

Profile and Plan Essentials

LEA Name		AUN
Saucon Valley SD		120486003
Address 1		
2097 Polk Valley Rd		
Address 2		
City	State	Zip
Hellertown	PA	18055
Director of Special Education Name		
Jillian Brodhead		
Director of Special Education Email		
jillian.brodhead@svpanthers.org		
Director of Special Education Phone Number		Director of Special Education Ext
610-838-7001		1116
Chief Administrator Name		
Mrs Jaime Vlasaty		
Chief Administrator Email		
jaime.vlasaty@svpanthers.org		

Special Education Students

Total Number of Students Receiving Special Education 344

School District Total Student Enrollment 1970

Percent of Students Receiving Special Education 17.5

Steering Committee

Name	Position/Role	Building	Email
Jillian Brodhead	Director of Special Education	Saucon Valley SD	jillian.brodhead@svpanthers.org
Amy Braxmeier	Building Principal	Saucon Valley El Sch	amy.braxmeier@svpanther.org
Dana Russo	Special Education Teacher	Saucon Valley MS	dana.russo@svpanthers.org
Kaitlyn Dennington	Special Education Teacher	Saucon Valley El Sch	kaitlyn.dennington@svpanthers.org
Julie Davis	Other	Saucon Valley SHS	julie.davis@svpanthers.org
Megan Bath	Special Education Teacher	Saucon Valley SHS	megan.bath@svpanthers.org
Stephanie Hand	General Education Teacher	Saucon Valley El Sch	stephanie.hand@svpanthers.org
Amanda Holveck	General Education Teacher	Saucon Valley MS	amanda.holveck@svpanthers.org
Tanya Scherer	Parent	Saucon Valley SD	tanyer99@aol.com
John Conte	Board Member	Saucon Valley SD	john.conte@svpanthers.org
Jamie Frey	Other	Saucon Valley El Sch	jamie.frey@svpanthers.org
Teresa Romano	Parent	Saucon Valley SD	tromano13@gmail.com
Michael Sakelarides	Other	Saucon Valley MS	michael.sakelarides@svpanthers.org
Kelly Wehr	Other	Saucon Valley El Sch	kelly.wehr@svpanthers.org
Amanda Hicks	Other	Saucon Valley MS	amanda.hicks@svpanthers.org
Stephanie Hand	General Education Teacher	Saucon Valley El Sch	stephanie.hand@svpanthers.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

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?

No

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 Saucon Valley School District does not host a 1306 facility. Under § 1306 of the PA School Code, the host school District is required to allow a non-resident student in a children's institution to attend the public schools of the host school District until the student receives a diploma or completes the school term in which they turn 21. The host school District is responsible for providing the educational program for students, including students with disabilities who are placed in that facility, and for ensuring the provision of FAPE for students with disabilities in accordance with IDEA (20 U.S.C. § 1400 et seq.) and for qualified handicapped students with Section 504 Service Agreements in accordance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 701 et seq.) and 22 PA Code Chapter 15. The host school District cannot refuse to educate a student in a general or special education program in a general public school unless; a court order requires that the student be educated at the residential facility; a current IEP and Notice of Recommended Educational Placement (NOREP), or a Service Agreement under 22 PA Code Chapter 15 requires a different placement; the child is currently expelled from their last educational placement due to a weapons offense; the student is in an interim alternative educational setting and placed in accordance with the IDEA. For a child with a disability with an IEP or Section 504 Service Agreement, when not prohibited by court order, the host school District must consider the educational placement options to educate the student in the host school District's public schools. If the host school District and parent through the IEP or Section 504 Service Agreement process determine that an alternative educational setting will appropriately address the student's educational needs, the host school District is responsible for providing the student with FAPE and any needed special education or services consistent with 22 PA Code Chapter 14 and the IDEA or with 22 PA Code Chapter 15 and Section 504 of the Rehabilitation Act of 1973. For students eligible for services under 22 PA Code Chapter 14, the host school District is responsible for making decisions regarding the goals, specially designed instruction, and educational placement for each student through the IEP Team process. Similarly, the host school District is responsible for conferring or meeting with the family and for developing a Section 504 Service Agreement for a qualified handicapped student pursuant to 22 PA Code Chapter 15.

