

Profile and Plan Essentials

LEA Name		AUN
Catasauqua Area SD		121391303
Address 1		
201 N 14th St		
Address 2		
City	State	Zip
Catasauqua	PA	18032
Director of Special Education Name		
Shelley L. Keffer		
Director of Special Education Email		
keffers@cattysd.org		
Director of Special Education Phone Number		Director of Special Education Ext
6102645571		
Chief Administrator Name		
Dr Christina Lutz-Doemling		
Chief Administrator Email		
lutzdoemlingc@cattysd.org		

Special Education Students

Total Number of Students Receiving Special Education 290

School District Total Student Enrollment 1487

Percent of Students Receiving Special Education 19.5

Steering Committee

Name	Position/Role	Building	Email
Shelley Keffer	Director of Special Education	Catasauqua Area SD	keffers@cattysd.org
Christina Lutz-Doemling	Superintendent	Catasauqua Area SD	lutzdoemlingc@cattysd.org
Marie Hallquist	Special Education Teacher	Catasauqua MS	hallquistm@cattysd.org
Brandon Keks	General Education Teacher	Francis H Sheckler El Sch	keksb@cattysd.org
Jillian Emert	Board Member	Catasauqua Area SD	emertj@cattysd.org
Melissa Inselmann	Director of Curriculum	Catasauqua Area SD	inselmannm@cattysd.org
David Todd	Building Principal	Catasauqua SHS	toddd@cattysd.org
Robert Kucharczuk	Building Principal	Catasauqua SHS	kucharczukr@cattysd.org
Allison Dolak	Special Education Teacher	Catasauqua SHS	dolaka@cattysd.org
Elyse Haas	General Education Teacher	Catasauqua SHS	haase@cattysd.org

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Improvement and Planning Activity
Students will be able to select courses based on their targeted area of interests, skills, and goals for future employment, college, and/or career readiness.
The Catasauqua Area School District is in the process of implementing Naviance designed to assist students with college and career planning. Students have the ability to explore their interests, set goals, and make informed decisions about their future academic and career paths.
The district developed the "Catty Works" Program to provide vocational experiences to our special education students. This program includes a Freshman Focus class, PAES Lab experience, In-house jobs (CHS/District), and Work Experience in the community.
The District will provide students the ability to attend job fairs, attend field trips to local businesses/colleges, and visit with college representatives.

Graduation (Indicator 1)

Improvement and Planning Activity
Monthly meetings are held to review student achievement data and determine the need for additional interventions/accommodations to support special education students in completing coursework.
Summer school and credit recovery options are available to all high school students. Students can earn additional credits by participating in the DCO Program, LCTI, or Bridge Program.
Catty Works provides special education students an opportunity to earn credits while working in a skills-based lab and in the community.
Catasauqua High School Administration is exploring scheduling practices to allow additional opportunities for electives, dual enrollment, and courses based on Career Pathways.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Improvement and Planning Activity
LEA's at all IEP meetings will discuss the importance of participation in state assessments with parents.
District will provide state assessment information to parents.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Non-Resident Students Oversight

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

Yes

24 P.S. §1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
A New Direction	Group Home		District	2

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

The Catasauqua Area School District works collaboratively with the facility to ensure we continue to meet our established Child Find and FAPE obligations. For the students who attend the facility, the district ensures all students are being educated in their least restrictive environment (LRE) based upon the level of support needed as well as specially designed instruction required to make meaningful progress in the curriculum. Upon entrance into a 1306 facility, the student would register at the District Administration Office and all relevant educational records would be reviewed or requested from the previous school district. If the student is an identified special education student, all documents would be reviewed by the Coordinator of Student Services, in collaboration with the parent/agency representatives to determine appropriate comparable programming. The IEP team would determine the appropriate supports and services needed in the least restrictive environment for the student. Any changes/ revisions to the IEP would be made at that time. All current information from any medical teams would be considered. Parents would be invited to be part of all IEP team decisions and meetings. Supports and services would be provided by Certified Special Education staff. If a regular education student is thought to be eligible for services, after data review, an Initial Evaluation Prior Written Notice (PWN) and Consent Form would be obtained from the student’s parent/guardian. All special education procedures and timelines are followed consistent with special education regulations throughout the process.

