teaching and Learning
Quakertown Community School District
100 Commerce Drive
Quakertown, 18951
(215) 529-2664 | kcramer@qcsd.org

1.9 Special Education Programs and Services

The School District provides special education programs and services to meet the needs of students identified as eligible under the Individuals with Disabilities Education Act ("IDEA") and/or state regulations. Procedures followed in determining eligibility and programming are in accordance with Title 22 PA Code, Chapters 14 and 16.

Eligibility is generally determined through a multi-disciplinary evaluation, of which parents are an integral part. Following the multi-disciplinary evaluation, a conference is held to determine whether or not the student is eligible and in need of services. Procedural safeguards are issued at each step of the process to ensure the rights of the parents and students are protected.

The School District provides inclusion for students in accordance with Applicable Law. Inclusion is matching students appropriately in the least restrictive academic and social environment, providing whatever supports are necessary, and utilizing adaptations and accommodations – which constitute specially designed instruction resulting in positive outcomes for all students and staff. The process includes ongoing evaluation (including formal and/or informal assessments) to determine the current program's success and the need for program change if necessary.

The School District ensures the protection of the confidentiality of personally identifiable information. Records are maintained, stored, destroyed, or accessed in compliance with FERPA and other Applicable Law.

The IDEA requires the School District at certain times to provide parents of children with disabilities a copy of the School District's procedural safeguards identifying the procedural rights under the IDEA and Applicable Law. The School District's Procedural Safeguards Notice is on the School District's website.

Additional information regarding Special Education Programs and Services is contained in Policies 113 (regarding Special Education), 113.1 (regarding Discipline of Students with Disabilities), 113.2 (regarding behavior support), 113.3 (regarding

screenings and evaluations), 113.4 (regarding confidentiality), and 114 (regarding gifted education). These Policies and relevant information may be obtained from:

Carolyn Staffieri
Director of Student Services & Transportation
Quakertown Community School District
100 Commerce Drive
Quakertown, 18951
(215) 529-2195 | cstaffieri@qcsd.org

1.10 Wellness

The School District has a wellness program in accordance with the Healthy, Hunger-Free Kids Act. 42 U.S.C.A 1751-1769. See Policy 246.

Wellness Committee

The School District has a Wellness Committee comprised of one (1) of each of the following: School Board member, district administrator, district food service representative, student, parent/guardian, school health professional, physical education teacher, and member of the public. It is the goal that committee membership will include representatives from each school building and reflect the diversity of the community.

The Wellness Committee meets at least four (4) times per year and serves as an advisory committee regarding student health issues. It is responsible for developing, implementing and periodically reviewing and updating the School Wellness policy. The Wellness Committee reviews and considers evidence-based strategies and techniques in establishing goals for nutrition education and promotion, physical activity and other school-based activities that promote student wellness as part of the policy development and revision process.[3]

Advisory Health Council

The School District has an active Advisory Health Council to study student health issues and to assist in organizing follow-up programs. The Advisory Health Council may:

- examine related research, assess student needs and the current school environment, review existing Board policies and administrative regulations, and raise awareness about student health issues;
- make policy recommendations to the School Board related to other health issues necessary to promote student wellness;
- survey parents/guardians and/or students; conduct community forums or focus groups; collaborate with appropriate community agencies and organizations; and engage in similar activities, within the budget established for these purposes; and
- provide periodic reports to the Superintendent regarding the status of its work

The following administrator is responsible for the School District's Wellness Program.

Lorie Olexson
Assistant Business Administrator
100 Commerce Drive
Quakertown, PA 18951
215-529-2032 | lolexson@qcsd.org

1.11 Child Nutrition Programs

The School District participates in the National School Lunch Program and the School Breakfast Program. Information related to eligibility and application for free and reduced price benefits are available on the School District's website.

The School District will make appropriate food service and/or meal accommodations to students whose disability restricts their diet in accordance with Applicable Law. See Board Policy 808.

If you have any questions regarding nutrition or food service, please contact the following administrator.

Lorie Olexson
Assistant Business Administrator
100 Commerce Drive
Quakertown, PA 18951
215-529-2032 | lolexson@qcsd.org

1.12 Children's Internet Protection Act ("CIPA")

CIPA was enacted by Congress to address concerns about children's access to obscene or harmful content over the Internet. CIPA imposes certain requirements on schools that receive discounts for Internet access or internal connections through the E-rate program – a program that makes certain communications services and products more affordable for eligible schools and libraries.

The School District may not receive the discounts offered by the E-rate program unless it certifies that it has an Internet safety policy that includes technology protection measures. The protection measures must block or filter Internet access to pictures that are: (a) obscene; (b) child pornography; or (c) harmful to minors (for computers that are accessed by minors). The School District was also required to certify that: (a) its Internet safety policies included monitoring the online activities of minors; and (b) its policies provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response. The School District's required policies are contained in Policy 815.

CIPA requires the School District to adopt and implement an Internet safety policy addressing:

- Access by minors to inappropriate matter on the Internet;
- The safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications;
- Unauthorized access, including so-called "hacking," and other unlawful activities by minors online;
- Unauthorized disclosure, use, and dissemination of personal information regarding minors; and
- Measures restricting minors' access to materials harmful to them.

The administrator in the School District responsible for compliance with CIPA is:

Joe Kuzo
Director of Technology
Quakertown Community School District
100 Commerce Drive
Quakertown, 18951
267-371-1271 | jkuzo@qcsd.org

Complaints
Filing a complaint. You have multiple options for filing a complaint with the FCC:

- File a complaint online at https://consumercomplaints.fcc.gov
- By phone: 1-888-CALL-FCC (1-888-225-5322); TTY: 1-888-TELL-FCC (1-888-835-5322); ASL: 1-844-432-2275
- By mail (please include your name, address, contact information and as much detail about your complaint as possible):

Federal Communications Commission Consumer and Governmental Affairs Bureau Consumer Inquiries and Complaints Division
45 L Street NE
Washington, DC 20554

1.13 Student Services

School Counseling

The School District's School Counseling Department is concerned with the educational, emotional, and social development of all students in relation to their school experience and complete preparation for successful living. The guidance counselors help the students develop a positive image and awareness of their abilities. They assist in giving direction to achieving successful educational and vocational experiences. Parent(s)s are encouraged to be involved in developing strong communication between home and school for the benefit of the student. Please feel free to contact out School Counselors should you have questions relative to the school's educational program or the services the school offers our students.

McKinney-Vento Homeless Assistance Act

The McKinney-Vento Homeless Assistance Act was enacted to aid homeless persons. The Act defines the term "homeless children and youth" broadly as individuals who lack a fixed, regular, and adequate nighttime residence. This may include families or students who live in a homeless shelter, who double-up with other people, who live in a car, empty building, bus or train station, or in a motel or campground, for example.

Eligible children have the right to:

- receive a free, appropriate education;
- enroll in school immediately, even if lacking documents normally required for enrollment;
- enroll in school and attend classes while the school gathers needed documents;
- enroll in the local school, or continue attending their school of origin if that is your preference;
- receive transportation to and from the school of origin, if requested;
- receive educational services comparable to those services provided to other students, according to the child's needs.

More information can be found in Policies 251 and 200 and on the School District's website.

If you believe you may be eligible, please contact the School District's Homeless Liaison or your school counselor to find out what services and supports may be available. The School District's Homeless Liaison is:

Kirsten Cochran
School Social Worker
Quakertown Community School District
100 Commerce Drive
Quakertown, 18951
267-718-2004 | kcochran@qcsd.org

If the School District believes that the school you selected is not in the best interest of the student, the School District must provide you with a written explanation of its position and inform you of your right to appeal its decision.

Financial Aid Night

Financial Aid Night is held one night each year in order to assist parents in obtaining financial aid for any post-high school educational schooling. Financial Aid Night will be held at a date to be announced in late fall.

Career Planning

Students who intend to go to college should ascertain the entrance requirements for the institutions of their choice and select the high school courses necessary to meet these requirements. Students who are planning post-secondary education or employment upon graduation are encouraged to speak with their counselor regarding appropriate courses to take.

Working Papers

Students under the age of 18 must have a work permit before they can begin employment during vacation or after school hours. An application for a work permit is available in the high school office. You must also present a document that verifies your age. The Child Labor Law prohibits the use of educational records to be used to verify age, so students will need a birth certificate, baptismal certificate, passport, or photo driver's license as proof of age.

1.14 Allergies

Definitions

The following terms have the following meanings:

- **Allergy**

  Allergy means a reaction to an otherwise harmless food, food component, or substance that involves the body's immune system. A reaction occurs when the body's immune system responds abnormally to any foreign substance. The body reacts by flooding the system with histamines and other chemicals to fight off what is perceived as an invader in the body. Allergic reactions are potentially life threatening. Reactions to food or food ingredients that do not involve the immune system are called food intolerance or sensitivities.

- **Anaphylaxis**

  Anaphylaxis means serious and rapid allergic reactions usually involving more than one part of the body which, if severe enough, can kill.

- **Serious Allergy**

  Serious Allergy means an allergy that poses a significant health or safety risk. An allergy that poses a significant health or safety risk means an allergy or allergies where exposure to nuts or other allergens will likely result in one or more of the following symptoms or conditions: (a) deterioration of consciousness; (b) difficulty breathing whether due to swelling in the throat or to asthma; (c) anaphylaxis or anaphylactic shock, from either obstruction to breathing or extremely low blood pressure; (d) swelling in the throat causing difficulty in swallowing or breathing; (e) the effects resulting from any of the foregoing; and/or (e) any other illness or disease that is not transitory or di minimus. Effects of exposure to nuts or other allergens that do not fall within the definition of a serious risk of health or safety include the following when none of the foregoing symptoms are conditions are likely to occur: (a) tingling feelings; (b) itchy nettle rash; (c) hives; (d) itching; (e) or any other symptom that is transitory and will not lead to any serious adverse health condition.

- **Food Intolerance**

  Food Intolerance means a metabolic disorder and does not involve the immune system. Lactose intolerance is one example of food intolerance. A person with lactose intolerance lacks an enzyme that is needed to digest milk or sugar. When the person eats milk products, symptoms such as gas, bloating, and abdominal pain may occur.

Please contact the Principal, the school nurse, or the Section 504 Coordinator for information related to Allergy(ies) and to secure appropriate accommodations and/or protections from risk. See Policy 209.1 for more information.

The Section 504 and ADA Coordinator is the following administrator:

Dr. Lisa Hoffman
Superintendent
Quakertown Community School District
100 Commerce Drive
Quakertown, PA 18923
(215) 529-2005 | lhoffman@qcsd.com

1.15 Asbestos Hazard Emergency Response Act ("AHERA")

AHERA required the School District to inspect schools for asbestos-containing building material and prepare management plans that make recommendations for the reduction of asbestos hazards. For more information about AHERA rules, the responsibilities of the School District and asbestos itself, please visit the EPA's website. Specifically, AHERA rules required the School District to take the following actions:

- Perform an original inspection and re-inspection every three years of asbestos-containing material;
- Develop, maintain, and update an asbestos management plan and keep a copy at the school;
- Provide yearly notification to parents, teachers, and employee organizations regarding the availability of the school's asbestos management plan and any asbestos abatement actions taken or planned in the school;
- Designate a contact person to ensure the responsibilities of the School District are properly implemented;
- Perform periodic surveillance of known or suspected asbestos-containing building material;
- Ensure that properly-accredited professionals perform inspections and response actions and prepare management plans;
- and Provide custodial staff with asbestos-awareness training.

The School District's AHERA Coordinator is:

Rob Christine
Director of Facilities
311 S. Ninth Street
Quakertown, PA 18951
215-529-2008 | rchristine@qcsd.org

The Director of Facilities has on file the type, amount, and location of any asbestos-containing materials within that building. This "Management Plan" of identification and appropriate handling has been approved by the School Board and is available for review to the public upon request.

1.16 Audio Recordings on Buses and Vehicles

As allowed by section 5704 of the Crimes Code, 18 Pa.C.S.A. 5704, the School District} equips its school buses and vehicles with audio-recording equipment. Video and audio surveillance equipment may be installed on any school bus or school vehicle, and events or actions captured on videotape and/or audio may be used for disciplinary or security purposes. See Policy 810.2.

Article 2 DEFINITIONS, CONSTRUCTION, & BURDEN OF PROOF

Section Contents

2.1 Definitions
2.2 Rules of Construction
2.3 Governing Rules, Conflict Between or Among Governing Documents.
2.4 Burden of Proof
2.5 Legal Citations

2.1 Definitions

The following terms in this Handbook when capitalized herein shall have the following meanings unless the context clearly indicates otherwise. The terms and conditions of this Handbook are to be interpreted in accordance with the following definitions, definitions elsewhere in this Handbook, and the rules of construction set forth herein.

ADA

"ADA" means the Americans with Disabilities Act and its implementing regulations. 42 U.S.C.A. 12101 et seq.

Applicable Law

"Applicable Law" means any federal, state or local law, regulation, ordinance, Order, policy or the holding of any court decision that is applicable to the situation, including applicable constitutional provisions.

At School

Except when Applicable Law requires otherwise, "At School" means any of the following:

- any time, at or away from school, over which the School District has authority to discipline students under Applicable Law, including when attending school remotely from home or other location;
- whenever the student is at school at any time during the school day or at any activities of the School District, such as school trips, Extracurricular Activities, etc.;
- when a student is coming to or returning from school or any School District activity;
- while a student is at any school bus stop;
- while a student is on any school bus or school vehicle; or
- conduct by a student that occurs away from school, but that becomes connected with school and/or causes a disruption at school or involves a situation for which the School District is required to act under Applicable Law;

Code of Student Conduct

"Code of Student Conduct" means and includes all rules contained in this Handbook regarding student conduct or rules of the school or School District contained in this Handbook or adopted by the School Board after adoption and approval of this Handbook, all as may be amended from time-to-time.

Crime(s)

"Crime(s)" means any crime as defined in Pennsylvania or Federal law, other than summary offenses relating to driving. The term includes any "Delinquent Act" as defined in the Juvenile Act. See 42 Pa.C.S.A. 6302.

Extracurricular Activities

"Extracurricular Activities" means exercises, athletics, or games of any kind, school publications, debating, forensic, dramatic, musical, and other activities related to the school program, including raising and disbursing funds for any or all of such purposes and for scholarships, organizations, clubs, societies and groups of the members of any class or school that are subject to section 511 of the School Code, 24 P.S. 5-511. The term includes any activity within the authority of the School Board under section 511 of the School Code and includes interscholastic athletics.

Extracurricular Discipline

"Extracurricular Discipline" means and includes any discipline or sanction imposed regarding a student's participation in Extracurricular Activities, including any reasonable sanction, extra workouts, suspension from practices, meetings or competitions, or temporary or permanent removal from Extracurricular Activity(ies).

Handbook

"Handbook" means both this Handbook and the Code of Student Conduct contained herein.

Parent(s)

Except as otherwise defined in this Handbook for particular situations, "Parent(s)" means natural or adoptive Parents, guardians or others who have custody or control of the student and includes those within the definition of a "Parent(s)" in 34 C.F.R. 300.30.

Policy

"Policy" means any policy as adopted by the School Board and that is contained either in the policy manual as published on the School District's website or that is contained in or approved by any action of the School Board at a public meeting.

Required by Law

"Required by Law" means a mandate contained in law that compels the School District to act or refrain from acting and that is enforceable in a court of law. "Required by Law" includes court orders and court-ordered warrants; subpoenas or summons issued by a court, grand jury, a governmental or an administrative body; conditions for participation in any program agreed upon by the School District or imposed upon the School District for participating in the program; and terms of assurances made by the School District to any state or federal agency.

Principal

"Principal" means the School Principal, House Principal(s), Assistant Principal(s) and any Interim or Substitute Principal or the designee of any of them.

School Discipline

"School Discipline" means and includes all discipline allowed by Applicable Law regarding school, including detention, in-school suspension, out-of-school suspension, expulsion and assignment to an alternative program for disruptive youth.

School District

"School District" means the Quakertown Community School District.

School

"School" means the any school within the Quakertown Community School District

School Board

"School Board" means the Board of School Directors of the School District.

Section 504

"Section 504" means section 504 of the Rehabilitation Act of 1973 and its implementing regulations. See 29 U.S.C.A. 794, 34 C.F.R., Part 104, 22 Pa. Code, Chapter 15.

Season

"Season" means: (a) in the case of a sport or activity that has a set schedule of games, tournaments or contests, it means that number of games, tournaments or contests scheduled during the regular season or the equivalent of a regular season; (b) in the case of an activity that does not have a set schedule of games, tournaments or contests, it means that amount of time between when the activity is scheduled to begin in any school year and when the activity is expected to end in any school year; or (c) in the case where the foregoing definitions would not be applicable or equitable, the coach and/or Principal may determine an appropriate time period for that is meant by the word "Season."

