

## Profile and Plan Essentials

<b>LEA Name</b>		<b>AUN</b>
Turkeyfoot Valley Area SD		108568404
<b>Address 1</b>		
172 Turkeyfoot Rd		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip</b>
Confluence	PA	15424
<b>Director of Special Education Name</b>		
Christopher Shilk		
<b>Director of Special Education Email</b>		
cshilk@turkeyfoot.k12.pa.us		
<b>Director of Special Education Phone Number</b>	<b>Director of Special Education Ext</b>	
8143953621	409	
<b>Chief Administrator Name</b>		
Mrs Nicole L Dice		
<b>Chief Administrator Email</b>		
ndice@turkeyfoot.k12.pa.us		

## Special Education Students

**Total Number of Students Receiving Special Education** 57

**School District Total Student Enrollment** 268

**Percent of Students Receiving Special Education** 21.3

## Steering Committee

<b>Name</b>	<b>Position/Role</b>	<b>Building</b>	<b>Email</b>
Christopher Shilk	Director of Special Education	Turkeyfoot Valley Area SD	cshilk@turkeyfoot.k12.pa.us
Nicole Dice	Superintendent	Turkeyfoot Valley Area SD	ndice@turkeyfoot.k12.pa.us
Megan Barlow	Director of Curriculum	Turkeyfoot Valley Area SD	mbarlow@turkeyfoot.k12.pa.us
Michelle Buttermore	Special Education Teacher	Turkeyfoot Valley Area El Sch	mbuttermore@turkeyfoot.k12.pa.us
Karen Hoover	Special Education Teacher	Turkeyfoot Valley Area El Sch	hoover@turkeyfoot.k12.pa.us
James Hull	Other	Turkeyfoot Valley Area JSJS	jhull@turkeyfoot.k12.pa.us
Dawn Walters	General Education Teacher	Turkeyfoot Valley Area El Sch	dwalters@turkeyfoot.k12.pa.us
Amy Foster	General Education Teacher	Turkeyfoot Valley Area JSJS	afoster@turkeyfoot.k12.pa.us
Kayla Deyarmin	General Education Teacher	Turkeyfoot Valley Area SD	kdeyarmin@turkeyfoot.k12.pa.us
Jeffrey Malaspino	Other	Turkeyfoot Valley Area SD	malaspinojeff0432@gmail.com
Angela Bonnell	Parent	Turkeyfoot Valley Area El Sch	bonnellfamily@gmail.com
Michael Diehl	Board Member	Turkeyfoot Valley Area SD	mdiehl.sctv@gmail.com
Timothy Martin	Parent	Turkeyfoot Valley Area JSJS	timmartin153@gmail.com
Amanda Hoover	Parent	Turkeyfoot Valley Area El Sch	amandagheath@yahoo.com

## 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.)

Turkeyfoot Valley Area School District is not a host entity for a 1306 facility. If we were a host district for a 1306 facility the Special Education Director would work with the educational staff from the facilities to review the special education files to discuss and ensure each child is being educated in the least restrictive environment by a certified special education teacher while in the 1306 facility. IDEA requirements and FAPE would be followed and the district would encourage inclusion throughout the community and within the district for all students enrolled. The district would also work with IU08 for service needs and supports to promote inclusion, free appropriate public education, and least restrictive environment for educational and extra-curricular inclusion by certified special education teachers and staff.

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

For any district students enrolled in a 1306 facility the district special education director works with the facility staff to maintain updates on student progress and to develop a transition plan for the child to return to school. District staff communicate with 1306 facilities through virtual meetings, phone calls, and emails to work together for successful transition back to school. Turkeyfoot Valley Area School District is not a host entity for a 1306 facility. If we were a host district for a 1306 facility the Special Education Director would work with the school district staff to maintain communication about student progress towards goals and to develop transition plans for successful transition back to school from the 1306 facilities through meetings, emails, and phone conversations. The district would assign a certified special education teacher to work with the family and oversee the transition documentation needed in accordance with state and federal regulations. The district would ensure the child receives a free appropriate public education and follow all IDEA regulations.

## 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).**

The district collaborates with the IU08 to publish an Annual Public Notice, including all required components, in two local newspapers and the district website as a way to locate incarcerated students so FAPE can be offered to them. In addition, students incarcerated at the Somerset County Jail undergo an informational interview as part of their intake procedure. This interview is intended to obtain information regarding the inmate's name, date of birth, most recently attended school, approximate grade level, dates of attendance/withdrawal, previous criminal history and/or detention-based placements, and applicable special education related diagnosis/ services previously obtained. Based on the results of the interview, pertinent information regarding educational placement or services would be requested by the jail at which time the inmate/student's education records would be released. An educational plan would then be formed to encourage completion of educational credits towards graduation in accordance with offering a free appropriate public education. If an incarcerated student is found to need special education programs and services, the LEA would contact the Somerset Area School District, which is the LEA representing the Somerset County Jail placements, to arrange delivery of services in accordance with FAPE.

## Least Restrictive Environment

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

The LEA is dedicated to providing the least restrictive environment for all students. When considering appropriate placements, the LEA follows IDEA regulations, FAPE, and considers the social, emotional, behavioral, physical, and academic needs and levels of functioning for each individual child. The LEA will work to continue to improve collaborative relationships between all members of the IEP team to ensure every child receives FAPE with appropriate levels of support to meet their individual needs. If the IEP team determines that a child's needs cannot be met by the LEA, the team will gather resources to review to determine the least restrictive placement for the child. The district's least restrictive environment data for the 2023-2024 school year is: 88.52% of LEA students with an IEP are served inside the regular classroom 80% or more of the day. 8.19% of LEA students with an IEP are served inside the regular classroom no more than 79% of the day and no less than 40% of the day. 3.29% of LEA students educated in private separate facilities. The LEA currently has two students in a partial hospitalization placement due to medical recommendations and works with the placement agency to check progress for those students. The district is working to improve mental and behavioral health services to promote district students remaining in their home school rather than sending to out of district placements. The LEA is working to improve and provide new trainings for staff to promote positive student behavior and develop positive behavior support plans to provide the least restrictive environment for each child.

### 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 LEA utilizes inclusion as a key practice to provide accommodations and modifications for the academic and social/emotional needs of every student in their learning environment. When considering placements of students to address academic and social/emotional needs, the general education classroom is always the first location considered by the LEA and IEP team. Supplementary aids and services are considered including (but not limited to): co-teaching learning environments, collaborative learning, alternative assignments preferential seating, social skills instruction, counseling, behavioral support plans, and team building strategies. Services vary in degree based on the age and needs of the child to ensure an appropriate level of support.

### 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 LEA is committed to providing meaningful participation of students with disabilities in the general education curriculum. Supplementary aids and supports provide necessary components in the academic programming to help students meet success in the general education curriculum. The district works to implement, enhance, and expand upon the services, supports, and placements provided to students with disabilities so they can find success in the general education curriculum. The LEA follows an inclusion model that utilizes co-teaching and para-professional supports along with instruction provided by highly qualified general and special education teachers who collaborate for student instructional materials. The LEA provides a host of training options for general education teachers, special education teachers, and support staff to learn skills for implementing accommodations and modifications for academic and social/emotional needs for district students. Teaching staff has a variety of resources provided to encourage integration of multi-level support within the general education curriculum. Many curriculum resources also provide training for leveled supports within the curriculum that staff can access as needed to help students meet success. The LEA develops professional development to fit students and staff needs including (but not limited to): strategies for supporting students in the general education curriculum, RTII best practices, data-driven decision making, standards aligned curriculum with resources from the PA Standards-Aligned System (SAS) portal, LETRS trainings, and disability category needs trainings. Para-professionals, personal care assistants, and aides complete a minimum of 20 hours of training annually to ensure meaningful participation of students with disabilities in the general education curriculum. Trainings are completed in-person and online through district training portals, from district staff, and through the IU08 staff trainers.

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

The involvement in extra curricular activities is promoted to all students in the LEA, including all students with disabilities. The LEA works with students to provide any necessary supplementary aids and service to encourage and promote meaningful participation of students with disabilities in extracurricular activities. All students with disabilities have the opportunity to fully participate in elective courses and extracurricular activities with their non-disabled peers. Supplementary and aids and services that can be utilized for meaningful participation of students with disabilities in extracurricular activities include (but are not limited to): speech and language therapy, occupational therapy, physical therapy, social work services, autistic support services, hearing impaired support, and emotional support.

