Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 313
School District Total Student Enrollment 1417
Percent of Students Receiving Special Education   22.1

Steering Committee

Name	Position/Role	Building	Email
Dr. Janilyn Elias	Superintendent	Troy Area SD	jelias@troyareasd.org
Stephen O. Boyce	Director of Special Education	Troy Area SD	sboyce@troyareasd.org
Steven Brion	Building Principal	Troy Area JSHS	sbrion@troyareasd.org
Brad Feldmeier	Building Principal	Troy Area JSHS	bfreldmeier@troyareasd.org
John Imbt	Building Principal	Troy Intrmd Sch	jimbt@troyareasd.org
Brian Wilcox	Building Principal	W R Croman Primary Sch	bwilcox@troyareasd.org
Jeremy Kulago	Special Education Teacher	Troy Area SD	jkulago@troyareasd.org
Jaimie Stettler	Special Education Teacher	Troy Intrmd Sch	jstettler@troyareasd.org
Terri Allen	Parent	Troy Area SD	tallen@troyareasd.org
Dr. Janilyn Elias	Director of Curriculum	Troy Area SD	jelias@troyareasd.org
Heather Bohner	Board Member	Troy Area SD	hbohner@troyareasd.org
Christina Stanton	Board Member	Troy Area SD	cstanton@troyareasd.org
Mary Abreu	Board Member	Troy Area SD	mabreu@troyareasd.org
Heather Bohner	Board Member	Troy Area SD	hbohner@troyareasd.org
Christina Stanton	Board Member	Troy Area SD	cstanton@troyareasd.org
Thomas Culkin	Board Member	Troy Area SD	tculkin@troyareasd.org
Abramo Capece	Board Member	Troy Area SD	acapece@troyareasd.org
Sarah Murray	Board Member	Troy Area SD	smurray@troyareasd.org
Jolene Smyth	Board Member	Troy Area SD	jsmythe@troyareasd.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)

Improvement and Planning Activity
Create a HS SSIP committee to review the drop out data.
The committee will identify factors for drop outs and devise multiple plans to support students with different needs.
Put into place a PBIS - like system that rewards thee students in danger of dropping out to go to class, earn passing grades, and improve their attendance.

Assessment (Indicator 3)

Improvement and Planning Activity
Meet with the previous 8th grade cohort and identify why some chose not to take the test.
Look at our academic programming to unsure that our 8th graders are prepared for the testing sessions.
Create tutoring possibilities during the day for those students that are testing basic and below basics on district diagnostic tests.
Utilize a PBIS - like incentive system for students to work on improving their grades, being attentive in class, and participating in the PSSA testing.

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

Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality
District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

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.)
   Section 1306 of the Public School Code requires the district in which a residential facility is located to provide special education and related services to each non-resident student. All students who may reside in a 1306 facility within our district would have the opportunity to receive educational services. These students may require an alternative setting within our district or receive programming from our local intermediate unit rather than attend our public schools. In any of these situations, as the host district we are responsible for their education. As we serve as the LEA, we are responsible for handling child accounting, school records and providing education to these students.
2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
   When the district has 1306 students residing in another school district, we work with the host LEA to ensure placement in the least restrictive environment. As part of these ongoing conversations, we seek out information about when the student will be returning back to their home district. When we are presented with that information, we reconvene the IEP team to update the IEP and make any changes to support the student as he/she returns.

Incarcerated Students Oversight

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

§1306.2 Facilities			
Facility Name	**Facility Type**	**Services Provided By**	**Student Count**
Bradford County Correctional Facility	Jail	District	0

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).
   This correctional facility has been within the district for years so a system for oversight currently exists. The district is the LEA for this facility. Therefore, once a an identified student is placed at this facility their coordinator reaches out to our Director of Student Services. A meeting is scheduled with our special education department, curriculum department and child accounting department. An IEP team meeting is held with the sending district and student; along with parents/guardians and BCCF staff. In addition, our Child Find information is on our website and we follow those procedures if students are in need of an evaluation and require services. All evaluations and educational services are provided by the district.

Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.
   Currently, Troy Area School District is exceeding the state average being in the regular education classroom 80% or more. Only 3.9% of our students spend less than 40% of their school day in regular education classroom (as compared with the state average of 9.6%), and not enough to calculate are being educated in other settings (as compared with the state average of 4.8%   An area of significant growth should also be noted that the district has increased participation of our special education students being educated in the regular education environment.

