

Catasauqua Area School District

Special Education Plan

2021-2024

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 299

School District Total Student Enrollment 1584

Percent of Students Receiving Special Education 18.9

Steering Committee

Name	Position/Role	Building	Email
Shelley Keffer	Director of Special Education	Catasauqua Area SD	keffers@cattysd.org
Robert J. Spengler	Superintendent	Catasauqua Area SD	spenglerr@cattysd.org
Eric Dauberman	Building Principal	Francis H Sheckler El Sch	daubermane@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
Karla Fryslin	Parent	Catasauqua SHS	kfryslin@yahoo.com
Jillian Emert	Board Member	Catasauqua Area SD	emertj@cattysd.org
Christopher Gerhard	Other	Catasauqua SHS	gerhardc@cattysd.org
Christana Lutz-Doemling	Director of Curriculum	Catasauqua Area SD	lutzdoemlingc@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)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Non-Resident Students Oversight

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

No

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

There are no facilities for Section 1306 students in the boundaries of Catasauqua Area School District. If the district was a host district, we would obtain educational records from the student's home school district, review records, and make a placement decision based on the record review. The district would request Permission to Reevaluate if, after an intervention period, the student was not making progress on goals. The district would reevaluate to determine strengths, needs, and provide recommendations to the IEP Team. The IEP Team would determine the appropriate placement, taking into account the LRE. Supports and services would be provided by certified special education personnel. The Catasauqua Area School District will implement Child Find Activities to ensure all students are receiving a Free Appropriate Public Education (FAPE).

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

Catasauqua readily participates in meetings and provides educational records to assist in educational planning when students are placed in a facility identified under Section 1306 of the Public School Code. During a student placement, the Coordinator of Student Services participates in the IEP meeting process either in person or virtually. When the facility determines the student can begin to discuss the return to the home district, several meetings are held to discuss strengths and needs of the student and recommendations for placement. The district will determine the appropriate placement for the student based on the recommendations of the facility, place in the home district or make a referral for placement if the district cannot meet the needs of the student in the home district. An IEP meeting will be held in the home district prior to the student's reporting to school.

Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?
No
2. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).
N/A

Least Restrictive Environment

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

Catasauqua Area School District met the SPP/APR Target for Least Restrictive Environment. 73.4% of our special education students receive services in the Regular Education Setting 80% Or More of the school day (above the state rate) and 4.3% of our special education students receive services in the Regular Education Setting less than 40% of the day (below the state rate).

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 utilizes several universal practices to address the academic and social/emotional needs of all students including evidence-based ELA and Math core curriculum, Heggerty (phonemic awareness), Imagine Learning, Imagine Math, Exact Path, SVAAS, Acadience (formally Dibels), and Language for Learning (Kindergarten). In addressing social/emotional needs, the district administers the PASS Survey to all students twice per year and analyzes this data to deliver targeted interventions to students (Tier I, II, and III). The district implemented School-Wide Positive Behavior Support (PBIS) and the Olweus Bullying Program in grades K-8. The Olweus Bullying Program will expand into grades 9-12 within the next two years. SAP supports are provided K-12. All staff completed trauma-informed schools training between May 2020 and August 2021, and classroom interventions are implemented district-wide. The district contracts with Salisbury Behavioral Health to provide individual and group counseling services to all students who qualify for services. Staff have been trained in Check and Connect as well.

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 works with Carbon Lehigh Intermediate Unit 21 (CLIU21) Pennsylvania Training and Technical Assistance Network (PaTTAN) to provide training for all staff to ensure meaningful participation of students with disabilities. Catasauqua recently trained all staff in Trauma Informed Practices, Autism (7-12), Check and Connect, Accommodations and Modifications (7-12), Positive Behavior Supports, and CPI Training (verbal de-escalation techniques/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 utilizes transportation, interpreters, aides, and 1:1 support to ensure meaningful participation of students with disabilities in extracurricular activities.

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

The Catasauqua Area School District ensures, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities by attending IEP Meetings, discussing the child's educational, social, and behavioral strengths and needs, determining the general education curriculum in which the child should be included, and identifying what supplementary aids and services will be needed for the child in the general education setting. If the child expresses and interest in participating in an extra-curricular activity, the child will be provided with supplementary aids and services to ensure meaningful participation in the extra-curricular activity.