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 LEA works with facilities where children with disabilities are placed to provide opportunities to participate in district lead extracurricular activities. Opportunities for extracurricular activities are posted in a variety of sources such as the district website, social media account, and printed publications. When appropriate, the district also communicates opportunities with individual families for extracurricular activities and with the private institutions. The LEA promotes children with disabilities are educated with non-disabled children in accordance with IDEA to provide the least restrictive environment for each child.

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 LEA has met the targets for educational environments from 2020-2024 and continues to work to build capacity and expand programs to provide a continuum of services. There has been an increased need for elementary students who require more intensive academic and social/emotional supports; therefore, the district developed and maintained a program for the children to remain in the district to receive support where they can also work with non-disabled peers as much as possible. The LEA is continuing to expand district supports through professional development and facility development for autism and behavioral needs so students can remain in their home district for more intensive services that were previously housed outside the district. Each year the administration reviews the current and projected student needs for programs and services so adjustments can be made to provide a continuum of services at each child's home school.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
New Directions	Licensed Private Academic		Chestnut Ridge Counseling Services Inc.	Emotional Support	1

Merakey Autism and Educational Center	Licensed Private Academic		Merakey	Autistic Support	1

## Positive Behavior Support

### Date of Approval

2021-11-15

### Uploaded Files

113.2 revised - unhighlighted.docx

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

The LEA supports the emotional and social needs of students with disabilities through individual special education supports as well as district-wide positive behavior support programs. There are several support services including (but not limited to): behavioral consultations from the behavioral specialists at IU08, social work services, counseling, and integrated wellness checks with students. The district also utilizes a student mentoring program in first through twelfth grades to support individual emotional and social needs along with the availability of a sensory room for students of all grades with disabilities. Functional behavioral assessments, behavior support plans and behavior contracts are developed and implemented for students whose IEP team has determined they are in need of additional services and supports.

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

The LEA provides online and in-person training for general education and special education staff through a district training portal for special education topics including de-escalation and behavior management, as well as non-violent crisis intervention training for staff who work with students who need positive behavior support. Multiple levels of support and trainings are made available to district staff that target de-escalation techniques, emotional support trainings, behavioral support trainings, and positive behavior support methods, techniques, and strategies. District staff have completed training on trauma informed approaches and positive behavior intervention support aligning with the IU08 and National Dropout Center which includes an implementation plan for both programs for student supports. Each year non-violent crisis intervention training is offered to new and returning staff to address responses to behavior that may require immediate intervention.

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

The LEA has worked with behavioral specialists at the IU08 to develop and implement School-wide Positive Behavior Intervention Supports. The district team consisting of administration, students, teachers, and specialists work to encourage positive and productive behaviors school-wide. The program provides procedures and expectations for students and staff to maintain a positive learning environment. Part of the school-wide program includes student recognition which promotes positive behavior through a Tree of Excellence wall, principal's 100 tickets for showing good citizenship, participation in educational trips, group incentives, and community-based projects, school based incentive days on Monday and Friday Bi-weekly.

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

The LEA provides school-based behavior health services through social work services, drug and alcohol services, psychologist services, and counseling. The district contracts with the IU08 for social work services weekly for which students can meet with the social worker individually or in groups once parent permission is granted. School-based behavior health services are provided based on individual child needs for frequency, duration, and intensity. The LEA

also collaborates with outside agencies for more intensive behavioral health services including Alliance Health Wraparound, Chestnut Ridge counseling, and Somerset County Mental Health. Behavioral and therapeutic supports can also be offered through facilities such as the Somerset County Children's Aid Home, Children's Behavioral Health, and New Directions.