Sexual Assault

"Sexual Assault" means the following offenses specified under the following provisions of the Crimes Code:

- Section 3121 (relating to rape).
- Section 3122.1 (relating to statutory sexual assault);
- Section 3123 (relating to involuntary deviate sexual intercourse);
- Section 3124.1 (relating to sexual assault);
- Section 3125 (relating to aggravated indecent assault); or
- Section 3126 (relating to indecent assault).

Supportive Measures

"Supportive Measures" means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the recipient's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security, monitoring of certain areas of the campus, participation in the Student Assistance Program, and other similar measures. The recipient must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide the supportive measures.

Weapon(s)

"Weapon(s)" means and includes any knife, cutting instrument, cutting tool, nunchuck stick, firearm, shotgun, rifle, look alike/facsimile weapon, and any other tool, instrument, or implement capable of inflicting serious bodily injury. The term "Weapon(s)" also includes bombs or other explosive devices.

2.2 Rules of Construction

For purposes of this Handbook, (a) the words "include," "includes" and "including" are deemed to be followed by the words "without limitation"; (b) the word "or" is not exclusive; and (c) the words "herein," "hereof," "hereto" and "hereunder" refer to this Handbook as a whole.

Unless the context otherwise requires, references herein: (a) to Articles, sections and paragraphs mean the Articles, sections of and paragraphs of this Handbook; and (b) to a statute means such statute and any successor legislation thereto and any regulations promulgated thereunder.

Whenever the masculine is used in this Handbook, the same shall include the feminine and whenever the feminine is used herein, the same shall include the masculine, where appropriate. Whenever the singular is used in this Handbook, the same shall include the plural, and whenever the plural is used herein, the same shall include the singular, where appropriate.

The School District does not intend an interpretation that is in violation of Applicable law or that is unreasonable or absurd. Where a provision is ambiguous such that there are two or more reasonable interpretations of the provision, the School District does not intend the interpretation that would be inconsistent with or in violation of Applicable Law.

Notwithstanding anything herein to the contrary, specific disciplinary consequences connected to any conduct described in this Handbook shall not be considered to the exclusive consequences that may be imposed. Any stated consequence may be increased to a harsher consequence or decreased to a reduced consequence considering relevant mitigating circumstances or aggravating circumstances. In all instances, all relevant factors shall be considered before imposing discipline, including the standards set forth in this Handbook.

2.3 Governing Rules, Conflict Between or Among Governing Documents.

This Handbook, together with any other documents specifically and expressly incorporated herein by reference, and all related or cited School Board Policies, constitute the Code of Student Conduct. School Board Policies shall at all times take precedence over this Handbook, whether such policies were adopted before or after the adoption of this Handbook.

In the event of any inconsistency between the statements in the body of this Handbook and any School Board Policy, the School Board Policy shall control. In the event of any inconsistency between the statements in the body of this Handbook and any other documents specifically and expressly incorporated herein by reference, the terms and conditions of the applicable School Board Policy shall control; and where no School Board Policy directly addresses the inconsistency, the terms and conditions in the body of this Handbook shall control.

2.4 Burden of Proof

The School District will apply a preponderance of evidence standard in determining whether there has been an infraction or violation of any of the rules in this Handbook.

2.5 Legal Citations

Legal citations are contained in this handbook in order to assist parents and students to engage in further research and for purposes of clarity. To assist in the understanding of the legal citations, the School District offers the following information. The School District will follow the accepted citation conventions described herein when citing Applicable Law.

Federal Law

- **Statutes**

  Federal statutes are compiled in the "United States Code Annotated" ("U.S.C.A.") Each volume is numbered, and the volume number is placed before the acronym U.S.C.A. Laws regarding education are generally found in volume 20 of the U.S.C.A. Sections are designated with the symbol and follow the acronym "U.S.C.A." The Individuals with Disabilities Education Act ("the IDEA") begins with 20 U.S.C.A. 1401, for example.

- **Regulations**

  Federal regulations are compiled in the "Code of Federal Regulations: ("C.F.R.") Volume numbers appear before "C.F.R." and section numbers appear after. Regulations applicable to education generally appear in volume 34 of the C.F.R. Volumes are generally referred to as "Titles." Consequently, federal education regulations generally appear in Title 34 of the C.F.R. For example, the regulations implementing the IDEA begin at 34 C.F.R. 300.1. Groups of federal regulations that relate to a single subject are grouped in "Parts." Regulations relating to special education, for example, are in Part 304. That would be cited as 34 C.F.R., Part 304.

State Law

- **Statutes**

  State statutes are contained in one of two different compilations—one referred to as "Purdon's Statutes" ("P.S.")(referring to the original publisher of the statutes), and the other referred to as the "Pennsylvania Consolidated Statutes Annotated" ("Pa.C.S.A."). The numbering convention is similar to the federal system with the volume number first, followed by either "P.S." or "Pa.C.S.A.", followed by the section number. The state education laws are generally found in volume 24 and the School Code begins at 24 P.S. 1-101.

- **Regulations**

  State regulations are published in a compilation called the Pennsylvania Code ("Pa. Code"). The education regulations generally appear in volume 22. The volume numbers appear first, followed by "Pa. Code" and then by either the section or chapter number. The state regulations governing special education, for example, are found at 22 Pa. Code, Chapter 14.

Article 3 DISCIPLINARY CONSEQUENCES; EXCLUSIONS FROM SCHOOL

Section Contents

3.1 Types of Discipline
3.2 Additional Consequences
3.3 Determination of Discipline and Other Consequences
3.4 Legal Duties and Consequences
3.5 Behavior/Education/Attendance Contracts.
3.6 Restorative Practices
3.7 Duty of Cooperation
3.8 Students with Disabilities
3.9 Suspensions
3.10 Expulsion
3.11 Exclusion from Classes—In-School Suspension
3.12 Hearings

3.1 Types of Discipline

Any student who violates any rule contained in this Handbook or class rules established by the teacher shall be subject to discipline. Discipline may take the form of (i) class discipline as determined by a teacher; (ii) suspension or termination of privileges; (iii) detention before or after school; (iv) restitution; (v) student conference; (vi) community service; (vii) assignment to the in-school suspension room; (viii) suspension from school; (ix) assignment to an alternative school; (x) reflective assignment; (xi) expulsion; (xii) removal or exclusion from extra-curricular or co-curricular activities; (xiii) removal from Honor Society; (xiv) confiscation of contraband; (xv) removal or exclusion from a particular class, program, or activity; (xvi) transfer to an Alternative Educational Program for Disruptive Youth; or (xvii) such other discipline as may be appropriate. Additional conditions may be assessed with any discipline that is imposed. In the case of exclusions from school or activities, conditions may be imposed for readmission to School.

3.2 Additional Consequences

In addition to discipline, the School District may take the following actions: (i) Parent contact or meeting; (ii) referral to School Counseling Team; (iii) peer mediation; (iv) referral to law enforcement; (v) referral to Juvenile Court; (vi) an apology; (vii) referral to guidance counselor or other support service; (viii) required and successful training; (ix) requirement for an evaluation to ensure that the student does not present a threat to himself/herself or others; (x) Supportive Measures; (xi) transfer to a different school; and (xii) other actions as deemed necessary by the School District.

3.3 Determination of Discipline and Other Consequences

Notwithstanding anything herein to the contrary, the disciplinary consequence will be determined based upon the consideration of relevant factors, which may include any one or more of the following: (i) the egregiousness of the student's conduct; (ii) the student's academic record; (iii) the student's past disciplinary record; (iv) mitigating factors; (v) aggravating factors; (vi) the student's true remorsefulness, or lack thereof; and (vii) the student's level of cooperation and/or acceptance of responsibility. The weight, if any, to be given to any relevant factor will be determined by the School District. The egregiousness of the student's conduct may be determined in accordance with the levels of offenses as described subsequently in this Code of Conduct. Although the levels of offenses shall be considered, they are not determinative. Instead, they are just one of the factors that will be considered.

The School District complies with Applicable Law regarding the imposition of disciplinary consequences.

Weapons

Under section 1317.2 of the School Code, school districts are compelled by law to expel, for a period of not less than one year, any student who is determined to have brought onto or is in possession of a weapon on any school property, any school-sponsored activity or any public conveyance providing transportation to a school or school-sponsored activity. 24 P.S. 13-1317.2. Further, the Superintendent is required to report weapons offenses to the Pennsylvania Department of Education. Schools shall follow Board Policy 218.1 (Weapons).

Sexual Assault

Under section 1318.1 of the School Code, if a student enrolled in the School District is convicted or adjudicated delinquent of committing a sexual assault upon another student enrolled in the School District, the School District, will take one of the following actions: (i) expel the convicted or adjudicated student; (ii) transfer the convicted or adjudicated student to an alternative education program; (iii) reassign the convicted or adjudicated student to another school or educational program within the School District.; or (iv) any combination of the foregoing actions. See 24 P.S. 13-1318.1 and Policy 218.3.

3.4 Legal Duties and Consequences

Notwithstanding anything herein to the contrary, discipline, including suspension or expulsion, may be imposed by the School District for out-of-school conduct of the student when Required by Law or allowed by Applicable Law.

A student convicted of or adjudged delinquent for committing a Sexual Assault upon another student enrolled in the School District shall notify the Principal of the conviction no later than seventy-two (72) hours after the conviction or determination of delinquency.

A student arrested or charged with committing Sexual Assault shall notify the Principal of the arrest or charge no later than seventy-two (72) hours after the arrest or charge.

3.5 Behavior/Education/Attendance Contracts.

The School District may develop and require a student to enter into behavior/education/attendance contracts for students who exhibit repeated misbehavior and/or academic and attendance problems.

3.6 Restorative Practices

The student may be required to engage in restorative practices and processes.

3.7 Duty of Cooperation

Students have a duty of cooperation with the School District to: (a) answer questions asked by teachers, administrators, the School Resource Officer and the School Security officers; and (b) allow searches requested and to provide records or other materials when requested. A student's failure to cooperate is a basis for discipline in and of itself and will be considered to be an aggravating factor when combined with other infractions.

3.8 Students with Disabilities

Suspensions or expulsions affecting students with disabilities as defined in the Individuals with Disabilities Education Act ("IDEA") shall be governed by Applicable Law, including 22 Pa. Code 14.143 (relating to disciplinary placements) and 34 CFR 300.519—300.529 (relating to discipline procedures).

3.9 Suspensions

"Suspension" means exclusion from school for a period of from one (1) to ten (10) consecutive school days. See 22 Pa. Code 12.6, 12.7 and 12.8. For more information refer to Policy 233.

Suspensions may be imposed by the School Board, the Superintendent, the Principal, the Assistant Principal, the House Principal, or the Coordinator of Student Management.

Generally, a student may not be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond; provided, however, prior notice of the intended suspension need not be given when it is clear that the health, safety or welfare of the school community is threatened.

The Parent(s) and the Superintendent must be notified immediately in writing when a student is suspended.

When a suspension exceeds three (3) school days, the student and Parent(s) shall be given the opportunity for an informal hearing consistent with Applicable Law.

Suspensions may not be made to run consecutively beyond the ten (10) school day period for any one infraction.

Students are responsible to make up exams and work missed while being disciplined by suspension and shall be permitted to complete these assignments as determined by the Principal, or other authorized administrator, including the Superintendent.

3.10 Expulsion

"Expulsion" means an exclusion from school for a period exceeding ten (10) school days and may be permanent expulsion. See 22 Pa. Code 12.6(b)(2). For more information refer to Policy 233.

Expulsions may be imposed only by the School Board after a hearing in accordance with Applicable Law. See 22 Pa. Code 12.8.

During the period prior to the hearing and decision of the School Board in an expulsion case, the student shall be placed in his normal class except as allowed under Applicable Law.

Students who are under eighteen (18) years of age are subject to the compulsory school attendance law even though expelled. See 22 Pa. Code 12.6(e).

The initial responsibility for providing the required education rests with the student's Parent(s), through placement in another school, tutorial or correspondence study, or another educational program approved by the Superintendent.

Within thirty (30) days of action by the School Board, the Parent(s) shall submit to the Superintendent written evidence that the required education is being provided in accordance with Applicable Law or that they are unable to do so. If the Parent(s) is unable to provide the required education, the School District shall, within ten (10) days of receipt of the notification, make provision for the student's education.

A student with a disability as defined in the IDEA shall be provided educational services as required by Applicable Law, including the IDEA (20 U.S.C.A. 1400 to 1482)

3.11 Exclusion from Classes: In-School Suspension

A student may not receive an in-school suspension unless the student has been informed of the reasons for the suspension and has been given an opportunity to respond before the suspension becomes effective. For more information refer to Policy 233.

Communication to the Parent(s) shall reasonably promptly follow the suspension action taken by the school.

When the in-school suspension exceeds ten (10) consecutive school days, an informal hearing with the Principal shall be offered to the student and the student's parent or guardian prior to the eleventh (11th) school day in accordance with Applicable Law

The School District has the responsibility to make provision for the student's education during the period of the in-school suspension.

3.12 Hearings

General

Education is a statutory right, and students shall be afforded due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing. (This provision does not apply to exclusions or removals from extra-curricular activities that do not involve school discipline.) For more information refer to Policy 233.

Formal Hearings

A formal hearing is required in all expulsion actions. This hearing may be held before the School Board or an authorized committee of the School Board, or a qualified hearing examiner appointed by the School Board. When a committee or a hearing examiner conducts the hearing, a majority vote of the entire School Board is required to expel a student. The following due process requirements shall be observed with regard to the formal hearing:

- Notification of the charges shall be sent to the student's Parent(s) by certified mail;
- At least three (3) days' notice of the time and place of the hearing shall be given.
- A copy of the expulsion policy, notice that legal counsel may represent the student and hearing procedures shall be included with the hearing notice.
- A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension.
- The hearing shall be held in private unless the student or Parent(s) requests a public hearing.
- The student may be represented by counsel, at the expense of the Parent(s), and may have a Parent(s) attend the hearing.
- The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses if there are any.
- The student has the right to request that the witnesses appear in person and answer questions or be cross-examined.
- The student has the right to testify and present witnesses on his own behalf.
- A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is indigent.
- The hearing shall be held within fifteen (15) school days of the notification of charges, unless mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:
    - Laboratory reports are needed from law enforcement agencies;
    - Evaluations or other court or administrative proceedings are pending due to a student invoking his rights under the Individuals With Disabilities Education Act (20 U.S.C.A. 1400—1482); or
    - In cases in juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary due to the condition or best interests of the victim.
- Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

Informal Hearings

The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended.

The informal hearing is held to bring forth all relevant information regarding the event for which the student may be suspended and for students, their parents or guardians and school officials to discuss ways by which future offenses might be avoided.

The following due process requirements shall be observed in regard to the informal hearing:

- Notification of the reasons for the suspension shall be given in writing to the parents or guardians and to the student.
- Sufficient notice of the time and place of the informal hearing shall be given.

- A student has the right to question any witnesses who may be present at the hearing, but witnesses are not required for such a hearing.
- A student has the right to speak and produce witnesses on his own behalf.
- The School District shall offer to hold the informal hearing within the first 5 days of the suspension.

Article 4 DAILY SCHOOL LIFE

Section Contents

4.1 Announcements
4.2 Cafeteria
4.3 Candy, Food, And Drink
4.4 Care of School Property
4.5 Hall Passes
4.6 Hall Traffic
4.7 Lavatories
4.8 Lockers
4.9 Lost and Found
4.10 Field Trips
4.11 Sales Campaign/Fundraising
4.12 School Dances and Social Events
4.13 Senior Pictures
4.14 Student Meetings
4.15 Visitors

4.1 Announcements

Announcements concerning school activities are made during school hours. Requests for school announcements should be written neatly, dated, signed, and filed in the House Principal's Office no later than 24 hours prior to the announcements. For more information see Policy 220.

4.2 Cafeteria

For school lunches, students should enter the cafeteria in a single line and take the last position in the line.

All food should be eaten at a table in the designated dining areas.

Students may take their trays to the disposal window when finished and should return to their places at the table, remain seated, and refrain from loud talking until the ringing of the dismissal bell.

All money must be paid in the cafeteria or on the website, not in the high school office.

When depositing money into a student's lunch account, we prefer that parents deposit funds digitally or write a check, rather than using cash. Checks can be sent directly to the "Quakertown Community Cafeteria."

Parents have the option of setting a daily spending limit on their child's account by contacting:

Elizabeth Toro
CFSM General Manager
Whitsons Culinary Group
Quakertown Community School District
Food Service ServSafe Proctor
251-529-2822 | etoro@qcsd.org

Free and reduced-price lunch applications are available in the High School office.

