

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 63
School District Total Student Enrollment 397
Percent of Students Receiving Special Education 15.9

Steering Committee

| Name | Position/Role | Building | Email |
|---------------|-------------------------------|-----------------------|-------------------------------|
| Tracy Reiser | Superintendent | Jamestown Area SD | tracy.reiser@jasdmuskies.com |
| Gary Kinnear | Director of Special Education | Jamestown Area SD | gary.kinnear@jasdmuskies.com |
| Brian Keyser | Building Principal | Jamestown Area JSHS | brian.keyser@jasdmuskies.com |
| Kristin Hope | Building Principal | Jamestown Area El Sch | kristin.hope@jasdmuskies.com |
| Jill Jones | Special Education Teacher | Jamestown Area El Sch | jill.jones@jasdmuskies.com |
| Megan Boozer | Special Education Teacher | Jamestown Area JSHS | megan.boozer@jasdmuskies.com |
| Jill Taylor | General Education Teacher | Jamestown Area El Sch | jill.taylor@jasdmuskies.com |
| Tracie Runyon | Board Member | Jamestown Area SD | tracie.runyon@jasdmuskies.com |
| Denise Gill | Parent | Jamestown Area SD | denisemgill93078@gmail.com |

School District Areas of Improvement and Planning - Indicators

Suspension/Expulsion by Race/Ethnicity (Indicator 4B)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

| Building Name | AUN | Branch Number | RTI | Approved RTI Use |
|---------------|-----|---------------|-----|------------------|
|---------------|-----|---------------|-----|------------------|

Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

| Identify Trends | Improvement Planning and Activities |
|-----------------|-------------------------------------|
| | |

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

| Identify Trends/Notable Observations | Improvement Planning and Activities |
|--------------------------------------|-------------------------------------|
| | |

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

| Identify Trends/Notable Observations | Improvement Planning and Activities |
|--------------------------------------|-------------------------------------|
| | |

Non-Resident Students Oversight

1. Is your district currently a host district for a 1306 facility?

No

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

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.

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

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. Based upon participation in the IEP conference and participation in the IEP team decision the district would assess and evaluate what is needed and what are the most appropriate supports needed to transition back to school. The host school district is responsible for maintaining contact with the student's resident school district for the purpose of keeping the resident school district informed of its plans for educating the student and seeking the advice of that district with respect to the student as well as coordinating a successful transition back to the resident school district upon discharge.

Incarcerated Students Oversight

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

No

1. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).
The 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. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.

In a review of JASD's Special Education Data Report, there are no areas of concern and has remained appropriate in the provision of special education in the Least Restrictive Environment. The state average for inside the regular education class 80% or more is 61.5% (2019-2020). The average for JASD for inside the regular education class 80% or more is 79.3% (2019-2020). JASD will continue to strive to provide special education in the least restrictive environment that is appropriate.

2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?

JASD is and will continue to be committed to raising student achievement scores (all students) as well as social/ emotional needs of all students. 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. JASD has provided training and has incorporated social emotional curriculum and lessons into the learning experience for all of our students. Areas of focus have included Maslow's Hierarchy of Needs, trauma informed instruction, fostering executive functioning growth, problem solving, and treating others with dignity, respect, and kindness.

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

JASD is and will continue to be committed to raising student achievement scores (all students). 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).

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

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, technology 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. Ongoing discussions occur with families to facilitate involvement in the chosen activities and to ensure that the students are able to participate in a meaningful manner.

5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?

JASD currently does not have any children placed in private institutions. Whenever a student is placed into a program outside of the regular educational setting outside of the district; the IEP team considers opportunities for the student to participate in appropriate programs, activities, (curricular or extra-curricular), and inclusionary settings as appropriate. Ongoing discussions would occur with families to facilitate involvement in the chosen activities and to ensure that the students are able to participate in a meaningful manner. 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.

6. Discuss the district’s need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)

JASD currently supports students within the district at the Itinerant level, the Supplemental level, and the Full-time level. JASD students could also be placed in neighboring district programs or Intermediate Unit operated multi-district programs (currently no 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. JASD does not have any out of district placements at this time.

Out of District Placements

| Facility Name | Facility Type | Other | Operated By | Service Type | Number of Students Placed |
|---------------|---------------|-------|-------------|--------------|---------------------------|
| | | | | | |
| | | | | | |
| | | | | | |

Positive Behavior Support

Date of Approval
2021-03-16

Uploaded Files

JASD Behavior Support Policy.pdf

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

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.

