

Jamestown Area SD

Special Education Plan Report

07/01/2015 - 06/30/2018

Core Foundations

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, JASD's 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	<i>Examples</i>
Collaborative	<i>Adults working to support students</i>
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/RER 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	<i>Development and delivery of instruction that addresses diverse learning needs</i>
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, Sunday System
Providing instructional adaptations	<p>Shorten/simplify language used with student. Repeat instructions after brief pause. Have student repeat instructions in own words. Supplement oral instructions with:</p> <ul style="list-style-type: none"> • Written instructions • Worked example, illustration, or demonstration <p>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.</p>
CBVT/CBI	Community job training
Physical	<i>Adaptations and modifications to the physical environment</i>
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	<i>Supports and services to increase appropriate behavior and reduce disruptive or interfering behavior</i>
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

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
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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

Operator: School District

PROGRAM DETAILS

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)

Reason for the proposed change: Change in caseload.

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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: February 23, 2015

Reason for the proposed change: Change in current caseload.

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	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 DETAILS***Type:**Implementation Date:***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 DETAILS***Type:**Implementation Date:***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*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 13, 2015*Reason for the proposed change:* Change of age of student**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 operated	Itinerant	Deaf and Hearing Impaired Support	13 to 13	1	0.02

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition

Implementation Date: February 23, 2015

Reason for the proposed change: Change in caseload.

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 DETAILS

Type:

Implementation Date:

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 DETAILS

Type:

Implementation Date:

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

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: February 23, 2015

Reason for the proposed change: Change in caseload.

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	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 21	11	1

		are operated					
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

Operator: School District

PROGRAM DETAILS

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 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

Operator: Intermediate Unit

PROGRAM DETAILS

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 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
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District Level Plan

Special Education Personnel Development

Autism

Description	A training on the topic of autism will be conducted. An increase of students with Autism who are included in regular education classes by the end of the 2017-18 school year.
Person Responsible	Autism
Start Date	8/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	1.0
# of Sessions	3
# of Participants Per Session	20
Provider	Midwestern Intermediate Unit 4/ JASD
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional

leadership roles	<p>education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	LEA Whole Group Presentation
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Other educational specialists</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	Creating lessons to meet varied student learning styles
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>PENNDATA</p>

Behavior Support

Description	The Jamestown Area School District will offer safety mechanics and de-escalation training to paraprofessional and special education staff.
Person Responsible	Administration
Start Date	8/1/2015
End Date	6/30/2018
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	5.0
# of Sessions	1
# of Participants Per Session	20
Provider	Midwestern Intermediate Unit 4
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	LEA Whole Group Presentation
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p>

	Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Safety mechanics will only be utilized in situations that require the use of physical restraint. All forms of restraint will be provided through the use of the state instituted RISC system.
Evaluation Methods	RISC data will be reviewed yearly to assess a need for additional training.

Paraprofessional

Description	All of the paraprofessional staff employed by the Jamestown Area School District are considered under the Pennsylvania Chapter 14 regulations to be highly qualified. As new staff are needed, the district will ensure that highly qualified individuals are recruited and hired. The paraprofessional staff are hired with the understanding that 20 hours of professional development are required yearly. The district seeks out trainings through webinars, IU trainings, PaTTAN trainings, and some local trainings. The district logs and records all paraprofessional hours from year to year.
Person Responsible	Administration
Start Date	8/1/2015
End Date	6/30/2018
Program Area(s)	Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	2.0
# of Sessions	10
# of Participants Per Session	9
Provider	MIU4/ Jamestown Area School District/ PaTTAN
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	The purpose of the webinar trainings is to assist paraprofessionals in daily

	decision making management. Areas such as data interpretation for RTII, effective interventions for struggling students, behavior support, and specific disability category trainings are topics that have been offered.
Research & Best Practices Base	All of the trainings that are offered to our paraprofessional staff are research and best practice based.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
Training Format	Series of Workshops
Participant Roles	Paraprofessional
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
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Reading NCLB #1

Description	The Jamestown Area School District will offer trainings related to reading comprehension and targeted intervention. Annual increase of 3% in PSSA results for each of the next 3 school years (2015-2018).
Person Responsible	Administration
Start Date	8/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	1
# of Participants Per Session	45
Provider	Jamestown Area School District
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students

leadership roles	<p>are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>School Whole Group Presentation</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Other educational specialists</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p>

Transition

Description	Indicator 13 trainings will be offered to new employees of the district.
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	Additionally, any transition information or trainings will be offered to special educators within the district. Documentation of attendance via IU.
Person Responsible	Administration
Start Date	8/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	2.0
# of Sessions	4
# of Participants Per Session	1
Provider	Midwestern Intermediate Unit 4
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Indicator 13 training will be offered for professional staff to support students of transition age (14 or above). Update Transition requirements.
Research & Best Practices Base	Indicator 13 training has been offered to assist our professional educators in achieving best practice. Indicator 13 has guided our staff to assist students in planning for their transition to adulthood, the workforce, or post-secondary education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate</p>

	<p>data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Live Webinar</p>
Participant Roles	<p>Other educational specialists</p>
Grade Levels	<p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p>

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.

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer