Jamestown Area SD

District Level Plan

07/01/2016 - 06/30/2019

District Profile

Demographics

PO Box 217
Jamestown, PA 16134
(724)932-5557
Superintendent: Tracy Reiser
Director of Special Education: Gary Kinnear

Planning Process

The Jamestown Area School District's Comprehensive Plan was developed through the participation of parents, students, school directors, teachers, administrators, other school personnel, business and community members. Through this process, District Officials met periodically thoughout the school year to provide detailed information related to the educational goals and visions of the District. Planning teams were established at the building level and consisted of key stakeholders that contributed to the process. The final review will be made available to the public 28 days prior to Board Approval and submission to the state.

Mission Statement

The mission statement of the Jamestown Area School District is to educate all students to participate in and contribute to a changing global society by actively involving them in an education program that emphasizes basic and life-long learning skills in an environment of mutual respect.

Vision Statement

The Jamestown Area School District will be recognized as an academic leader by providing comprehensive education in a rural setting for all students.

Shared Values

The Jamestown Area School District administration, teachers and support personnel believe that all children can learn and that each child should be given an equal opportunity to succeed. Students are provided individualized support because of our desire to help students regardless of their background and prior knowledge. We are committed to helping students socially and academically and strive to be the "best" school in our region as we serve our community.

Educational Community

The Jamestown Area School District is comprised of approximately 515 students and 81 faculty and support staff. It is considered to be a rural school district located on the boarder of Mercer and Crawford Counties in Northwestern Pennsylvania. It is approximately 90 minutes north of Pittsburgh and 60 minutes south of Erie.

For the 2014-2015 school year, there were 260 students at the elementary school and 270 students at the middle/high school.

The district covers 64 square miles and includes South Shenango, Greene, West Shenango Townships and the borough of Jamestown.

The district has one elementary school serving grades K-6, and one middle/high school, grades 7-12.

Specific features of the district include:

- A comprehensive guidance program encompassing grades K-12.

- A Kindergarten through Grade 12 Student Assistance Program.

- PTO and Booster Clubs.

- Family Center program housed within Jamestown Elementary School.

- Headstart program housed within Jamestown Elementary School.

- After school tutoring programs for students in grades K-12.

- Kindergarten Preparation Camp

- Elementary summer tutoring for students in grades K-5.

- JDAPP- School/Community partnership for a drug & alcohol prevention program.

- Bridging the Gap program- School/Community partnership for an anti-bullying prevention/cyber safety/building transition.

- Implementation of Middle School STEM (Science Technology Engineering & Math) program.

The 2014-2015 district budget was $8,834,879. The millage rate was 55.33 in Mercer County and 44.15 in Crawford County.

Planning Committee

Name	Role
Rebecca Bruce	Business Representative
Jonathan Fry	Administrator : Professional Education
McElhaney Jered	Board Member
Routh Jerry	Board Member
Jill Jones	Elementary School Teacher - Special Education : Special Education
Brian Keyser	Administrator : Professional Education
Gary Kinnear	Administrator : Special Education
Patricia McElhaney	Board Member
James Owens	Board Member
Melissa Potase	Parent
Tracy L. Reiser	Administrator
Bev Riley	Board Member
Tracie Runyon	Board Member
Jim Schmid	Board Member
Ron Sherbondy	Board Member
Daniel Stence	Instructional Technology Director/Specialist
Jill Taylor	Ed Specialist - Other : Professional Education
John Tucker	Board Member : Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Developing	Developing
Early Childhood Education: Infant-Toddler→Second Grade	Developing	Developing
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies,	Developing	Developing

Science and Technical Subjects		
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Developing	Developing
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

This narrative is empty.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

As of this time we have no ESL Students

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

This narrative is empty.

Adaptations

Elementary Education-Primary Level

- Arts and Humanities
- Career Education and Work
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Science and Technology and Engineering Education

Elementary Education-Intermediate Level

- Arts and Humanities
- Career Education and Work

- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Family and Consumer Sciences
- Science and Technology and Engineering Education

Middle Level

- Arts and Humanities
- Career Education and Work
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Science and Technology and Engineering Education

High School Level

- Career Education and Work
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Science and Technology and Engineering Education

Explanation for any standards checked:

Through ongoing professional development activities and coursework, our district strives to continuously improve and adapt to the ever-changing curricular structure of the Pennsylvania Standards. Since the inception of NCLB, our district has met the Adequate Yearly Progress targets and has made improvements to our School Performance Profiles for both schools within our district.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course,	Developing

instructional unit or interdisciplinary studies and academic standards are identified.	
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The Jamestown Area School District utilizes the Standards Aligned System database in order to ensure curriculuar alignment. Staff members are provided with daily mutual planning time, weekly grade level meetings, in-service opportunities, and Act 80 days for professional development. These are provided in order to create and develop backward designed curriculum based upon the Wiggins and McTighe model.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The Jamestown Area School District utilizes the Stadards Aligned System database in order to ensure curricular alignment. Staff members are provided with daily mutual planning time, weekly grade level meetings, in-service opportunities, and Act 80 days for professional development. These are provided in order to create and develop backward designed curriculum based upon the Wiggins and McTighe model.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished

Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The Jamestown Area School District utilizes the Standards Aligned System database in order to ensure curricular alignment. Staff members are provided with daily mutual planning time, weekly grade level meetings, in-service opportunities, and Act 80 days for professional development. These are provided in order to create and develop backward designed curriculum based upon the Wiggins and McTighe model.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The Jamestown Area School District utilizes the Standards Aligned System database in order to ensure curricular alignment. Staff members are provided with daily mutual planning time, weekly grade level meetings, in-service opportunities, and Act 80 days for professional development. These are provided in order to create and develop backward designed curriculum based upon the Wiggins and McTighe model.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

Due to the size of classes and the physical plant structure of the district buildings, small group instructional practices occur daily for all students. The size of our district also enables all staff to be extremely familiar with specific needs of all students. Within the elementary school, a specially designed reading program (READ 180/System 44) is offered to all students who are in need of additional reading intervention. In the area of math, specially designed instruction occurs for all students in the form of developmentally appropriate instructional groups. Both buildings offer a high level of inclusive instruction. In the elementary setting, nearly 100% of the professional staff possess a special education teaching certification in addition to an elementary certification. The high school students gain access to career and work opportunities through career courses, job shadowing, and guidance services.