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

During the § 1306 student's time in the facility, the host school District must ensure that: all students have access to education; students with disabilities receive FAPE in accordance with their IEPs or Section 504 Service Agreements; and all mandated procedural protections are provided. Host and home school Districts may agree in writing to a different arrangement for the division of educational and procedural responsibilities for students identified as a student with a disability, but they must receive approval from PDE after notice to and an opportunity for comment by the parents of the student. If the student has an IEP from the previous school District, the host school District must without delay convene an IEP meeting to determine whether the child's IEP should be revised, whether the student can be educated in the public schools of the host school District, or whether some other placement option is appropriate for the student. The host school District must

ensure that the parent is included in the IEP meeting via in person or virtually. Until a new IEP is developed for the student by the IEP Team including the parent, the child must receive services comparable to those in the existing IEP. The host school District is responsible for monitoring the educational progress and reviewing educational services for the student on a continuous basis and at least as often as reports are provided for students in general education. Furthermore, the host school District is also responsible for maintaining contact with the home school District with respect to the student's placement and progress. The parent and the host school District should, if possible, decide as to the appropriateness of the educational placement of the student before the student arrives at the facility. However, in any case, the student must be attending a school program within five (5) business days of the student's admission to the institution per 22 PA Code 11.11 (b). If the information or an individual necessary to make an informed decision about the appropriate educational placement of the student is not available within the five (5) day period, and if the parent agrees, the host school District can arrange for or authorize the student's education at a school program located at the facility until the host school District and parent can make a formal decision regarding the student's educational placement. Ongoing communication among all stakeholders will occur throughout the student's stay in a 1306 facility. To facilitate a smooth transition, if the residential facility provides notice that a student is to be released from the facility, the host school District would attempt to work with the home school District to prepare for the student's discharge from the facility at least two weeks prior to the student's planned discharge from the residential program. if possible. If, instead of returning home, the student moves to a residential facility in another school District, these contacts would be made with the new host school District. In addition, the IEP Team would consider whether the program will prepare the student to meet any applicable promotion and/or graduation requirements based on the students' needs.

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).**

There are no facilities for incarcerated students within the school District's boundaries; however, when a student with an IEP of the District is incarcerated, the District ensures that the judicial authorities receive a copy of the student's IEP and evaluation reports so they are aware of the student's educational needs. The Saucon Valley School District and the Northampton County Department of Corrections in cooperation and collaboration with the Easton Area School District have on-going communication to ensure that all incarcerated students who may be eligible for special education supports and services are located, identified, and evaluated, and when deemed eligible, offered FAPE. Designated personnel employed by the Easton Area School District (host district), notifies Saucon Valley School District staff of any incarcerated Saucon Valley students. The Saucon Valley School District and the Lehigh County Department of Corrections in cooperation and collaboration with the Allentown School District have on-going communication to ensure that all incarcerated students who may be eligible for special education supports and services are located, identified, and evaluated, and when deemed eligible, offered FAPE. Designated personnel employed by the Allentown School District (host district), notifies Saucon Valley School District staff of any incarcerated Saucon Valley students. The Saucon Valley School District monitors the enrollment and placement of students through the District's Child Accounting Data System in PowerSchool. The contact person from the Saucon Valley School District with whom the Easton Area School District's personnel communicates with related to the education of incarcerated youth at the Northampton County Department of Corrections is Ms. Jillian Brodhead, Director of Special Education.

Least Restrictive Environment

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

The Saucon Valley School District's LRE data for 2020-21 school year indicates that 60.6% of the students with disabilities are in the general education classroom for 80% of their school day and 2% lower than the state average of 62.1 %. The percentage of students with disabilities in the general education classroom for 40% of their school day is 1% lower than the state average. This decline in the percentage of students with disabilities in the general education classroom for 80% of their school day is largely due to the pandemic when the instructional days were disrupted and pivoting from on-line to hybrid to brick and mortar which affected the overall calculations. The Saucon Valley School District's LRE data for 2021-22 school year indicates that 69.2% of the students with disabilities are in the general education classroom for 80% of their school day and 7.4% higher than the state average of 61.8%. The percentage of students with disabilities in the general education classroom for 40% of their school day is 6.4%, which is 3.5% lower than the state average. The Saucon Valley School District's LRE data for 2022-23 school year indicates that 77.1% of the students with disabilities are in the general education classroom for 80% of their school day and 15.5% higher than the state average of 61.6%. The percentage of students with disabilities in the general education classroom for 40% of their school day is 7.2%, which is 2.8% lower than the state average.

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?