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 District employs an expansive repertoire of supplemental aids and services to ensure that identified students are educated to the maximum extent possible with non-disabled peers in the general education setting. A variety of instructional delivery models are available to ensure that students are educated in the least restrictive environment, including co-teaching models and supported models involving the integration of paraprofessionals into the regular education classroom. The District also has a 1:1 technology program in place, allowing assistive technology, including a variety of devices, to be readily available to all. Technology is just one way differentiated instruction is provided to ensure the general education curriculum and classroom is accessible to all. Other examples include curricular, assignment, and assessment modifications, use of alternate/adapted instructional materials, assignments, and assessments, providing alternate ways for students to demonstrate learning, adaptive equipment, preferential/flexible seating, and availability of evidence-based academic, social, and behavioral interventions for direct instruction to address specific student skill needs.   In terms of supporting students with social/emotional needs, the District has a school psychologists, school counselors, and a social workers are available to assist with the implementation of School Wide Positive Interventions and Supports (SWPBIS) programs and collaborate with building teams and families in establishing connections with community-based organizations and agencies to support students' social/emotional needs across environments.

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 District academic programming and training is driven by the goal to provide equitable sustainable learning outcomes for all students. Provision of evidence-based interventions, implementation of specially designed instruction, close progress monitoring and professional development are key factors to ensure students with disabilities. have purposeful and meaningful engagement in the general education curriculum. Including special education professional staff on curriculum committees as well as program pilots ensures that curriculum adopted supports students with disabilities meaningful participation and access to general education curriculum. Currently we are working on a curriculum cycle to adopt a new Reading and Language Arts curriculum K-8 to include a tier 2 strategic intervention to meet the needs of our students with disabilities and provide purposeful access to general education curriculum. Special education administrators, professional staff and our staff development team work together with our general education administrators, curriculum department and general education colleagues to ensure the general education curriculum is delivered to students with disabilities using high interest practices including differentiated content, product and delivery of service models to provide access and response. Purposeful professional development is readily available and easily accessible to our special education and general education administrative, professional and support staff on an ongoing basis. Administrative meetings, faculty meetings and department meetings have proven to be an effective way to provide procedural and substantive content and clarification to all stakeholders. Professional development and coaching is delivered by our general and special

education staff development professional partners. The staff development team models the the model of a shared and collective efficacy that all students can learn and how we can ensure that students with disabilities are engaged and accessing the general education curriculum to all new educators beginning their career at Troy during our two-year induction plan.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.
   The District uses a variety of supplemental aides and services to ensure meaningful participation of students with disabilities in extracurricular activities at the Elementary, Middle, and Secondary levels. Students who require individualized support from a staff member to meaningfully participate are provided with paraprofessional support to access activities. Each paraprofessional is given training opportunities as well as a paraprofessional handbook to utilize as a resource for supporting students. Extracurricular staff members are provided with coaching and training to implement modifications and supports for students. This coaching and training includes support from Special Education Teachers. The District also provides collaboration for program staff and families on the implementation of Specially Designed Instruction and Positive Behavior Supports.

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 District includes the principals along with the Director of Student Services to manage students together in their respective buildings. This has allowed all administration to manage students in their buildings so that a collaborative effort takes place when educating our out of district placements. This also allows all administrators to more actively participate in programming decisions, including connecting the student and family with district opportunities to access extracurricular activities with non-disabled peers and the accommodations required and needed for access.

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)
   Troy Area School District provides a continuum of services to meet the needs of all students within the Least Restrictive Environment as much as possible with current programming. Special Education programming includes learning support, emotional support, autistic support, life skills support, and multiple disabilities support programs throughout the district. This range of programs allows us to meet the varied and complex needs of all students with disabilities in our school district. In addition, all supports and services are implemented with fidelity and exhausted before a student is referred to an outside placement. The percentage of Troy Area special education students in placements outside the school district is ****%. The state percentage of students in placements outside the school district is *****%. Troy Area continues to serve as the LEA and remains actively involved in the student's program outside of the district. Our goal is to return the student to district and access special education programming in the Least Restrictive Environment. The District is increasing programming as a means to transition students back to the district from out of district placement and to meet the needs of our Early Intervention Transition students in district, the Least Restrictive Environment. The District is also increasing opportunities for students who require additional needs outside the school district. The district is adding the following programs in the 2023-2024 school year: •   1 Intermediate Multiple Disabilities Support Program •   1 Intermediate Emotional Support Program •   A more concrete differentiated delivery of service model • Students come out of general education for targeted intervention, not an all or nothing approach • Coaching and training of general education teachers •   Special education teacher pushing into general education to model implementation of social/emotional/behavioral interventions