Instruction

Instructional Strategies

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching

Regular Lesson Plan Review
- Administrators

Provide brief explanation of LEA's process for incorporating selected strategies.

Through the use of PAETEP for the new teacher evaluation process, the district administration utilizes formal evaluations, walkthroughs, and annual instructional evaluations to ensure that teachers are continuously improving, reflecting on, and adapting instructional practices to meet the needs of all students. Administrators ensure that professional development opportunities are provided so that teachers are able to align curriculum appropriately. Lesson plan review takes place during observations and walkthroughs to continuously focus on improvement and needs assessment.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

Though instructional coaches and department supervisors are not currently part of our instructional staffing, the district has utilized external resources in order to continuously develop curriculum and departments.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

The instructional practices utilized at Jamestown Elementary are uniformly designed to meet student needs. Students that are in need of remediation are provided research based interventions daily. There is also a coordinated effort to locate students at every grade level who could benefit from reading enrichment. A schedule has been created to provide these students with enriching reading activities. Teachers also utilize resources to differentiate instruction within the classroom. Teachers utilize Reading Eggs, Study Island, and System 44 programs.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

The instructional practices utilized at Jamestown Elementary are uniformly designed to meet student needs. Students that are in need of remediation are provided research based interventions daily. There is also a coordinated effort to locate students at every grade level who could benefit from reading enrichment. A schedule has been created to provide these students with enriching reading activities. Teachers also utilize resources to differentiate instruction within the classroom., Teachers utilize Study Island, Read 180, System 44 and other research-based strategies. Students who are determined to be at-risk in reading are scheduled into the research based and highly successful READ180 or System 44 programs.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full

	Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

At the middle school level, students are scheduled into courses according to several streams of data.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

At the high school level, flexible student schedules and course selections are age appropriate and based upon individual career plans.

Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

The district implemented clear hiring practices and procedures to ensure that the most effective teachers are recommended to the board for their consideration.

Assessments

Local Graduation Requirements

Course Completion	SY 16/17	SY 17/18	SY 18/19
Total Courses	22.00	22.00	22.00
English	4.00	4.00	4.00

Mathematics	3.00	3.00	3.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	3.00	3.00	3.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	3.00	3.00	3.00
Electives	2.00	2.00	2.00
Minimum % Grade Required for Credit (Numerical Answer)	65.00	65.00	65.00

Graduation Requirement Specifics

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following:

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities		X				
Career Education and Work		X			X	
Civics and Government		X				
PA Core Standards: English Language Arts		X	X	X		
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				
PA Core Standards: Mathematics		X		X		
Economics		X				
Environment and Ecology		X				
Family and Consumer Sciences		X				
Geography		X				
Health, Safety and Physical Education		X	X			
History		X	X			

	EEP	EEI	ML	HS	
Science and Technology and Engineering Education		X	X	X	
World Language		X				

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
IOWA Assessments, Reading Eggs Mastery Quiz, PSSA, Teacher Developed Assessments	X			
PSSA, Study Island Skills Assessments, Accelerated Reader Quizzes, Teacher Developed Assessments		X		
PSSA, Keystone Algebra Exam, Study Island Skills Assessments, Accelerated Reader Quizzes, Teacher Developed Assessments			X	
Keystone Exams, AP Exams, Teacher Developed Assessments, Portfolio Review for Graduation Project				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Kindergarten Readiness Test, DIBELS Reading Benchmark Assessment, Reading Eggs Assessment, DIBELS Math Benchmark	X			
Scholastic Reading Inventory, DIBELS Reading Benchmark, Study Island Benchmark ELA/Math/Science Assessments		X		
Scholastic Reading Inventory, DIBELS Reading Benchmark, Study Island Benchmark ELA/Math/Science Assessments			X	

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Teacher Developed Assessments	X			
Teacher Developed Assessments, Study Island ELA, Math & Science		X		
Teacher Developed Assessments, Study Island ELA, Math & Science			X	
Teacher Developed Assessments, Study Island ELA, Math & Science				X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS

Teacher Developed Assessments	X			
STAR Diagnostic Exam, Teacher Developed Assessments		X		
Classroom Diagnostic Tools			X	
PSAT, SAT, ACT, Classroom Diagnostic Tools				X

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review				X
Intermediate Unit Review	X	X	X	X
LEA Administration Review	X	X	X	X
Building Supervisor Review				
Department Supervisor Review				
Professional Learning Community Review				
Instructional Coach Review				
Teacher Peer Review	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

The Jamestown Area School District ensures that assessments are varied and standards aligned by conducting collaborative initiatives with neighboring school districts to promote conversations and comparisons for curricular review. The district administration also participates in curriculum advisory council meetings which are held at the Intermediate Unit quarterly in order to ensure current assessment practices. Teacher/peer review and LEA administration review components occur during the development of the SLO process. It additionally occurs during the district mentoring process.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

Classroom teachers develop locally administered assessments by correlating and aligning outcomes with the backward design practice in accordance with the PA Core Standards. Teachers look at outcomes in order to design curriculum units, performance assessments, and classroom instruction. Local assessments are reviewed and revised annually by staff.

Collection and Dissemination

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

The Jamestown Area School District consistently uses multiple methods of assessment data in order to guide instructional teams and their daily practices. Data team meetings are held in order to assist teams with analyzing information in order to assist individuals and groups of students.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

Principals and teachers are required to review assessment data monthly and to adjust curriiculum and instructional practices according to areas of need.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

PSSA assessment data is shared with teachers in the fall. Principals and teachers review data in order to target eligible content areas in need of attention.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

Jamestown Elementary School provides standard based report cards quarterly that are aligned to the PA Core Standards.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides			X	X

Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Our global phone alert system is utilized to inform families with regards to assessments.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Monthly news publications are sent out from the elementary school office to ensure parents are aware of strategies to utilize to maximize assessment outcomes. Press releases are also sent to the local newspapers when scores are released from the State.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

This narrative is empty.

Safe and Supportive Schools

Assisting Struggling Schools

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

Schools that do not reach the annual student achievement targets would develop an improvement plan by reviewing data, formulating committees and identifying areas of weakness addressed in an action plan.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of	X	X	X	X

Understanding with Local Law Enforcement				
School-wide Positive Behavioral Programs				
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers	X	X	X	X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

Explanation of strategies not selected and how the LEA plans to address their incorporation:

The Jamestown Area School District utilizes a progressive discipline approach to deter behavioral issues.

Identifying and Programming for Gifted Students

1. Describe your entity's process for identifying gifted children.
2. Describe your gifted special education programs offered.

Once students have worked their way through the a tiered continuum, children are identified through a recommendation by a teacher or parent to be evaluated by a school psychologist. The psychologist makes a recommendation to the team if the child should be provided with enrichment or gifted (GIEP) services.
Students who are evaluated for gifted services can participate in the following:
Linguishtiks Competition
Equations Competition
Presidents Competition
Propaganda Competition
Academic Decathalon
Student lead virtual field trips geared towards the entire elementary school
Specially identified field trips

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X

Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

The Jamestown Area School District professional employees partner with outside organizations and agencies regularly and systematically meet with students to provide services.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

The Jamestown Area School District provides diagnostic, intervention, and referral services that meet the needs of our students.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education				
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

The Jamestown Area School District is active in our community. We share a very strong relationship with many community organizations which provide resources and services.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides			X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

Jamestown Area School District professionals meet at a minimal of monthly intervals to discuss data information, appropriate interventions, and additional students needs/concerns.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs

3. Youth workforce development programs
4. Tutoring

The Jamestown Area School District supports early intervention services by holding monthly family center meetings for children ages birth-five, hosting community screeenings at local preschools, providing transportation to therapeutic centers, hosting a head start classroom within our elementary building, and family center tutoring within the kindergarten age level.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

Jamestown School District partners with several agencies to support the development of our students from birth on. An infant born within the community is initially eligible for services provided by the birth-three program titled "Early Headstart" as well as "The Mercer County Family Center" program. At this time, services are provided in the home at no cost to the family. After the child turns three, he/she is then eligible for the Headstart program which is located at the Jamestown Elementary School. Children continue to be eligible for Family Center Services until the age of five. Headstart is offered 4 days per week for up to 5 hours per day. Developmental screenings continue to take place through-out this time frame in order to identify any issues along the way. Transition meetings are held in order for the district to identify existing needs and plan accordingly so that FAPE is delivered. Parents are invited to attend and encouraged to share goals for their children. Speech, Occupational, Physical, and Developmental Therapy services are discussed and determined if appropriate.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level	Accomplished

and demonstrates relationships among fundamental concepts and skills	
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Teachers daily plans are directly aligned to the PA Core modules which are outlined on the SAS portal.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Teachers daily plans are directly aligned to the PA Core modules which are outlined on the SAS portal.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Teachers daily plans are directly aligned to the PA Core modules which are outlined on the SAS portal.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Teachers daily plans are directly aligned to the PA Core modules which are outlined on the SAS portal.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and	Full

Technical Subjects	Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Full Implementation
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
Early Childhood Education: Infant-Toddler→Second Grade	Not Applicable
English Language Proficiency	Full Implementation
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "

For all areas listed as "NA"- we have found resources more appropriate than SAS to supplement instruction.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation

Economics	Not Applicable
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Full Implementation
History	Not Applicable
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Full Implementation
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "

For all areas listed as "NA"- we have found resources that are more appropriate than SAS to support our instruction.

Middle Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation

History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Full Implementation
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Not Applicable
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

For all areas marked "NA"- we have found resources that are more appropriate than SAS to support our instruction.

High School Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation

History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Not Applicable
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

For areas marked "NA"- we have found resources more appropriate than SAS to support our instruction.

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

District's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum,	X	X	X	X

instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.				
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

Provide brief explanation of your process for ensuring these selected characteristics.

The superintendent holds each building administrator accountable for accessing student learning data and for analyzing and interpreting the summative and formative data to guide instructional needs within each building. Teachers are then provided the opportunity for professional development in Domains 2 and 3 of the Danielson Framework components, which are aligned to the assessed needs in the data.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
10/11/2013
8/14/2014

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA plans to conduct the training on approximately:
8/19/2016
8/18/2017
8/17/2018

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
The LEA plans to conduct the training on approximately:
8/19/2016
8/18/2017
8/17/2018

Strategies Ensuring Fidelity

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Provide brief explanation of your process for ensuring these selected characteristics.