4.3 Candy, Food, And Drink

Except when accommodations are made in accordance with either an IEP under the IDEA or a Service Agreement under Section 504, the consumption of candy, food, and drink in the classrooms is unacceptable. Water is the only refreshment allowed in classrooms.

4.4 Care of School Property

Because the books, materials, equipment, and furniture which you use are the property of the School District, any waste or misuse of the materials, or careless treatment of furniture and equipment results in a loss, not only to your parents who pay the bill, but also to you, because you have to use defaced desks and books.

Any student found marring, defacing or in any other way misusing/abusing the building or equipment, shall be required to restore it to original condition (by fixing it and/or paying for it), and shall be subject to further disciplinary action that may result in suspension, expulsion and/or recommendation for police involvement.

Take pride in the School! Keep the School clean, cheerful, and healthy; protect it from those who are careless.

4.5 Hall Passes

Students must secure a hall pass located in the classroom. These passes will be kept to a minimum. Any student found outside his/her designated classroom without a valid pass will be subject to disciplinary action.

At no time will students be permitted to wander through the school at will. Students must secure permission from the teacher before leaving a classroom.

Passes allowing students to report to another teacher, the Nurse, Guidance, Library, etc., will not be issued unless the receiving party is given prior notification. The receiving party must approve the request in order for the pass to be valid.

4.6 Hall Traffic

Halls must be kept free and clear of all obstacles and hazards and must be orderly at all times for the safety of students, staff, and visitors. The following rules must be followed:

- Sitting on the floor in the hallways is prohibited;
- Keep to the right at all times;
- Take the shortest route to your destination;
- Keep moving, don't stop to chat and block off those behind you;
- Do not shout, whistle, or engage in other forms of commotion;
- Do not run, shove, or trip others;
- Do not escort a friend to class and then hurry to your room as there is not enough time for this practice; and
- Always be on your best behavior.

4.7 Restrooms

All students must secure permission from the teacher before leaving a classroom; this includes leaving to use the restroom. Students must secure a hall pass.

Students are urged to use lavatories before homeroom, between classes, and during their lunch period. This cuts down on missing class, as well as reducing problems within lavatories.

Students with specific medical needs should have written instructions from their doctor forwarded to the school nurse.

4.8 Lockers

Locker Assignments

9th and 10th grade students will be assigned a locker. 11th and 12th grade students will be assigned a locker only by request of the student. 11th and 12th grade students must fill out a locker request form.

Locker Rules

- The lockers are to be kept clean and orderly at all times; this includes proper clean up after any locker has been decorated.
- The student to whom the locker is assigned is responsible for all articles in the locker.
- Students are required to ensure that their lockers do not contain spoiled food items or beverages, or soiled clothing which may attract pests, create odors or cause unhealthy conditions.
- Students are exclusively responsible for locking their assigned lockers to ensure the security of their personal belongings and School property entrusted to them.
- Students are permitted to secure their assigned lockers only with locks provided by the School District, or if the School District does not provide locks, personal combination locks for which the combination has been provided to designated School staff.
- Do not share your locker or the combination with others.
- Any problems with lockers should be reported immediately to the high school office.
- The school does not take responsibility for lost or stolen articles.
- A $10 locker clean up fee will be charged if a student's locker is not properly cleaned.
- School authorities may inspect lockers at any time. The lockers are school property and, as such, students and parents are advised that no expectation of privacy exists concerning school lockers. School authorities reserve the right to periodically inspect the locker for maintenance and custodial purposes. Any item(s) found in a locker (during a maintenance or custodial inspection) of suspicious or questionable nature shall be removed from the locker by school authorities and remanded to the proper law enforcement agencies. For more information see Policy 226.
- Valuables. Do not leave money or other valuables in your locker. Avoid bringing large sums of money or valuables to school. Neither the staff nor administration is responsible for lost or stolen items.

4.9 Lost and Found

All articles found in school or on the school grounds should be turned into the office. Students who have lost articles should check with the office after they have made a conscientious effort to find them.

4.10 Field Trips

Trips may occur during the school day or after school hours. Field trips are privileges afforded to students. Students who have been placed on in-school or out-of-school suspension at the time of a field trip will be excluded from the trip. Students may also be excluded for reasons including excessive absenteeism, excessive disciplinary referrals, or poor grades.

Students must have permission slips signed by their Parent(s) and returned to the teacher in order to participate in a field trip. Student participation on field trips that occur during school hours will require faculty authorization. All field trips are under the supervision of the classroom teacher or chaperones selected by the High School. Supervisors assigned to accompany students on trips have complete authority concerning student conduct and supersedes the authority given to a bus driver, except in the operation of the vehicle.

The rules contained in this Handbook govern student conduct during field trips.

School or class trips require that students dress in accordance with the School District dress code unless otherwise directed.

For more information see Policy 121 and Policy 231.

4.11 Sales Campaign/Fundraising

All fundraising activities in the name of the High School or a school program or activity must receive pre-approval from the Principal. See Policy 229 (Student Fund Raising); Policy 618 (Finances); and Policy 920 (Booster Groups). Students and parents are prohibited from representing that a fundraising activity is school related unless it has received administrative pre-approval. Please see the Administrative Assistant of the Building Principal for more information, and for the proper forms.

4.12 School Dances and Social Events

School dances (including the Prom) and social functions sponsored by High School are an extension of the school program beyond the school day. They should be considered as opportunities for students to enlarge their school experience. In this sense, they are not public, nor intended for public entertainment. Students are expected to behave and dress in a respectful manner befitting the School District. Student Dress Guidelines apply.

Students are required to dance appropriately with respect for themselves, their partners, and others. "Suggestive dancing" is prohibited. Final interpretation of appropriate dance is at the discretion of the chaperones. Students will be given one warning and on the next offense will be asked to leave the dance.

Guests may attend certain High School events with prior written approval of the Principal. Requests for approval must be submitted no fewer than 7 days prior to the scheduled activity.

Dances may be scheduled for Friday or Saturday evenings, or the evening before a school holiday only.

All dances shall conclude by 10 pm.

4.13 Senior Pictures

To ensure that every graduating senior has a photo in this section, we have contracted with a third party vendor exclusively to provide the photos for the senior section of the yearbook. The yearbook picture will be provided free of charge. Only photos provided by the designated vendor will be accepted for inclusion in the formal senior picture section of the yearbook. There will be no exceptions. This does not preclude seniors from utilizing other photographers to provide senior portraits and no one is obligated to buy additional pictures unless he/she so desires. These pictures are taken during the summer months before the senior year begins with make-up dates in the fall. Absences for pictures taken by any other photographer during a school day will be counted as an unexcused absence.

4.14 Student Meetings

It is necessary that a faculty member be present at all committee meetings, club meetings, conferences, athletic practices, cheerleader, or band front rehearsals, etc., held in any part of the building. Groups wanting to use the building after school hours must have a teacher in charge. Such groups must also complete a Facilities Request Form online two weeks in advance.

4.15 Visitors

Except when prohibited by the applicable Health and Safety Plan or other Applicable Law, adult visitors are always welcome to observe our program and facilities by appointment. For more information see Policy 907.

Except when prohibited by the applicable Health and Safety Plan or other Applicable Law, students from other schools who are contemplating attending the Quakertown Community School District in the future are permitted to visit during school hours by appointment and with their parent(s) expressed permission.

Visitors are required to check in at the main office window first when entering the School and must obtain permission for their presence in the School or on restricted areas of the campus.

The School District uses a system to track visitors, contractors, and volunteers in our schools.

Upon entering the School, visitors will be asked to present a valid state-issued ID, such as a driver's license. The ID will be scanned into the system. Once entry is approved, a badge will be issued that identifies the visitor, the date, the purpose of visit, and the time.

Visitors refusing to produce such ID or identifying information will be directed to leave the school.

More information about the system to track visitors can be found on the School District's website.

Administrators and teachers are authorized to ask visitors for ID and request them to leave the building if necessary.

Article 5 SCHOOL RULES AND REGULATIONS

Section Contents

5.1 Attendance
5.2 Grading and Graduation
5.3 Transportation
5.4 Telephones
5.5 Electronic Devices

5.1 Attendance

Reporting an Absence

Every student is expected to attend school regularly throughout the entire school year. Absence excuses must be handed into the office the morning of the day the student returns to school. This must be done before first period. **If no written excuse is received within 3 days, the absence will be counted as unexcused.** For more information see Policy 204.

The following situations are recognized by under Applicable Law as causes for absences normally considered beyond the control of the student and therefore are considered valid and legal reasons for absences from school:

- Personal illness and
- Death in the family.

Students absent due to foregoing reasons will be allowed as much credit as they can earn on their make-up work, if completed in the same amount of time as the number of days absent.. Absences for all other reasons must be cleared with the Principal. A doctor's statement will be required in cases of chronic absenteeism, defined as 6 or more unexcused absences in one school year. A student will receive a zero and will not be able to make-up any work missed on an unexcused absence day.

The School District is required by law to keep accurate records of the attendance of each student. Each student should examine his/her report card and access PowerSchool online, regarding his/her attendance record. If a student suspects an error, he/she should check with the attendance officer immediately.

When an absence is due to a health reason, students who are absent for 3 or more consecutive days must provide a doctor's note upon return to school. After 10 absences, students will be sent a written notice. For every absence after 10 days, students are required to get a doctor's excuse stating that they were seen. Exceptions may be granted by the Principal.

Non School-Sponsored Educational Tours or Trips may be excused if the person in parental relation to the student submits the required documentation for excusal two weeks prior to the absence, the student's participation has been approved by the Superintendent or designee, and the adult directing and supervising the tour or trip is acceptable to the person in parental relation to the student and the Superintendent. The form is available in the high school office.

Arriving Late or Leaving Early

Students arriving after 8:46 a.m. are marked ½ day absent. Students leaving before 12:30 p.m. are marked ½ day absent. Any student absent for ½ day because he/she was not feeling well will receive an excused ½ day absence but will be unable to participate that day in any extra-curricular event, including practice. In the event of the absence being on a Friday, it would preclude participating in a competition or performance on Saturday. Any student who has a half or full day unexcused absence is ineligible for any extra-curricular events that day, including practice. If this unexcused absence is on Friday, the student is also ineligible to participate on Saturday.

Students are required to enter classrooms as soon as possible in the morning. Students will be marked tardy if they are not in their classroom before the late bell.

Students arriving late or leaving early for any reason must report to the main office immediately upon arrival or when leaving early.

Students having a dental or doctor appointment should have a written excuse stating that they were seen by the dentist/doctor when they return to school. Students going for their driver's test must have an excuse signed by their parents.

Students will be warned when they are tardy to school. Repeated tardiness to school will result in school discipline including detentions. Excessive tardiness may result in suspension. See 7.4 for more specifics.

Additional Attendance Guidelines for Participation in Extra-Curricular Activities.

For more information see Policy 231 and the associated Associated Regulation 231 document.

- **Excused Absences, Participation Allowed**

  A student can have an excused absence and be permitted to participate in extra-curricular events for the following reasons:
  - Doctor or dentist appointment (generally expected to be in school ½ day, note from the doctor or dentist is required);
  - Funeral or death in family;
  - College visit (Written verification required); or
  - Principal's discretion (by prior approval).
- **Excessive Absences**

  Unless there is a more restrictive rule that is applicable, including a rule imposed by a coach, if a student is absent eighteen (18) or more days or has four (4) or more unexcused absences, the student will not be permitted to participate in extracurricular activities. Exceptions may be granted by the Principal.
- **Unexcused Tardies and Class Cuts**

  Students with an unexcused tardy of more than one class period, or class cuts are not eligible to participate in extracurricular activities for that day.

Truancy

As used herein, the following terms have the following meanings unless the context clearly indicates otherwise.

- **Compulsory school age**

  "Compulsory school age" means the period of a child's life from the time the child's parents elect to have the child enter school and which shall be no later than six (6) years of age until the child reaches eighteen (18) years of age. The term does not include a child who holds a certificate of graduation from a regularly accredited, licensed, registered or approved high school.
- **Truant**

  A student is truant when they accrue three (3) or more school days of unexcused absences during the current school year by a child subject to compulsory school attendance under Applicable Law.
- **Habitually truant**

  "Habitually truant" means six (6) or more school days of unexcused absences during the current school year by a child subject to compulsory school attendance under Applicable Law.
- **Parent**

  "Parent" means for purposes of this 5.1 regarding attendance a "Person in parental relation," meaning a:
  - a custodial biological or adoptive parent;
  - a noncustodial biological or adoptive parent;
  - a guardian of the person of a child; and/or
  - a person with whom a child lives and who is acting in a parental role of a child; provided, however,
  - this definition does not include any county agency or person acting as an agent of the county agency in the jurisdiction of a dependent child defined under 42 Pa.C.S. 6302 (relating to definitions).

Any absence of a student who is of compulsory school age for which a valid written excuse is not provided to the proper School District authorities within three (3) days is considered unexcused. Any student can miss up to 3 unexcused absences without penalty, provided it is with Parent knowledge and approval of the absence. Under age 18, these unexcused absences are also considered illegal. At the third absence, a warning will be sent home to the Parent(s). Any additional unexcused absences will result in the Principal issuing a citation for violation of the PA State Compulsory Attendance requirements against the parents/guardian and against the student.

Students 18 years of age or older acquiring three illegal absences may be suspended, may lose driving privilege, may be excluded from extra-curricular activities or may be expelled if they have any additional unexcused days. The parents will receive a warning at the third unexcused absence. A parent conference with administration regarding student attendance will take place if attendance becomes an issue during the school year. An attendance contract will be assembled with input from parents and administration to remediate attendance issues.

Make-Up Assignments

Students are permitted, and are expected, to make up work due to absence from school. However, time limits are enforced by the faculty.

When work is missed because of a short absence (one to three days) the student has the same number of school days as absent to make up the work.

When work is missed because of a prolonged absence it is the responsibility of the student to meet with his/her teachers within five (5) days to make definite arrangements with the teachers as to the time when all work is to be completed. This time must be flexible in nature, but it is to the student's advantage to make up all the work as soon as possible.

To prevent misunderstandings, the agreed-upon time schedule will be communicated in writing.

No work may be made up for credit if a student has an illegal/unexcused absence. Students who cut class or are absent without a valid excuse will not be permitted to make up missed work for credit. Although the student may not make up the work for credit, the student is responsible for making up any work missed.

Leaving School Building/Campus

Students are not permitted to leave the school building or campus any time during their school day unless permission is granted by the Principal. This includes students 18 years or older. Students with permission are required to sign out in the office before leaving the premises. Re-entering the school after an unauthorized exit is considered suspicious and students who re-enter the school upon an unauthorized exit will be subject to the search protocols. For more information see Policy 226.

Illness at School

Only students who are released by the nurse due to illness will be an excused absence. If a student feels ill, he/she should report to the nurse for evaluation. Any student who contacts a parent (for example via cell phone) prior to seeing the nurse will not receive an excused absence if they choose to leave.

5.2 Grading and Graduation

For all course and graduation requirements, please refer to the current Course Selection Handbook. The most updated Program of Studies page can be found on our website.

Honor Roll

Eligibility requirements for the Distinguished Honor Roll can be found in the Program of Studies, which can be found on our website.

Honor Society

One of the highest awards attainable in school is membership in the National Honor Society. To qualify for this honor, the student must be superior in scholarship, service, leadership, and character. Any student with a poor discipline record will be automatically disqualified.

To be eligible for membership, the candidate must be a member of the sophomore, junior, or senior class and must be in attendance at the school equivalent of one semester. Candidates meeting these criteria will be evaluated on service, leadership, and character.

A description of the selection procedure will be available to students and parents of the school.

The selection procedure shall be determined by the faculty council and shall be consistent with the rules and regulations of the National Honor Society.

Dismissal

The procedure for dismissal shall be determined by the faculty council in compliance with the rules and regulations of the National Honor Society. A written description of the dismissal procedure shall be available to interested parties.

Members who fall below the standard which were the basis for their selection shall be promptly warned in writing by the chapter advisor and given a reasonable amount of time to correct the deficiency, except that in the case of flagrant violation of school rules or civil laws a member does not necessarily have to be warned.

The faculty council shall determine when an individual has exceeded a reasonable number of warnings.

Membership in the Honor Society is considered a privilege and not a right. Dismissal does not require due process. Although an informal opportunity will be provided to a student to respond to the allegations against the student in general, it is not always required.

Homework

Homework is an assignment given to a student to be completed outside of the classroom. Homework is a requirement for credit in nearly all major subjects in high school. It will average from 2 to 3 hours daily, about half of which can be done properly in school. Students who feel that they "did it all in school" are usually not giving enough time to it, though rarely it may be possible to prepare all homework assignments in school study periods. Because homework is an integral part of the educational process, we believe:

- Homework should be assigned whenever appropriate;
- Homework should be related to what is going on, or will be going on in the classroom;
- Homework assignments should be of reasonable length, but may vary depending on the level of difficulty of the course;
- Homework will be assessed in some manner and will be used as a factor in determining marking period grades; and
- The homework will be assessed in a manner determined by the individual teachers. Teachers may assign detention for incomplete assignments.