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

JASD has provided ongoing training in CPI to staff. The CPI training equips staff with the decision-making skills needed to confidently assess and address risk. It combines verbal intervention strategies and restrictive interventions with advanced physical skills for high-risk scenarios such as those that require floor intervention. This incorporates basic tenets of positive behavior and supports and provides instruction and practice in de-escalation techniques.

3. Describe the district positive school wide support programs.

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.

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

JASD works collaboratively with Intensive Behavioral Health Service providers and these services occur within the school setting based upon medical

necessity criteria and clinical appropriateness. JASD is not a behavioral health provider. JASD does have school based counselors in our district. These services are coordinated through and referrals are made by the Mercer County Behavioral Health Commission and our Student Assistance Program. The counselors are employed Community Counseling Center (Mercer County). JASD will collaborate and coordinate with community based behavioral health providers as determined to be in the best interest of the students we serve.

5. Describe the district restraint procedure.

The following is the restraint procedure of JASD: Physical Restraints Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective. The Director of Special Education or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised Positive Behavior Support Plan, or a change of placement to address the inappropriate behavior. The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP with parental consent only if: The restraint is used with specific component elements of a Positive Behavior Support Plan. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors. Staff are authorized to use the restraint and have received appropriate training. Positive Behavior Support Plans include efforts to eliminate the use of restraints.

Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

JASD has reviewed the SES Reporting data. JASD has no students who are receiving Instruction Conducted in the Home and JASD has no students who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

Education Program (Caseload FTE)

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------------------|--------------------|----------------------------------|---------------------|
| Vision Support K-12 | Multiple | Part-time (0.5) | 04/22/2022 05:50 PM |

| | | |
|---|---------------------------|------------------|
| Building Name | | |
| Jamestown Area SD | | |
| Support Type | | |
| Blind And Visually Impaired Support | | |
| Support Sub-Type | | |
| Blind And Visually Impaired Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| Intermediate Unit | Multiple | 5 to 21 |
| Age Range Justification | | FTE % |
| The students in the Vision 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. | | 0.02 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|----------------------|--------------------|----------------------------------|---------------------|
| Hearing Support K-12 | Multiple | Part-time (0.5) | 04/22/2022 05:47 PM |

| | | |
|-----------------------------------|--|--|
| Building Name | | |
| Jamestown Area SD | | |
| Support Type | | |
| Deaf And Hearing Impaired Support | | |
| Support Sub-Type | | |

| | | |
|--|---------------------------|------------------|
| Deaf And Hearing Impaired Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| Intermediate Unit | Multiple | 5 to 21 |
| Age Range Justification | | FTE % |
| The students in the Hearing 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. | | 0.02 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------------------------|--------------------|----------------------------------|---------------------|
| Speech and Language K-12 | Multiple | Full-time (1.0) | 04/22/2022 05:42 PM |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Jamestown Area SD | | |
| Support Type | | |
| Speech And Language Support | | |
| Support Sub-Type | | |
| Speech And Language Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 55 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Multiple | 5 to 21 |
| Age Range Justification | | FTE % |
| 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. | | 0.85 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------------------------|--------------------|----------------------------------|---------------------|
| Life Skills Support 7-12 | Secondary | Full-time (1.0) | 04/22/2022 05:39 PM |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Jamestown Area JSHS | | |
| Support Type | | |
| Life Skills Support | | |
| Support Sub-Type | | |
| Life Skills Support (Grades 7-12) | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 10 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 12 to 21 |
| Age Range Justification | | FTE % |
| 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. | | 0.5 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|------------------------|--------------------|----------------------------------|---------------------|
| Emotional Support 7-12 | Secondary | Full-time (1.0) | 04/22/2022 05:37 PM |

| | | |
|-------------------------|--|--|
| Building Name | | |
| Jamestown Area JSHS | | |
| Support Type | | |
| Emotional Support | | |
| Support Sub-Type | | |
| Emotional Support | | |

| | | |
|--|---------------------------|------------------|
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 10 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 12 to 21 |
| Age Range Justification | | FTE % |
| 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. | | 0.5 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|------------------------|--------------------|----------------------------------|---------------------|
| Learning Support 10-12 | Secondary | Full-time (1.0) | 04/22/2022 05:34 PM |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Jamestown Area JSHS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 15 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 15 to 18 |
| Age Range Justification | | FTE % |
| 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. | | 0.3 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------|--------------------|----------------------------------|---------|
|--------|--------------------|----------------------------------|---------|

| | | | |
|----------------------|-----------|-----------------|---------------------|
| Learning Support 7-9 | Secondary | Full-time (1.0) | 04/22/2022 05:31 PM |
|----------------------|-----------|-----------------|---------------------|

