

Jersey Shore Area SD

District Level Plan

07/01/2020 - 06/30/2023

District Profile

Demographics

175 A & P Drive
Jersey Shore, PA 17740-9268
570-398-1561
Superintendent: Jill Wenrich
Director of Special Education: Margaret Leedy

Planning Process

The Comprehensive Planning (CP) process for the Jersey Shore Area School District began with the appointment of a Steering Committee. Administrative team meetings were held with administrative team members, i.e. Superintendent, Assistant Superintendent, Director of Special Education/Pupil Personnel Services, and Principals to discuss what the district would look like 2019 and beyond. Key stakeholders (representing all aspects of the community and district organizations) were appointed to represent varying perspectives. Comprehensive plans were developed and implemented in each of the five (5) buildings within the district beginning with the 2017-2018 school year and are reviewed twice annually by their respective committees. All aspects of this planning are incorporated in the current District Comprehensive Plan ensuring congruence across all plans.

The charge and major task of the overall committee was to review and revise the Comprehensive Plan for the next three to six years. The CP Steering Committee prioritized goals and tasks and respective action plans. As the District moves forward, the District's School Board of Directors will use this document as a guide to consider future programming needs of the District.

Mission Statement

The Jersey Shore Area School District will provide a supportive environment where all members learn, grow and succeed to positively impact the world around them.

Vision Statement

The Jersey Shore Area School District will prepare students for the next step in their life's plan.

OUR GRADUATES WILL:

- *Be college and/or career ready.*

- *Be able to apply what they have learned effectively to face a wide range of challenges.*
- *Be a good communicator.*
- *Be both discipline and creative.*
- *Be an effective leader and good team member.*
- *Be able to monitor their behavior and change it when necessary.*
- *Be of high moral character and willing to serve others.*
- *Be able to set a goal, develop a plan, and work toward achievement.*
- *Be willing to persevere for the achievement of long-term goals.*
- *Be innovative and proactive.*
- *Be able to accelerate the learning they have achieved.*
- *Be a lifelong learner.*
- *Be reflective, tolerant, and inclusive while being contributing members of society.*

Shared Values

We Believe-

- Every student is important and possesses the potential to achieve greatness.
- Students must be encouraged and challenged in a caring learning environment where communication is crucial in building positive relationships.
- Educators lay a foundation of wisdom and knowledge, equipping students with critical thinking skills which positively impact the global community.

Educational Community

The Jersey Shore Area School District is comprised of three boroughs and thirteen townships in Lycoming and Clinton Counties in Pennsylvania. The overall population of the school district is approximately 17,800, according to the 2010 census data. The borough of Jersey Shore is the center of the school district, with the largest population and most business activities. Large businesses include, but are not limited to, Jersey Shore Steel Company, The West Company, Geisinger Jersey

Shore Hospital, and Williams Gas. The district is located approximately 15 miles west of Williamsport and 10 miles east of Lock Haven.

The enrollment for the 2018-2019 school year is 2,280 students. The student population is predominantly Caucasian (98%). The student population has been in a steady decline since a high enrollment in 1978 of 3,987 students. Recent student populations were 2,902 in 2005, 2,642 in 2010, and 2,465 in 2015. PDE projections show a continued decline in enrollment during the next 5-8 years. Grade levels are on average 170 students for the high school, 192 students for the middle school, and 162 students for the elementary schools.

Currently, the Jersey Shore Area School District operates five schools, an administration building, and a maintenance garage. Nippenose Valley Elementary School was closed at the end of the 2012 - 2013 school year. Students from that area now attend Jersey Shore Area Elementary School. The Jersey Shore Area Senior High School is a comprehensive high school serving students in grades 9-12. The district operates its own Career and Technical Education Programs. The Jersey Shore Area Middle School provides instruction for students in grades 6-8. Three elementary schools serve students in kindergarten through grade 5: Jersey Shore Area Elementary (616 students), Salladasburg Elementary (181 students), and Avis Elementary (189 students). Extensive renovations were completed for Salladasburg Elementary School in 2002. The Jersey Shore Area Middle School was converted from the Junior High building to a Middle School building with a shift in grades in 2003. Renovations and a significant addition were made to the Jersey Shore Area Senior High School in 2002 to house grade 9 and the Career and Technical Education Programs. Prior to this renovation, Career and Technical Education students were bused to a neighboring school district. A renovation and addition project began in 2013 for the Jersey Shore Area Elementary School that was completed in August, 2014.

