Jamestown Area SD

District Level Plan

07/01/2020 - 06/30/2023

District Profile

Demographics

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

Planning Process

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

Mission Statement

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

Vision Statement

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

Shared Values

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

Educational Community

The Jamestown Area School District is comprised of approximately 430 students and 81 faculty and support staff. It is considered to be a rural school district located on the boarder of Mercer and Crawford Counties in Northwestern Pennsylvania. It is approximately 90 minutes north of Pittsburgh and 60 minutes south of Erie.

For the 2018-2019 school year, there were 195 students at the elementary school and 235 students at the middle/high school.

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

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

Specific features of the district include:

- A comprehensive guidance program encompassing grades K-12.

- A Kindergarten through Grade 12 Student Assistance Program.

- PTO and Booster Clubs.

- Family Center program housed within Jamestown Elementary School.

- Headstart program housed within Jamestown Elementary School.

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

- Success by Six (Kindergarten Preparation Camp) funded partially by the Mercer County United Way

- Elementary summer camps

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

- Operation Parent program- School/Community partnership for an anti-bullying prevention/cyber safety/building transition.

- Middle & High School STEM (Science Technology Engineering & Math) programs (including 3d printing/entrepreneuship programs)

The 2019-2020 district budget is $9,417,482.

Planning Committee

Name	Role
Brian Keyser	Administrator : Professional Education Special Education
Tracy L. Reiser	Administrator : Professional Education Special Education Schoolwide Plan
Tracie Runyon	Board Member : Professional Education
Brenda Stevenson	Board Member : Professional Education
Kristin Hope	Building Principal : Schoolwide Plan
Rebecca Bruce	Business Representative : Professional Education
Beth Boylan	Community Representative : Professional Education
Cindy Micsky	Ed Specialist - School Nurse : Professional Education
Gary Kinnear	Ed Specialist - School Psychologist : Professional Education Special Education
James Dutko	Elementary School Teacher - Regular Education : Professional Education
Jill Taylor	Elementary School Teacher - Regular Education : Professional Education Special Education
Scott Taylor	Elementary School Teacher - Regular Education : Professional Education
Jill Jones	Elementary School Teacher - Special Education : Professional Education Special Education
Harry Rorhbacher	High School Teacher - Regular Education : Professional Education
Kristy Zarecky	High School Teacher - Regular Education : Professional Education
Debra Glancy	Middle School Teacher - Regular Education : Professional Education
Mark Wyant	Middle School Teacher - Regular Education : Professional Education
Lisa Nuhfer	Parent : Professional Education Special Education

Core Foundations

Safe and Supportive Schools

Assisting Struggling Schools

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

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

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

Jamestown Elementary School annually writes and implements a Title I plan to design and improve the ststems most closely associated with student achievment.

The goal of the plan is to create a model of accountability and additionally create a culture of continuous improvement informed by both quantitative and qualitative data. Its aim is to increase student engagement and achievement in our schools as defined by the district school board and various stakeholders.

Programs, Strategies and Actions

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

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

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

Screening, Evaluating and Programming for Gifted Students

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

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

Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

The Jamestown Area School District maintains a vigorous process for screening and identifying students who are in need of gifted/enrichment programming. Student work and data are collected and reviewed by teams during grade level meetings which occur bi-weekly. Students are typically grouped by ability level titled, "flexible instructional groups" for an accelerated level of higher ability coursework. Meetings are held to discuss program options for families. Testing from the school psychologist is typically recommended, but does not prevent a student from receiving enrichment services within our district. Referrals for testing may be generated by families, a district staff member, or a parent.

Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

Determining eligibility is based upon multiple criteria. That criteria is consistent with the Pennsylvania Chapter 16 guidelines which includes, but is not limited to, cognitive abilities, academic achievement, portfolios of areas of interest and talent.

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

Based upon assessment and team recommendations, the opportunity for acceleration of subject specific coursework and/or grade acceleration is discussed during a multi-disciplinary team

meeting. Discussions occur with regards to necessary differentiation of specific courses that the student may be identified with as needing a significant increase for rigor. Enrichment opportunities are offered to all students who demonstrate a need to foster divergent thinking and opportunities to participate in varying academic challenges.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

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

Diagnostic, Intervention and Referral Services

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

Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

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

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

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

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides			X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of	X	X	X	X

Directors				
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

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

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

Community Coordination

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

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

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

Preschool Agency Coordination

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

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

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

Core Foundations

Professional Education

Characteristics

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

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

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

The superintendent holds each building administrator accountable for accessing student learning data and for analyzing and interpreting the summative and formative data to guide instructional needs within each building. Teachers are then provided the opportunity for

professional development in Domains 2 and 3 of the Danielson Framework components, which are aligned to the assessed needs in the data.

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

The strategies not specifically selected have been determined to be of lower priority than those selected. They will however, be embedded in the Action Steps to support the selected strategies.