Academic Universal Practices: *Multiple strategies to present the content *A variety of techniques, including music, role play, cooperative learning, hands-on activities, and field trips, and a variety of learning contexts, including individual, pair, and group work; peer learning; and project-based learning *A variety of materials to present, illustrate, and reinforce new content, use of different materials, such as online resources, manipulatives, and supplemental reading books *Present background information for new concepts using pictures, objects, and other materials that are not lecture based *Scaffold student learning by providing outlines, summaries, and study guides *Teach to a variety of learning styles. Build movement into learning and give both oral and written instructions for students who learn auditory or visually *Provide flexible opportunities for assessment. Enable students to demonstrate their learning in multiple ways, including visual and oral presentations, as well as written assignments in the UDL format. Social/Emotional: The Saucon Valley School District employs school counselors across all District school buildings. School counselors provide whole class, small group, and individual lessons for students with and without disabilities. In addition, speech/language teachers address the social skills of students identified with a speech/language impairment. Furthermore, a Board-Certified Behavior Analyst (BCBA) is contracted through the Colonial Intermediate Unit 20 to conduct FBA's and assist in developing PBSP and implementing strategies and interventions to address social skills, as needed. Also, the district has a contracted Social Worker to provide support and services to students. A Social/Emotional Curriculum utilized is the PATHS, which is a comprehensive program for promoting emotional and social competencies and reducing aggression and behavior problems in elementary school-aged children while simultaneously enhancing the educational process in the classroom. Also utilized is Social Thinking which teaches social learners essential life skills including social-emotional learning and self-regulation. The Saucon Valley School District also contracts with the Caron Foundation to assist school-based teams to provide the state mandated Student Assistance Program (SAP). Caron staff also provide group and individual counseling services. SAP addresses the mental health need of students in addition to providing D & A resources and services to students and families.

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

Exceptional students in the Saucon Valley School District are provided special education services and opportunities to be instructed or participate in the general education classroom and curriculum through the service delivery model of co-teaching, resource model, or teaming within an inclusive setting. Students are also provided special education services in small group settings. All students are assigned a case manager who monitors the student's progress and provides support services in all settings. Students have access to the general education curriculum with supplementary aids and services, as needed, and outlined in Specially Designed Instruction of the student's IEP. Teachers have received training on inclusive practices and research-based practices through PaTTAN and the Colonial Intermediate Unit 20. The Director of Special Education attends various conferences, webinars and professional development opportunities in the field and subsequently shares any materials and/or resources with the staff. The Director of Special Education is a member of the District Contacts Group through Colonial Intermediate Unit 20 that meets on a monthly basis to network and stay current with any trends and legislative updates in the field.

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

Students with disabilities are afforded the opportunity for meaningful participation in all extracurricular activities. They are provided any supplementary aids and services as outlined in their IEP - paraprofessionals, Registered Behavioral Technicians (RBT), accommodations, modifications, and any necessary specially designed instruction. For students with medical needs, a nurse will be available to attend to the student, if and when necessary. Students participate in sports with additional modifications and accommodations based on the student's disability and needs. No student with a disability is denied access to meaningful participation with their non-disabled peers 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?**

Students with disabilities are afforded the opportunity for meaningful participation in all extracurricular activities. They are provided any supplementary aids and services as outlined in their IEP - paraprofessionals, RBTs, accommodations, modifications, and any necessary specially designed instruction. For students with medical needs, a nurse is available to attend to the student, if and when necessary. Students participate in sports with additional modifications and accommodations based on the student's disability and needs. No student with a disability is denied access to meaningful participation with their non-disabled peers in extracurricular activities. This includes students in private institutions and alternative educational placements.

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)**

Every student in the Saucon Valley School District is provided a continuum of services and an educational program that promotes independence to successfully transition to post-secondary education or training, employment, and community living. In order to achieve this goal, the students are instructed in a program that has its roots within the general education curriculum with supplementary aids and services that meets the student's individual needs. The Saucon Valley School District is committed to ensuring, to the maximum extent appropriate, students with disabilities, including those in private institutions, are educated with non-disabled peers and that removal from the general education environment only occurs when education in that setting with supplementary aids and services cannot be achieved satisfactorily. An alternative curriculum or program is provided when the student's disability warrants a functional life skills curriculum or a curriculum for students with autism. In addition, a research-based curriculum may be warranted for students who are not making progress in the general