The school district employs 343 people including administrators, teachers, clerical staff, instructional assistants, custodial/maintenance personnel, and cafeteria workers. The Jersey Shore Area School District provides transportation services. Central office staff consists of the Superintendent, Assistant Superintendent, Business Manager, Accountant, Director of Pupil Services, Director of Technology, Network Specialist, and Director of Buildings and Grounds. There are four principals, one who has responsibility for two smaller elementary schools. Jersey Shore Area Elementary School, Jersey Shore Area Middle School, and Jersey Shore Area Senior High School all have one assistant principal. The high school principal also serves as the Director of Career and Technical Education and oversees all CTE programs. There are 157 classroom teachers, 37 professional support staff, two (2) registered nurses, and three (3) licensed practical nurses.

Special Education services are available at Jersey Shore Area Elementary, Jersey Shore Area Middle School and Jersey Shore Area Senior High School. Two school psychologists provide consultation and evaluation services and assist in the operation of the Special Education programs. In an effort to meet Least Restrictive Environment (LRE), the district restructured their inclusive model to meet the individual needs of students at all levels. The district operates four full-time/supplemental life skills support classes and provides varying degrees of emotional support at the elementary, middle, and high school levels. Speech language pathologists are also employed to provide speech/language

and assistive technology services. The school district contracts with Hope Enterprises for Physical Therapy and with Intermediate Unit 17 for Occupational Therapy services. A few district students are served in inter-district classes operated by Intermediate Unit #17.

Planning Committee

Name	Role
Justin Armbruster	Administrator : Professional Education Schoolwide Plan
Jennifer Berry-Propst	Administrator : Professional Education
Ken Dady, Ph.D.	Administrator : Professional Education Special Education
Ben Enders	Administrator
Jon Jean	Administrator : Professional Education Schoolwide Plan
Adrienne Johnston	Administrator : Professional Education Schoolwide Plan
Steven Keen	Administrator : Professional Education Schoolwide Plan
Margaret Leedy	Administrator : Professional Education Special Education
Elizabeth Segraves	Administrator : Professional Education
Keith Veldhuis	Administrator : Professional Education Special Education Schoolwide Plan
Jill Wenrich, Ed.D.	Administrator : Professional Education Special Education
Craig Allen	Board Member : Professional Education Special Education Schoolwide Plan
Harry Brungard	Board Member : Professional Education
Michelle Stemler	Board Member : Professional Education Special Education
Merrill Sweitzer	Board Member : Professional Education
Jim Ely	Business Representative : Professional Education
William Henry	Business Representative : Professional Education
David Palski	Business Representative : Professional Education
Deb Reese	Business Representative : Professional Education
Dennis Buttorff	Community Representative : Professional Education
LouAnne Gasperine	Community Representative : Professional Education

Chad Krape	Ed Specialist - Instructional Technology : Professional Education
Patrick McCormick	Ed Specialist - Instructional Technology : Professional Education
Cindy Welsh	Ed Specialist - Other : Professional Education
Holly Barto	Ed Specialist - School Counselor : Professional Education
Amanda Pauling	Ed Specialist - School Psychologist : Special Education
Beth Gill	Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan
Jennifer Ingraham	Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan
Megan Kodish	Elementary School Teacher - Regular Education : Professional Education
Adrienne Miller	Elementary School Teacher - Regular Education : Professional Education
Jeanne Reeder	Elementary School Teacher - Regular Education : Professional Education
Amy Bischof	Elementary School Teacher - Special Education : Professional Education Schoolwide Plan
Cindy Ferguson	Elementary School Teacher - Special Education : Professional Education Special Education
Sheena Armbruster	High School Teacher - Regular Education : Special Education
Robert Fox	High School Teacher - Regular Education : Professional Education
Jessica George	High School Teacher - Regular Education : Professional Education
Tim Greene	High School Teacher - Regular Education : Professional Education
Michael Harvey	High School Teacher - Regular Education : Professional Education Schoolwide Plan
Eric Nagy	High School Teacher - Regular Education : Professional Education Schoolwide Plan
Jim Smith	High School Teacher - Regular Education : Professional Education
Carolyn Williams	High School Teacher - Special Education : Special Education Schoolwide Plan
Barbara Fedele	Middle School Teacher - Regular Education :