Professional Development

Jamestown Area SD
Professional Development

Title:	Stop the Bleed Training
Description	Stop The Bleed is a national awareness program that encourages bystanders to become trained, equipped, and empowered to help in a bleeding emergency before professional help arrives.
Person Responsible	Tracy Reiser- Superintendent & Cindy Micsky- School Nurse
Start Date:	10/11/2019
End Date:	10/11/2019
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Student Services
Hours Per Session	2.0
# of Sessions:	1
# of Participants Per Session:	81
Provider:	UPMC Health Center
Provider Type:	UPMC Hospital
PDE Approved:	No
Knowledge Gain:	This is an emergency response program for safety and security.
Research & Best Practices Base:	This is a nationally recognized program that was launched in October of 2015 by the White House. Stop the Bleed is a national awareness campaign and a call to action. Stop the Bleed is intended to cultivate grassroots efforts that encourage bystanders to become trained, equipped, and empowered to help in a bleeding emergency before professional help arrives.
For classroom teachers, school counselors and	• Empowers educators to work effectively with parents and

education specialists:	community partners.
For school or LEA administrators, and other educators seeking leadership roles:	• Instructs the leader in managing resources for effective results.
Training Format:	• LEA Whole Group Presentation • School Whole Group Presentation
Participant Roles:	• Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • Paraprofessional • New Staff
Grade Levels:	• Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	• Emergency response to situations
Evaluation Methods:	• Participant survey

Jamestown Area SD
Professional Development

Title:	Best Practices Using Standards and Technology
Description	2019-2020 **Standards Alignment** Depth of Knowledge 3/4 level of instruction and assessment Training on how to write performance tasks with a Depth of Knowledge 3/4 level in all subjects Measure: Classroom walk-throughs utilizing the PA-eTep digital format, administrative observations utilizing the Danielson Framework in PA-eTEP. **Technology** Training for high school teachers will focus on integrating the use of iPads/Apple TV's as instructional tools. Training for the Learning Management System, Canvas, will be conducted for all staff working with students in grades 3-12. Measure: Classroom walk-throughs utilizing the PA-eTep digital format, administrative observations utilizing the Danielson Framework in PA-eTEP.
Person Responsible	Classroom Teachers, Administration
Start Date:	7/1/2019
End Date:	6/30/2022
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology
Hours Per Session	6
# of Sessions:	2
# of Participants Per Session:	40
Provider:	Midwestern Intermediate Unit 4
Provider Type:	IU

PDE Approved:	Yes
Knowledge Gain:	See Description Section
Research & Best Practices Base:	See Description Section
For classroom teachers, school counselors and education specialists:	• Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
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. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format:	• LEA Whole Group Presentation • Offsite Conferences
Participant Roles:	• Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • Paraprofessional • Classified Personnel • New Staff

	• 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:	• Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles
Evaluation Methods:	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans

Jamestown Area SD
Professional Development

Title:	Trauma Informed Schools
Description	**Trauma Informed Schools** How to create a trauma informed school Measure: Teacher attendance and responses to situations involving students experiencing trauma
Person Responsible	Student Assistance Team Members, Administration
Start Date:	7/1/2019
End Date:	6/30/2022
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Student Services
Hours Per Session	3
# of Sessions:	3
# of Participants Per Session:	16
Provider:	Behavioral Health Commission and additional community partners
Provider Type:	Social Services
PDE Approved:	Yes
Knowledge Gain:	Impact of trauma on instructional and classroom practices.
Research & Best Practices Base:	Impact of trauma on instructional and classroom practices.
For classroom teachers, school counselors and education specialists:	• Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership	• Empowers leaders to create a culture of teaching and learning,

roles:	with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Training Format:	• LEA Whole Group Presentation • School Whole Group Presentation • Offsite Conferences
Participant Roles:	• Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • Paraprofessional • Classified Personnel • New Staff
Grade Levels:	• Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	• Appropriate response to trauma, PAYS survey data
Evaluation Methods:	• Appropriate response to trauma, PAYS survey data

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
10/26/2018
The LEA plans to conduct the required training on approximately:
10/20/2023

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

Questions
The LEA has conducted the training on:
8/19/2016
The LEA plans to conduct the training on approximately:
8/19/2021

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

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

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

- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

None.

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

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

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

The strategies not specifically selected have been determined to be of lower priority than those selected. They will however, be embedded in the Action Steps to support the selected strategies.

Induction Program

Checked answers

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

- Inductees will assign challenging work to diverse student populations.

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

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

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

- Inductees will effectively navigate the Standards Aligned System website.

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

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

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

Unchecked answers

   None.

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

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

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

The strategies not specifically selected have been determined to be of lower priority than those selected. They will however, be embedded in the Action Steps to support the selected strategies.

Needs of Inductees

Checked answers

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

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

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

- Student PSSA data.

- Standardized student assessment data other than the PSSA.