education curriculum with supplementary aides and services. The methods for service delivery from the least restrictive to the most restrictive are listed below: 1. General education 2. General education with supplementary aids and services in the general education classroom 3. General education with supplementary aids and services utilizing the service delivery model of co-teaching 4. Access to the general education curriculum with supplementary aids and services in the special education classroom 5. Alternative Educational Program/School A student with a disability who needs specially designed instruction in the Saucon Valley School District is supported by a Multidisciplinary Team (MDT) and an Individualized Education Program (IEP) Team. All IEPs are reviewed and/or revised at least once a year. All student programs are reevaluated every three years per state mandates. Those students with an Intellectual Disability are reevaluated every two years. The student's individual needs and abilities determine the type of service, type of support and the percentage of time inside the general education classroom. Supplementary aids and services include, but are not limited to: audiological services, psychological services, occupational therapy, physical therapy, transportation, counseling services, school health services, speech and language services, adaptive physical therapy, orientation and mobility therapy, behavioral support plans, paraprofessionals, school based behavioral/mental health services, and assistive technology and devices. Exceptional students in the Saucon Valley School District are provided special education services and opportunities to be instructed or participate in the general education classroom and curriculum through the service delivery model of co-teaching, resource model, academic coaching or small group within an educational setting. All students are assigned a case manager who monitors the student's progress and provides support services in all settings.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Lehigh Learning Academy	Licensed Private Academic		Lehigh Learning Academy	Emotional Support	1
Hogan Learning Academy	Licensed Private Academic		Hogan Learning Academy	Autistic Support	1
CSF Buxmont	Licensed Private Academic		Community School Foundation	Emotional Support	2
Melmark	Approved Private School (APS)		Melmark	Autistic Support	1

Positive Behavior Support

Date of Approval

2022-12-06

Uploaded Files

113.2.pdf

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

The Saucon Valley School District employs school counselors across all District school buildings. School counselors provide whole class, small group, and individual lessons for students with and without disabilities. In addition, speech/language teachers address the social skills of students identified with a speech/language impairment. Furthermore, a Board-Certified Behavior Analyst (BCBA) is contracted through the Colonial Intermediate Unit 20 to conduct FBA's and assist in developing PBSP and implementing strategies and interventions to address social skills, as needed. Also, the district has a contracted Social Worker to provide support and services to students. A Social/Emotional Program utilized is the PATHS® curriculum which is a comprehensive program for promoting emotional and social competencies and reducing aggression and behavior problems in elementary school-aged children while simultaneously enhancing the educational process in the classroom. Also utilized is Social Thinking which teaches social learners essential life skills including social-emotional learning and self-regulation. The Saucon Valley School District also contracts with the Caron Foundation to assist school-based teams to provide the state mandated Student Assistance Program (SAP). Caron staff also provide group and individual counseling services. SAP addresses the mental health need of students in addition to providing D & A resources and services to students and families.

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.

Professional and Support Staff have been trained in TACT 2 which both include de-escalation techniques. Staff is recertified yearly in these techniques.

3. Describe the district positive school wide support programs.

Positive rather than negative measures form the basis of behavior support programs in the Saucon Valley School District to ensure that all students and eligible young children are free from demeaning treatment, the use of aversive techniques, and the unreasonable use of restraints. Positive Behavioral Interventions and Supports (PBIS) programs include research-based practices and techniques to teach, develop, and maintain skills that enhance an individual student's or eligible young child's opportunity for learning and self-fulfillment. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student or eligible young child are the least intrusive necessary. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques, in accordance with State mandates and District policy. Positive Behavioral Support (PBS) Plans are developed by the IEP team for those students with disabilities and eligible young children who require specific interventions to address behavior that impedes learning or the learning of others. A PBS plan is based on the results and recommendations of a Functional Behavioral Assessment (FBA) and is part of the individual eligible young child's or student's IEP. These plans include methods that utilize positive

reinforcement and other positive techniques to shape a student's or eligible young child's behavior, ranging from the use of positive verbal statements as a recognition for appropriate behavior to specific tangible recognition. The Saucon Valley School District has implemented a School-Wide Positive Behavior Support program at the Elementary School and the Middle School. Data is collected through the SIS Data Management system and is reviewed regularly by the PBIS teams.

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

The Saucon Valley School District employs school counselors across all District school buildings. School counselors provide whole class, small group, and individual lessons for students with and without disabilities. Furthermore, a Board-Certified Behavior Analyst (BCBA) is contracted through the Colonial Intermediate Unit 20 to conduct FBA's and assist in developing PBSP and implementing strategies and interventions to address social skills, as needed. Also, the district has a contracted Social Worker to provide support and services to students. The school District also employs Registered Behavior Technicians (RBT) through ABA Services and Pediatric Therapeutic Services (PTS). RBTs are paraprofessionals certified in behavior analysis. RBTs assist in delivering behavior analysis services and practice under the direction and close supervision of an RBT Supervisor and/or an RBT Requirements Coordinator, who are responsible for all work RBTs. A Social/Emotional Program utilized is the PATHS® curriculum which is a comprehensive program for promoting emotional and social competencies and reducing aggression and behavior problems in elementary school-aged children while simultaneously enhancing the educational process in the classroom. Also utilized is Social Thinking which teaches social learners essential life skills including social-emotional learning and self-regulation. The Saucon Valley School District also contracts with the Caron Foundation to assist school-based teams to provide the state mandated Student Assistance Program (SAP). Caron staff also provide group and individual counseling services. SAP addresses the mental health need of students in addition to providing D & A resources and services to students and families.