Parental encouragement and support in the matter of homework will be greatly appreciated by the school.

5.3 Transportation

School Bus Rules and Regulations

Safety is all-important in riding a school bus. All students must follow the following rules:

- Sit in assigned seats - do not stand, walk, or move while the bus is in motion;
- No excessive noise;
- No food or drink is to be consumed on the bus;
- No fighting, pushing, or tripping;
- No abusive language or profanity;
- Students boarding or leaving a bus should do so in an orderly fashion at their assigned stop;
- Students must not be rude or discourteous to the bus driver or other possessions;
- Be on time for bus pick up;
- Keep arms, hands, etc. away from windows and doors;
- No smoking or chewing tobacco or possession thereof;
- No smoking or possession of e-cigarettes;
- No littering or vandalism;
- Do not block aisles or exits with musical instruments or other
- Students are prohibited from riding any bus other than their assigned bus without explicit permission.

As allowed by section 5704 of the Crimes Code, 18 Pa.C.S.A. 5704, the School District equips its school buses and vehicles with audio-recording equipment. Video and audio surveillance equipment may be installed on school bus or school vehicle and that events or actions captured on videotape and/or audiotape may be used for disciplinary or security purposes. See Policy 810.2.

Problems related to buses can be handled most quickly by calling

Brooke Renninger
Transportation Supervisor
(267) 371-1280 | brenninger@qcsd.org

Student Automobiles
THE SPEED LIMIT ON SCHOOL GROUNDS IS 5 M.P.H. THE SPEED LIMIT WILL BE STRICTLY ENFORCED.

Students are encouraged to ride the bus to school. However, should a student have a compelling reason, he/she may drive to school subject to the following terms and conditions:

- he/she demonstrates safe driving practices;
- his/her vehicle has been registered and
- the student has paid the annual registration fee of $20.00 and received a parking permit..
- Parking permits must be returned if parking privileges have been suspended or revoked.
- If a student changes vehicles during the school year he/she must report this to the High School office.
- Parking permits and assigned spaces are nontransferable.
- Students are required to park in their assigned spot, if applicable.
- Students granted the privilege of driving to school and parking on school property must exercise care when driving.
- Parking privileges may be revoked at the discretion of the Principal. However, unless there is reason to deviate from the following, consequences for student vehicular violations generally include the following:
    - Driving an Unregistered Vehicle: possible loss of driving privilege;
    - Reckless Driving: loss of the driving privilege for 30 school days on the first offense, permanent loss of the driving privilege on the second offense; and
    - Not Parking in Assigned Space: Fines, towing, or suspension of driving privileges for subsequent offences.
- School authorities may search student vehicles on school property at any time.

5.4 Telephones

School District and Classroom Phones
Except as otherwise stated, telephones in the classroom and offices are not for the general use of the students. In case of emergency, messages will be delivered to the student. Students will not be called from classes to the phone.

Telephones for student use are available before school, at lunch, and after school in the high school office, which eliminates the need for student cell phones during the school day.

Parents that need to contact their child should call the school office at (215) 529-2060.

Cell Phones
To create an environment more conducive to academics and learning, Quakertown Community High School will commit itself to upholding best practices for the use of cell phones in the school setting. Teachers and administrators will communicate these expectations, and students must understand that the use of electronic devices in class, other than their Chromebook, has a significant impact on their ability to learn.

Teacher Modeling Expectations:

- To model good habits, teachers will keep their phones put away and out of sight during class time. They will only use their phones for instructional purposes or in an emergency.

Student Expectations:

- When the bell rings, phones must be put in the classroom phone pockets or in a backpack. Students may not have the phone on their person (i.e. in their pocket) for the duration of the class period. Students may use their phone during non-instructional time, but once class starts, phones should not be accessed until class is dismissed.
- All devices must be in silent mode.
- We might use phones for specific class activities. During these times, phones should only be used for the activity. Do not check social media, play games, or use other apps.
- If you leave the classroom for any reason (like to use the restroom), your phone must be left behind in the classroom. You may not take your phone with you.
- If you use your phone at a time you are not supposed to, you will receive a verbal warning. Any further violations will follow the consequences outlined in the next section.
- If you have an IEP, a behavior plan that allows for music, or a medical condition you monitor with your phone, you are permitted to continue using your phone for those specific purposes.
- Students who are learning English may use their phones to translate printed text or to use a translation app for assistance.

Consequences for Non-compliance

1. **1st Offense:** A verbal warning. The phone will be returned at the end of class.
2. **2nd Offense:** One-hour detention. Your parent or guardian must pick up your phone at the end of the day.
3. **3rd Offense:** Two-hour detention. A parent or guardian must schedule a meeting with an administrator to retrieve the device.
4. **4th Offense:** One day of In-School Suspension (ISS). A parent or guardian must pick up the device at the end of the school day.
5. **5th Offense:** The device must be turned in at the front office for five school days. Students will turn the device in at the start of the school day and may retrieve it at the end of the school day.

Other Notes

Insubordination and Disrespect: Disrespectful behavior related to the cell phone expectations (e.g., using foul language, refusing to hand over a phone, or disrupting class) will result in an immediate referral to the administration.

Teacher Protocol: If a student's behavior warrants removal from class, the teacher will contact the office and request that the student be escorted. The teacher will submit the disciplinary referral as soon as possible after class. This will be documented as a Level 2 infraction.

Important Note: Teachers are not permitted to physically take a device from a student. If a student refuses to comply, the teacher will follow the protocol above, and an administrator will handle the situation.

Insubordination or Disrespect

Students who become seriously disrespectful (foul language, refusal to comply, disruption in class, etc.) with a teacher about the electronic device procedure will be issued an immediate referral.

If the teacher feels the student should be removed, they will call the office for assistance. The teacher will write the referral immediately after class. The administrator will code this as a Continuation of a Level 2 infraction.

Teachers should not physically remove or take a device from a student or their desk.

Emergencies

Notwithstanding the foregoing rules, cell phone use during normal school hours will be allowed when a state of emergency has been declared (verbally or in writing) by the Principal.

The School District assumes no responsibility in any circumstances whatsoever for the loss, destruction, or theft of any cellular phones, remotely activating paging device, or similar device that is brought to school at any time or to any extra-curricular or after school activity.

5.5 Electronic Devices

Laser pens

Laser pens are prohibited at school.

Students who violate these rules will have their electronic device confiscated and turned over to the Principal, and discipline will be the same as cell phone offenses, absent aggravating or mitigating circumstances.

Article 6 HEALTH AND SAFETY

Section Contents

6.1 Generally
6.2 Emergency Closing of School, Delays, And Early Dismissals
6.3 School Messenger Phone System
6.4 Health Services
6.5 Medication
6.6 Insurance

6.1 Generally

Emergency school fire drills, school security and safety drills are conducted in accordance with Applicable Law. School drills are generally announced in the moment they occur to encourage situational awareness and mirror the unexpected nature of a true emergency.

6.2 Emergency Closing of School, Delays, And Early Dismissals

Information concerning delays, early dismissals, and/or cancellations will be broadcast on various television and radio stations as well as the School Messenger phone system. Please do not call the teachers, administration, or the school. Flooding the station/school with calls ties up the phone lines and makes communication impossible.

Information concerning delays or cancellations will be published on the school website at 6:00 a.m.

Information concerning early dismissal will be published on the school website immediately following the decision to dismiss.

In case of an early dismissal due to inclement weather, there may be times when we will recommend student drivers ride the bus home and come back for their vehicle when driving is less hazardous. If students choose to drive, they will be dismissed at the same time as other students.

We encourage parents of younger students to have a family emergency plan for childcare in the event of an early dismissal or cancellation of school. This will reduce your child's anxiety over an uncertain situation and reduce phone calls to and from school.

Energy Management

As a means of improving energy management, the School District participates in a "demand response" program. Demand response programs provide financial incentives for businesses and schools to reduce or shift electricity during periods when the energy grid is being taxed. A hot day when many people are using air conditioners is an example of when this might occur.

During the months of June through September, the School District has agreed to reduce its electric consumption to a predetermined level when notified by the power company. In return for this, the School District receives payment which is then deposited into the general fund. This money ultimately helps support the School District's educational programs.

Although most demand response notices will occur during summer vacation, there may be rare occasions when one is received while school is in session. If this were to occur, the School District may dismiss students early. The School District receives all demand response notices two (2) hours before they are needed. If it is determined that an early dismissal is necessary, this decision will be made shortly after the demand response notice is received. Parents and guardians, in turn, will be promptly notified via School Messenger and radio and television announcements.

6.3 School Messenger Phone System

The School District has a telephone broadcast system that enables school personnel to notify all households and parents by phone within minutes of an emergency or unplanned event that causes early dismissal, school cancellation or late start. The service may also be used from time-to-time to communicate general announcements or reminders. This service is provided by School Messenger, a company specializing in school-to-parent communications.

The School Messenger services require no registration by the Parent.

All information and contact numbers are strictly secure and confidential and are only used for the purposes described herein.

Here is some specific information you should know:

- **Caller ID Display**
  The Caller ID will display 215-529-2000.
- **Live Answers**
  There is a short pause at the beginning of the message, usually just a few seconds. Answer your phone as you normally would; "hello" and hold for the message to begin. Multiple "hellos" will delay the message. Inform all family members of this process who may answer your phone.
- **Answering Machines**
  The system will detect that your machine has answered and will play the recording to your machine. The maximum number of rings before hang-up is five. Make sure your machine answers after four rings or you may miss the message.
- **Broadcast Calls**
  In the event a cancellation decision is made, the broadcast message will be sent to home phone and alternate phone numbers as soon as possible following the decision.

If you have any questions, please contact the Principal or call the School office.

6.4 Health Services

Health services are provided by a nurse who covers the health office and a certified school nurse who does state mandated screenings. Students who are ill should report to the health office. Treatment for illness and injury is provided on an emergency basis only. All accidents and injuries that occur at school should be reported promptly. Any injury that occurs at home should be cared for at home. When it is necessary for a student to leave school due to illness or injury, the nurse will notify the emergency contact beginning with the parent/guardian. Students will be sent home for vomiting and temperatures greater than 100.5º. Students who have driven to school will not be allowed to leave until a parent/guardian is notified. In the event that the nurse is not available, the student should report to the general office.

Emergency cards, private physician's physical examination reports, dental exam reports, reports from eye doctors or other medical specialists should be returned to the health office promptly. Please notify the school nurse of any changes in your child's health or medical condition. Physical examinations are mandated by the Department of Health for all eleventh-grade students. Students participating in PIAA sports must have a physical examination prior to the first practice. Mandated and PIAA examinations may be done at school by the school physician (with written parent permission) at no cost or may be done by private physicians at own expense.

6.5 Medication

When capitalized in this 6.5, the following terms shall have the following definitions unless the context clearly indicates otherwise:

- **IDEA**
  "IDEA" means the Individuals with Disabilities Education Act, 20 U.S.C.A. 1401 et seq., its implementing state and federal regulations, and applicable case law.

- **IEP**

  "IEP" means an individual education program prepared in accordance with the IDEA.
- **Licensed Prescribers**

  "Licensed Prescribers" shall mean any health care professional who is licensed in Pennsylvania to prescribe medicine, such as and including physicians (M.D. and D.O.), podiatrists, dentists, optometrists, certified registered nurse practitioners and physicians' assistants.
- **Medication**

  "Medication" means any substance that is ingested, injected, inhaled, or used topically in the diagnosis, treatment and/or the prevention of disease. This includes prescription drugs, over-the-counter and non-prescription drugs.
- **Section 504**

  "Section 504" means Section 504 of the Rehabilitation Act of 1973, 29 U.S.C.A. 794.
- **Service Agreement**

  "Service Agreement" means a written agreement issued in accordance with 22 Pa. Code, Chapter 15.

Tylenol and ibuprofen are available in the health office and may be given provided that written permission is given by the parent on the student's emergency card. Any questions, please contact the health office at 215-529-2060.

Coordination with the IDEA and Section 504

Precedence of IEP and Service Agreement

Notwithstanding anything herein to the contrary, students with disabilities as defined in Applicable Law may need medication at school or in connection with school related activities. As a general proposition, the handling of medication for such students should be addressed either the student's IEP under the IDEA or in the student's Service Agreement under Section 504. Any provisions of an IEP or Service Agreement that are inconsistent with the terms and conditions of this AR shall take precedence over this AR.

Exceptions

It would be impossible to enumerate all of the possible scenarios as to when or why medication issues would not be included in either an IEP or a Service Agreement, but where they are not, the terms and conditions of this AR shall apply.

Procedure for Medications at School

Student Prohibitions

No student may take or possess any medication at school except in strict accordance with the terms or conditions of this Handbook.

No student may possess or take medication at school unless such is medically necessary as determined by the student's physician and documented as required by this Handbook.

Medication shall not be brought to school, possessed in school, stored at or by the school, provided to any student at school for self-administration, or administered to any student at school except in accordance with the terms and conditions of this Handbook.

Medication Procedures

If there is a need for Medication to be taken at school, the following procedures must be implemented.

Medication Request

Except as otherwise addressed in an IEP or Service Agreement, Parents may request that Medication be kept and taken At School by submitting the following forms:

- The "Request for Administration of Medication" form; and
- The "Medication Administration Consent & Licensed Prescriber Order" form.
- The School District will not consider any request that Medication be kept or taken at school without these forms. Medication shall not be accepted for use or storage at school without these forms being properly completed.

Acceptance and Storage of Medication

Acceptance and storage of medication shall be in accordance with the following terms and conditions:

- **Generally**
  The School District will accept and store Medication only: (i) when required by Applicable Law; (ii) in accordance with an Service Agreement or IEP; or (iii) when the failure to take such Medication during school hours would jeopardize the health of the student or prevent the student from attending school or participating in school safely.
- **Means of Delivery**
  Medication brought to school for storage and use in school shall be brought by the Parent(s).
- **Prescription Medication**
  Prescription medication shall be brought to and stored at school in the original pharmacy-labelled container and kept in a locked cabinet designated for the storage of Medication. Medication that requires refrigeration shall be stored and locked in a refrigerator designated only for medication.

  No more than a thirty (30) day supply of an individual student's medication may be accepted and stored at school.

  The package label must contain all of the following:
  - Name
  - Address
  - Telephone number
  - DEA number of the pharmacy
  - Student's name
  - Directions of use (i.e., dosage, frequency of administration, route, special instructions) and time
  - Name and registration number of the licensed prescriber
  - Prescription serial number
  - Date originally filled
  - Name of medication
  - Controlled substance statement, if applicable.
- **Non-prescription Medication**
  All non-prescription medication shall be brought to school by a Parent and stored at school in its original packaging and labelled with the student's name, student ID No., home address and home telephone number.

Logging and Recording of Medications

Confidentiality

Confidentiality with respect to medications shall be maintained except as necessary to ensure that the health and safety of students is maintained. Staff shall be informed on a need-to-know basis.

Disposal of Medication

Medications shall be disposed of in accordance with Applicable Law and the terms and conditions of this Handbook. When reasonably practicable, Medications shall be returned to Parents.

Self-Administration by Students

Prior to allowing a student to possess or self-administer medication, the following shall be required:

- An IEP or Section 504 Agreement allowing possession and/or self-administration of the medication;
- An order from a licensed prescriber for the medication containing a statement that it is necessary for the student to possess the medication and that the student is capable of self-administration;
- Written consent from the Parent(s); and
- Demonstration by the student of administration skills and responsible behavior, as evidenced by completion of the Medication Self-Administration Competency Assessment Form.

Narcotic Medications

Notwithstanding anything herein to the contrary, students shall not be permitted to possess or self-administer narcotic medications at school. All narcotic medication shall be properly documented, stored and administered by nurses.

6.6 Insurance

Group accident insurance is available at a nominal rate. Information can be found on the school website, www.qcsd.org. Click on "Resources" and then choose "Parent Resources" from the drop-down menu.

Article 7 STUDENT DISCIPLINE

Section Contents

7.1 Philosophy
7.2 Academic Dishonesty, Cheating
7.3 Student Dress
7.4 Disciplinary Matrix and Rules
7.5 Drugs and Alcohol
7.6 Fighting
7.7 Bullying/Cyberbullying, Harassment and Threats
7.8 Tobacco/Nicotine Products; e-Cigarettes and e-Cigarette Paraphernalia
7.9 Searches
7.10 Acceptable Use of School Computers, Computer Offenses
7.11 Act 17 of 1994: Institutional Vandalism and Criminal Mischief
7.12 Forgery

7.1 Philosophy

Generally

It is the responsibility of all members of the school community to create and maintain an atmosphere that is conducive to teaching, learning, and living. This can be achieved by an interaction based on mutual respect and cooperation. The emphasis should be on courtesy, consideration, and the fulfillment of necessary obligations at all times.