- Classroom assessment data (Formative & Summative).

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

- Review of inductee lesson plans.

- Review of written reports summarizing instructional activity.

- Submission of inductee portfolio.

- Knowledge of successful research-based instructional models.

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

Unchecked answers

   None.

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

Mentor teachers will be trained and building principals and the superintendent will monitor the progress of all new teachers. We have a team approach to monitoring of instruction. The inductee is provided with a mentor teacher for the first year of employment. The mentor teacher observes and monitors instruction by completing observation forms. The observation forms provide feedback for targeted areas of improvement. The mentor teacher also checks lesson plans to ensure curricular alignment. The inductee also attends bi-weekly grade-level meetings which discuss assessment data and instructional issues. This process will ensure that all the needs of the inductee are being met.

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

The induction plan is a dynamic process that is continuously reviewed and refined based on feedback and input. The strategies not specifically selected have been determined to be of lower priority than those selected. They will however, be embedded in the Action Steps to support the selected strategies.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

   None.

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

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

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

The characteristics not specifically selected have been determined to be of lower priority than those selected. They will however, be embedded in the Induction process to support both new teachers and mentors.

Induction Program Timeline

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

If necessary, provide further explanation.

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

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

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

Recording Process

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

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

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

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

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

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

Unchecked answers
None.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

- School Rules (in compliance with § 12.3)

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

- Discrimination (in compliance with § 12.4)

- Corporal Punishment (in compliance with § 12.5)

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

- Freedom of Expression (in compliance with § 12.9)

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

- Hair and Dress (in compliance with § 12.11)

- Confidential Communications (in compliance with § 12.12)

- Searches (in compliance with § 12.14)

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

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

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

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

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

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

- Acceptable Use Policy for Technology Resources

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

Special Education Assurances

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

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.

- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

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

- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
None-	Other	We have no students currently in external placements	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 12, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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.				
Locations:				
Jamestown Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 23, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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.				
Locations:				
Jamestown Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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.				
Locations:				
Jamestown Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4
        Operator: Intermediate Unit
        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	7 to 7	1	0.02
Justification: Instruction for Blind/Visually Impaired students within the district occur on an individual basis.				
Locations:				
Jamestown Area School District	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program
        Operator: Intermediate Unit
        PROPOSED PROGRAM INFORMATION
            Type: Position
            Implementation Date: February 13, 2015
        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	11 to 17	2	0.04
Justification: All students receiving Hearing Support are serviced based upon their individual needs.				
Locations:				
Jamestown Area School District	A Junior High School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program
        Operator: School District
        PROPOSED PROGRAM INFORMATION
            Type: ClassandPosition
            Implementation Date: July 21, 2016
        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 18	15	1
Justification: change in caseload will offer services to both middle and high school via resource and push in support All services delivered within this setting will be done in accordance with the students Individual Education Plan. Families will also be notified of the age variance if a student falls outside of the age range (4 years				

difference) and be asked to sign a waiver of understanding.				
Locations:				
Jamestown High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: July 21, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	20	1
Justification: All services delivered in accordance with IEP. Families will be notified if age variance occurs and appropriate waiver provided.				
Locations:				
Jamestown High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: February 23, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 21	8	1
Justification: This district operated Life Skills program will deliver supplemental services to students in accordance with their Individual Education Plans. Families will be provided with notification of age range via waivers.				
Locations:				
Jamestown Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 12, 2013

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	40	0.8
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.

Locations:				
Jamestown Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 21	12	0.2

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.

Locations:				
Jamestown High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program

   Operator: Intermediate Unit

   PROPOSED PROGRAM INFORMATION

      Type: Position

      Implementation Date: August 12, 2013

      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

Type of Support	Level of Support	Age Range	Caseload	FTE
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.

Locations:				
Jamestown Elementary Building	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 21	1	0.01

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.

Locations:				
Jamestown High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program

   Operator: School District

   PROPOSED PROGRAM INFORMATION

      Type: ClassandPosition

      Implementation Date: July 21, 2016

   PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE

Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 12	7	1
Justification: Will provide resource and push in support to the elementary building will render services as written in the IEP. All services delivered within this setting will be done in accordance with the students Individual Education Plan. Families will also be notified of the age variance if a student falls outside the 3 year range and be asked to sign a waiver of understanding.				
Locations:				
Jamestown Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Coordinator	Jamestown Area School District	0.5
School Psychologist	Jamestown Area School District	0.5
Paraeducator	Jamestown Area School District	10
LPN/ Aide	Jamestown Area School District	2

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Intermediate Unit	180 Minutes
Physical Therapy	Intermediate Unit	5 Minutes

District Level Affirmations

We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection for a minimum of 28 days.

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.

3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

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

5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

Affirmed by Tracie Runyon on 4/23/2019

Board President

Affirmed by Tracy Reiser on 4/22/2019

Superintendent/Chief Executive Officer