5. Describe the district restraint procedure.

Restraints are considered as a measure of last resort, only after less restrictive measures have been used. The use of prone restraints are prohibited in PA educational settings. If the restraint is used to control the aggressive behavior of an individual student, the school immediately has a staff debriefing meeting and notifies the parent of the use of restraint. When a restraint is used for a student, staff will contact a building level administrator, immediately following the restraint. Parental notification will occur within one school day of a restraint. An IEP team is held within 10 school days of the inappropriate behavior causing the use of restraints, unless the parent, after written notice, agrees in writing to waive the meeting. Even when the parent waives their right to attend the IEP meeting, the team may convene to determine if changes need to be made to the PBSP or IEP. Any/all changes will then be shared with the parent. If the parent exercises their rights to an IEP meeting, the IEP team shall consider whether the student or eligible young child needs an FBA, a reevaluation, a new or revised PBSP, or a change of placement to address the inappropriate behavior. The use of restraints is only included in a student's IEP; if the restraint is utilized with specific component elements of positive behavior support, the restraint is used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior, staff is authorized to use the procedure and have received the staff training required or a plan is in place for eliminating the use of restraints through the application of positive behavior support. The use of restraints will not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. If the restraint resulted in serious injury to a student and/or staff person, the injury is reported via an email to the Bureau of Special Education (BSE), within two school days of the occurrence. The Director of Special Education is responsible for notifying the BSE. A serious medical injury is considered any injury that requires medical attention outside/beyond that which is available at the school where the incident occurred. The Director of Special Education will

enter all restraints into the web-based Restraint Information System of Collection (RISC), available at <https://apps.leadingservices.com/risc>. Restraints are entered into the RISC system on a quarterly basis, set forth by the BSE. Program administrators from other settings, forwards all restraint information, including but not limited to, the signed waiver (if applicable), IEP invitation letter, IEP signature pages, IEP revisions, FBA, PBSP, etc., to the District's Director of Special Education who completes the RISC information accordingly.

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 Saucon School District utilizes a team approach in order to determine appropriate educational placements and services for the "hard to place" students with disabilities. The IEP team collaborates with Northampton Mental Health and Developmental Services (MH/DS), Provider 50 Agencies throughout the area, and Northampton County Children and Youth. The District partners with Colonial IU 20 and VIA of the Lehigh Valley to provide student with learning disabilities, intellectual disabilities, and emotional disturbance work skills on the job through job coaching. The Saucon Valley School District will initiate contact with the necessary resource after parental consent has been secured. A MH/DS coordinator meets with the school-based team at the student's home school to discuss services. When a student is already involved within the MH/DS system, an interagency meeting is initiated by the Saucon Valley School District and the student's case manager from the county to determine and discuss other placement options or services. If a student requires mental health services, the District will also initiate an interagency meeting through IU 20's Mental Health CASSP Coordinator. The District will also contact IU 20 to assist in locating options for "hard to place" students. The student's educational record and referral information is reviewed by the staff. A meeting is held with the District staff and IEP team members to discuss recommendations. If the staff is still unable to locate an educational placement, the Director of Special Education will complete the Intensive Interagency Report Form, reporting the student as a "Cordero Case." The District participates in interagency meetings and twenty-day and forty-day review meetings for students in partial hospitalization programs. The Saucon Valley District will also participate in CASSP meetings for students with additional extensive behavioral and mental health needs. The District consults with the Regional Interagency Coordinator (RIC) from the IU 20 for assistance in locating educational placements and services for "hard to place" students with disabilities. If the student requires intensive interagency coordination to access an appropriate educational placement, a meeting will be scheduled with the local interagency team. The Saucon Valley School District also reports students with disabilities to PDE who are placed on Instruction in the Home or who receive Homebound Instruction so the department can determine if these students require intensive interagency coordination. The Director of Special Education within the Saucon Valley School District attends any training/conferences/workshops provided by the IU 20, PaTTAN, or PDE related to intensive interagency coordination (Cordero Cases). These professional development opportunities are attended at a minimum of once per school year and as necessary to stay current and up-to-date with additional available resources and/or services. The Director will in turn train the necessary staff to assist in the process of placing "hard to place" students.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
26	Secondary	Full-time (1.0)	03/22/2024 07:14 AM

Building Name		
Saucon Valley SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
25	Elementary	Full-time (1.0)	03/22/2024 11:13 AM