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

The Catasauqua Area School District provides a full continuum of special education programs and services within the district including: Learning Support, Life Skills Support, Emotional Support, Speech and Language Support, and Occupational Therapy. We contract with CLIU #21 to provide Multidisabilities Support-Behavioral (MDS-B), with 5 classrooms housed within the school district (K-12). In addition, CLIU #21 has an Emotional Support classroom in our district to allow us to provide services for our students in their home school. The district developed the "Catty Works" Program to provide vocational experiences to our students. This program includes a Freshman Focus class, PAES Lab experience, In-house jobs (CHS/District), and Work Experience in the community.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
CLIU	Other		CLIU #21	Multiple Disabilities Support	1
CLIU	Other		CLIU #21	Multiple Disabilities Support	1
CLIU	Other	CLIU	CLIU	Autistic Support	3
CLIU	Other		CLIU	Emotional Support	2
CIU20	Other		CIU20	Autistic Support	1
CLIU	Other		CLIU	Multiple Disabilities 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 utilizes Positive Behavior Interventions and Supports (PBIS) and the Olweus Bullying Program in Kindergarten through 8th grade. Staff has been trained in Trauma-Informed Schools and QPR. The PASS Survey is administered twice per year districtwide. Data is analyzed to provide targeted interventions to students through classroom presentations, class meetings, Second Step, and PATHS. Students may require an Individual Behavior Plan or be referred to IST/SAP for additional supports. Staff are trained in Check and Connect as well. The district contracts with Salisbury Behavioral Health to provide individual and group counseling in the school.

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.

Staff have been trained in the use of Positive Behavior Supports including conducting Functional Behavioral Assessment (FBA), developing Positive Behavior Support Plans, and Strategies/Interventions. Staff is trained in Crisis Prevention Institute (CPI) every two years, reviewing verbal de-escalation techniques, disengagement skills, and holding skills to safely intervene with students.

3. Describe the district positive school wide support programs.

The PBIS Program Identifies school and classroom expectations for appropriate behavior and defines them clearly with examples. The staff teaches and review these expectations at the beginning of the school year. Students are prompted, monitored for appropriate behavior, and reinforced in a variety of ways including verbal praise, tickets, special opportunities for social interactions or activities. Each school has consistent strategies to respond to student behavior and there is increased structure and supervision throughout the school day.

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

Catasauqua Area School District contracts with Salisbury Behavioral Health to provide individual and group counseling services during the school day. Referrals for counseling services can be made by parents, Student Assistance Program (SAP) Teams, and school counselors. These services are provided during the summer months to students who wish to continue services.

5. Describe the district restraint procedure.

When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student shall be the least intrusive necessary, following the Crisis Prevention Institute's (CPI) crisis development model, including verbal de-escalation techniques, supportive and directive (providing choices, reminders, and

appropriate consequences). The use of restraints is considered a measure of last resort, least to most restrictive, only to be used after other less restrictive measures, and the student is a danger to himself or others. If a restraint is necessary, the parent will be informed and an IEP meeting will be held within 10 school days of the restraint. The CPI Model is used in conjunction with positive behavior support and teaching alternative 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.

The SES Report is reviewed by the Coordinator of Student Services. Currently, the district does not have any students who are placed on Instruction in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement. Homebound students are reported when there is a medical determination that Homebound is appropriate. If the district had any students who are at a substantial risk of waiting more than 30 days for an appropriate educational placement, after all avenues for placement were pursued, the district would request a CASSP meeting to provide assistance.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SESCMSCHS142	Multiple	Full-time (1.0)	06/13/2022 09:59 AM

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)	06/13/2022 09:57 AM

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)		47
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 15
Age Range Justification		FTE %
Itinerant- grade level pulled together		0.72

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CHS136	Secondary	Full-time (1.0)	05/13/2022 02:27 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%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CHS134	Secondary	Full-time (1.0)	05/13/2022 12:57 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	14 to 18
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CHS132	Secondary	Full-time (1.0)	05/13/2022 12:55 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	17 to 20
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CHS130	Secondary	Full-time (1.0)	05/13/2022 02:28 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%)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Students' academic levels are similar		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CHS128	Secondary	Full-time (1.0)	05/13/2022 12:42 PM

Building Name		
Catasauqua SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CHS126	Secondary	Full-time (1.0)	05/13/2022 12:39 PM

Building Name		
Catasauqua SHS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CHS124	Secondary	Full-time (1.0)	05/13/2022 02:28 PM

Building Name		
Catasauqua SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		29
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CMS122	Secondary	Full-time (1.0)	05/13/2022 12:31 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)		7
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	10 to 14
Age Range Justification		FTE %
		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CMS120	Secondary	Full-time (1.0)	05/13/2022 12:30 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%)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 14
Age Range Justification		FTE %
		0.85

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CMS118	Secondary	Full-time (1.0)	05/13/2022 12:28 PM

Building Name		
Catasauqua MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CMS116	Secondary	Full-time (1.0)	05/13/2022 12:25 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%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CMS114	Secondary	Full-time (1.0)	05/13/2022 02:28 PM

Building Name		
Catasauqua MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CMS112	Secondary	Full-time (1.0)	05/13/2022 01:01 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
SES110	Elementary	Full-time (1.0)	05/13/2022 02:29 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	7 to 10
Age Range Justification		FTE %

	0.67
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SES108	Elementary	Full-time (1.0)	05/13/2022 11:48 AM