Student Rights

Students have rights. Having legal rights as persons and citizens, they may not be deprived of what the law gives them. These rights include the right to an education, the right to express opinions, and the right to be free from discrimination.

Student Responsibilities

Students also have responsibilities, including the following:

- Awareness of all rules and regulations for student behavior and conducting themselves accordingly;
- Compliance with all school rules, including plans, such as health safety plans;
- Willingness to volunteer information in school discipline cases;
- Dressing and grooming so as to meet fair standards of safety and health and common standards of decency;
- Assuming that until a rule is waived, altered, or replaced, it is in full effect;
- Awareness and compliance with national, state, and local laws;
- Protecting and caring for school property;
- Attending school regularly and being on time for school, classes, and events;
- Making appropriate arrangements to make up work when absent from school;
- Treating all members, student, or staff of the school community respectfully; and
- Not engaging in sexual harassment, sexual conduct, or sexualized language.
- Not engaging in discriminatory conduct of any kind.

7.2 Academic Dishonesty, Cheating

Cheating

Cheating is a serious breach of trust that will not be tolerated at School. For the purposes of this policy, cheating may be described as "academic dishonesty".

Academic dishonesty

Academic dishonesty means presenting, as your own work, material produced by, or in collaboration with, others, or permitting or assisting others to present your work as their own. Cell phone use and/or visibility during a test is considered academic dishonesty. Academic Dishonesty includes:

- when a student turns in the work of another student and misrepresents this work as his or her own work (i.e. handwritten material, computer reproduced work, copied test answers, duplicated audio or visual tapes, compact discs, or digital video discs);
- when a student knowingly permits another student to duplicate work and to deliberately misrepresent that work as their own;
- when a student completes a test for another student.
- when two or more students collaborate on an assignment (without the teacher's knowledge) and each student represents the collective work of the group as his/her own individual work;
- when a student steals or obtains examinations, answer keys or other testing information from the teachers' files, computer directories or computer disk or other sources;
- when a student steals or obtains another student's work from a computer directory or computer disk;
- when a student modifies or deletes another student's or a teacher's computer files;
- when written or printed material is used in a test situation without the subject teacher's permission;
- plagiarism; and
- when a student copies either published or unpublished work of another person without giving the appropriate credit (i.e. plagiarism).
- Talking to another student during a test will be interpreted as cheating. All students should refrain from talking to other students during test situations.

Determination of Cheating

Unless the circumstances justify another course of action, any teacher who has reason to suspect that a student has cheated, will follow the steps outlined below:

1. Meet with the student(s) involved, provide evidence of cheating, discuss the matter, and determine whether cheating has actually occurred.
2. If there is sufficient evidence of cheating, or an admission of guilt by the student, inform the Principal or House Principal.
3. Consult the recommended penalties listed below for an appropriate response. Phone the parents or guardians and inform them of the cheating offense and the penalty

Examples of Cheating

Unless the presence of mitigating or aggravating circumstances justify deviating from the guidelines below, any of the offenses enumerated will generally be met with the consequences stated.

Penalties for Cheating

- **First Offense**

  Student will receive a zero for the assignment and a one-hour detention. The assignment may be remediated for a maximum grade of 70%.
- **Second Offense**

  Student will receive a zero for the assignment.
- **Subsequent Offenses**

  Progressive discipline will occur.If this occurs in more than one classroom, then students may be permitted to remediate up to 1 assignment per class.

7.3 Student Dress

Students are required to be dressed to the standard dress code policy while in school or at school directed activities, in accordance with board policy 221.

Philosophy

QCHS believes that student dress is primarily the responsibility of students and their families. The purpose of this dress code is to ensure a safe, respectful, and productive learning environment for all students while allowing individual expression. This code will be enforced consistently and equitably, without regard to a student's gender, gender identity, race, ethnicity, religion, body type, or personal style.

Universal Requirements

While on campus during the school day, students must wear:

1. A top with opaque fabric that covers the chest and midriff;
2. A bottom (pants, shorts, skirt, dress, or equivalent) with opaque fabric that covers the buttocks and undergarments; and
3. Footwear at all times. Specific footwear may be required in laboratories, career and technical education spaces, and physical education settings for safety reasons.

Clothing must be worn in a way that undergarments are not exposed, other than incidental straps or waistbands.

Prohibited Content

Clothing, accessories, and personal items (including backpacks, water bottles, and visible electronic device cases) may not display:

1. Obscene, vulgar, lewd, or sexually explicit or suggestive images or language;
2. References to alcohol, tobacco, vaping, drugs, or drug paraphernalia, including images or language that promote, advertise, or glamorize their use;
3. Weapons, violence, or threats, including images or language that depict, promote, or glorify violence against any person or group;
4. Hate speech or discriminatory content, including slurs, symbols, or language that demeans or harasses others on the basis of race, color, ethnicity, national origin, religion, sex, sexual orientation, gender identity, or disability. Such displays are also subject to the District's harassment and discrimination policies;
5. Illegal activity, including images or language depicting or promoting illegal objects, substances, or conduct;
6. Gang affiliation, including symbols, insignia, or colors that school administration has reasonably identified as associated with gang activity.

In addition, students may not wear clothing or displays that materially and substantially disrupt the educational environment or invade the rights of others, consistent with applicable law.

Head Coverings and Face Visibility

1. Hats and hoods may be worn in hallways and common areas during the school day. Individual teachers may establish hat/hood expectations for their classrooms, which students must follow. In all settings, hats and hoods must be removed when necessary for identification, during assessments, or at the direction of staff for safety or security purposes.
2. Nothing may be worn that obscures the student's face or prevents identification, except as noted under Exemptions.
3. Sunglasses may not be worn indoors absent a documented medical need.

Exemptions

This dress code shall not be interpreted or enforced in a manner that restricts:

1. Religious attire, including head coverings and garments worn as an expression of sincerely held religious belief;
2. Medical accommodations, including items worn pursuant to a documented medical need or an IEP/504 plan;
3. Cultural attire worn as an expression of sincerely held cultural practice or identity.

Students or families with questions about exemptions should contact their House Principal.

Enforcement

1. **Who enforces.** Staff members who believe a student's attire may violate this code will refer the matter to the student's House Principal, who will make the determination. Borderline or judgment-call situations are decided by the House Principal, not individual staff members.

2. **First response.** For a first violation, the student will be given the opportunity to correct the issue — by changing, covering, or adjusting the item — without disciplinary consequence. School-provided clothing may be offered where available.
3. **Progressive response.** Repeated or refused compliance will be addressed through the school's progressive discipline procedures.
4. **Instructional time.** Students will not be removed from instruction for dress code matters except where the violation involves prohibited content under this policy (items 1–6 above) or a safety concern. Dress code conversations will be conducted privately; students will not be publicly called out, and no student will be required to display their body for measurement or inspection.
5. **Equity commitment.** This code applies to all students equally. Enforcement will not target or disproportionately affect students on the basis of body type, gender, race, or any other protected characteristic. Concerns about enforcement may be raised with the Building Principal.

Special Contexts

1. Physical education, athletics, and career-technical programs may impose additional attire requirements for safety or program purposes.
2. Spirit days and school-sanctioned theme days remain subject to this code; theme-day attire must still meet the Universal Requirements and Prohibited Content standards.
3. School dances and extracurricular events are subject to this code unless event-specific guidelines are published in advance by administration.

For more information see Policy 221.

7.4 Discipline Matrix

Levels of Infractions. Absent the presence of mitigating or aggravating factors, the disciplinary consequences for rule violations are set forth in this section. Infractions are divided into four (4) levels as described below. Any student who violates a rule is subject to discipline, up to and including expulsion. The following matrix sets forth the minimum infraction level a violation would justify, absent relevant mitigating or aggravating circumstances.

Key

W; PC	Warning; Parent Call
1HR / 2HR	After-school detention (1 hour) / (2 hours)
LD	Lunch detention
ISS	In-school suspension
OSS	Out-of-school suspension
POL	Police notification/involvement
SAP	Student Assistance Program referral
EXP	Recommendation for expulsion submitted to Superintendent

Note: All consequences listed are examples and may be adjusted based on mitigating or aggravating circumstances at administrator discretion. Level 3 and 4 consequences may also include any Level 1 or 2 consequences. Progressive discipline applies across all levels.

Level 1 Infractions

Generally does not lead to suspension.

Level 1 infractions are minor incidents that generally do not involve or negatively affect other persons. They include behaviors that impede orderly classroom procedures or interfere with school operations to a minor or negligible extent. Except where there are repeated instances or other aggravating circumstances, Level 1 infractions generally do not result in in-school suspension, out-of-school suspension, or expulsion.

Offense	1st Violation	2nd Violation	3rd+ Violation
Classroom disruption/misconduct	W; PC	1HR; PC	2HR; PC

Cutting class (missing more than half the period; per class)	W; PC Zero (no remediation)	1HR; PC Zero (no remediation)	2HR; PC Zero (no remediation)
Disrespectful language, profanity, or gestures	W; PC	1HR; PC	2HR; PC
Dress code violation (must be corrected)	W; PC	1HR, PC	2HR, PC
Entering unauthorized areas	W; PC	1HR; PC	2HR; PC
Failure to follow staff directions	W; PC	1HR; PC	2HR; PC
Hallway / Cafeteria disruptions	W; PC	1HR; PC	2HR; PC
Inappropriate display of affection	W; PC	1HR; PC	2HR; PC
Inappropriate use of technology (minor — e.g., games, videos)	W; PC Potential confiscation	1HR; PC Potential confiscation	2HR; PC Potential confiscation
Late to class (non-habitual)	W; PC	1HR; PC	2HR; PC
Late to school (non-habitual)	W; PC	W; PC	1HR (after 5th late-see Tardy Policy)
Lunch disruption	LD; PC	1HR; PC	2HR; PC
Lying to staff	PC Counselor conference	1HR; PC	2HR; PC
Hallpass violation	W; PC	1HR; PC	2HR; PC
Disengagement (ie sleeping, head down)	W; PC	1HR; PC	2HR; PC
Teasing / taunting (not bullying or harassment)	W; PC Counselor conference	1HR; PC	2HR; PC
Unsafe acts or minor safety omissions	W; PC Admin conf.	1HR; PC	2HR; PC
Earbuds/headphones in hallways; unauthorized device use in class	W; PC	1HR; PC Potential confiscation	2HR; PC Confiscation

Level 2 Infractions

Generally leads to in-school suspension (ISS), and may lead to out-of-school suspension (OSS).

Level 2 infractions are more serious than Level 1 and are characterized by repetitive or frequent misconduct, or conduct that causes a serious disruption to the learning climate or affects other persons. Level 2 also includes repeated Level 1 infractions where progressive discipline has not been effective.

Offense	1st Violation	2nd Violation	3rd+ Violation
Repeated Level 1 Offenses	Apply Further Progressive Discipline ISS, OSS, alt placement / EXP		
Bathroom misconduct (multiple students in one stall)	ISS Search	OSS Search	OSS Search
Bathroom misconduct (opposite-sex stall)	OSS	OSS	OSS Possible alt. placement
Bullying / harassment	ISS SAP referral	OSS	OSS Poss. alt. placement
Bus misconduct	W; PC	1HR; PC Assigned seat	Loss of bus privileges
Cheating / plagiarism / academic dishonesty	1HR; PC Zero (remediate to 70%)	ISS Zero (no remediation)	ISS Zero (no remediation)
Cyberbullying	ISS SAP referral	OSS; POL, if applicable	OSS; POL

Dangerous / aggressive behavior (non-assault)	ISS	ISS	OSS
Defiance / disrespect to staff	1HR; PC	2HR; PC	ISS
Driving / parking policy violation (including habitual truant student drivers)	1HR; PC Parking citation	2HR; PC parking citation and/or parking privileges revoked	ISS parking privileges revoked and/or towing/booting
Drone — possession/use without authorization	W; PC	1HR Confiscation	ISS Confiscation
Failure to ID or cooperate in investigation	1HR; PC	ISS	OSS
Failure to serve / follow detention rules	2HR; PC	ISS	OSS
Forgery / falsifying records / impersonating parent	2HR; PC	ISS	OSS
Gambling	1HR; PC Confiscation	ISS Confiscation	OSS; POL possible
Instigation of prohibited behavior (e.g. 'egging on')	1HR; PC	ISS	OSS
Leaving class or campus without permission	ISS Search (if re-entering)	ISS Search (if re-entering)	OSS Search (if re-entering)
Medication possession in violation of policy	ISS SAP referral	OSS	OSS
Refusal to serve or misbehavior in ISS	OSS	OSS	OSS
Tobacco / vaping (1st-3rd offense; see Level 3 for 4th+)	ISS + $50 fine + ed. class (citation if incomplete) SAP referral	OSS Citation	OSS Citation
Trespassing — restricted area or another school's property	ISS; POL possible	OSS; POL	OSS; POL; EXP possible
Unauthorized device use (Including cell phones)	W; PC Confiscation until class end	1HR; PC Confiscation, parent pickup	2HR; PC Confisc., parent meeting

Level 3 Infractions

Generally leads to extended out-of-school suspension (OSS).

Level 3 infractions are serious incidents that result in or could result in the violation of the legal rights of others, violence to another person, significant damage or destruction of property, or conduct that poses a direct threat to the safety of others. Level 3 also includes repeated Level 1 or 2 infractions where progressive discipline has not been effective.

Offense	1st Violation	2nd Violation	3rd+ Violation
Repeated Level 2 Offenses	Apply Further Progressive Discipline OSS, alt placement / EXP		
Assault on a student	OSS; POL; SAP	OSS; POL	OSS; POL; EXP possible
Bullying / harassment (serious)	OSS; POL; alt. placement possible	OSS; POL; alt. placement	OSS; POL; EXP
Destruction of property / vandalism	OSS; POL Restitution charged	OSS; POL Restitution charged	OSS; POL; EXP. Possible; restitution
Disorderly conduct (for ex., fire alarm)	OSS; POL	OSS; POL	OSS; POL; EXP possible
Drone — used to surveil, record, or harass	OSS; POL if applicable Confiscation	OSS; POL Confiscation	OSS; POL; EXP possible; confiscation
Fighting (physical altercation)	OSS; POL; SAP	OSS; POL	OSS; POL; EXP possible
Hate speech / symbols/ bias acts — general or indirect	OSS	OSS	OSS; alt. placement possible

	Learning component (counselor)	Learning component (counselor)	
Hate speech / symbols/ bias acts — targeted or direct	OSS; POL if applicable Learning component (counselor)	OSS; POL Learning component (counselor)	OSS; POL; EXP possible
Serious computer / network misuse (e.g., overriding filters, inappropriate sites)	OSS; POL if applicable	OSS; POL	OSS; POL; EXP possible
Minor altercation (physical; not rising to level of fighting)	ISS; POL if applicable	ISS; POL	OSS; POL
Sexual/racial/gender harassment or bullying	OSS; POL if applicable Learning component (counselor)	OSS; POL Learning component (counselor)	OSS; POL; EXP possible
Pornography / obscene material (possession or transfer)	OSS; POL	OSS; POL	OSS; POL; EXP possible
Reckless driving on school property	OSS; parking privileges revoked; POL	OSS; parking revoked; POL	OSS; POL; EXP possible
Refusal to cooperate with a search (stated reasonable suspicion required)	OSS (treated as positive for the suspicion); POL for potential weapon possession; Citation for disorderly conduct.	Extended OSS (treated as positive for the suspicion); POL for potential weapon possession; Citation for disorderly conduct.	Extended OSS, EXP (treated as positive for the suspicion); POL for potential weapon possession; Citation for disorderly conduct.
Recording any person on school property	OSS; POL if applicable	OSS; POL	OSS; POL
Serious / criminal misconduct (non-felony)	OSS; POL; alt. placement possible	OSS; POL; alt. placement	OSS; POL; EXP
Stealing / theft / possession of stolen property	OSS; POL	OSS; POL	OSS; POL; EXP possible
Threats / intimidation (incl. social media / outside school)	OSS; POL; SAP	OSS; POL	OSS; POL; EXP
Trespassing — returning to campus during suspension/expulsion	OSS; POL	OSS; POL	OSS; POL; EXP
Unlawful retaliation	OSS; POL	OSS; POL	OSS; POL; EXP possible

Level 4 Infractions

Generally leads to a recommendation for expulsion and/or law enforcement involvement.

Level 4 infractions are the most serious offenses — potentially criminal in nature — where expulsion from school is justified or intervention by law enforcement is warranted. Level 4 also includes repeated Level 1, 2, or 3 infractions where progressive discipline has not been effective. For most Level 4 offenses, the consequence is the same regardless of the number of violations.