Building Name		
Saucon Valley El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range

School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.18

Building Name		
Saucon Valley El Sch		
Support Type		
Physical Support		
Support Sub-Type		
Physical Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
21	Elementary	Full-time (1.0)	03/22/2024 07:12 AM

Building Name		
Saucon Valley El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		33
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %

	0.51
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
09	Secondary	Full-time (1.0)	03/22/2024 07:07 AM

Building Name		
Saucon Valley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
12	Secondary	Full-time (1.0)	03/22/2024 11:34 AM

Building Name		
Saucon Valley MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 12
Age Range Justification		FTE %
		0.26

Building Name		
Saucon Valley MS		
Support Type		
Physical Support		
Support Sub-Type		
Physical Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 11
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
03	Elementary	Full-time (1.0)	03/22/2024 11:08 AM

Building Name		
Saucon Valley El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range

School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.22

Building Name		
Saucon Valley El Sch		
Support Type		
Physical Support		
Support Sub-Type		
Physical Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
23	Elementary	Full-time (1.0)	03/22/2024 07:20 AM

Building Name		
Saucon Valley El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range

Intermediate Unit	Elementary	5 to 10
Age Range Justification		FTE %
Per 22 Pa Code 14.146 regulations, parents were notified, and agreed upon, when applicable, as part of the IEP process that the student will be in a classroom that exceeds a 3 year age span.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
20	Elementary	Full-time (1.0)	03/22/2024 07:17 AM

Building Name		
Saucon Valley El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		33
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Speech & language services students over multiple grades. Student not serviced in same classroom.		0.51

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
06	Elementary	Full-time (1.0)	03/22/2024 07:20 AM

Building Name		
Saucon Valley El Sch		
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	Elementary	5 to 9
Age Range Justification		FTE %
Per 22 Pa Code 14.146 regulations, parents were notified, and agreed upon, when applicable, as part of the IEP process that the student will be in a classroom that exceeds a 3 year age span.		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
17	Secondary	Full-time (1.0)	03/22/2024 07:20 AM

Building Name		
Saucon Valley SHS		
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	14 to 21
Age Range Justification		FTE %
Per 22 Pa Code 14.146 regulations, parents were notified, and agreed upon, when applicable, as part of the IEP process that the student will be in a classroom that exceeds a 4 year age span.		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
14	Secondary	Full-time (1.0)	03/22/2024 07:09 AM

Building Name		
Saucon Valley 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	14 to 18
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
05	Elementary	Full-time (1.0)	03/22/2024 07:05 AM

Building Name		
Saucon Valley El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12

Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
11	Secondary	Full-time (1.0)	03/22/2024 07:08 AM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
08	Secondary	Full-time (1.0)	03/22/2024 07:06 AM

Building Name	
Saucon Valley MS	
Support Type	
Learning Support	

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
19	Secondary	Full-time (1.0)	03/22/2024 07:11 AM

Building Name		
Saucon Valley SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
02	Elementary	Full-time (1.0)	03/22/2024 07:03 AM

Building Name		
Saucon Valley El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
22	Secondary	Full-time (1.0)	03/22/2024 07:12 AM

Building Name		
Saucon Valley SHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Speech and Language		0.17

Building Name		
Saucon Valley MS		

Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support	Case Load	
Itinerant (20% or Less)	22	
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification	FTE %	
	0.34	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13	Secondary	Full-time (1.0)	03/22/2024 11:34 AM

Building Name		
Saucon Valley MS		
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	11 to 14
Age Range Justification	FTE %	
	0.22	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
10	Secondary	Full-time (1.0)	03/22/2024 07:07 AM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
16	Secondary	Full-time (1.0)	03/22/2024 07:20 AM

Building Name		
Saucon Valley SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19

Age Range Justification	FTE %
Per 22 Pa Code 14.146 regulations, parents were notified, and agreed upon, when applicable, as part of the IEP process that the student will be in a classroom that exceeds a 4 year age span.	0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
07	Secondary	Full-time (1.0)	03/22/2024 07:06 AM

Building Name	
Saucon Valley MS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	13
Identify Classroom	Classroom Location
School District	Secondary
Age Range	10 to 12
Age Range Justification	FTE %
	0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
04	Elementary	Full-time (1.0)	03/22/2024 07:04 AM

Building Name	
Saucon Valley El Sch	
Support Type	
Learning Support	
Support Sub-Type	

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
15	Secondary	Full-time (1.0)	03/22/2024 01:47 PM

Building Name		
Saucon Valley SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
Per 22 Pa Code 14.146 regulations, parents were notified, and agreed upon, when applicable, as part of the IEP process that the student will be in a classroom that exceeds a 4 year age span.		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
01	Elementary	Full-time (1.0)	03/22/2024 07:02 AM