Jamestown Area School District is planning support for teachers by partnering with our local intermediate unit. Consultants from the intermediate unit 4 will support our administrators by meeting with them to analyze student learning data. Administrators will support teachers in the implementation of instructional strategies that have led to student improvement. Ongoing monitoring and evaluation of practices will occur throughout the year.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Induction Program

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.

- Inductees will assign challenging work to diverse student populations.

- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.

- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.

- Inductees will effectively navigate the Standards Aligned System website.

- Inductees will know and apply LEA endorsed classroom management strategies.

- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.

- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Provide brief explanation of your process for ensuring these selected characteristics.

All teachers will be required to attend a 5 day new teacher induction that will include the aforementioned topics. All new teachers will be assigned a mentor teacher who will have scheduled meetings, assignments, and teacher observations to be completed throughout the school year.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Needs of Inductees

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.

- Frequent observations of inductee instructional practice by supervisor to identify needs.

- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.

- Student PSSA data.

- Standardized student assessment data other than the PSSA.

- Classroom assessment data (Formative & Summative).

- Inductee survey (local, intermediate units and national level).

- Review of inductee lesson plans.

- Review of written reports summarizing instructional activity.

- Submission of inductee portfolio.

- Knowledge of successful research-based instructional models.

- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Provide brief explanation of your process for ensuring these selected characteristics.

Mentor teachers will be trained and building principals and the superintendent will monitor the progress of all new teachers. We have a team approach to monitoring of instruction.

Provide brief explanation for strategies not selected and you plan to address their incorporation.

This narrative is empty.

Mentor Characteristics

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills,

> coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
> - Mentors and inductees must have compatible schedules so that they can meet regularly.

Provide brief explanation of your process for ensuring these selected characteristics.

Selection of mentors is based on years of experience, successful classroom rating, and experience.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

This narrative is empty.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments	X					
Best Instructional Practices	X					
Safe and Supportive Schools	X					
Standards	X					
Curriculum	X					
Instruction	X					
Accommodations and Adaptations for diverse learners	X					
Data informed decision making	X					
Materials and Resources for Instruction	X					

If necessary, provide further explanation.

The JASD Induction Program consists of five days of instruction and presentations, research, curriculum development, collaboration, and discussions that help prepare a teacher for their first year in our district. All of the topics listed above are covered with the new professional staff before the school year begins. Schedule is dependent upon the time of hire.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

End of year portfolio is submitted by new teachers and mentor teachers. An end of year meeting is held to offer feedback to those involved in the process.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)

- Mentor documents his/her inductee's involvement in the program.

- A designated administrator receives, evaluates and archives all mentor records.

- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

- LEA administrator receives, tallies, and archives all LEA mentor records.

- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Special Education

Special Education Students
Total students identified: **104**

Identification Method

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

The Jamestown Area School District's method for identifying students with specific learning disabilities continues to be through the use of the discrepancy model.
The initial step of this process begins with a team discussion during our grade level team meetings. Students that are having difficulty meeting the demands of the general education curriculum are discussed. Initially, strategies are discussed that could be provided to assist the students individual needs. After school tutoring is offered to the parent (free of charge) and parent conferences are held. If the student continues to struggle the district would utilize a regressed discrepancy model between ability and achievement to determine the presence or absence of a learning disability. Student products, comparisons to normative assessments, state assessments and classroom peers may be used to make determinations. Classroom behavior, both observed and reported, is also utilized. Parental input via questionnaires or interviews is sought out. Information from related service providers may also be used. External evaluations, if provided by the parents, are incorporated. Additionally, how the student has responded to classroom and other interventions is incorporated, as appropriate.

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: http://penndata.hbg.psu.edu/BSEReports

The Jamestown Area School District publicizes an annual public notice to identify, and locate/evaluate children with disabilities who require special education and related services in the local newspaper, on the district website, on district bulletin boards, and within school handbooks and calendars. Within the body of the notice, it is noted that these services are offered at no charge to families.

In terms of specified enrollment differences, the total percentage of students with identified disabilities within the district is 19.2%. This is noted as comparable to the state average of 15.4%. The enrollment percentage for students identified with Specific Learning Disabilities is 41.3% as compared to the state average of 44.3%. Additionally, the enrollment percentage with regards to students with Speech & Language Impairments is 28.8% as compared to the state average of 15.8%.

Across disability categories, JASD's percentage of identified students closely mirrors the State averages. However; in the area of Speech and Language Impairment, JASDs percentage (28.8 %) is far higher than the State percentage (15.8 %). To address this disproportionality, the Special Education Department at JASD, in collaboration with the IU, will first review identification procedures. The JASD will also communicate with neighboring districts to determine if the over-identification is due to local/ regional philosophies or if the over-identification is specific to the identification practices of JASD.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

The Jamestown Area School District does not currently host any children's institution within its borders. If a facility were to be created, the district would utilize existing Child Find procedures and design a system to ensure that a free appropriate public education (FAPE) is available. FAPE will be provided for any student identified and in need of special education services. The district would participate in that student's Individual Education Plan meeting to ensure appropriate services were being delivered.

The placement of students with disabilities into any educational environment is determined at the IEP conference and is based upon the levels of identified needs that the individual student presents. The district's philosophy is to include all students from all disability

categories within the home school and make every effort to educate students in the least restrictive environment. The placement into a more restrictive setting is not solely related to any particular disability category. Placement is based upon the individual needs of the student and the degree to which those needs relate to and affect the student's ability to have a successful and meaningful experience and to make progress.