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Jamestown Area JSHS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 20 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 13 to 18 |
| Age Range Justification | | FTE % |
| 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. | | 0.4 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------------------|--------------------|----------------------------------|---------------------|
| Life Skills Support | Elementary | Full-time (1.0) | 04/22/2022 05:50 PM |

| | | |
|----------------------------------|--|--|
| Building Name | | |
| Jamestown Area El Sch | | |
| Support Type | | |
| Life Skills Support | | |
| Support Sub-Type | | |
| Life Skills Support (Grades K-6) | | |

| | | |
|--|---------------------------|------------------|
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 8 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 5 to 12 |
| Age Range Justification | | FTE % |
| 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. | | 0.4 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|------------------|--------------------|----------------------------------|---------------------|
| Learning Support | Elementary | Full-time (1.0) | 04/22/2022 05:28 PM |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Jamestown Area El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 15 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 5 to 12 |
| Age Range Justification | | FTE % |
| 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. | | 0.3 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------|--------------------|----------------------------------|---------|
|--------|--------------------|----------------------------------|---------|

| | | | |
|-------------------|------------|-----------------|---------------------|
| Emotional Support | Elementary | Full-time (1.0) | 04/22/2022 05:26 PM |
|-------------------|------------|-----------------|---------------------|

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Jamestown Area El Sch | | |
| Support Type | | |
| Emotional Support | | |
| Support Sub-Type | | |
| Emotional Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 8 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 5 to 12 |
| Age Range Justification | | FTE % |
| This district operated 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. | | 0.4 |

Special Education Facilities

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Jamestown Area El Sch | | LSS-403 |
| School Building | | Building Description |
| Elementary | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 31 feet, 0 inches x 27 feet, 0 inches | 837sqft | 29 |
| Implementation Date | | |
| 2022-05-10 | | |
| Uploaded Files | | |
| | | |

1Assurance Check

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

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Jamestown Area El Sch | | Speech-402 |
| School Building | | Building Description |
| Elementary | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 33 feet, 0 inches x 11 feet, 0 inches | 363sqft | 12 |
| Implementation Date | | |
| 2022-05-10 | | |
| Uploaded Files | | |
| | | |

2 Assurance Check

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

| | | |
|-------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Jamestown Area El Sch | | LS-426 |
| School Building | | Building Description |
| Elementary | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 0 feet, 0 inches x 0 feet, 0 inches | 0sqft | 0 |
| Implementation Date | | |
| 2022-05-10 | | |
| Uploaded Files | | |
| | | |

3 Assurance Check

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

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Jamestown Area El Sch | | ES-412 |
| School Building | | Building Description |
| Elementary | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 31 feet, 0 inches x 31 feet, 0 inches | 961sqft | 34 |
| Implementation Date | | |
| 2022-05-10 | | |
| Uploaded Files | | |
| | | |

4Assurance Check

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

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Jamestown Area JSHS | | MS LS- 210 |
| School Building | | Building Description |
| Junior High | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 32 feet, 0 inches x 26 feet, 0 inches | 832sqft | 29 |
| Implementation Date | | |
| 2022-05-10 | | |
| Uploaded Files | | |
| | | |

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5 Assurance Check

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

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Jamestown Area JSHS | | HS LS-226 |
| School Building | | Building Description |
| Senior High | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 35 feet, 0 inches x 22 feet, 0 inches | 770sqft | 27 |
| Implementation Date | | |
| 2022-05-10 | | |
| Uploaded Files | | |
| | | |

6 Assurance Check

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

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Jamestown Area JSHS | | LSS-117 |
| School Building | | Building Description |
| Senior High | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 30 feet, 0 inches x 36 feet, 0 inches | 1080sqft | 38 |
| Implementation Date | | |
| 2022-05-10 | | |
| Uploaded Files | | |
| | | |

7Assurance Check

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

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Jamestown Area JSHS | | ES-114 |
| School Building | | Building Description |
| Senior High | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 36 feet, 0 inches x 30 feet, 0 inches | 1080sqft | 38 |
| Implementation Date | | |
| 2022-05-10 | | |
| Uploaded Files | | |
| | | |