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)		6
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	5 to 8
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SES106	Elementary	Full-time (1.0)	05/13/2022 11:39 AM

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)		7
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	6 to 10
Age Range Justification		FTE %
Students are at a similar academic level		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SES104	Elementary	Full-time (1.0)	05/13/2022 11:34 AM

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)		23
Identify Classroom	Classroom Location	Age Range

School District	Elementary	5 to 10
Age Range Justification		FTE %
Students are pulled for support by grade level		0.46

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SES102	Elementary	Full-time (1.0)	05/13/2022 11:31 AM

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	7 to 10
Age Range Justification		FTE %
None		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SES100	Elementary	Full-time (1.0)	05/13/2022 11:25 AM

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 9
Age Range Justification		FTE %
None		0.6

Special Education Facilities

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

1 Assurance Check

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

Building Name		Room #
Francis H Sheckler El Sch		124
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
13 feet, 0 inches x 16 feet, 0 inches	208sqft	7
Implementation Date		
2022-06-01		
Uploaded Files		

1 Assurance Check

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

Building Name		Room #
Francis H Sheckler El Sch		214
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 33 feet, 0 inches	1056sqft	37
Implementation Date		
2022-06-01		
Uploaded Files		

2 Assurance Check

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

Building Name		Room #
Francis H Sheckler El Sch		120
School Building		Building Description
Elementary		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		

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	

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

Building Name		Room #
Catasauqua MS		218
School Building		Building Description
Middle		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		

5 Assurance Check

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

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

6 Assurance Check

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

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

7 Assurance Check

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

Building Name		Room #
Catasauqua MS		311
School Building		Building Description
Middle		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		

8 Assurance Check

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

Building Name		Room #
Catasauqua MS		114
School Building		Building Description
Elementary		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		

9 Assurance Check

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

Building Name		Room #
Catasauqua MS		109
School Building		Building Description
Middle		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		

10 Assurance Check

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

Building Name		Room #
Catasauqua MS		213
School Building		Building Description
Middle		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		

11 Assurance Check

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

Building Name		Room #
Catasauqua MS		304
School Building		Building Description
Middle		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		

12 Assurance Check

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

Building Name		Room #
Catasauqua MS		202
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 26 feet, 0 inches	702sqft	25
Implementation Date		
2022-06-01		
Uploaded Files		

13 Assurance Check

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

Building Name		Room #
Catasauqua MS		305
School Building		Building Description
Middle		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		

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	

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

15 Assurance Check

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

Building Name		Room #
Catasauqua SHS		B112
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
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	

Building Name		Room #
Catasauqua SHS		B118
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
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	

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

18 Assurance Check

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

Building Name		Room #
Catasauqua SHS		B217
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
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	

Building Name		Room #
Catasauqua SHS		B123
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
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	

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

21 Assurance Check

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

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

Building Name		Room #
Francis H Sheckler El Sch		208
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 34 feet, 0 inches	1122sqft	40
Implementation Date		
2022-06-13		
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	

Special Education Support Services

24Special 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	11	Elementary	District
Paraprofessionals	8	Secondary	District
Other	1	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Autism 101- Characteristics of Students with High-Functioning Autism (K-6 Staff)			
Lead Person/Position		Year of Training	
Shaun McElmoyle/CLIU21		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Building Administrators General Education Teachers Special Education Teachers

Positive Behavior Support

Description of Training			
Positive Behavior Support			
Lead Person/Position		Year of Training	
Allison Dolak		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
CPI Training			
Lead Person/Position		Year of Training	
Shelley Keffer		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
12	2	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
CPI Training			
Lead Person/Position		Year of Training	
Shelley Keffer		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
12	2	District	Paraprofessionals

Description of Training			
CPR/AED Training			
Lead Person/Position		Year of Training	
Donna Tercha/Jennifer Churetta		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
6	2	District	Paraprofessionals

Transition

Description of Training			
Transition Training			
Lead Person/Position		Year of Training	
IU21/PaTTAN		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District	Paraprofessionals Special Education Teachers

Science of Literacy

Description of Training			
Station Rotations -Literacy Focused			
Lead Person/Position		Year of Training	
CLIU 21		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	4	Intermediate Unit	General Education Teachers Paraprofessionals Special Education Teachers

Parent Training

Description of Training			
Catty Works-Transition			
Lead Person/Position		Year of Training	
Allison Dolak		2022-2023	
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		2022-2023	
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		2023-2024	
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		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	1	District	Parents

IEP Development

Description of Training			
Powerschool Special Programs -IEP Writing			
Lead Person/Position		Year of Training	
Powerschool Staff		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Other	Special Education Teachers

Description of Training			
IEP Writing/Progress Monitoring			
Lead Person/Position		Year of Training	
CLIU 21 Staff		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	Intermediate Unit	Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

- 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

Date