No barriers or problems currently exist which limit the district's ability to meet its obligations under Section 1306 due to facilities not existing within our boundaries.

Incarcerated Students Oversight

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 Jamestown Area School District does not currently host any children's institution within its borders, though the district is divided over two counties. If a facility were to be created, the district would utilize existing Child Find procedures and design a system to ensure that a free appropriate public education (FAPE) is available. FAPE will be provided for any student identified and in need of special education services. The district would participate in that student's Individual Education Plan meeting to ensure appropriate services were being delivered. If the district became aware of a student from our district being placed in an adult corrections institutions, the district would forward all appropriate documentation to the host district.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

A disabled student's educational needs are addressed in the regular education environment initially. The student's educational needs may include provisions of adaptations and

modifications as well as the provisions of supplementary aids and services. The IEP team, including the parents, determines the services needed. The decisions concerning appropriate special education services and programs for students include consideration of services and programs in the home school are based on the following:

1. Information that is gathered via a multi-disciplinary evaluation is presented to the multi-disciplinary team who reviews the information and turns the decision making over to an IEP team.

2. The school assures that the placement decision is made at the IEP meeting.

3. The student's full range of needs-social, behavioral, and academic are examined.

4. A full range of placement options are considered, including supplemental aids and services.

Before a special education student is removed from the general education environment there is documentation that the student is not being successful in that environment even with supplemental aids and services. Progress monitoring data is presented to the IEP team to guide the decision making process at that time so that a more appropriate placement can be decided upon.

If it is determined by the IEP team that a student with a disability has educational needs that cannot be met in the general education environment, even with supplementary aids and services in place, then the student will receive direct instruction in the appropriate special education classroom for the portion of the day that is determined necessary by the IEP team.

In the Jamestown Area School District, the majority of students with disabilities receive itinerant or resource room instruction in conjunction with general education class placement. The inclusion model is emphasized for all grades K-12. For as much as possible the students are included with the general education students and the special education teacher pushes in or collaborates with the regular education teachers to provide adaptations and accommodations for identified students. At the elementary level all special needs students also participate in non-core periods such as physical education, music, library, and art classes. Special needs students also participate in non-instructional periods such as recess and lunch. At the secondary level, the students participate with the general education students for all chosen electives such as art, drama, chorus, music, home economics, computer science, and team sports.

- The placement decision is made at the IEP meeting with parent participation

- The student's full range of needs are discussed and determined

- The full range of placement options are discussed and considered beginning with services provided in the regular education setting

- Movement to a more restrictive setting outside of the regular education would be determined appropriate only when services could not be beneficial/appropriately delivered in the regular education setting

- Decisions for placement are made solely upon the educational needs of the individual student

Whenever a student is placed into a program outside of the regular educational setting within or outside of the home school building or district; the IEP team considers opportunities for the student to participate in appropriate programs, activities, (curricular or extra-curricular), and inclusionary settings as appropriate.

JASD currently supports students within the district at the Itinerant level, the Supplemental level, and the Full-time level. JASD students are also placed in neighboring district programs or Intermediate Unit operated multi-district programs (currently only 2 students). Out of district placements are not considered until all district resources, including specialized services/evaluations/consultation provided by the Intermediate Unit, have been completely exhausted. To offer transparency to every member of the IEP Team, these decisions are data-based.

Regardless of a student's program/placement, JASD encourages participation with same-age peers in the regular setting for academic, nonacademic, as well extracurricular activities.

The district is and will continue to be committed to raising student achievement scores. We will strive to meet proficient/advanced standards on a yearly basis through professional development activities for all staff. We will offer on-going trainings and supports that will be provided through district personnel, Intermediate Unit workshops, and PaTTAN conferences.

In JASD, creative and innovative thinking are valued and expected when developing programs that increase a student participation in the least restrictive environment. IEP Teams are challenged to think and solve problems in new and inspiring ways. This approach, along with up to date trainings on inclusive practices and differentiated instruction (DI), push IEP Teams at JASD to better meet student's needs in the Least Restrictive Environment (LRE).

Supplementary Aids and Services	*Examples*
Collaborative	*Adults working to support students*
Scheduled time for co-planning and team meetings	
Instructional arrangements that support collaboration	Co-teaching, para-educator support, consultation with itinerant teachers and related service personnel, para-educator credential support
Professional development related to collaboration	Coaching and guided support for team members in the use of Assistive Technology

	(AT) for an individual student, device team training
Scheduled opportunities for parental collaboration	IEP and ER meetings
All school personnel collaborate in the development and delivery of SAS and the PA Core	
CBI/CBVT staff	Collaborate with community resources and training locations
Early Intervention (EI)	Transition meetings
OVR/MHMR	Transition meetings with outside agencies for secondary students
Progress monitoring and grading systems	On line grade access/CSIU
Instructional	*Development and delivery of instruction that addresses diverse learning needs*
Providing modified curricular goals	
Providing alternate ways for students to demonstrate learning	Use of Universal Design principles, modifying products, modifying response methods
Providing test modification	
Providing alternate materials and/or AT	Audio books, text to speech readers
Providing instruction on functional skills in the context of the typical routines in the regular education classroom	
Changing method of presentation	PROMETHEAN boards
Using reader services	
Using interpreters	
Providing research-based supplementary materials	Flex groupings via skills groups, Study Island, Wilson Reading, Read 180/ System 44 System
Providing instructional adaptations	Shorten/simplify language used with student. Repeat instructions after brief pause. Have student repeat instructions in own words. Supplement oral instructions with: • Written instructions • Worked example, illustration, or demonstration Have student demonstrate understanding of instructions by working an item. Reduce classroom language demands by cueing student ahead of time what s/he'll be