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

The LEA will participate in all meetings and educational decisions as we would with any student that is a resident of the Catasauqua Area School District. The LEA would participate in all IEP meetings, evaluation meetings, and any other meetings held to support the educational needs of the student. These decisions will be made in the best interest of the student in regards to all educational decisions including transition and future educational placements. Currently, there are no barriers that limit the district’s ability to meet its obligations under Section 1306 of the Public School Code. Communication between the home district and the host district would be on-going. The district would collaborate through email, google meets and/or collaborative phone conversations.

Incarcerated Students Oversight

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

No

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

Least Restrictive Environment

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

Catasauqua Area School District has met the SPP/APR target for Least Restrictive Environment. Specifically, 61.5% of special education students receive services in the General Educational Environment for 80% or more of the school day. This indicates a strong commitment to inclusion and providing opportunities for students with disabilities to learn alongside their peers without disabilities for the majority of their school day. Additionally, with only 9.6% of special education students receiving services in the General Educational Environment for less than 40% of the day, the district is maintaining a relatively low percentage compared to the state rate. It's also worth noting that 4.8% of special education students receive services in Other Settings, which may include specialized classrooms or alternative learning environments.

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

The Catasauqua Area School District has implemented a comprehensive set of strategies to address both academic and social/emotional needs of its students, including:

- Evidence-Based Curriculum:** The district employs evidence-based ELA and Math core curriculum to ensure students receive high-quality instruction in these foundational subjects.
- Supplemental Programs:** Various supplemental programs such as Heggerty for phonemic awareness, Imagine Learning, Imagine Math, Exact Path, SVAAS, Acadience (Reading and Math), and Exemplary Center for Reading Instruction (ECRI) are utilized to support student learning in specific areas.
- Social/Emotional Support:** The district administers the PASS Survey twice per year to assess students' social/emotional needs and uses this data to provide targeted interventions (Tier I, II, and III). The PAYS Survey is also used every two years for similar purposes.
- Positive Behavior Support:** School-Wide Positive Behavior Support (PBIS) is implemented from kindergarten through 8th grade to promote positive behavior and create a supportive school environment.
- Bullying Prevention:** The Olweus Bullying Program is implemented district-wide to prevent and address bullying incidents.
- Student Assistance Program (SAP):** Support services are provided to students K-12 through the SAP program.
- Trauma-Informed Practices:** All staff have completed trauma-informed schools training to better understand and support students who may have experienced trauma.
- Counseling Services:** Counseling services, both individual and group, are provided to students who qualify for services through a partnership with Salisbury Behavioral Health.
- Check and Connect Training:** All staff will receive training in Check and Connect by August 2024, further enhancing their ability to support students who may be at risk of disengagement or falling behind academically.

Overall, these practices demonstrate a holistic approach to supporting the diverse needs of students within the Catasauqua Area School District.

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

The Catasauqua Area School District collaborates with Carbon Lehigh Intermediate Unit 21 (CLIU21) and the Pennsylvania Training and Technical Assistance Network (PaTTAN) to provide comprehensive training for all staff. This training ensures that staff members are equipped with the knowledge and skills necessary to support the meaningful participation of students with disabilities and address their diverse needs effectively. The range of training provided to staff reflects a commitment to fostering an inclusive and supportive environment for all students. Specifically, training in Trauma-Informed Practices demonstrates an understanding of the impact of trauma on students' learning and behavior, while Autism training equips staff with strategies to support students on the autism spectrum. Additionally, training in Check and Connect, Positive Behavior Supports, and the Olweus Bullying Program underscores the importance of promoting positive behavior and creating a safe and respectful school climate. Multi-Tiered System of Supports (MTSS) training is a focus on

providing targeted interventions and support to students based on their individual needs, while CPI Training (Crisis Prevention Institute) highlights a commitment to ensuring the safety and well-being of both students and staff through de-escalation techniques and safety interventions.

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

The Catasauqua Area School District is committed to ensuring the meaningful participation of students with disabilities in extracurricular activities by providing necessary supports such as transportation, interpreters, instructional aides, and one-on-one support. Transportation services ensure that students with disabilities have access to and from extracurricular activities, allowing them to participate fully in these opportunities without barriers related to transportation. Interpreters play a crucial role in facilitating communication for students who may be deaf or hard of hearing, ensuring they can fully engage and participate in extracurricular activities alongside their peers. Aides and one-on-one support provide individualized assistance and guidance to students with disabilities, helping them navigate and actively participate in extracurricular activities in a way that meets their unique needs.