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
J. Andrew Morrow Elementary School	Other	Intermediate Unit Classroom	BLaST IU #17	Autistic Support	1
H. Austin Snyder	Other	Intermediate Unit Classroom	BLaST IU #17	Autistic Support	1
Tioga County Partial Hospitalization	Other		BLaST IU #17	Multiple Disabilities Support	2
Towanda Elementary School	Other	IU classroom in a public	BLaST IU #17	Autistic Support	1

Positive Behavior Support

Date of Approval
2021-02-23

Uploaded Files
TASD Policy - Behavioral Support

1. How does the district support the emotional, social needs of students with disabilities?
   There are many things in place that serve to support the emotional / social needs of students with disabilities. The district employs full time School Counselors, and most have counseling written into their IEP provided by the district social worker. We have County outreach workers in the buildings 4 and a half days a week to assist and provide support. 5 days a week we have access to our School Based Teams to support mental crises. Where appropriate, School Counselors run social skills groups with those students that struggle to make friends or that require social skills while dealing with others.
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.
   All staff who come into contact with students with behavioral issues are QBS trained and/re certified yearly. Staff are well versed in de-escalation techniques and what to do with a student in crisis. Providing the student is being safe, they are given time and space to come out of crisis.
3. Describe the district positive school wide support programs.
   The Troy Area School District employs a PBIS system around the district mascot the Trojan. Different schools use positive behavior tickets or punch cards where students are acknowledged and rewarded for their good behaviors and helping others. Many students have the PBIS system encased in their positive behavior support plan. Those meeting their daily / weekly goal are provided with extra tickets or punches on their punch cards.
4. Describe the district school-based behavior health services.
   Each school in the Troy Area School District employs a School counselor that are available throughout the day, everyday. We also employ a School Social Worker that is available for emergency counseling and Committed counseling for those students who have it in their IEPs. Troy ASD also has a county outreach worker that provides a bridge between home and school. This person sets parents up with services that are needed in the house. Many of the services brought up by parents include some type of mental health service. The School Counselors and the Outreach Worker also provide in class teaching of ways to deal with mental health issues. These include multiple lessons in Too Good for Drugs and Signs of Suicide. The district also utilizes the SAP program to identify and assist students that are struggling with all aspects of life, including mental health issues. Finally, two of the three buildings (Troy Intermediate and WR Croman) have school based counseling teams. These teams are in the school to support students in the moment of crisis. They have set counseling times with them but are right there for any type of emergency that may occur. These people are certified mental health counselors that provide servoices throughout the school day.

5. Describe the district restraint procedure.
   Students are only restrained as an absolute last resort. They must meet the criteria for the need of a restraint. It is to keep them from injuring themselves, another student, or a staff member. Safety of the student and others is imperative. There are many faculty members at all levels trained in de-escalation techniques. If those are not effective and a student is in an area that is not safe or could have the potential to be unsafe when the student is in crisis (i.e. - playground where they could run off-campus or into dangerous situations) then staff will use guided walking techniques to move a student to a safe environment.

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.

Troy Area School District does not have any IEP students that are on home bound instruction nor any students that are waiting for a more appropriate educational placement.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support SpEd 11	Secondary	Full-time (1.0)	03/28/2023 11:28 AM

Building Name		
Troy Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 19
Age Range Justification		**FTE %**
12th grade students		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support SpEd 10	Secondary	Full-time (1.0)	03/29/2023 08:17 AM

Building Name		
Troy Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	**Classroom Location**	**Age Range**

School District	Secondary	18 to 18
Age Range Justification		**FTE %**
11th grade students		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support SpEd 9	Secondary	Full-time (1.0)	03/29/2023 08:17 AM

Building Name		
Troy Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	22 to 17
Age Range Justification		**FTE %**
10th grade students		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support SpEd 8	Secondary	Full-time (1.0)	03/29/2023 08:17 AM