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

The LEA does not promote or encourage restraints to be used and annually trains staff on non-violent crisis intervention techniques. If a non-violent crisis intervention technique must be used for a student the teacher must immediately notify the special education director where it is documented then noted on the appropriate state documentation for reporting. If any type of non-violent crisis intervention support is used the parents are notified and the educational team works with the parents and staff to determine prevention for the behavior moving forward or an alternative setting if the child may need restraints as part of their special education plan. Policy #113.2 revised by the Turkeyfoot Valley Area School Board of Directors notes that restraints used as a last resort to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective. The policy includes the need to contact parents prior to using a restraint in accordance with school code. Special education staff receive non-violent crisis intervention training from a certified instructor from the IU08 to maintain staff certifications in case there were need for a restraint.

## 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.**

There are no areas of concern with students since the LEA has students appropriately placed within 30 days and follows IDEA for a free appropriate public education in the least restrictive environment. Since the school district is small it works with neighboring districts and educational programs as close as possible to place students in the appropriate educational placement determined by the IEP team. The district adopts the IEP for transfer students while completing any additional assessments that may be needed to provide the child an appropriate educational placement. If a student would need homebound method of instruction (conducted in the home) a certified special education teacher would oversee the instruction implementing the curriculum documented within the child's IEP. The special education team would determine the need for homebound instruction and determine a plan for providing instruction in accordance with FAPE and IDEA regulations. The LEA would also report students with disabilities who are placed on instruction conducted in the home or who receive homebound instruction in the Special Education Students. The special education coordinator and school principal will work together to maintain reporting to SES.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 4	Multiple	Part-time (0.5)	03/12/2024 09:21 PM

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<b>Building Name</b>		
Turkeyfoot Valley Area SD		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	4 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
Supports are offered at different times either individually or with peers of a similar age		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 1	Elementary	Full-time (1.0)	03/12/2024 04:02 PM

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<b>Building Name</b>		
Turkeyfoot Valley Area El Sch		
<b>Support Type</b>		
Multiple Disabilities Support		
<b>Support Sub-Type</b>		
Multiple Disabilities Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	4 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
Supports are offered at different times either individually or with peers of a similar age		0.62

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Program Position 2	Elementary	Full-time (1.0)	03/12/2024 04:02 PM

<b>Building Name</b>		
Turkeyfoot Valley Area El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		17
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	4 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
Supports are offered at different times either individually or with peers of a similar age		0.34

<b>Building Name</b>		
Turkeyfoot Valley Area El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	4 to 13

<b>Age Range Justification</b>	<b>FTE %</b>
Supports are offered at different times either individually or with peers of a similar age	0.04

<b>Building Name</b>		
Turkeyfoot Valley Area El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	4 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
Supports are offered at different times either individually or with peers of a similar age		0.17

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Program Position 3	Secondary	Full-time (1.0)	03/12/2024 04:02 PM

<b>Building Name</b>		
Turkeyfoot Valley Area JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		17
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
Supports are offered at different times either individually or with peers of a similar age		0.34

<b>Building Name</b>		
Turkeyfoot Valley Area JSHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
Supports are offered at different times either individually or with peers of a similar age		0.06

## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Turkeyfoot Valley Area El Sch		120
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 31 feet, 0 inches	930sqft	33
<b>Implementation Date</b>		
2023-06-08		
<b>Uploaded Files</b>		

### 1Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Turkeyfoot Valley Area JSHS		317
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 0 inches x 30 feet, 0 inches	660sqft	23
<b>Implementation Date</b>		
2022-06-07		
<b>Uploaded Files</b>		

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

<b>Building Name</b>		<b>Room #</b>
Turkeyfoot Valley Area El Sch		132
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 0 inches x 30 feet, 0 inches	960sqft	34
<b>Implementation Date</b>		
2022-06-07		
<b>Uploaded Files</b>		

3 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Turkeyfoot Valley Area El Sch		126
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 32 feet, 0 inches	960sqft	34
<b>Implementation Date</b>		
2022-06-07		
<b>Uploaded Files</b>		

#### 4Assurance 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

<b>Building Name</b>		<b>Room #</b>
Turkeyfoot Valley Area JSHS		320
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
13 feet, 9 inches x 24 feet, 0 inches	330sqft	11
<b>Implementation Date</b>		
2022-06-07		