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

Catasauqua Area School District continues to ensure the inclusion and participation of children with disabilities, even those placed in private institutions, in district led extracurricular activities by participation in IEP meetings. District personnel discuss the educational, social, and behavioral needs of children with disabilities. This collaborative process involves identifying strengths, determining appropriate curricula, and outlining necessary supplementary aids and services. The district aims to include children with disabilities in the general education curriculum to the maximum extent appropriate. This promotes integration and ensures that students have access to the same educational opportunities as their non-disabled peers. When necessary, supplementary aids and services are provided to support children with disabilities in the general education setting. This may include accommodations, modifications, assistive technology, or additional support from aides or specialists. Students with disabilities are encouraged to participate in district-led extracurricular activities. If a child expresses interest in participating, the district ensures that appropriate supplementary aids and services are provided to facilitate their meaningful participation. This ensures that all students have equal access to extracurricular opportunities and promotes social inclusion.

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

The Catasauqua Area School District's provision of a full continuum of special education programs and services reflects a comprehensive approach to meeting the diverse needs of students with disabilities. The programs and services offered include: Learning Support, Life Skills Support, Emotional Support, Autistic Support, Speech and Language Support, and Occupational Therapy. Additionally, the district contracts with Carbon Lehigh Intermediate Unit #21 (CLIU #21) to provide Multidisabilities Support-Behavioral (MDS-B) classrooms within the district. This partnership allows for specialized support for students with complex needs, ensuring they receive appropriate services while remaining in their home school. Furthermore, the district has established the "Catty Works" Program to provide vocational experiences for students with disabilities. This program offers various opportunities, including a Freshman Focus class, PAES Lab experience, in-house jobs within the high school and district, and work experiences in the community. These vocational experiences help students develop job skills, gain work experience, and prepare for transition to post-school employment or further education. Overall, the Catasauqua

Area School District's special education programs and services demonstrate a commitment to meeting the diverse needs of students with disabilities and preparing them for successful outcomes in education, employment, and independent living.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
CCEA	Other	CLIU	CLIU21	Autistic Support	2
LLAS	Other		CLIU21	Emotional Support	8
CLIU	Other		CLIU #21	Multiple Disabilities Support	2
ALAS	Other		CLIU	Emotional Support	3
Valley Ridge Academy	Other		Behavioral Health Associates	Autistic Support	1
Centennial School of Lehigh University	Approved Private School (APS)		Lehigh University	Emotional Support	1

Positive Behavior Support

Date of Approval

2012-06-13

Uploaded Files

1132.pdf

1131.pdf

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

The Catasauqua Area School District's implementation of various behavioral intervention and support programs, as well as counseling services, reflects a comprehensive approach to addressing the social and emotional needs of students with disabilities. Implemented from Kindergarten through 8th grade, PBIS promotes positive behavior by establishing clear expectations, teaching behavioral skills, and providing consistent reinforcement. This creates a positive school climate and reduces behavioral issues. Implemented alongside PBIS, the Olweus Bullying Program focuses on preventing bullying behavior and fostering a safe and respectful school environment through school-wide strategies and interventions. Staff training in trauma-informed practices helps educators understand the impact of trauma on students' behavior and learning, enabling them to create supportive and nurturing environments that promote healing and resilience. Staff training in QPR (Question, Persuade, Refer) equips them with skills to recognize and respond to signs of mental health crisis, including suicidal ideation, among students. Administered twice per year district-wide, the PASS Survey assesses students' social and emotional needs. Data analysis informs the delivery of targeted interventions, which may include classroom presentations, class meetings, and evidence-based programs such as Second Step and PATHS. Students who require additional behavioral support may have Individual Behavior Plans developed to address their specific needs and goals. Students in need of additional support may be referred to the Instructional Support Team (IST) or Student Assistance Program (SAP) for further assessment and intervention. Staff training in Check and Connect provides strategies for monitoring and supporting students who may be at risk of disengagement or academic failure, helping to keep them connected to school and on track for success. The district contracts with Salisbury Behavioral Health to provide individual and group counseling services within the school, ensuring that students have access to mental health support as needed. Administering the Pennsylvania Youth Survey (PAYS) every two years is a proactive approach taken by the Catasauqua Area School District to gather valuable data on various aspects of students' behaviors, attitudes, and experiences. The PAYS Survey collects data on a range of topics, including substance use, mental health, physical activity, bullying, and school climate. By administering the survey every two years, the district can track trends over time and assess changes in student behaviors and attitudes. The survey results provide valuable insights into the needs and challenges facing students in the district. This information can help identify areas of concern, prioritize resources and interventions, and tailor support services to address specific needs. The data collected from the PAYS Survey can inform the development and implementation of prevention and intervention programs aimed at promoting student health, safety, and well-being. By understanding the prevalence and patterns of behaviors such as substance use and bullying, the district can design targeted initiatives to address these issues effectively.