	asked and allow time to prepare oral response. Provide student with response options. Extend testing time with allowable and scheduled breaks as well as allow alternative testing environments.
CBVT/CBI	Community job training
Physical	*Adaptations and modifications to the physical environment*
Furniture arrangements	Smart Desks and stools
Specific seating arrangements	Yoga balls/ wedges/ cushions
Individualized desk, chair, etc.	Writing easel
Adaptive equipment	Fidgets, seating disc,
Adjustments to sensory input	Sensory Area/ weighted vests
Environmental aids	Classroom acoustics, changes to lighting, FM system
Structural aids	Wheelchair accessibility, trays, grab bars
Specialized transportation	Seating, harness, lifts
Social/Behavioral	*Supports and services to increase appropriate behavior and reduce disruptive or interfering behavior*
Social skills instruction	Social Emotional Learning (SEL) curriculum
Counseling supports	Psychological Counseling as a related service
Peer Supports	Facilitating relationships, Lunch Buddies
Individualized behavior plan	PBSP
Modification of rules/expectations	Can't do vs Won't do
Cooperative learning strategies	
Mental Health providers in school	BHRS, Family-based teams, school based OP
Student Assistance Program (SAP)	Training and support
Child Study	Pre-referral interventions, screenings
Drug and Alcohol	JDAPP
School-based resource officer	Elementary and High School
Anti-bullying programs	Bully-free zones
Classroom behavioral system	Responsive Classroom
Assistance with extra-curricular activities	Plays, musical, band, chorus, concerts, sports
Intervention team meeting	Data analysis
Social Stories	
Peer tutoring	
Cooperative Learning	
Antecedent Exercise	Sensory Room

JASD has met the SSP targets for Special Education students in the Regular Educational Environment:

	SE Inside Regular Ed. Class 80% or more	SE Inside Regular Ed. Class less than 40%	SE in Other Settings
JASD	75%	Small group size, not displayed	Small group size, not displayed
State	62.1%	8.9%	5.0%
SPP Targets	65.0% (JASD met target)	8.0% (JASD met target)	3.3% (JASD met target)

Behavior Support Services

Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS). Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. If the district also has School-Based Behavioral Health Services, please discuss it.

The behavioral management policy of the district is a leveled policy, based upon increasing levels of behavioral concern requiring greater levels of intervention. At all times, the least restrictive, most positive method is used first. For example, verbal redirects and choices are used prior to physical prompting. Initially, at Level I effective classroom management strategies are employed. Level I does not require a behavior management plan to be attached to the IEP. At Level II, specific interventions designed for individual students are employed. Strategies may be discussed and implemented on a trial basis to determine effectiveness. At Level III, after a Functional Behavior Analysis has taken place. Level III requires a behavioral management plan to be attached to the IEP. At Level III a very restrictive intervention plan is established and considered after Level I and II interventions are determined to be ineffective. Aversive techniques as defined by the law are not to be used (Chapter 14). Aversive techniques, restraints or discipline procedures may not be used as a substitute for a behavior management program.

The overall philosophy of the Jamestown Area School District's positive behavior support policy is as follows:

Classroom management traditionally has been associated with discipline, control or other terms that cannot reduce unacceptable student behavior. Classroom management is commonly viewed as a prerequisite to instruction, something that must be accomplished so that teaching can occur. Successful classroom management involves not merely responding effectively when problems occur, but also preventing problems from occurring by creating environments that encourage both proactive planning for and encouragement of productive behavior, as well as reactive responding to unproductive student behavior. Proactive classroom management activities involve the establishment and maintenance of a

productive learning environment that fosters high levels of student engagement and prevention of student disruptions. The effectiveness of behavior control strategies will be maximized when used in conjunction with preventative methods. Without proactive management methods, behavior change interventions will have limited long-term effectiveness. Research evidence has revealed that engaging students at their instructional level will decrease negative behavior.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. *If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.*
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

The Jamestown Area School District does not have any problems in providing FAPE for any of our students. The district strives to provide a seamless delivery system for programming to ensure the Least Restrictive Environment (LRE). Presently, all students with identified disabilities are placed in appropriate settings as delineated by the individual educational planning team and developed in the IEP document. The placement would be based upon the educational needs of the student. If an instance would arise in which the district would be unable to provide or secure an appropriate setting for an identified student, the district would immediately contact the Intermediate Unit for resources, as well as community-based agency coordinators. With particularly difficult or complex cases, JASD will initiate a Child and Adolescent Service System Program (CASSP) meeting.
JASD routinely teams with local agencies and service providers, such as Behavioral Health and Rehabilitative Service Providers (Community Behavioral Health Providers), county behavioral health oversight entities, Children and Youth Services, and the Office of Vocational Rehabilitation.
Due to the district's placement with a two county area, the continuum of special education supports is greater. Resources from multiple counties and Intermediate Units are available. At this time no expansion of the services is necessary to meet the needs of our population.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

The Jamestown Area School District serves its special education population with programming suited to the individual needs of the student. In grades K-12, we emphasize inclusion. However, individual instruction in reading and mathematics is provided to allow students more intensive instruction towards achieving state standards. Resource room support for all academics is provided when necessary. Flexibility within student schedules supports the diverse needs that occur. Both Special Education teachers and Regular Education teachers (K-12) meet in grade level teams two times per month to discuss students of concern. These meetings allow teachers to focus on particular goals for the special needs population. Teachers are offered a wide variety of staff development and continuing education opportunities. Some of these trainings include Wilson Reading Training, DIBELS administration and progress monitoring trainings, Transition to Common Core trainings, Autism trainings, IEP Development and Standards-Based goal writing training, as well as Indicator 13 training.