Building Name
Troy Area JSHS
Support Type
Learning Support
Support Sub-Type

Learning Support	
Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 16
Age Range Justification		**FTE %**
9th grade students		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support SpEd 7	Secondary	Full-time (1.0)	03/29/2023 08:17 AM

Building Name	
Troy Area JSHS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 15
Age Range Justification		**FTE %**
8th grade students		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support SpEd 6	Secondary	Full-time (1.0)	03/29/2023 08:17 AM

Building Name

Troy Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
7th grade students		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support SpEd 5	Elementary	Full-time (1.0)	03/29/2023 08:17 AM

Building Name		
Troy Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	11 to 13
Age Range Justification		**FTE %**
6th grade students		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support SpEd 3	Elementary	Full-time (1.0)	03/29/2023 08:17 AM

Building Name		
Troy Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 11
Age Range Justification		**FTE %**
4th grade students		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support SpEd 4	Elementary	Full-time (1.0)	03/29/2023 08:17 AM

Building Name		
Troy Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
5th grade students		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support SpEd 2	Elementary	Full-time (1.0)	03/29/2023 08:17 AM

Building Name		
Troy Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
3rd grade students		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Like Skills SpEd 2	Elementary	Full-time (1.0)	03/27/2023 03:25 PM

Building Name	
Troy Intrmd Sch	
Support Type	
Life Skills Support	
Support Sub-Type	
Life Skills Support (Grades K-6)	
Level of Support	**Case Load**
Full-Time (80% or More)	12

Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 12
Age Range Justification		**FTE %**
3rd grade through 6th grade		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Multi-Disabilities SpEd 2	Elementary	Part-time (0.5)	03/27/2023 03:19 PM

Building Name		
W R Croman Primary Sch		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
Kindergarten through 2nd grade		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Multi-Disabilities SpEd 1	Elementary	Full-time (1.0)	03/27/2023 03:52 PM

Building Name
Troy Intrmd Sch
Support Type
Multiple Disabilities Support

Support Sub-Type		
Multiple Disabilities Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 12
Age Range Justification		**FTE %**
Grades 3 through 6		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Emotional Support SpEd1	Secondary	Full-time (1.0)	03/27/2023 03:21 PM

Building Name		
Troy Area JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Full-Time (80% or More)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 18
Age Range Justification		**FTE %**
7th grade trhough 12th grade		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills SpEd 1	Secondary	Full-time (1.0)	03/28/2023 11:28 AM

Building Name		
Troy Area JSHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Full-Time (80% or More)		15
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 18
Age Range Justification		**FTE %**
7th grade through 12th grade		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support SpEd 1	Elementary	Full-time (1.0)	03/29/2023 08:17 AM

Building Name		
W R Croman Primary Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
Kindergarten through 2nd grade		1

Special Education Facilities

Building Name		Room #	
W R Croman Primary Sch		A 118	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
16 feet, 11 inches x 21 feet, 5 inches	362sqft	12	
Implementation Date			
2023-03-28			
Uploaded Files			

1Assurance Check

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

Building Name		Room #	
W R Croman Primary Sch		B 138	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
38 feet, 9 inches x 24 feet, 6 inches	949sqft	33	
Implementation Date			
2023-03-28			
Uploaded Files			

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

Building Name		**Room #**
Troy Intrmd Sch		102
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
26 feet, 0 inches x 26 feet, 6 inches	689sqft	24
Implementation Date		
2023-03-28		
Uploaded Files		

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

Building Name		Room #
Troy Intrmd Sch		122
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
29 feet, 7 inches x 45 feet, 8 inches	1350sqft	48
Implementation Date		
2023-03-28		
Uploaded Files		

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	

Building Name		Room #
Troy Intrmd Sch		123
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
21 feet, 9 inches x 21 feet, 4 inches	464sqft	16
Implementation Date		
2023-03-28		
Uploaded Files		

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

Building Name		Room #
Troy Intrmd Sch		221
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
25 feet, 4 inches x 24 feet, 8 inches	624sqft	22
Implementation Date		
2023-03-28		
Uploaded Files		

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

Building Name	Room #
Troy Area JSHS	103

School Building		Building Description	
JR/SR High		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
21 feet, 5 inches x 26 feet, 0 inches	556sqft	19	
Implementation Date			
2023-03-28			
Uploaded Files			