Building Name		
Saucon Valley El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
24	Secondary	Full-time (1.0)	03/22/2024 07:13 AM

Building Name		
Saucon Valley MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	13 to 15
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
18	Secondary	Full-time (1.0)	03/22/2024 07:11 AM

Building Name		
Saucon Valley SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.38

Special Education Facilities

Building Name		Room #
Saucon Valley SHS		210
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 30 feet, 0 inches	780sqft	27
Implementation Date		
2022-08-22		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Saucon Valley El Sch		A120
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 28 feet, 0 inches	728sqft	26
Implementation Date		
2022-06-07		
Uploaded Files		

2 Assurance Check

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

Building Name		Room #
Saucon Valley SHS		408
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 15 feet, 0 inches	420sqft	15
Implementation Date		
2022-08-22		
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 location of the class has been maintained for at least 3 school years.		No
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Saucon Valley MS		D215
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 28 feet, 0 inches	784sqft	28
Implementation Date		
2022-06-10		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Saucon Valley SHS		414
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 16 feet, 0 inches	480sqft	17
Implementation Date		
2022-06-07		

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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Saucon Valley SHS		403
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 14 feet, 0 inches	448sqft	16
Implementation Date		
2022-06-07		
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	

The location of the class has been maintained for at least 3 school years.		No
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Building Name		Room #
Saucon Valley MS		C160
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 30 feet, 0 inches	720sqft	25
Implementation Date		
2022-06-10		
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 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
The class is located only in space that is designed for purposes of instruction	Yes	

Building Name		Room #
Saucon Valley El Sch		A205
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 27 feet, 0 inches	729sqft	26
Implementation Date		

2022-06-07
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 #
Saucon Valley El Sch		A128
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 26 feet, 0 inches	728sqft	26
Implementation Date		
2022-06-07		
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 #
Saucon Valley SHS		409
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 22 feet, 0 inches	660sqft	23
Implementation Date		
2022-06-07		
Uploaded Files		

10Assurance 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 #
Saucon Valley MS		C170
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 24 feet, 0 inches	792sqft	28

Implementation Date
2022-06-10
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Saucon Valley El Sch		A231
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 26 feet, 0 inches	728sqft	26
Implementation Date		
2022-06-07		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Saucon Valley El Sch		A123
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 30 feet, 0 inches	780sqft	27
Implementation Date		
2022-08-22		
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.		No

Building Name		Room #
Saucon Valley MS		D210
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom

28 feet, 0 inches x 28 feet, 0 inches	784sqft	28
Implementation Date		
2022-08-22		
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.		No

Building Name		Room #
Saucon Valley MS		D114
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 25 feet, 0 inches	700sqft	25
Implementation Date		
2022-06-10		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Saucon Valley MS		C138
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 27 feet, 0 inches	729sqft	26
Implementation Date		
2022-06-10		
Uploaded Files		

16Assurance 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 #
Saucon Valley SHS		202
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 30 feet, 0 inches	1020sqft	36
Implementation Date		
2022-06-07		
Uploaded Files		

17Assurance 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 #
Saucon Valley SHS		206
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 16 feet, 0 inches	448sqft	16
Implementation Date		
2022-06-07		
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 #
Saucon Valley El Sch		A209
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 9 feet, 0 inches	144sqft	5
Implementation Date		
2022-06-07		
Uploaded Files		

19Assurance 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 #
Saucon Valley MS	D106
School Building	Building Description

		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 14 feet, 0 inches	280sqft	10
Implementation Date		
2022-06-10		
Uploaded Files		

20Assurance 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 #
Saucon Valley El Sch		A240
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 25 feet, 0 inches	725sqft	25
Implementation Date		
2022-06-07		
Uploaded Files		

21Assurance 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.		No

Building Name		Room #
Saucon Valley El Sch		A158
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 30 feet, 0 inches	780sqft	27
Implementation Date		
2022-08-22		
Uploaded Files		

[22Assurance 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 #
Saucon Valley El Sch	A200

School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 27 feet, 0 inches	756sqft	27
Implementation Date		
2023-08-21		
Uploaded Files		