JASD provides a wide range of services for all eligible students. JASD promotes inclusionary practices and effective teaching strategies to accommodate students with disabilities in the least restrictive environment possible. One of the greatest assets of JASD is the staff.

All Elementary and Secondary staff are "Highly Qualified", with Special Education certification concurrent with certification in either Elementary Education or, the designated core academic area in which they teach. The Staff are trained in differentiated instructional strategies, co-teaching models, Universal Design principles, and pro-active classroom management, with an emphasis on verbal de-escalation.

Staff talent and innovation are unleashed with technical resources such as; web-based reading and math programs, Promethean Electronic Boards, web-based databases such as CSIU, Assistive Technology (ie Ipads, communication devices).

JASD has invested in a full-time School Psychologist/ Coordinator of Special Education and a Speech and Language Pathologist/ Therapist and contracts with the MIU-IV for other specialists such as, OT, PT, Auditory Processing Evaluators, HI, VI, O&M, Assistive Technology, Audiological, FBA, and Dysphagia (Speech and Language). The Coordinator of Special Education serves as the JASD Transition Coordinator.

MIU-IV has and continues to provide JASD with ongoing training in the areas of Transition, DIBELS, IEP development, School-Wide Behavior Intervention, Progress Monitoring, Response to Intervention (RTI), IDEIA, Assistive Technology (AT), Differentiated Instruction (DI), and Autism, as well as contemporary issues in the field, such as training in Special Education Plan development.

Some of JASD's success with students with disabilities is due to the strong focus on early detection and early intervention. JASD hosts a Head Start program. In house, JASD conducts kindergarten screenings, EI transition meetings, and values/honors input from the medical community and other child development professionals.

Other program strengths and highlights are as follows:

- Researched-based curriculum in reading and math

- Positive relationships with neighboring school districts

- Administrative support

- Positive community and interagency relationships

- Expertise of district services with staff willing to advance their skills

- High family engagement/participation (i.e. open houses, local parent trainings, Title I parent meetings)

- Kindergarten readiness activities

- Access to a wide variety of staff development and training opportunities including: Safety Mechanics, PVAAS, Inclusion, PaTTAN trainings and webinars, Higher Education Partnerships, Co-Teaching

- Graduation rate within SPP target

- Drop out rate within SPP target

- Met AYP since inception of NCLB

- Highly qualified staff-professional and paraeducator

- Training for paraeducators using PDE's paraeducator credential locally and in conjunction with the IU and district trainings.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))

- Free Education and Attendance (in compliance with § 12.1)

- School Rules (in compliance with § 12.3)

- Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)

- Discrimination (in compliance with § 12.4)

- Corporal Punishment (in compliance with § 12.5)

- Exclusion from School, Classes, Hearings (in compliance with § 12.6, § 12.7, § 12.8)

- Freedom of Expression (in compliance with § 12.9)

- Flag Salute and Pledge of Allegiance (in compliance with § 12.10)

- Hair and Dress (in compliance with § 12.11)

- Confidential Communications (in compliance with § 12.12)

- Searches (in compliance with § 12.14)

- Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)

- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) and in compliance with § 12.41(d))

- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))

- Development and Implementation of Local Wellness Program (in compliance with Public Law 108-265, Section 204)

- Early Intervention Services System Act (if applicable) (11 P.S. § 875-101—875-503)

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with 24 PS § 15-1547)

- Acceptable Use Policy for Technology Resources

- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of 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.

- Implementation of 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 District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.

- Assurances of 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.

- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.

- Following 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.

- Assurance of 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.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Greenville Community School	Special Education Centers	Emotional Support	1
Greenville Junior/ Senior High School (Greenville Area School District)	Neighboring School Districts	Autistic Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

    Operator: School District

    PROPOSED PROGRAM INFORMATION

        Type: ClassandPosition

        Implementation Date: August 12, 2014

        Average square feet in regular classrooms: 450 sq. ft.

        Square footage of this classroom: 624 sq. ft. (26 feet long x 24 feet wide)

    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Jamestown Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 21	8	1
Justification: All services delivered within this supplemental setting will be done in accordance with the students Individual Education Plan. Families will also be notified of the age variance and asked to sign a waiver of understanding.							

Program Position #2 - Proposed Program

    Operator: School District

    PROPOSED PROGRAM INFORMATION

        Type: Position

        Implementation Date: February 23, 2015

        Average square feet in regular classrooms: sq. ft.

        Square footage of this classroom: sq. ft. (feet long x feet wide)

        Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service	Age	Caseload	FTE

Location/Building	Grade	Building Type	Support	Service Type	Type	Range		
Jamestown Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 12	15	1

Justification: This itinerant teacher will be assigned to grades K-6. Resource time will not exceed the 3 year age range.

Program Position #3

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Jamestown Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 12	8	1

Justification: All services delivered within this supplemental setting will be done in accordance with the students Individual Education Plan. Families will also be notified of the age variance and asked to sign a waiver of understanding.

Program Position #4

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Jamestown Area School District	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	8 to 13	2	0.04

Justification: Instruction for Blind/Visually Impaired students within the district occur on an individual basis.