Offense	Any Violation
Repeated Level 3 Offenses	Apply Further Progressive Discipline OSS, alt placement / EXP
Arson or attempted arson	10 OSS + POL + SAP; EXP
Assault on staff	10 OSS + POL + SAP; EXP
Bomb threat or terroristic threat	10 OSS + POL + SAP; EXP
Dating violence	10 OSS; POL; SAP; EXP possible
Discharging fire extinguisher w/o justification / false alarm	5-10 OSS; POL; restitution; EXP
Drug / alcohol (incl. paraphernalia) violation — possession, use, distribution, or attending	5-10 OSS + POL; EXP

school under the influence (SAP referral required).	
Extortion or attempted extortion	10 OSS + POL; EXP
Felony criminal conduct	10 OSS; POL; EXP
Hazing	10 OSS; POL; SAP
Major vandalism / willful destruction of property	10 OSS + POL + restitution; EXP
Possession of firearms, weapons, or look-alike weapons	Per Policy 218.1; POL; EXP
Sexual assault or adjudication for sexual assault	10 OSS; POL; EXP
DUI / driving without a license	5-10 OSS; POL; parking privileges revoked; EXP possible
Misrepresenting a drug, pill, or look-alike medication	10 OSS; POL; EXP
Refusing a required drug / alcohol test	OSS (treated as positive result); Citation for disorderly conduct

Disciplinary Consequences.

The array of disciplinary consequences that may be imposed by the School District includes the following.

- **Detention**

  Students who violate school rules and regulations may be assigned to detention, which is held each school day after school for one or two hours. Parents are expected to provide transportation for the student in detention.

  Failure to report to detention will result in additional discipline determined by the Principal and could include additional detentions and/or suspension.

  Work and school activities are not acceptable excuses for not reporting to detention.

  A student serving detention must have schoolwork to do. Sleeping or "loafing" will not be tolerated. No food or drink is allowed.

  Notification of detentions are given to students. Students will be given at least a 24-hour notice prior to detention.

- **Suspension**

  Suspension of a student from school is one of the more severe punishments used by school officials. This form of punishment is used only on habitual offenders or for serious infractions of school rules, absent mitigating, or aggravating circumstances.

  A parent conference will be requested before the student can be readmitted to the school.

- **In-School Suspension**

  This is a structured, supervised program in which assignments and additional work is given to the students while they are assigned to the program. Students may be assigned to this program for either full-day or half-day sessions. A student who has been placed on in-school suspension will not attend/participate in any sponsored activity or field trips except by special administrative permission. Students who are assigned an in-school suspension are automatically assigned a same-day detention as well, which may be removed as an incentive for good behavior.

- **Out-of-School Suspension.**

  The student shall be told the reason for the suspension and shall be afforded the opportunity to respond to the charges before the suspension becomes effective. The reason for the suspension shall also be stated in written correspondence to the home. If possible, parents are contacted by phone prior to the suspension.

- **Suspension Features.**

  No student, while on out-of-school suspension, is allowed to attend/participate in any school sponsored activity, nor may he/she be present on school property at any time. Student violators may be cited for trespassing.

- **Class Work While Suspended.**
  It is the responsibility of the student to obtain work from their teachers prior to the assigned suspension. These assignments will be returned to the respective teacher for evaluation. Suspended students will be given the appropriate credit for work completed in the in-school suspension room. Students not completing assignments may, at the discretion of the teacher, receive a zero for that assignment. Failure to conform to posted in-school suspension rules is sufficient cause for additional time and/or exclusion from school.

7.5 Drugs and Alcohol

Use or possession of drugs or alcohol At School will result in suspension. Distribution of these substances may result in permanent expulsion from school. In all cases, the student can expect prosecution to the fullest extent permitted by law.

7.6 Fighting

Students involved in fighting on school property, or at any school-related activity, will be referred to local or state police for processing. The only exception will be self-defense. Self-defense means protecting yourself to the extent needed to run away or retreat.

7.7 Bullying/Cyberbullying, Harassment and Threats

Bullying, Defined.
"Bullying" means an intentional electronic, written, verbal or physical act, or a series of acts:

- directed at another student or students;
- that is severe, persistent, or pervasive; and
- that has the effect of doing any of the following:
  - substantially interfering with a student's education;
  - creating a threatening environment; or
  - substantially disrupting the orderly operation of the school.

What Bullying Is and Is Not, Examples
Bullying is a conscious, repeated, hostile, aggressive behavior of an individual or a group abusing their position with the intention to harm others or gain real or perceived power.

The term Bullying is not appropriate when there is a mutual confrontation between two students or groups of students. It is important to distinguish bullying from other unkind, mean, and harmful behavior. Calling someone a name or pushing someone once, being rude or having an argument with someone is not bullying. Of course, these behaviors need to be addressed by the Principal or teacher, but they may have different consequences and intervention. On the other hand, behavior is bullying, for example, when the following elements exist:

- There is intent to harm- the bully appears to find pleasure in taunting and continues even when the target's distress is obvious; or
- The unwanted aggressive behavior(s) by another youth or group of youths include an observed or perceived power imbalance, is repeated multiple times, and is not welcomed by the target.
- Simply put, bullying is when a person or a group behaves in ways- on purpose and over and over- that make someone feel hurt, afraid, or embarrassed. It is a recurring and deliberate abuse of power.

There are many different types of bullying behavior that can be experienced by children and adults alike, some are obvious to spot while others can be more subtle. Below are some of the ways that bullying could be happening.

- **Physical Bullying**
  Physical Bullying includes hitting, kicking, tripping, pinching, and pushing or damaging property.

- **Verbal Bullying**
  Verbal Bullying includes name calling, insults, teasing, intimidation, or verbal abuse.
- **Cyberbullying**
  Cyberbullying is "willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices." While the definition of cyberbullying aligns with the traditional definition of bullying, the likelihood of repeated harm from one cyberbullying incident is quite high. This is because instances of cyberbullying can be accessed by multiple parties, forwarded to, or shared with others, linked to other sites/apps, and revisited by targets of the aggression, resulting in repeated exposure and repeated harm.
- **Relational Aggression**
  Relational Aggression is bullying that affects a child's social standing or status is a form of relational aggression. It can take many forms, including shunning, hazing, spreading rumors, excluding others or teasing.

All forms of bullying are unacceptable. Offenders will be subject to appropriate disciplinary consequences.

If You are Bullied or Witness Bullying
Students who have been bullied are encouraged to report such incidents promptly to the Principal, teacher(s) or other School District employees.

Parents may contact the Principal to report acts of bullying.

Since bystander support of bullying can support this behavior, the School District prohibits both active and passive support for acts of bullying. Bystanders who witness bullying and fail to report it to the Principal, teachers, and/or other School District employees will be subject to appropriate disciplinary consequences.

Teachers and other staff (including but not limited to secretaries, custodians, aides, etc.) who observe acts of bullying shall take reasonable steps to intervene to stop such conduct, unless intervention would threaten an individual's safety. The purpose of the intervention is to take prompt steps to ensure the observed acts of bullying cease. The incident must be reported to the Principal.

Complaints of bullying will be investigated promptly, and corrective action will be taken when allegations are verified.

The confidentiality of all parties will be maintained, consistent with the School District's legal and investigative obligations. No reprisals or retaliation will occur as a result of good faith reports of bullying.

Please Note: Consequences given to a bully cannot be shared with the victim or victim's family. Disciplinary records are considered a part of a student's Education Record; thus these records are protected by the Family Educational Rights and Privacy Act and cannot be disclosed.

Consequences
Once a student has been found to have engaged in bullying, absent mitigating or aggravating circumstances that justify deviation from the standards in this 7.7.4, he/she will be subject to the following consequences:

- **First Offense**
  (this is the infraction which leads to a student being declared a bully) Conference with student and parent), 1-3 days In-School Suspension, other disciplinary action as determined by administrator.
- **Second Offense**
  Conference, Suspension from 1 to 10 school days. Loss of school privileges and/or exclusion from school-sponsored activities for 15-30 calendar days.
- **Third Offense**
  Suspension from 1 to 10 school days, Alternative Educational Placement or Expulsion. Loss of school privilege and/or exclusion from school-sponsored activities for a minimum of one calendar year.
- **Any ensuing offense**
  Any ensuing offense will result in placement in an Alternative Educational Placement or Expulsion.

All infractions may require referral to law enforcement and/or counseling. All infractions will require an apology to the victim.

7.8 Tobacco/Nicotine Products; e-Cigarettes and e-Cigarette Paraphernalia

Any student possessing or using tobacco, or tobacco-related products (tobacco is defined as a lighted or unlighted cigarette, cigar and pipe; other lighted or unlighted smoking product or material, including e-Cigarettes and e-Cigarette paraphernalia and supplies; chewing tobacco and all forms of smokeless tobacco; nicotine patches or chewing gum; and any oil or liquid/solid substance that produces the same physical manifestations that tobacco/smokeless tobacco/nicotine produces; as well as look-alike items/devices including, but not limited, to electronic cigarettes and vaporizers) while at school will be subject to disciplinary action. Absent mitigating or aggravating circumstances that justify deviation from the standards in this 7.8, he/she will be subject to the following consequences:

All offenders could be referred to the District Magistrate.
First time offenders may be exempt from this, if the following is completed within 10 days of offense:

- One day In-School Suspension
- Payment of a $50 fine
- Completion of nicotine awareness program

Offenses referred to the District Magistrate are subject to fines as established by the Commonwealth of Pennsylvania.

Students will be referred to the Student Assistance Program.

7.9 Searches

School lockers, desks, closets, etc. are the property of the School District. Students have no expectation of privacy when using these amenities. School property of any sort is subject to search at any time by school officials, and random/periodic or sweeping searches of all lockers and of school property may be conducted by school officials, with illegal/dangerous materials or stolen items confiscated to be used as evidence.

Student vehicles may be parked on school property as a privilege, not a right. Student vehicles parked or operated At School may be searched when a school authority reasonably suspects that the student vehicle contains illegal, unauthorized, dangerous or stolen items or contraband.

Students and/or their personal effects (backpacks, purses, coats, etc.) may be searched when a school authority reasonably suspects that the student possesses illegal, unauthorized, dangerous or stolen items or contraband. All student searches will be conducted in accordance with Policy 226.

Searches may include, in addition to school personnel, law enforcement personnel. Specially trained canine units may be used in both announced and unannounced searches to maintain a drug free and safe environment.

For more information see Policy 226.

7.10 Acceptable Use of School Computers, Computer Offenses

Definitions
The following terms, when set forth in this 7.10 in capital letters, shall have the meaning set forth in the following definitions unless the context clearly indicates otherwise:

- **Computer(s)**
  "Computer(s)" shall mean and include School District owned, leased, operated or provided: (i) desk tops; (ii) work stations; (iii) electronic readers or devices in the nature of an iPad or tablet; (iv) laptops; (v) servers; (vi) routers; (vii) Wi-Fi hotspots and apparatus; (ix) digital switches; (x) smart phones; (xi) PDA's; (xii) Storage Devices and (xiii) any other digital device in the nature of or with the functionality of any of the foregoing.

- **Cloud Application**
  "Cloud Application" shall mean any service or resource available on the internet Including such services or resources as virtual servers or any electronic storage that is outside of the School District's firewall, including such things as a Google™ or Google Chrome™ account; My Drive™; Skydrive™; Adobe Creative Cloud™; Dropbox™; Evernote™; and other similar services.
- **Data**
  "Data" shall mean all forms of digital or electronic data, including digital or electronic: (i) records; (ii) material; (iii) data; (iv) documents; (v) files; (vi) script;(vii) code; (viii) software; and (ix) programs.
- **Digital Technology**
  "Digital Technology" shall mean all forms of digital technology, Including Data, software, hardware, the School District's network and all components of the School District's network; and digital services of any nature and kind, that is based on digital technology and that is:
  - owned, leased or licensed to the School District; or
  - that is accessed by or through Digital Technology that is owned, leased or licensed to the School District, and that is supplied by the School District to students, employees or volunteers. "Digital Technology" includes Computers; Data, servers; networks; the Internet; cell phones; beepers; PDA'S; modems; voicemail; e-mail; chatrooms; instant messaging; User groups; and such similar technologies.
- **Malicious Code**
  "Malicious Code" shall mean any code in any part of a software system or script that is intended to or that does cause undesired effects, security breaches, degradation to system speed or functionality to or damage to a system; including attack scripts, viruses, malware, worms, Trojan horses, backdoors, time bombs, and malicious active content.
- **Pornography or Pornographic**
  "Pornography" or "Pornographic" includes: (1) any visual or audio depiction, including any photograph, digital image, film, video, picture, recording or computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct; (2) nude pictures or images of the genitalia of any male or female or the breasts of any woman, Including any photograph, digital image, film, video, picture, or computer or computer-generated image or picture of such; and (3) the definition of such terms in Applicable Law.
- **Storage Device**
  "Storage Device" shall mean any device capable of storing data, code, or programs, Including CD's, thumb drives, DVD's, floppy's, hard drives, RAM devices or anything or item that has the function of storing or maintaining electronic data of any nature or type.
- **Student Record**
  "Student Record" shall mean any item of information gathered within or outside the School District that is directly related to an identifiable student.
- **User**
  "User" shall mean a student, employee or visitor who is using any Digital Technology.
- **User ID**
  "User ID" shall mean the identification number(s) or letter(s) that is unique and that is assigned to the individual student or employee.

Computer Prohibitions

Students shall not engage in any of the following conduct or behaviors:

Prohibited Conduct	Minimum Infraction Levels
When using the School District's Digital Technology, violating any applicable policy of the School District or rule contained in this Code	See Chart Above
Violating any applicable School rule when using the School District's Digital Technology	See Chart Above

Level 1 Infractions:	
Using any Digital Technology of the School District for any purpose other than for the legitimate educational purposes of School District's students	1
Shutting down any Computer without properly logging off the Computer	1
Level 2 Infractions:	
Using any of the School District's Computers or Data unless and until a confidential User ID and password has been assigned to the student	2
Using any of the School District's Computers or Data without using his/her User ID and password	2
Disclosing his/her User ID or password to any other Person unless directed by a properly authorized School District administrator to do so	2
Using or utilize the User ID and/or password belonging to or` assigned to any other individual, or impersonate, in any manner, any other person	2
Opening or logging on to any Computer, software, program or application using, utilizing or inputting the User ID and/or password of any other Person, or Using any default or preset User ID and/or password without express authority	2
Misrepresenting his/her identity when using the School District's Computers	2
Using any Computers unless and until the student has signed an acknowledgment in the form prescribed by the School District attesting to the employee's understanding of the rules governing the Using of Digital Technology	2
Violating the legal rights of others	2
Using any software or Internet site in violation of any applicable licensing agreement or applicable terms of Using	2
Failing to report to the building administrator and School District's technology administrator any time when he/she inadvertently visits or accesses a pornographic site at School or through any School District Computer or Digital Technology	2
Disconnecting any hardware from any computer without prior explicit direction to do so, except with respect to laptop computers issued with the expectation that they will have hardware, such a printer, connected and disconnected	2
Level 3 Infractions:	
Bypassing any blocking or security software that may be used or installed by the School District	3
Visiting or accessing pornographic websites at School or through any School District Computer or Digital Technology	3
Using Digital Technology to violate any applicable law, Including the Wiretap and Electronic Surveillance Control Act	3
Incurring any charges or costs of any nature or type to the School District in connection with Digital Technology or your Using of Digital Technology; except as specifically and expressly authorized in accordance with applicable procurement requirements established by the School District or by Applicable Law	3
Level 4 Infractions:	

Intentionally, willfully, maliciously or through reckless indifference damaging or corrupting the functioning of any Digital Technology or any data stored, either temporarily or permanently on any Digital Technology	4
When using the School District Digital Technology, engaging in sexual acts or sending any nude pictures	4
Intentionally entering or hacking into any secure or confidential area of the School District's systems, network(s) or Computers without proper authority	4
Knowingly or willfully infecting any Computer with any virus	4
Knowingly or willfully placing any Malicious Code in any Computer, software, or network or network component	4
Using any Digital Technology to hack into anyone else's Computers or network(s) in any way or manner that is not authorized	4
Using any data mining, robots, or similar data gathering and extraction methods in violation of any person's or entity's rights	4
Deleting or removing any program, application, security feature, or virus protection from any School District Computer without express authorization in writing from an administrator in the technology department	4
Hacking into any hardware and/or software owned or licensed by the School District for any purpose	4
Violating any applicable criminal statute pertaining to computers, property or electronic devices, Including Chapter 76 of the Crimes Code, relating to computer offenses. 18 Pa.C.S.A. 7601 et seq.	4
Planting any virus, Malicious Code, pornography or other prohibited content or software on anyone's Computer, Including the School District's network or Computer(s), or any component of the School District's network	4
Accessing another's Computer for any improper or unlawful purpose, including to activate the audio or video functions of the Computer or to search the Computer's files, documents or codes, without the person's prior permission and authority	4

For more information see Policy 815.