[23Assurance 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

24Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Paraprofessionals	1.0	Elementary	Contractor
Paraprofessionals	0.5	Elementary	District
Paraprofessionals	0.5	Elementary	District
Paraprofessionals	.5	Elementary	District
Paraprofessionals	.5	Elementary	District
Paraprofessionals	1.0	Elementary	District
Paraprofessionals	.5	Elementary	District
Paraprofessionals	.5	Elementary	District
Paraprofessionals	1.0	Elementary	District
Paraprofessionals	1.0	Elementary	District
Paraprofessionals	1.0	Elementary	District
Paraprofessionals	.5	Secondary	District
Paraprofessionals	.5	Elementary	District
Paraprofessionals	1.0	Secondary	District
Paraprofessionals	1.0	Secondary	District
Paraprofessionals	1.0	Secondary	District
Paraprofessionals	.5	Secondary	District
Paraprofessionals	1.0	Secondary	District
Paraprofessionals	1.0	Secondary	District
Paraprofessionals	1.0	Secondary	District
Paraprofessionals	.5	Secondary	District
Paraprofessionals	0.5	Secondary	District
Paraprofessionals	0.5	Secondary	District
Paraprofessionals	.5	Secondary	District
Paraprofessionals	.5	Secondary	District
Guidance Counselor	1.0	Elementary	District
School Psychologist	1.0	Secondary	District
Guidance Counselor	1.0	Elementary	District
School Psychologist	1.0	Elementary	District
Paraprofessionals	.5	Secondary	District

Paraprofessionals	.5	Secondary	District
Paraprofessionals	1.0	Secondary	District
Guidance Counselor	1.0	Secondary	District
Guidance Counselor	1.0	Secondary	District
Guidance Counselor	1.0	Secondary	District
Guidance Counselor	1.0	Secondary	District
Social Worker	1.0	District Wide	Contractor
Director of Special Education	1.0	District Wide	District
Guidance Counselor	1.0	Secondary	District
Physical Therapist	1.0	District Wide	Contractor
Occupational Therapist	1.0	District Wide	Contractor
Behavior Specialist	1.0	District Wide	Contractor
Occupational Therapist	1.0	District Wide	Contractor
Paraprofessionals	1.0	Secondary	Contractor
Paraprofessionals	1.0	Elementary	Contractor
Paraprofessionals	1.0	Elementary	Contractor
Paraprofessionals	1.0	Secondary	Contractor
Paraprofessionals	1.0	Elementary	Contractor

Special Education Personnel Development

Autism

Description of Training			
Applied Behavior Analysis Support for Students with Autism			
Lead Person/Position		Year of Training	
Director of Special Education		2024 2025	
Hours Per Training	Number of Sessions	Provider	Audience
40	1	Other	Paraprofessionals

Description of Training			
Social and Communication Skills for Students with Autism			
Lead Person/Position		Year of Training	
Director of Special Education		2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit PaTTAN Other	General Education Teachers Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training	
MTSS and PBIS Implementation	
Lead Person/Position	Year of Training
Director of Special Education/Building Administration	2024

		2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District Intermediate Unit PaTTAN Other	General Education Teachers Special Education Teachers Other

Paraprofessional

Description of Training			
Implementation of Accommodations and Modifications			
Lead Person/Position		Year of Training	
Director of Special Education		2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit PaTTAN Other	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training	
De-Escalation Techniques	
Lead Person/Position	Year of Training
Director of Special Education	2024 2025 2026 2027

Hours Per Training	Number of Sessions	Provider	Audience
6	1	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Transition

Description of Training			
Pathways to Graduation			
Lead Person/Position		Year of Training	
Director of Special Education/School Counselors		2024 2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Building Administrators Special Education Teachers Other

Description of Training			
Transition Services			
Lead Person/Position		Year of Training	
Director of Special Education		2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers

Science of Literacy

Description of Training			
Structured Literacy			
Lead Person/Position		Year of Training	
Director of Special Education/Building Principals		2024 2025	
Hours Per Training	Number of Sessions	Provider	Audience
5	2	PaTTAN	General Education Teachers Special Education Teachers

Description of Training			
Literacy Resources for Practitioners			
Lead Person/Position		Year of Training	
Director of Special Education/Building Administrators		2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	PaTTAN	General Education Teachers Special Education Teachers

Parent Training

Description of Training	
Transition Services	
Lead Person/Position	Year of Training
Director of Special Education	2024 2025 2026 2027

Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Other	Parents

Description of Training			
Eligibility for Services Under IDEA and Section 504			
Lead Person/Position		Year of Training	
Director of Special Education		2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit PaTTAN Other	Building Administrators Parents Other

IEP Development

Description of Training			
Writing Legally Defensible IEPs			
Lead Person/Position		Year of Training	
Director of Special Education		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit	Building Administrators Special Education Teachers

		PaTTAN Other	
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Description of Training			
Progress Monitoring for Students with Disabilities			
Lead Person/Position		Year of Training	
Director of Special Education		2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Paraprofessionals Special Education Teachers