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

The Catasauqua Area School District's staff training in Positive Behavior Supports (PBS) and Crisis Prevention Institute (CPI) demonstrates a proactive approach to supporting students' behavioral and emotional well-being. Staff are trained in conducting Functional Behavioral Assessments (FBA) to understand the underlying functions of challenging behaviors. Based on the assessment findings, they develop individualized Positive Behavior Support Plans (PBSP) to address the specific needs of students and promote positive behavior. QPR training equips staff with the skills to recognize and respond to signs of mental health crisis, including suicidal ideation, among students. This training is crucial for ensuring the safety and well-being of students in crisis situations. Staff participate in CPI training every two years to review and reinforce their skills in crisis prevention and intervention. This training covers verbal de-escalation techniques, disengagement skills, and physical intervention techniques, such as holding skills, to safely manage challenging behaviors and prevent escalations to crisis situations.

3. **Describe the district positive school wide support programs.**

The Positive Behavior Interventions and Supports (PBIS) program implemented by the Catasauqua Area School District is a comprehensive and systematic approach to teach, model and manage appropriate student behavior. The PBIS program begins by identifying school-wide and classroom expectations for appropriate behavior. These expectations are clearly defined and accompanied by examples to ensure students understand what is expected of them in various settings. At the beginning of the school year, staff members teach and review these behavior expectations with students. This proactive approach ensures that students are familiar with the expected behaviors and understand the standards for conduct within the school environment. Throughout the school day, students are prompted to demonstrate appropriate behavior and are monitored for compliance with the established expectations. Positive behaviors are reinforced through various means, including verbal praise, tangible rewards such as tickets, and special opportunities for social interactions or activities. This positive reinforcement encourages students to consistently exhibit desired behaviors. Each school within the district employs consistent strategies to respond to student behavior. This consistency ensures fairness and predictability in how behaviors are addressed, promoting a supportive and structured environment for all students. The PBIS program also emphasizes increased structure and supervision throughout the school day. This proactive measure helps to prevent behavioral issues and promotes a positive school climate by providing clear boundaries and support for students.

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

The partnership between the Catasauqua Area School District and Salisbury Behavioral Health to provide counseling services during the school day is a valuable resource for supporting the mental health and well-being of students. Salisbury Behavioral Health offers both individual and group counseling services to students within the school setting. This allows students to access mental health support conveniently during the school day, minimizing disruptions to their academic schedule. Referrals for counseling services can be made by various stakeholders, including parents, the Student Assistance Program (SAP) Teams, and school counselors. This multi-faceted approach ensures that students in need of support can be identified and referred for services promptly. Recognizing the importance of continuity of care, counseling services are also available to students during the summer months. This ensures that students who wish to continue receiving support outside of the regular school year can access the services they need.

5. **Describe the district restraint procedure.**

The Catasauqua Area School District's approach to addressing problem behavior is centered on utilizing interventions that are the least intrusive necessary, prioritizing the safety and well-being of students while minimizing the use of restrictive measures. When addressing problem behavior, the district selects interventions that are the least intrusive necessary. This approach is in line with best practices and ensures that interventions are tailored to the individual needs of each student, promoting positive outcomes while respecting their dignity and autonomy. The district follows the Crisis Prevention Institute's crisis development model, which emphasizes proactive strategies for de-escalating crises and preventing the need for physical intervention. This includes verbal de-escalation techniques, providing choices, reminders, and appropriate consequences. The use of restraints is considered a measure of last resort, only to be used when other less restrictive measures have been exhausted and when the student poses a danger to themselves or others. This aligns with best practices in behavior management, emphasizing the importance of prioritizing the least restrictive environment for students. If a restraint becomes necessary, the parent is promptly informed, and an Individualized Education Program (IEP) meeting is convened within 10 school days to review the incident, discuss interventions, and adjust the student's plan as needed. This ensures transparency, collaboration, and accountability in the decision-making process. The CPI model is used in conjunction with positive behavior support and teaching alternative skills. This approach addresses the underlying factors contributing to problem behavior and promotes the development of adaptive coping strategies and social-emotional skills.