7.11 Act 17 of 1994: Institutional Vandalism and Criminal Mischief

A person who intentionally defaces or otherwise damages tangible public property with an aerosol spray-paint can, broad-tipped indelible marker, or similar device commits criminal mischief. Sentencing for this offense is supervised community service as follows:

- Damages less than $200: not less than 50 days or more than 74 days.
- Damages of $200 to less than $1,000: 75 to 99 days.
- Damage of $1,000 or more: 100 to 200 days.
- If community service is satisfactorily completed, the criminal mischief offense is dismissed and expunged from the record. A person also commits institutional vandalism if the person carries an aerosol spray-paint can, indelible marker, or similar device onto public property with the intent to damage property.

Article 8 EXTRACURRICULAR ACTIVITIES

Section Contents

8.1 Athletic Director
8.2 Registration
8.3 Physical Examination
8.4 Philosophy
8.5 Specific Objectives
8.6 Procedures for Reporting Concerns and Problems
8.7 Pennsylvania Interscholastic Athletic Association ("PIAA")
8.8 Participation in Extracurricular Activities Is a Privilege
8.9 Coordination of School Discipline and Extracurricular Activity Discipline
8.10 Academic Eligibility
8.11 Attendance Eligibility
8.12 Conduct Expectations
8.13 Prohibited Conduct
8.14 Duty of Cooperation
8.15 Violations of Rules Contained in this Handbook
8.16 Minor Violations
8.17 Tobacco
8.18 Tobacco, Nicotine Products, Alcohol, Controlled Substances, and Paraphernalia
8.19 Policy 227
8.20 Parties and Gatherings
8.21 Self-referral
8.22 Theft
8.23 Crimes
8.24 Citations or Arrests
8.25 Electronic Communications
8.26 Procedures
8.27 Timing of Extracurricular Discipline
8.28 School Discipline
8.29 Good Citizenship
8.30 Expulsion & Suspension
8.31 Team Rules
8.32 Transportation
8.33 Trying Out, Quitting, & Removal
8.34 Uniforms & Equipment
8.35 Insurance for Students in Interscholastic Sports
8.36 Physicals
8.37 ImPACT TESTING (Grades 9 – 12)
8.38 Medical Excuses
8.39 Awards

8.1 Athletic Director

The School District's Athletic Director and contact information is as follows:

Brian Laiacona
Director of Athletics and Activities
Quakertown Community High School
600 Park Ave
Quakertown, PA 18951
(215) 529-2078 | blaiacona@qcsd.org

8.2 Registration

Athletes are required to register. Athletes are required to register in Family ID for all sports in which they will participate for all sports in which they will participate during the school year. All sections of the registration application must be completed.

The registration application and site may be accessed through the website or on the Arbiter Sports registration page.

Registration for sports, regardless of season, may be completed during the summer, prior to the first day of Fall sports practice.

8.3 Physical Examination

A valid physical examination form must be on file with the Athletic Trainer before an athlete will be permitted to participate in practice.

8.4 Philosophy

The primary purpose of the School District's Athletic Program is to promote the physical, mental, social, emotional and moral well-being of the participants. The Athletic Program offers significant lifetime learning experiences that cannot be duplicated in other educational settings. The Athletic Program is an important and integral part of the total school program and is open to participation by all students. Through voluntary participation, an athlete gives time, energy, and loyalty to the program. He/she also accepts the training rules, regulations, and responsibilities that are unique to each team. In order to contribute to the welfare of the group, the athlete must willingly assume these obligations.

8.5 Specific Objectives

The objectives of the Athletic Program include:

- To promote character development in student athletes;
- To enhance student development in the specific areas of integrity, discipline, commitment, and work ethic;
- To promote physical fitness and desirable habits in health, wellness, and safety;
- To learn that teamwork and cooperation with others are necessary for experiencing success;
- To provide opportunities to observe and exemplify good sportsmanship;
- To foster the realization that athletic competition is a privilege that carries responsibilities;
- To provide a chance to enjoy the opportunity to learn games and improve athletic skills;
- To learn that rules in sports must be followed or penalties will result, and that this same sequence applies in life;
- To develop a program with an atmosphere that results in positive interaction between the team, the school, and the community; and

- To ensure athletics are an integral part of the education program through a focus on educating the student athlete as the primary purpose of the program.

8.6 Procedures for Reporting Concerns and Problems

If an athlete or parent/guardian has a problem, the following procedures should be followed:

- **Level 1**
  Make an appointment to discuss your concern with the coach. Do not attempt to discuss concern just before or after a game, do it privately.
- **Level 2**
  If not satisfactorily resolved at Level 1, contact the Athletic Director. Set up an appointment for the Athletic Director, Coach, and you to discuss concern. Do not contact the Athletic Director until Level 1 has been completed.
- **Level 3**
  If not resolved at Level 2, contact the Principal. Schedule an appointment with the Principal, Athletic Director, Coach and you to discuss the concern. Do not contact the Principal until Levels 1 and 2 have been completed.
- **Level 4**
  If not resolved at Level 3, contact the Superintendent. Schedule a meeting with the Superintendent, Principal, Athletic Director, and Coach to discuss the concern. Do not contact the Superintendent until you have gone through Levels 1, 2 and 3.
- **Level 5**
  If not resolved at Level 4, a meeting with the Activity Committee of the School Board will be scheduled to discuss the concern. Do not contact the Board until Levels 1, 2, 3 and 4 have been completed.

8.7 Pennsylvania Interscholastic Athletic Association ("PIAA")

PIAA rules will be followed in all cases of eligibility, transfer, physical examinations, insurance coverage, starting dates, use of school equipment, etc. Each coach has the responsibility to know and enforce the applicable PIAA rules and to inform team members and parents. Notwithstanding anything herein to the contrary, applicable PIAA rules shall take precedence over the rules contained in this Handbook and School Board Policy.

8.8 Participation in Extracurricular Activities Is a Privilege

Participation in Extracurricular Activities and Interscholastic Sports is a privilege and not a right. Nothing in this Handbook shall be construed as establishing any legal right to participate in Extracurricular Activities or Interscholastic Sports. Because participation in Extracurricular Activities and Interscholastic Sports is a privilege and not a right, the School District has broader authority to impose Extracurricular Discipline than it does regarding School Discipline. Consequently, the Student Code of Conduct will be enforced with all students in Grades 6-12 participating in extracurricular activities:

- regardless whether school is in session;
- regardless whether the offense occurs At School, on or off school property or at a school-related event;
- regardless whether the student is directly involved with the activity at the time the prohibited conduct occurs;
- regardless whether the conduct occurs online or through electronic means; and
- regardless of where or when the conduct occurs.

8.9 Coordination of School Discipline and Extracurricular Activity Discipline

A student's violation of the rules contained in this Handbook may lead to both School Discipline and Extracurricular Discipline. Consequently, it is possible that a student who violates the Student Code of Conduct or this Handbook will incur consequences from both the appropriate school administrator and from his/her coach or advisor for the same violation. It is also possible that

a student participating in Extracurricular Activities could violate the Code of Conduct or this Handbook and be subject to discipline by a coach or advisor without receiving School Discipline.

8.10 Academic Eligibility

Students must be academically eligible in order to participate in any extracurricular activity. To be academically eligible, a student may not be failing 2 or more credits. Academic eligibility will be reviewed on a weekly cumulative basis. A student who is determined academically ineligible at the end of a given week of school will be ineligible for a period of one (1) week starting on the following Sunday to the next Saturday.

Students must be enrolled in a full-time curriculum according to their grade level and must be pass a minimum of 4 credits (Seniors under 4 credits must be passing all coursework). Eligibility for the first grading period is based on a student's final grades for the preceding school year. Students who fail to meet this requirement will lose eligibility for at least 15 school days of the next grading period, beginning on the first day that report cards are posted.

8.11 Attendance Eligibility

Students arriving two (2) hours after the start of the school day will be marked ½ day absent. Students leaving more than two (2) hours before the end of the school day. will be marked ½ day absent. Any student absent for ½ day because he/she was not feeling well will receive an excused ½ day absence but will be unable to participate that day in any extra-curricular event, including practice. In the event of the absence being on a Friday, it would preclude participating in a competition or performance on Saturday.

A student can have an excused absence and be permitted to participate in athletic events for the following reasons:

- Doctor or dentist appointment (generally expected to be in school ½ day, note from the doctor or dentist is required);
- Funeral or death in family;
- College visit (Written verification required - up to three per school year); and
- Principal's discretion (by prior approval).

Any student who has a half or full day unexcused absence is ineligible for any athletic/extra-curricular events that day, including practice. If this unexcused absence is on Friday, the student is also ineligible to participate on Saturday.

If a student is absent illegally 10% or more of the total number of school days to date, the student will not be able to participate in athletics. Exceptions may be granted by the Principal.

8.12 Conduct Expectations

The School District provides comprehensive athletics programs for the benefit of students. The underlying belief is that participation in interscholastic sports can provide students the opportunity to learn responsibility, dedication, leadership, hard work, respect for rules, respect for authority and many other positive qualities. Regulations are established to promote these qualities and to help build and maintain strong programs. It is recognized that some of the expectations for students involved in athletics exceed the expectations for the general student body.

These students are expected to follow School District policies and rules and all program-specific rules set by the School District and the school. Violations of the rules will result in corrective and/or disciplinary action. The facts and circumstances will be taken into consideration when determining consequences for rule violations.

The following conduct is required of all participants. Failure to meet these expectations can result in disciplinary action by the coach, Principal, Athletic Director or Superintendent:

- Student commitment to a team is expected for the entire season. No athlete may quit one sport and join another after the season has begun without the mutual consent of both coaches.

- Students who participate in activities that involve competition among schools and school districts will conduct themselves in a sportsmanlike manner at all times. This includes behavior toward visiting teams or hosting teams as well as the opponent's fans,
- Students must arrive at practices (including workouts), meetings, and events on time and prepared.
- Students who cannot be present for a practice (including workouts), meeting, or event must call the coach or team captain as soon as they are aware that they will be absent. Each team will decide when missed practices, meetings, or workouts will be made-up and disciplinary action may be taken as outlined in each team's rules.
- Injured or ill students who are unable to participate but are able to attend a practice (including workouts), meeting, or event are required to dress appropriately and sit or stand with the rest of the group.
- Students are required to show respect at all times to coaches.
- Student athletes must respect and not damage school property or equipment. This includes home and away contests.
- Students are required to follow the rules in this Handbook. Failure to do so may result in additional disciplinary measures related to the student's participation with the team as determined by the coach.

8.13 Prohibited Conduct

Students who participate in extracurricular activities are prohibited at all times from:

- Engaging in conduct prohibited under the rules contained in this Handbook;
- Possessing, smoking, selling, or using tobacco products;
- Possessing or using electronic cigarettes or other non-tobacco nicotine- delivery products or accessories;
- Possessing or using drug paraphernalia;
- Possessing, selling, or delivering to another person look-alike drugs or items represented to be drugs or contraband of any kind;
- Possessing, selling, giving, delivering to another person, using, or being under the influence of marijuana, alcohol, a controlled substance, or any dangerous drug;
- Engaging in conduct that contains the elements of an offense relating to glue, aerosol paint, or volatile, mood-altering chemicals;
- Engaging in Level II, Level III, and Level IV violations as described in the Student Code of Conduct;
- Engaging in sexual harassment as defined in 34 C.F.R. 106.30;
- Attending any event at which underage drinking, smoking or drug use is occurring;
- riding in a vehicle containing alcohol unless a Parent(s), guardian, or other responsible adult is present and aware of the presence of the alcohol;
- Stealing;
- Conduct that causes injury or harm to persons or property including bullying and hazing;
- Fighting;
- Assault intending to cause or resulting in bodily injury;
- Engaging in conduct resulting in arrest and/or citations from law enforcement officers other than a summary motor; or
- Engaging in conduct that constitutes a Crime.

8.14 Duty of Cooperation

Students have a duty of cooperation with the School District, including the duty to cooperate with investigations and to answer questions truthfully that are asked by coaches, the Principal, the Athletic Director and other officials of the School District. The failure or refusal of a student to answer any questions asked shall itself be a violation of the requirements and shall result in the removal of the student from the team or activity until the questions are answered.

8.15 Violations of Rules Contained in this Handbook

The Principal, Athletic Director or Superintendent may declare an athlete ineligible to participate in a sport if the athlete has violated any rule contained in this Handbook. Temporary or permanent suspension from participation, probation and successful completion of educational components may be required. All of the rules contained in this Handbook are incorporated into this ARTICLE VIII by this reference as if set forth herein in full.

8.16 Minor Violations

A coach shall be responsible for assessing penalties for violation of group and attendance rules. Such penalties may range from a verbal warning to removal from the activity for repeat offenses. Coaches shall generally practice progressive discipline, depending on the facts and circumstances, except that progressive discipline is not required for offenses or conduct deemed serious or egregious. Whether progressive discipline will be applied in any given case is up to the discretion of the applicable authorities. A coach's or advisor's decision to remove a student from an activity will be approved by the Principal prior to the imposition of the penalty. The coach shall notify the Parent(s) of the imposition of any sanction including the nature of the offense and the reason(s) for the disciplinary action.

8.17 Tobacco

No athlete shall, while on or off school premises, use, possess or distribute tobacco. In the absence of any reason to impose a higher level of discipline, the minimum disciplinary penalties will be as follows:

- A first offense will result in a 10-calendar-day suspension of the student from game competition. If there are not 10 calendar days remaining in the particular sport season, the balance will be fulfilled in a subsequent sport season. A contract may be required.
- A second offense will result in dismissal of the student from the Athletic Program for the remainder of the school year in which the infraction occurred. Another contract may be required.
- A third offense will result in dismissal of the student from interscholastic athletics for one calendar year.
- A fourth-offense will result in the student being suspended from participating in interscholastic athletics for the remainder of his/her enrollment as a student in the School District.

8.18 Tobacco, Nicotine Products, Alcohol, Controlled Substances, and Paraphernalia

No student shall, while on or off campus, sell, give, deliver, use, or possess alcohol, controlled substances or drug paraphernalia or be under the influence of alcohol or controlled substances. In the absence of any reason to impose a higher level of discipline, the minimum disciplinary penalties will be as follows:

8.19 Policy 227 - Controlled Substances/Paraphernalia

All violations which occur while under the jurisdiction of the School District will be subject to consequences stated in Policy 227.

- A first violation, either on-campus or off-campus, will result in a suspension from Extracurricular Activities for 25% of the games or Season of the current or upcoming season in which a student is involved including the next school year. For example, if a season has 20 games on its original schedule the student would be excluded from 5 games (either regular season or post-season). When a suspension is not satisfied by Season's end, the remaining balance will carry over and be applied to the next Season in which the student participates. A contract may be required.
- A second violation, either on-campus or off-campus, will result in a suspension from Extracurricular Activities for 50% of the games or Season of the current or upcoming season in which a student is involved including the next school year. For example, if a season has 20 games on its original schedule the student would be excluded from 10 games (either regular season or post-season). When a suspension is not satisfied by Season's end, the remaining balance will carry over and be applied to the next Season in which the student participates. A contract may be required.

- If a suspension carries over to the next Season, the Principal will determine the proportion of the Season which must be served by the student for fulfill the suspension.
- A third violation, either on-campus or off-campus, will result in a suspension from Extracurricular Activities for one (1) full calendar year.
- A fourth violation, either on-campus or off-campus, will result in permanent exclusion from participating in Extracurricular Activities for the remainder of the student's enrollment in the School District.

8.20 Parties and Gatherings

No student shall knowingly attend any party or other social gathering where underage drinking and drug use occurs. This rule applies to gatherings of two or more students or student aged individuals where underage drinking or drug use is occurring. It shall not be a defense to this rule that a gathering of students at which alcohol and drugs are consumed was sanctioned by any Parent(s) or held with Parental consent. It is the attendance at such gatherings that is prohibited by this rule. Actual consumption of alcohol or use of drugs is not a prerequisite to establish a violation of this rule. Any student who is found to have voluntarily remained in the vicinity of a gathering prohibited by this section shall be guilty of a violation of this rule whether or not he or she consumes or uses any prohibited substance. Notwithstanding anything herein to the contrary,

- The foregoing 8.20 shall not apply to events such as a wedding, family reunion, or the like, unless the student was engaged in underage alcohol use or drug use; and
- No student will be found to have violated the foregoing 8.20 if he or she can show to the satisfaction of the Principal that immediately upon becoming aware that underage drinking and/or drug use was occurring at the party or gathering, he/she promptly left and was not merely "outside."