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

Building Name		**Room #**	
Troy Area JSHS		112	
School Building		**Building Description**	
JR/SR High		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
29 feet, 2 inches x 10 feet, 11 inches	318sqft	11	
Implementation Date			
2023-03-28			
Uploaded Files			

Assurance Check	Yes	No

	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		No

Building Name		Room #	
Troy Area JSHS		215	
School Building		**Building Description**	
JR/SR High		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
21 feet, 8 inches x 35 feet, 8 inches	772sqft	27	
Implementation Date			
2023-03-28			
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	

Building Name	Room #
Troy Area JSHS	219
School Building	**Building Description**
JR/SR High	A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 9 inches x 21 feet, 8 inches	471sqft	16
Implementation Date		
2023-03-28		
Uploaded Files		

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

Building Name		Room #
Troy Intrmd Sch		224
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
24 feet, 10 inches x 24 feet, 8 inches	612sqft	21
Implementation Date		
2023-03-29		
Uploaded Files		

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

The class is located only in space that is designed for purposes of instruction		No
The class is readily accessible		No
The class is composed of at least 28 square feet per student		No

Building Name		Room #	
Troy Area JSHS		224	
School Building		**Building Description**	
JR/SR High		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
26 feet, 0 inches x 20 feet, 2 inches	524sqft	18	
Implementation Date			
2023-03-29			
Uploaded Files			

12Assurance Check

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

Building Name		Room #	
Troy Intrmd Sch		234	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
30 feet, 4 inches x 23 feet, 1 inches	700sqft	25	

Implementation Date	
2023-03-29	
Uploaded Files	

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

Building Name		Room #	
Troy Area JSHS		111	
School Building		**Building Description**	
JR/SR High		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
21 feet, 8 inches x 36 feet, 0 inches	780sqft	27	
Implementation Date			
2023-04-06			
Uploaded Files			

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

The class is composed of at least 28 square feet per student	Yes	

Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Pupil Services	1	District Wide	District
School Psychologist	1	District Wide	District
Social Worker	1	District Wide	District
Guidance Counselor	2	Elementary	District
Guidance Counselor	2	Secondary	District
Transition Coordinator	1	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	2	District Wide	Contractor
Paraprofessionals	18	Elementary	District
Paraprofessionals	9	Secondary	District
Other	2	Elementary	District
Other	1	Secondary	District

Special Education Personnel Development

Autism

Description of Training			
Supporting students with Autism in the general education setting and developing a deeper understanding of Autism and use of instructional strategies			
Lead Person/Position		**Year of Training**	
Special Education Supervisors, Local IU, Board Certified Behavior Analysts		2024 2026	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	2	District Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Providing evidence-based social skills instruction to students with Autism - focusing on direct instruction/communication			
Lead Person/Position		**Year of Training**	
Special Education Supervisors, Local IU, Board Certified Behavior Analysts		2024 2026	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	2	District Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Understanding Functions of Behavior			

Lead Person/Position		Year of Training	
IU, BCBA, Director of Students Services		2024 2025 2026	

Hours Per Training	Number of Sessions	Provider	Audience
3	4	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training			
Understanding the IEP			

Lead Person/Position		Year of Training	
Lead Teachers, Director of Student Services		2023 2024	

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

Transition

Description of Training			
Using Transition Assessments to Drive Instruction			
Lead Person/Position		**Year of Training**	
IU, District Administration		2024 2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	4	District Intermediate Unit	Special Education Teachers Other

Science of Literacy

Description of Training			
Unpacking the Science of Literacy and Structured Literacy			
Lead Person/Position		**Year of Training**	
Curriculum Director		2023	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Parent Training

Description of Training	
Understanding the IEP ~ series to help parents understand the IEP document and its implementation	
Lead Person/Position	**Year of Training**

District Administration, Lead Teachers, IU	2024 2025		
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	3	District Intermediate Unit	Building Administrators Parents

IEP Development

Description of Training			
Legally Defensible IEPs - understanding IDEA and Chapter 14			
Lead Person/Position		**Year of Training**	
Legal Counsel, Director of Student Services, District Administration		2024 2025 2026	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	4	District Intermediate Unit Other	Building Administrators Special Education Teachers

Signatures & Affirmations

Approval Date

2023-04-18

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- 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

Dr. Janilyn Elias

Date

2023-04-13