Program Position #5 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 13, 2015

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Jamestown Area School District	A Junior High School Building	A building in which General Education programs are	Itinerant	Deaf and Hearing Impaired Support	13 to 13	1	0.02

		operated					

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: February 23, 2015

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Jamestown Middle School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	11	1

Program Position #7

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Jamestown High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	15	1

Program Position #8

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Jamestown High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	15	1

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: February 23, 2015

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Jamestown Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 21	11	1
Justification: This district operated Life Skills program will deliver supplemental services to students in accordance with their Individual Education Plans. Families will be provided with notification of age range via waivers.							

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 12, 2013

Average square feet in regular classrooms: 0 sq. ft.

Square footage of this classroom: 0 sq. ft. (0 feet long x 0 feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

Explain any unchecked boxes for facilities questions: This is speech and language pathologist/ therapist position that has not been previously employed directly by the district. Historically contracted for this position through MIU4.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Jamestown Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	38	0.75
Justification: Justification: The students in the Speech and Language program are always in small groups or as individuals for instruction. They are never taught in a large or whole class group. The parents are informed of the class age range and a waiver is signed. Students' needs are met based on IEP goals and LRE.							
Jamestown High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 21	15	0.25
Justification: Justification: The students in the Speech and Language program are always in small groups or as individuals for instruction. They are never taught in a large or whole class group. The parents are informed of the class age range and a waiver is signed. Students' needs are met based on IEP goals and LRE.							

Program Position #11 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 12, 2013

Average square feet in regular classrooms: 0 sq. ft.

Square footage of this classroom: 0 sq. ft. (0 feet long x 0 feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

Explain any unchecked boxes for facilities questions: JASD continues to contract with MIU4 for dysphagia consults and evaluations which falls under speech and language services.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Jamestown Elementary Building	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	2	0.02
Justification: Justification: The students in the Speech and Language program are always in small groups or as individuals for instruction. They are never taught in a large or whole class group. The parents are informed of the class age range and a waiver is signed. Students' needs are met based on IEP goals and LRE.							
Jamestown High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 21	2	0.02
Justification: Justification: The students in the Speech and Language program are always in small groups or as individuals for instruction. They are never taught in a large or whole class group. The parents are informed of the class age range and a waiver is signed. Students' needs are met based on IEP goals and LRE.							

Special Education Support Services

Support Service	Location	Teacher FTE
Paraeducator	Jamestown Elementary School	1
Paraeducator	Jamestown Elementary School	1
Paraeducator	Jamestown High School	1
Paraeducator	Jamestown High School	1
Paraeducator	Jamestown High School	1
Special Education Coordinator	Jamestown Area School District	0.5
School Psychologist	Jamestown Area School District	0.5
Paraeducator	Jamestown Elementary School	1
Paraeducator	Jamestown Elementary School	1
LPN/ Aide	Jamestown High School	1
Paraeducator	Jamestown High School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Intermediate Unit	300 Minutes
Physical Therapy	Intermediate Unit	5 Minutes

Needs Assessment

Record School Patterns

Question:
After reviewing school level accomplishments and systemic challenges, what patterns can you identify among your schools?

What other information do you still need to assess?

Answer:
This question has not been answered.

District Accomplishments

Accomplishment #1:
Jamestown Elementary School's SPP Score has consistently been one of the highest in the region.

Accomplishment #2:
Jamestown High School's SPP Score has consistently been one of the higher scores in the region.

Accomplishment #3:
Jamestown High School has been named one of "America's Best" the past five years by U.S. News and World Report.

Accomplishment #4:
Jamestown Area School District has continuously shown high student achievement as well as student learning growth according to PVAAS and eMetric data.

Accomplishment #5:
Jamestown Area School District has created and continues to develop a comprehensive career and guidance program for grades K-12.

Accomplishment #6:
Various Jamestown Area School District teachers have been identified as "Teacher of the Year" over the past several years by various organizations.

District Concerns

Concern #1:

Jamestown Area School District is currently in developmental stages of reviewing and revising the Professional Development Plan.

Concern #2:

Due to unfunded mandates the Jamestown Area School District finds itself in a position in which it is becoming increasingly difficult to fund the materials and resources necessary for instructional effectivess and student achievement.

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #10)* Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

> **Aligned Concerns:**
>
> > Jamestown Area School District is currently in developmental stages of reviewing and revising the Professional Development Plan.

Systemic Challenge #2 *(Guiding Question #13)* Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

> **Aligned Concerns:**
>
> > Due to unfunded mandates the Jamestown Area School District finds itself in a position in which it is becoming increasingly difficult to fund the materials and resources necessary for instructional effectivess and student achievement.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

> ### Indicators of Effectiveness:
>
> Type: Annual
>
> Data Source: A professional development committee will meet in order to plan training that focuses on the districts professional needs assessment.
>
> Specific Targets: The district will utilize PVAAS data in order to gage if professional development is assisting in targeting "at risk" students.

> ## *Strategies:*
>
> ## *Professional Development Survey*
>
> > **Description:**
> >
> > District staff will be surveyed in order to gage individual needs for professional development.
> >
> > **SAS Alignment:** Instruction, Standards, Assessment, Curriculum Framework, Materials & Resources, Safe and Supportive Schools

> ## *Implementation Steps:*
>
> ## *Professional Development Committee*
>
> > **Description:**
> >
> > The district will establish a formalized committee of board members and district professionals in order to develop a plan for professional development.
> >
> > **Start Date:** 10/12/2015   **End Date:** 8/15/2016

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Professional Development Survey

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Jamestown Area SD.

District Level Affirmations

We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum or 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

1. 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.

2. 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.

3. 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.

4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.

5. 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.

6. 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.

Affirmed by John Tucker on 5/4/2015

Board President

Affirmed by Tracy Reiser on 4/29/2015

Superintendent/Chief Executive Officer