<b>Uploaded Files</b>

5Assurance Check

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

## Special Education Support Services

### 6Special Education Support Services

<b>Special Education Support Services</b>	<b>Numerical Value</b>	<b>Primary Location</b>	<b>Contractor or District</b>
Paraprofessionals	5	Elementary	District
Paraprofessionals	1	Secondary	District
School Psychologist	1	District Wide	Contractor
Director of Special Education	1	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Social Worker	2	District Wide	Contractor
Guidance Counselor	1	District Wide	District
Other	1	District Wide	Contractor

## Special Education Personnel Development

### Autism

Description of Training			
Autism Spectrum Overview and Supports			
Lead Person/Position		Year of Training	
Director of Special Education		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Autism Academic and Behavioral Supports			
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	General Education Teachers Paraprofessionals Special Education Teachers

## Positive Behavior Support

Description of Training			
School-wide Positive Behavior Intervention Support Plan			
Lead Person/Position		Year of Training	
Principal		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Annual Online Student Behavior Support Training			
Lead Person/Position		Year of Training	
Principal		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training	
School-wide Positive Behavior Intervention Support Plan	
Lead Person/Position	Year of Training

Principal		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	2	District Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
School-wide Positive Behavior Intervention Support Plan			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Principal		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
School-wide Positive Behavior Intervention Support Plan			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Principal		2024 2025 2026 2027	

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

Description of Training			
Annual Online Student Behavior Support Training			
Lead Person/Position		Year of Training	
Principal		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators Paraprofessionals Special Education Teachers

Description of Training			
Annual Online Student Behavior Support Training			
Lead Person/Position		Year of Training	
Principal		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators General Education Teachers Special Education Teachers

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Description of Training			
Annual Online Student Behavior Support Training			
Lead Person/Position		Year of Training	
Principal		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

### Paraprofessional

Description of Training			
Special Education Exceptionalities Training			
Lead Person/Position		Year of Training	
Director of Special Education		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	3	District	Paraprofessionals

Description of Training
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Non-violent Crisis Intervention Training			
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	Paraprofessionals

Description of Training			
Special Education Exceptionalities Training			
Lead Person/Position		Year of Training	
Director of Special Education		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	3	District	Paraprofessionals

Description of Training			
Special Education Exceptionalities Training			
Lead Person/Position		Year of Training	
Director of Special Education		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	3	District	Paraprofessionals

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<b>Description of Training</b>			
Non-violent Crisis Intervention Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education		2024	
		2025	
		2026	
		2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	District Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
Non-violent Crisis Intervention Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education		2024	
		2025	
		2026	
		2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	District Intermediate Unit	Paraprofessionals

<b>Description of Training</b>	
Non-violent Crisis Intervention Training	
<b>Lead Person/Position</b>	<b>Year of Training</b>
Director of Special Education	2024

		2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	District Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
Special Education Exceptionalities Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	3	District	Paraprofessionals

<b>Description of Training</b>			
Special Education Instruction and Learning			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	4	District	Paraprofessionals

<b>Description of Training</b>			
Special Education Instruction and Learning			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education		2024	
		2025	
		2026	
		2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	4	District	Paraprofessionals

<b>Description of Training</b>			
Special Education Instruction and Learning			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education		2024	
		2025	
		2026	
		2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	4	District	Paraprofessionals

<b>Description of Training</b>			
Special Education Instruction and Learning			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education		2024	
		2025	
		2026	
		2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	4	District	Paraprofessionals

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Description of Training			
Trauma-Informed Practices & Student Behavior			
Lead Person/Position		Year of Training	
Director of Special Education		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Paraprofessionals

Description of Training			
Trauma-Informed Practices & Student Behavior			
Lead Person/Position		Year of Training	
Director of Special Education		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Paraprofessionals

Description of Training	
Trauma-Informed Practices & Student Behavior	
Lead Person/Position	Year of Training
Director of Special Education	2024
	2025
	2026

		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Paraprofessionals

Description of Training			
Trauma-Informed Practices & Student Behavior			
Lead Person/Position		Year of Training	
Director of Special Education		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Paraprofessionals

Description of Training			
Paraeducator Strategies & Special Education Law for paraeducators			
Lead Person/Position		Year of Training	
Director of Special Education		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Paraprofessionals

Description of Training			
Paraeducator Strategies & Special Education Law for paraeducators			

Lead Person/Position		Year of Training	
Director of Special Education		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Paraprofessionals