8.21 Self-referral

A student who is self-referred or who is voluntarily referred by a Parent(s) and who seeks assistance from the School District with controlled substance use, abuse, or dependency, and who is not at the time of referral under the influence or in possession of a controlled substance shall not be subject to the minimum penalties and may be referred to the SAP Team for assistance. All self-referrals by students must begin by informing a staff member, coach, Athletic Director/Administration, or Advisor.

A self-referral/Parental referral, however, may not be used by students and Parent(s) as a method to avoid consequences once an alcohol and/or drug policy violation has occurred. Voluntarily reporting a violation that has occurred shall not constitute "self-referral" as defined herein even if the report is part of a request for assistance.

8.22 Theft

Any student guilty of theft will face the following minimum consequences:

- A first offense will result in a 15-30 calendar day suspension of the student from game competition or activity determined by the circumstances involved in the theft. If there are not 15-30 calendar days left in the Season, the balance will be fulfilled in the subsequent season. A contract may be required.
- A second offense will result in exclusion of the student from extracurricular participation for the remainder of the school year. Another contract may be required.
- A third offense will result in exclusion of the student from middle school or high school athletics or activities permanently.

8.23 Crimes

Any student who is charged with or convicted of any Crime(s) shall be suspended from participation in Extracurricular Activities, including practices and meetings, until the case has been adjudicated after which a review will be conducted to determine

eligibility. If a student is found guilty of a Crime(s) or determined to be a Delinquent Child as defined in the Juvenile Act, he/she will be permanently excluded from Extracurricular Activities for the duration of his/her enrollment in the School District.

If the School District administration receives notice from an appropriate law enforcement agency that the student was found not guilty of the felony offense and the case was dismissed with prejudice, or that the student was not prosecuted and no formal proceedings, deferred adjudication, or deferred prosecution was initiated, the administration will review the student's suspension from Extracurricular Activities. The student will remain on suspension pending the review, which will take place reasonably promptly. The Parent(s) may be provided an opportunity for input. However, if after the review the administration believes that the presence of the student in an extra-curricular program will threaten the safety of other students or coaches or staff or will be detrimental to the programs and/or educational process, the suspension will continue indefinitely.

8.24 Citations or Arrests

Citations or arrests on or off campus for smoking, using, selling or possession of illegal drugs, drug paraphernalia, drinking alcoholic beverages, vandalism or any behavior which causes embarrassment to the team, organization, or the School District may result in suspension or dismissal from Extracurricular Activities.

Any student or his/her Parent(s) **must notify** the head coach, Athletic Director, and Principal upon his/her arrest or issuance of a citation. The student's failure to notify the staff member responsible for the program (*or the failure of their Parent(s) to do the same*) may result in suspension or dismissal from Extracurricular Activities.

8.25 Electronic Communications

Students are responsible for their electronic communications delivered through devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites. Maintaining a higher standard of conduct also includes ensuring that School District's student personal electronic communication is appropriate. The areas of appropriateness will include, but are not limited to, language (abbreviated or alluding to negative, lewd, vulgar, or obscene comments about any individuals), pictures, suggestive poses, and reference to alcohol, drugs, and tobacco. Communication on the internet or by electronic means by students that are posted/sent and cause disruption or damage to School District property or another School District are also inappropriate. Incidents of inappropriate electronic communication, including cyberbullying, may result in suspension or dismissal from Extracurricular Activities. Additional disciplinary consequences can also be imposed by the appropriate school officials for conduct or behavior that violates the Student Code of Conduct.

8.26 Procedures

Due process does not apply to Extracurricular Discipline. The coach, Principal, Athletic Director or Superintendent will determine whether Extracurricular Discipline will be imposed using such procedures as deemed appropriate.

8.27 Timing of Extracurricular Discipline

The School District shall determine the timing when Extracurricular Discipline shall be served. Generally, if the offense occurs during the summer, the suspension from activities will begin with the first day of practice, competition, or activity, as applicable. If the offense occurs during the season, the suspension will begin on a designated date as determined by the Principal.

8.28 School Discipline

Notwithstanding anything herein to the contrary, a student who is suspended or expelled from school shall be ineligible to participate in any Extracurricular Activities for a period of time not less than the duration of the suspension or expulsion. In addition, Students who have been suspended from school because of misconduct may be dismissed from the team or activity.

8.29 Good Citizenship

An objective of these rules is to instill in students a respect for good citizenship in the form of positive peer pressure. A student's failure to maintain good conduct, regardless of whether the behavior is school-related, will be grounds for disciplinary action ranging from counseling to immediate suspension or removal from the team depending on the severity of the misconduct.

8.30 Expulsion & Suspension

A student who is expelled from school shall be ineligible to participate in any sport that is under the jurisdiction of the Pennsylvania Interscholastic Athletic Association (PIAA) for a period of time not to exceed the duration of the expulsion.

Athletes who have received a school suspension may not participate in practice or compete in contests until the suspension has been completed; provided, however, that Students who have been suspended from school may be removed from the team permanently for such time as deemed appropriate.

8.31 Team Rules

Each coach will submit a set of rules to the team for athletes to follow. Discipline may be imposed by the coach, including suspension or removal from the team, as may be deemed appropriate by the coach, subject to reconsideration by the Principal and then by the Athletic Director.

8.32 Transportation

Athletes must travel to and from all contests in district provided transportation. While on the bus, athletes must follow the bus regulations as stated in the student handbook.

After the contest, an athlete may be released to his/her Parent or guardian in person by informing the coach. If an athlete is to go home with another athlete's parent or guardian, permission must be requested by the Parent in writing before the upcoming contest. Any athlete who does not return from a contest with the team without proper authorization will be suspended from the team for the next contest. If a second offense occurs the athlete will be removed from the team and forfeit any and all awards.

The student is responsible for ensuring that any permission request from the Parent is given to the Coach in advance.

8.33 Trying Out, Quitting, & Removal

Any student wishing to try out for a team may do so and quit without consequence during the first two weeks of practice. Any athlete who is removed from a team or voluntarily quits after the first 2 weeks of practice must have consent from the coach of the program they are leaving to participate in another sport during that season.

Athletes who have been removed from a team have a right of appeal, in writing, to the Athletic Director. The Athletic Director and Principal will adjudicate the problem. If players are

participating in the playoffs, mutual agreement among the coaches will be reached before a player can play the next sport. Suspension or termination of the participation privilege is within the sole discretion of the administration.

8.34 Uniforms & Equipment

Athletes are responsible for all uniforms or equipment loaned to them by the school for practices or contests. Equipment or uniforms that are purposely destroyed or not returned upon request will be paid for by the Parent(s) at current replacement cost. School records, awards, etc., will be withheld until the debt is settled. Students will not be allowed to participate in another

sport or extra-curricular activity until the uniform or equipment problem has been resolved and all athletic obligations have been cleared.

Game uniforms are only to be worn for the contest or during that school day of the contest and not at any other time.

Athletic equipment must be returned within one week after the last game. All equipment must be returned only to the person who issued it. (Example: head coach or equipment manager.)

8.35 Insurance for Students in Interscholastic Sports

The School District does not provide student accident insurance; however it does provide Parent(s) the opportunity to purchase insurance to cover a student's participation in practice or competition. More information can be obtained by contacting:

Brian Laiacona
Director of Athletics and Activities
Quakertown Community High School
600 Park Ave
Quakertown, PA 18951
(215) 529-2078 | blaiacona@qcsd.org

8.36 Physicals

The PIAA requires that every athlete that wants to participate in a school-sponsored Junior High or Varsity sport must receive a yearly physical before they can practice or compete. This physical must be dated on or after June 1 of the prior year of competition—(i.e. for the 2025-2026 school year the physical must be dated {ERROR - DATE FORMAT} or later.

The PIAA requires that sections 1 – 5 of the CIPPE (Comprehensive Initial Pre-Participation Exam) be filled out completely by the Parent(s) and that section 6 be completed by a licensed health professional (DO, MD, PAC, CRNP, SNP). These forms must be completed before the athlete can participate.

The School District requires that the Athletic Training Room Medical Information Sheet be completed by the Parent(s) before participation. This form includes the acknowledgment of the policies in the Athletic Handbook and permission to participate in athletics.

School Sport Physicals
Provided that the participation fee has been paid, a free physical will be provided by the School District once per school year. These physicals are open to any student in grades 7 – 12 that wants to participate in athletics the next school year. Sports physicals will be held early in June. School Physician, Dr. Karl Luxardo, DO, will perform all sports physicals at the school accompanied by Physician Assistant Kyle Maza.

Procedure for Sports Physicals
All school and PIAA permission forms will be filled out in Family ID and signed electronically. The only exceptions are the CIPPE Form 5, CIPPE Form 6 and the Geisinger Authorization to Release Athletic Medical Information. A packet of these forms is located in the high school and middle school offices and outside the Athletic Training Room. The forms may also be downloaded from the FamilyID registration site.

- All papers must be completed and signed prior to receiving a physical. No exceptions will be made.
- Students who miss the set physical dates or wish to get a private physical will need to make an appointment with their family doctor. The School District is not responsible to pay for private physicals. Also, it is the responsibility of the student to have all completed information turned into the Athletic Trainer and be registered on Family ID before the first day of practices.
- Completed paperwork can only be turned into the Head Coach or the Athletic Trainer. Sports paperwork will not be accepted in the high school office or the nurse's office. There are bins on the wall outside the athletic training room door to submit completed paperwork.

- The Athletic Trainer will keep a complete list of all information turned in and will keep it on file in the Athletic Training Room.

8.37 ImPACT TESTING (Grades 9 – 12)

The National Federation of State High School Associations (NFHS), the PIAA and the Pennsylvania state legislature have all recently made statements about the importance of recognizing and properly treating the signs and symptoms of head injuries in youth sports. The School District has implemented mandatory ImPACT testing in grades 9 – 12 in collision sports to help healthcare professionals better diagnose and treat concussions. An ImPACT baseline test will aid medical professionals in determining when an athlete is fit to return after a head injury. A baseline test will need to be taken before an athlete can participate in their Freshman and Junior seasons.. The test can be taken online from the school's webpage

8.38 Medical Excuses

If a student athlete becomes ill or injured during the course of the sports season and needs to see a physician, a note must be provided to the Athletic Trainer from that physician before he/she can return to play.

The contact information for the Athletic Trainer is as follows:

Shannon Renninger
Head Athletic Trainer
Quakertown Community High School
600 Park Ave
Quakertown, PA 18951
(215) 529-2078 | srenninger@qcsd.org

8.39 Awards

The qualifications for earning a letter in each of the several interscholastic sports are as follows:

- Football—(a) Regular starters on offense or defense for 2/3 of season; or (b) Starters on 2 or more special teams for 2/3 of season.
- Field Hockey— 50% of games.
- Cross Country—Finish as one of the top seven SCA runners in at least 40% of the scheduled contests for the season.
- Soccer— 50% of games.
- Basketball (boys & girls)—30% of quarters.
- Wrestling (boys & gils)—wins 3 varsity matches.
- Baseball—must appear in 50% of total games.
- Softball - must appear in 50% of total games.
- Track (boys & girls)—21 points in track meets and 75% of practices.
- Cheerleading—must appear in 50% of total games.
- Lacrosse (boys & girls)—must appear in 50% of total games.
- Swimming (boys & girls)—must appear in 50% of total games.
- Bowling (boys & girls)—must appear in 50% of total games.
- Flag Football—must appear in 50% of total games.
- Unified Sports—must appear in 50% of total games.
- Managers—2 years.

The coach in all the above sports has the final determination and discretion whether an athlete has qualified for a letter. If the athlete makes a squad, all three years, even though he or she does not participate in the required amount of quarters or has not earned enough points in the sport, the athlete can be awarded a letter.

Each athlete will receive one Varsity letter and sports pin their first year and a bar for second, third, etc., letter won. Managers awards will be decided upon by the Head Coach.

PARTICIPATION IN ALL SPORTS REQUIRES AN ACCEPTANCE OF RISK OF POSSIBLE INJURY. YOUR CHILD AS A PLAYER CAN HELP MAKE THE GAME SAFER BY FOLLOWING THE COACHING GUIDELINES IN REGARD TO TECHNIQUES AND RULES.

Please do not hesitate to contact the Athletic Office if we can help you or your child in any way during his/her athletic career in our School District.

Region	Term Ends	Board Member 2026	Communications	Education	Facilities	Finance	HR	Policy	Student Activities	QE Ad-hoc	BCIU/Legislative	PSBA	QAPC	QCEF	UBCTS
1	2027	O'Donnell, David *P	Alternate	Alternate	X		X	Alternate		Chair					X (*TE 2028)
3	2027	Reimers, Brian *VP		Chair			Chair			X	Appt. (*TE 06-2028)				
2	2029	Hahn, Amanda		X				X							
1	2029	Hippauf, Todd			X	Chair	Alternate		X						Alternate 2026
2	2027	Kern, Jon	X	X	Alternate										
3	2027	Lyons, Joe	Chair						X	X		Alternate		Appointed	X (*TE 2027)
1	2029	Merola, Rebecca				X	X	Chair							
3	2029	Rogers, Roberta	X			Alternate		X		Alternate					
2	2027	Spear, Chris			Chair	X			Chair			Appointed	Appointed		Chair (*TE 2026)
		Administration													
		Friedman	X	X	X	X	X	X	X	X				X	
		Hoffman		X				X							
		Young				X								X	
		Christine			X										
		Finnerty					X								
		Hartney	X												
		Laiacona/van't Hoenderdaal							X						

*TE = Term Ends

QUAKERTOWN COMMUNITY SCHOOL DISTRICT
100 Commerce Drive. Quakertown, Pennsylvania 18951

REQUEST TO COMMENT AT BOARD MEETING

The Board recognizes the value to school governance of public comment on educational issues and the importance of involving members of the public in Board meetings. The Board also recognizes its responsibility for proper governance of the district and the need to conduct its business in an orderly and efficient manner.

In order to permit fair and orderly expression of such comments, the Board will provide a period for public participation and will formulate rules to govern such public participation in Board meetings.

Public participation shall be permitted as indicated on the order of business in the procedures of this Board.

The Board meeting agenda includes opportunities for residents of the school district without prior arrangements to address the Board. The portion of the meeting during which participation of the public is invited shall be managed by the presiding officer.

If you would like to address the Board of School Directors, please read the rules for public comment on the reverse side of this form and complete the following information:

Name: _____

Municipality of Residence: _____
(Borough or Township)

Email Address: _____

Telephone: Home _____ Work _____

Request: (Describe briefly): _____

_____

_____

Thank you for completing this information. Please deliver this form to the Board Secretary, who will record your request and direct it to the attention of the presiding officer.

Meeting Date: _____ Date of Request: _____ Order of Receipt/No.: _____

Whenever issues identified by the participant are subject to remediation under the policies and procedures of the Board, they shall be dealt with in accordance with these policies and procedures. The Board requires that public participants be residents or taxpayers of this district or anyone representing a group in the community or school district; any representative of a firm eligible to bid on material or services solicited by the board; any employee of the district; or pupil of the district.

1. The first public comment period is for agenda items only. A second public comment period will occur at the end of the meeting. The allotted total time for public comment shall not be less than 30 minutes.

2. Individuals wishing to speak on an agenda item shall register their intent with the Board Secretary in advance of the meeting and shall include their name and municipality of residence, topic to be addressed, and group affiliation, if applicable.

3. Participants must be recognized by the presiding officer and must preface their comments with an announcement of their name, municipality of residence, and group affiliation; if appropriate.

4. Each participant shall be given up to three (3) minutes to comment. The presiding officer may interrupt or terminate a participant's statement when the statement is too lengthy.

5. No participant may speak more than once on the same topic in either public comment session unless all others who wish to speak on that topic have been heard.

6. Should the presiding officer fail to end public comment within a reasonable time, the remaining members of the Board may make and vote upon a motion to end public comment.

7. The presiding officer may in response to a disruption:

    - ❖ Request any individual to leave the meeting when the person does not observe reasonable decorum.
    - ❖ Request the assistance of law enforcement officers to remove a disorderly person when the person's conduct interferes with the orderly progress of the meeting.
    - ❖ Call a recess or adjourn to another time when the lack of public decorum interferes with the orderly conduct of the meeting.
    - ❖ Respond directly to questions, refer questions to the appropriate person, or ensure they are answered in a timely manner when further research of the question is deemed necessary.

8. Electronic recording devices and cameras in addition to those used as official recording devices shall be permitted at open meetings under guidelines established by the Board.

9. The meeting agenda and pertinent documents shall be available to the press and public at the meetings.

10. All language in this document is pursuant to Board Policy 903. In the event of a conflict between this form and Policy 903, Policy 903 controls.

Revised 8/11/22
Revised 12/2/24