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8Assurance Check

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

Special Education Support Services

9Special Education Support Services

| Special Education Support Services | Numerical Value | Primary Location | Contractor or District |
|------------------------------------|-----------------|------------------|------------------------|
| Director of Special Education | .5 | District Wide | District |
| School Psychologist | .5 | District Wide | District |
| Paraprofessionals | 10.5 | District Wide | District |
| Other | 2 | District Wide | District |
| Occupational Therapist | .25 | District Wide | Contractor |
| Other | .1 | District Wide | Contractor |
| Other | .1 | District Wide | Contractor |

Special Education Personnel Development

Autism

| | | | |
|---|---------------------------|-----------------------------|---|
| Description of Training | | | |
| Trainings on the topic of Autism will be conducted during the course of the plan (2022-2025). | | | |
| Lead Person/Position | | Year of Training | |
| Mr. Gary Kinnear/ Director of Special Education | | 2025 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 3 | 3 | Intermediate Unit PaTTAN | General Education Teachers Paraprofessionals Special Education Teachers |

| | | | |
|--|---------------------------|-----------------------------|---|
| Description of Training | | | |
| Explore the importance of using evidence-based interventions when working with children and youth with autism spectrum disorders (ASD). Provide an overview of interventions that have the strongest research evidence for their effectiveness. Discuss factors to consider when choosing interventions for individual children. | | | |
| Lead Person/Position | | Year of Training | |
| IU or Pattan Staff | | 2025 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 3 | 3 | Intermediate Unit PaTTAN | General Education Teachers Paraprofessionals Special Education Teachers |

Positive Behavior Support

| | | | |
|---|---------------------------|-------------------------|-----------------|
| Description of Training | | | |
| District employees will receive training in the area of Positive Behavior Support | | | |
| Lead Person/Position | | Year of Training | |
| Mr. Gary Kinnear/ Director of Special Education | | 2025 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| | | | |

| | | | |
|---|---|-------------------------------|---|
| 2 | 1 | District Intermediate Unit | General Education Teachers Paraprofessionals Special Education Teachers |
|---|---|-------------------------------|---|

Paraprofessional

| | | | |
|---|---------------------------|--------------------------------------|-------------------|
| Description of Training | | | |
| 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. | | | |
| Lead Person/Position | | Year of Training | |
| Mr. Gary Kinnear/ Director of Special Education | | 2025 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 2 | 10 | Intermediate Unit PaTTAN Other | Paraprofessionals |

Transition

| | | | |
|--|---------------------------|-------------------------|----------------------------|
| Description of Training | | | |
| Indicator 13 trainings will be offered to new employees of the district. Additionally, any transition information or trainings will be offered to special educators within the district. | | | |
| Lead Person/Position | | Year of Training | |
| Mr. Gary Kinnear/ Director of Special Education | | 2025 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 2 | 4 | Intermediate Unit | Special Education Teachers |

Science of Literacy

| | | | |
|---|---------------------------|--|---------------------------------|
| Description of Training | | | |
| Parents will receive information related to literacy development | | | |
| Lead Person/Position | | | Year of Training |
| Mrs. Jill Taylor/ Title I Elem Reading Specialist & READ180-System 44 Teacher, Mrs. Jordan Steiner/ Middle School READ180 Teacher | | | 2025 |
| Hours Per Training | Number of Sessions | | Provider Audience |
| 1 | 3 | | District Parents |

Parent Training

| | | | |
|--|---------------------------|--|---------------------------------|
| Description of Training | | | |
| Reading & Math Intervention Trainings will occur throughout the course of the plan | | | |
| Lead Person/Position | | | Year of Training |
| Mrs. Jill Taylor/ Title 1 Specialist, Mrs. Jordan Steiner/Read180 Intervention Teacher | | | 2022 |
| Hours Per Training | Number of Sessions | | Provider Audience |
| 1 | .3 | | District Parents |

IEP Development

| | | | |
|---|---------------------------|--|---------------------------------------|
| Description of Training | | | |
| Staff will receive yearly training in the development of IEP writing in order to remain compliant with the state requirements | | | |
| Lead Person/Position | | | Year of Training |
| Mr. Gary Kinnear | | | 2022 |
| Hours Per Training | Number of Sessions | | Provider Audience |
| 1 | 3 | | District Special Education Teachers |

Signatures & Affirmations

Approval Date

Uploaded Files

- 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.
- 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.
- 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.
- The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- 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.
- The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Superintendent/Chief Executive Officer

Date