Description of Training			
Paraeducator Strategies & Special Education Law for paraeducators			
Lead Person/Position		Year of Training	
Director of Special Education		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Paraprofessionals

Description of Training			
Paraeducator Strategies & Special Education Law for paraeducators			
Lead Person/Position		Year of Training	
Director of Special Education		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Paraprofessionals

## Transition

Description of Training			
Transition Grid Alignment			
Lead Person/Position		Year of Training	
Director of Special Education		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	Special Education Teachers

Description of Training			
Transition Service Options and Activities			
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	Special Education Teachers

## Science of Literacy

Description of Training			
Reading Program and Skill Development			

Lead Person/Position		Year of Training	
Reading Coach		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Other	General Education Teachers Special Education Teachers

Description of Training			
Reading Program and Skill Development			
Lead Person/Position		Year of Training	
Reading Coach		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Other	General Education Teachers Special Education Teachers

Description of Training			
Reading Program and Skill Development			
Lead Person/Position		Year of Training	
Reading Coach		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	General Education Teachers

		Other	Special Education Teachers
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<b>Description of Training</b>			
Reading Program and Skill Development			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Reading Coach		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	3	District Other	General Education Teachers Special Education Teachers

<b>Description of Training</b>			
Phonics Skill Building			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Reading Coach		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	General Education Teachers Special Education Teachers

<b>Description of Training</b>			
Phonics Skill Building			
<b>Lead Person/Position</b>		<b>Year of Training</b>	

Reading Coach		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	General Education Teachers Special Education Teachers

<b>Description of Training</b>			
Science of Reading Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Jenn Herncane- IU8		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
7	2	Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

### Parent Training

<b>Description of Training</b>	
Overview of Special Education Referral Process; Characteristics of Each Disability Category; IEPs vs. 504 Service Agreements	
<b>Lead Person/Position</b>	<b>Year of Training</b>
School Psychologist/Coordinator of Special Education	2024 2025

		2026	
		2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Parents

<b>Description of Training</b>			
Gifted Eligibility Criteria in Pennsylvania			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
School Psychologist/Coordinator of Special Education		2024	
		2025	
		2026	
		2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Parents

<b>Description of Training</b>			
Overview of the PASA, PSSA, Stanford Achievement Test, & OLSAT-8			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
School Psychologist/Coordinator of Special Education		2024	
		2025	
		2026	
		2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Parents

<b>Description of Training</b>
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Transition Services and Activities			
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	Parents

Description of Training			
Transition Services and Activities			
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	Parents

Description of Training			
Transition Services and Activities			
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	Parents

Description of Training			
Academic Supports for Math			
Lead Person/Position		Year of Training	
Math Coach		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Parents

Description of Training			
Academic Supports for Math			
Lead Person/Position		Year of Training	
Math Coach		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Parents

Description of Training			
Academic Supports for Math			
Lead Person/Position		Year of Training	
Math Coach		2024	
		2025	
		2026	
		2027	

Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Parents

Description of Training			
Special Education Inclusion and LRE			
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	Parents

Description of Training			
Special Education Inclusion and LRE			
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	Parents

Description of Training	
Interagency Supports	
Lead Person/Position	Year of Training

Director of Special Education		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Parents

<b>Description of Training</b>			
Interagency Supports			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Parents

<b>Description of Training</b>			
Interagency Supports			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Parents

## IEP Development

Description of Training			
Goal Writing Seminar			
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	Special Education Teachers

Description of Training			
Goal Writing Seminar			
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	Special Education Teachers

Description of Training	
Goal Writing Seminar	
Lead Person/Position	Year of Training
Director of Special Education	2024 2025

		2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Special Education Teachers

<b>Description of Training</b>			
Goal Writing Seminar			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Special Education Teachers

<b>Description of Training</b>			
The IEP Process			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	2	District	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
The IEP Process			
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	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
The IEP Process			
Lead Person/Position		Year of Training	
Director of Special Education		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers



## Signatures & Affirmations

Approval Date

2022-06-20

### Uploaded Files

Affirmation form 6.20.22.pdf

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

### Superintendent/Chief Executive Officer

Nicole L. Dice

Date

2022-07-05