	Professional Education Special Education
Angela Haffley	Middle School Teacher - Regular Education : Professional Education Schoolwide Plan
Ruth LeVan	Middle School Teacher - Regular Education : Professional Education
Justin Wall	Middle School Teacher - Regular Education : Professional Education
Shawn Weaver	Middle School Teacher - Regular Education : Professional Education
Rachael Clark	Parent : Professional Education
Betty Jo Eberhart	Parent : Special Education
Pam Garrett	Parent : Professional Education Schoolwide Plan
Chryssie Miller	Parent : Professional Education
Angie Waldman	Parent : Professional Education Schoolwide Plan

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

FCS - is not part of the elementary curriculum at this time; Economics - is not part of the elementary curriculum at this time; Geography - is a very limited part of the elementary curriculum.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Accomplished	Accomplished

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

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

FCS - is not part of the elementary curriculum at this time; Economics - is not part of the elementary curriculum at this time; Geography - is a very limited part of the elementary curriculum.

Middle Level

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

English Language Proficiency	Developing	Developing
Interpersonal Skills	Accomplished	Accomplished
School Climate	Developing	Developing
World Language	Non Existent	Non Existent

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

FCS and World Language are not offered at this level.

High School Level

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

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

FCS is not offered at this level.

Adaptations

Elementary Education-Primary Level

Checked answers

- Arts and Humanities
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics

- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

Middle Level

Checked answers

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

Unchecked answers

None.

High School Level

Checked answers

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

Unchecked answers

None.

Explanation for any standards checked:

The JSASD has spent a great deal of time aligning ELA and Math to PA Core Standards. Other departments have aligned curriculum to PA Standards, and PA Core Standards where appropriate. Unit plans using the SAS model are currently being revised and written across all curricular areas to align with PA Core State Standards.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

A four (4) year curriculum cycle was developed prior to the 16-17 school year. It is a fluid document which can be changed as needs arise. Grade level leaders, a paid stipend position, exist at this level to help ensure the curriculum and materials is consistent across each grade level. Standards-based reporting is currently part of Kindergarten. A committee has been formed to develop a plan to move the standards-based reporting through each level of

the Elementary program across the next five (5) years.

Curriculum review cycles, review of student achievement data- including adjustment to curriculum and areas identified as being a challenge – ongoing professional development

- Locally developed assessments that are clearly tied to the approved course content, the PA Common Core Standards, and the PSSA anchors/standards
- Curriculum is built upon researched-based instructional strategies and are monitored via walk-throughs and informal/formal evaluations
- Teachers are held accountable for teaching the written and approved curriculum
- Curriculum is designed to meet Chapter 4 regulations
- JSASD has identified department coordinators/grade level leaders responsible for updating and maintaining course content K-12

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

N/A

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

A four (4) year curriculum cycle was developed prior to the 16-17 school year. It is a fluid document which can be changed as needs arise. Grade level leaders, a paid stipend position, exist at this level to help ensure the curriculum and materials is consistent across each grade level. Standards-based reporting is currently part of Kindergarten. A committee has been formed to develop a plan to move the standards-based reporting through each level of the Elementary program across the next five (5) years.

- Curriculum review cycles, review of student achievement data- including adjustment to curriculum and areas identified as being a challenge – ongoing professional development
- Locally developed assessments that are clearly tied to the approved course content, the PA Common Core Standards, and the PSSA anchors/standards
- Curriculum is built upon researched-based instructional strategies and are monitored via walk-throughs and informal/formal evaluations
- Teachers are held accountable for teaching the written and approved curriculum
- Curriculum is designed to meet Chapter 4 regulations
- JSASD has identified department coordinators/grade level leaders responsible for updating and maintaining course content K-12

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

N/A

Middle Level

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

Processes used to ensure Accomplishment:

- JSASD teachers across the curriculum worked with consultants in English Language Arts and Mathematics Common Core State Standards and aligned all *Unit Plans*
- JSASD developed a common *Unit Plan* format that identifies unit plans aligned to CCSS

- Curriculum review cycles, review of student achievement data- including adjustment to curriculum and areas identified as being challenged – ongoing professional development
- Locally developed assessments that are clearly tied to the approved course content, the PA Common Core Standards, and the PSSA anchors/standards
- Curriculum is built upon researched-based instructional strategies and are monitored via walk-throughs and informal/formal evaluations
- Teachers are held accountable for teaching the written and approved curriculum
- Curriculum is designed to meet Chapter 4 regulations
- JSASD has identified department coordinators responsible for updating and maintaining course content K-12

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

N/A

High School Level

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

Processes used to ensure Accomplishment:

- JSASD teachers across the curriculum worked with consultants in English Language Arts and Mathematics PA Core State Standards and aligned all *Unit Plans*
- JSASD developed a common *Unit Plan* format that identifies unit plans aligned to PA Core Standards