Intensive Interagency

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

It's positive to note that, as of the 2023-2024 school year, the Catasauqua Area School District does not have any students requiring Homebound Instruction due to medical necessity, nor do they have any intensive interagency students. Additionally, there are no students currently placed on Instruction in the Home or at substantial risk of waiting more than 30 days for an appropriate educational placement. In the event that the district encounters a situation where a student is at substantial risk of waiting more than 30 days for an appropriate educational placement, the district would request a Child and Adolescent Social Service Program (CASSP) meeting to provide assistance. CASSP meetings can help coordinate services and support for students who have complex needs and require additional resources beyond what the school district can provide alone.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SES114	Elementary	Full-time (1.0)	03/04/2024 03:32 PM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CMS122	Secondary	Full-time (1.0)	03/04/2024 03:42 PM

Building Name		
Catasauqua MS		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		4

Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	10 to 13
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SES111	Elementary	Full-time (1.0)	02/27/2024 04:04 PM

Building Name	
Francis H Sheckler El Sch	
Support Type	
Autistic Support	
Support Sub-Type	
Autistic Support	
Level of Support	Case Load
Full-Time (80% or More)	7
Identify Classroom	Classroom Location
School District	Elementary
Age Range Justification	FTE %
	0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SES100	Elementary	Full-time (1.0)	02/27/2024 04:09 PM

Building Name
Francis H Sheckler El Sch
Support Type

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
None		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CHS128	Secondary	Full-time (1.0)	03/04/2024 03:43 PM

Building Name		
Catasauqua SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CHS132	Secondary	Full-time (1.0)	03/04/2024 03:44 PM

Building Name		
Catasauqua SHS		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	18 to 21
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CMS116	Secondary	Full-time (1.0)	03/04/2024 03:45 PM

Building Name		
Catasauqua MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SES108	Elementary	Full-time (1.0)	03/04/2024 03:46 PM

Building Name		
Francis H Sheckler El Sch		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	5 to 7
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CHS134	Secondary	Full-time (1.0)	03/04/2024 03:48 PM

Building Name		
Catasauqua SHS		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range

Intermediate Unit	Secondary	14 to 18
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CHS126	Secondary	Full-time (1.0)	03/04/2024 03:50 PM

Building Name		
Catasauqua SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CMS120	Secondary	Full-time (1.0)	03/04/2024 03:51 PM

Building Name		
Catasauqua MS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 14
Age Range Justification		FTE %
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SES106	Elementary	Full-time (1.0)	03/04/2024 03:52 PM

Building Name		
Francis H Sheckler El Sch		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	7 to 9
Age Range Justification		FTE %
Students are at a similar academic level		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CMS114	Secondary	Full-time (1.0)	03/04/2024 03:53 PM

Building Name		
Catasauqua MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SES110	Elementary	Full-time (1.0)	03/04/2024 03:55 PM

Building Name		
Francis H Sheckler El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.67

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SESCMSCHS142	Multiple	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Catasauqua Area SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Multiple	5 to 21
Age Range Justification		FTE %
Itinerant-grade level pulled together		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SESCMSCHS140	Multiple	Full-time (1.0)	03/06/2024 02:58 PM

Building Name		
Catasauqua Area SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		23
Identify Classroom	Classroom Location	Age Range

School District	Elementary	5 to 15
Age Range Justification		FTE %
Itinerant- grade level pulled together		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CHS130	Secondary	Full-time (1.0)	03/11/2024 02:53 PM

Building Name		
Catasauqua SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Students' academic levels are similar		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SES102	Elementary	Full-time (1.0)	03/04/2024 03:57 PM

Building Name		
Francis H Sheckler El Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
None		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CMS118	Secondary	Full-time (1.0)	03/04/2024 03:58 PM

Building Name		
Catasauqua MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CMS112	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Catasauqua MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 12
Age Range Justification		FTE %
		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CHS124	Secondary	Full-time (1.0)	03/04/2024 03:59 PM

Building Name		
Catasauqua SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CHS136	Secondary	Full-time (1.0)	03/04/2024 04:00 PM

Building Name		
Catasauqua SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SES104	Elementary	Full-time (1.0)	03/04/2024 04:01 PM

Building Name		
Francis H Sheckler El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range

School District	Elementary	5 to 10
Age Range Justification		FTE %
Students are pulled for support by grade level		0.68

Special Education Facilities

Building Name		Room #
Catasauqua SHS		B211
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
Implementation Date		
2022-06-01		
Uploaded Files		

1Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Francis H Sheckler El Sch		201
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 34 feet, 0 inches	1122sqft	40
Implementation Date		
2022-06-01		
Uploaded Files		

2Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Catasauqua SHS		B217
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
Implementation Date		
2022-06-01		

Uploaded Files

3 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Francis H Sheckler El Sch		120
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 34 feet, 0 inches	884sqft	31
Implementation Date		
2022-06-01		
Uploaded Files		

4 Assurance Check

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

The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Catasauqua MS		109
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 31 feet, 0 inches	837sqft	29
Implementation Date		
2022-06-01		
Uploaded Files		

5Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Catasauqua MS		202
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 26 feet, 0 inches	702sqft	25

Implementation Date
2022-06-01
Uploaded Files

6Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Catasauqua MS		311
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 31 feet, 0 inches	837sqft	29
Implementation Date		
2022-06-01		
Uploaded Files		

7Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	

The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Catasauqua MS		305
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 31 feet, 0 inches	961sqft	34
Implementation Date		
2022-06-01		
Uploaded Files		

8Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Francis H Sheckler El Sch		212
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 33 feet, 0 inches	1056sqft	37
Implementation Date		
2022-06-01		
Uploaded Files		

9Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Francis H Sheckler El Sch		234
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
7 feet, 0 inches x 24 feet, 0 inches	168sqft	6
Implementation Date		
2022-06-01		
Uploaded Files		

10Assurance Check

Assurance Check	Yes	No
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The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Catasauqua SHS		B123
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
Implementation Date		
2022-06-01		
Uploaded Files		

11Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name	Room #
Francis H Sheckler El Sch	208

School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 34 feet, 0 inches	1122sqft	40
Implementation Date		
2022-06-13		
Uploaded Files		

12Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Catasauqua MS		213
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 26 feet, 0 inches	702sqft	25
Implementation Date		
2022-06-01		
Uploaded Files		

13Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Francis H Sheckler El Sch		119
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 33 feet, 0 inches	1056sqft	37
Implementation Date		
2022-06-01		
Uploaded Files		

14 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name	Room #
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Catasauqua SHS		C105
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
10 feet, 0 inches x 12 feet, 0 inches	120sqft	4
Implementation Date		
2022-06-01		
Uploaded Files		

15Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Francis H Sheckler El Sch		233
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
7 feet, 0 inches x 24 feet, 0 inches	168sqft	6
Implementation Date		
2022-06-01		
Uploaded Files		

16 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Catasauqua SHS		B112
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
Implementation Date		
2022-06-01		
Uploaded Files		

17 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Catasauqua SHS		C122
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
Implementation Date		
2022-06-01		
Uploaded Files		

18Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Catasauqua SHS		C119
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
Implementation Date		
2022-06-01		
Uploaded Files		

19 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Catasauqua MS		304
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 31 feet, 5 inches	973sqft	34
Implementation Date		
2022-06-01		
Uploaded Files		

20 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Catasauqua SHS		B118
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
Implementation Date		
2022-06-01		
Uploaded Files		

21Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Catasauqua MS		CMS119
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 31 feet, 0 inches	837sqft	29
Implementation Date		
2024-03-05		
Uploaded Files		

22 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Catasauqua MS		208
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 26 feet, 0 inches	702sqft	25
Implementation Date		
2024-03-05		
Uploaded Files		

23 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Francis H Sheckler El Sch		131
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
39 feet, 0 inches x 25 feet, 0 inches	975sqft	34
Implementation Date		
2024-03-05		
Uploaded Files		

24Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Special Education Support Services

25Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Transition Coordinator	1	District Wide	District
School Psychologist	1	District Wide	District
School Psychologist	.5	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Guidance Counselor	3	Elementary	District
Guidance Counselor	3	Secondary	District
Paraprofessionals	17	Elementary	District
Paraprofessionals	12	Secondary	District
Other	1	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Serving Students with Autism- Strategies, Accommodations, and Adaptations			
Lead Person/Position		Year of Training	
CLIU21		2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Serving Students with Autism- Strategies, Accommodations, and Adaptations			
Lead Person/Position		Year of Training	
CLIU21		2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit PaTTAN	General Education Teachers Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Positive Behavior Support-Behavior Plans and Data Collection			
Lead Person/Position		Year of Training	
CLIU 21		2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
CPI Training			
Lead Person/Position		Year of Training	
Shelley Keffer/Coordinator of Student Services		2024	
Hours Per Training	Number of Sessions	Provider	Audience
12	1	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
CPI Training			
Lead Person/Position		Year of Training	
Shelley Keffer/Coordinator of Student Services		2025	
Hours Per Training	Number of Sessions	Provider	Audience
12	1	District	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
CPI Training			
Lead Person/Position		Year of Training	
Shelley Keffer/Coordinator of Student Services		2026	
Hours Per Training	Number of Sessions	Provider	Audience
12	1	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
CPI Training			
Lead Person/Position		Year of Training	
Shelley Keffer/Coordinator of Student Services		2027	
Hours Per Training	Number of Sessions	Provider	Audience
12	1	District	Building Administrators General Education Teachers Paraprofessionals

Paraprofessional

Description of Training			
CPI Training			
Lead Person/Position			Year of Training
Shelley Keffer			2025
Hours Per Training	Number of Sessions	Provider	Audience
12	1	District	Paraprofessionals

Description of Training			
CPR/AED Training			
Lead Person/Position			Year of Training
Donna Tercha/Jennifer Churetta/School Nurses			2024
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District	Paraprofessionals

Description of Training			
CPR/AED Training			
Lead Person/Position			Year of Training
Donna Tercha/Jennifer Churetta			2024 2025
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District	Paraprofessionals

Description of Training			
CPR/AED Training			
Lead Person/Position			Year of Training
Donna Tercha/Jennifer Churetta/School Nurses			2026
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District	Paraprofessionals

Description of Training			
CPR/AED Training			
Lead Person/Position			Year of Training
Donna Tercha/Jennifer Churetta/School Nurses			2027
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Transition

Description of Training			
Transition Training			
Lead Person/Position		Year of Training	
IU21/PaTTAN		2026	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Paraprofessionals Special Education Teachers

Science of Literacy

Description of Training			
ECRI Training			
Lead Person/Position		Year of Training	
CLIU 21/PaTTAN		2024	
Hours Per Training	Number of Sessions	Provider	Audience
12	4	Intermediate Unit PaTTAN	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
ECRI Training			
Lead Person/Position		Year of Training	
CLIU21/PaTTAN		2025	
Hours Per Training	Number of Sessions	Provider	Audience
12	1	Intermediate Unit PaTTAN	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
ECRI Training			
Lead Person/Position		Year of Training	
CLIU21/PaTTAN		2026	
Hours Per Training	Number of Sessions	Provider	Audience
12	1	Intermediate Unit PaTTAN	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Parent Training

Description of Training			
Catty Works-Transition			
Lead Person/Position		Year of Training	
Allison Dolak		2024	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	1	District	Parents

Description of Training			
Positive Behavior Supports			
Lead Person/Position		Year of Training	
Allison Dolak		2025	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	1	District	Parents

Description of Training			
Reading Strategies			
Lead Person/Position		Year of Training	
Allison Dolak		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	1	District	Parents

Description of Training			
Organization/Homework Strategies			
Lead Person/Position		Year of Training	
Allison Dolak		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	1	District	Parents

IEP Development

Description of Training			
IEP Writing/Progress Monitoring			
Lead Person/Position		Year of Training	
CLIU 21 Staff		2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	Intermediate Unit	Paraprofessionals Special Education Teachers

Signatures & Affirmations

Approval Date

2022-06-14

Uploaded Files

Special Ed Plan Board Approval Signature.pdf

- x There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- x The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
- x The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- x The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- x The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- x The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Superintendent/Chief Executive Officer

Robert J. Spengler

Date

2022-06-22