- Curriculum review cycles, review of student achievement data- including adjustment to curriculum and areas identified as being challenged – ongoing professional development
- Locally developed assessments that are clearly tied to the approved course content, the PA Common Core Standards, and the PSSA anchors/standards
- Curriculum is built upon researched-based instructional strategies and are monitored via walk-throughs and informal/formal evaluations
- Teachers are held accountable for teaching the written and approved curriculum
- Curriculum is designed to meet Chapter 4 regulations
- JSASD has identified department coordinators responsible for updating and maintaining course content K-12

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

N/A

Modification and Accommodations

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

Modifications and accommodations are included in the student's individualized education program (IEP). They are individualized according to the student needs, enabling them to gain access to the curriculum. Student needs are also addressed in 504 accommodation plans and through the Child Study Team (CST) process. Co-teaching strategies are used throughout the district. The interventions used during instruction help to ensure student learning, understanding and growth.

Instruction

Instructional Strategies

Checked Answers

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction

- Annual Instructional evaluations
- Peer evaluation/coaching

Unchecked Answers

- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Administrators
- Building Supervisors
- Department Supervisors

Unchecked Answers

- Instructional Coaches
- Not Reviewed

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

The district utilizes both formative (walk-throughs) and summative evaluation techniques to ensure instructional fidelity.

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

NA

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Recruitment

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

It is the mission of the Jersey Shore Area School District (JSASD) to ensure all children in our district receive a high-quality education. This requires a qualified and effective teacher in every classroom, effective administrators in every school, and school leadership that is focused on raising achievement.

In keeping with this philosophy, JSASD is committed to the goal that all teachers and administrators are highly qualified and that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, and/or non-certified teachers.

JSASD further recognized that teacher quality has a major impact on student achievement. We are committed to the goals of ensuring that all students are well prepared to be responsible and productive citizens and all educators are highly qualified and responsive to students.

This system will ensure that a highly qualified teacher is in every classroom, that the preparation and licensure process seamlessly supports highly qualified teacher requirements, that the hiring process facilitates selection of highly qualified teachers, that there is a support system in place for early career teachers and administrators. It will also ensure that all schools have the tools they need to monitor and evaluate teachers and administrators; and that high quality professional development is tied directly to the needs of both staff and students.

Assessments

Local Graduation Requirements

Course Completion	SY 20/21	SY 21/22	SY 22/23
Total Courses	27.00	27.00	27.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	2.00	2.00	2.00
Health	0.50	0.50	0.50
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.50	1.50	1.50
Electives	7.00	7.00	7.00
Minimum % Grade Required for Credit (Numerical Answer)	70.00	70.00	70.00

Graduation Requirement Specifics

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

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

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing

the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
- Not Applicable. Our LEA does not offer High School courses.

Local Assessments

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSAs		X	X	
Keystones			X	X
Evaluation of Portfolios		X	X	X
Scientific Experiments	X	X	X	X

Standardized Tests- AP				X
Industry Standard Tests - CTE				X
Written Work	X	X	X	X
Performance	X	X	X	X
Unit Tests by Subject	X	X	X	X
PASA		X	X	X
NOCTI				X
PSAT				X
SAT				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
CDT			X	X
DIBELS - Math/Reading	X	X		
STAR Early Literacy	X			
STAR	X	X	X	X
Pre- NOCTI				X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Progress Monitoring	X	X	X	X
Textbook Assessments	X	X	X	X
Teacher Designed Assessments	X	X	X	X
Summarization Strategies (Ticket out the Door - Graphic Organizers)	X	X	X	X
Lesson Essential Questions	X	X	X	X
Portfolios/Work Samples	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
CDT			X	X

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review			X	
Intermediate Unit Review			X	
LEA Administration Review	X	X	X	X
Building Supervisor Review	X	X	X	X

Department Supervisor Review	X	X	X	X
Professional Learning Community Review				
Instructional Coach Review				
Teacher Peer Review	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

With the help of the Department Heads/Grade Level Leaders, teacher-made assessments will be reviewed as they are written through the Jersey Shore Area School District (JSASD) Assessment Rubric. This rubric determines what Depth of Knowledge (DOK) level each question addresses as well as what type of assessment question is being utilized. All assessments are required to benchmark at 70% DOK level two (2) or three (3) with one DOK level four(4) at the culmination of a unit.

Development and Validation of Local Assessments

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

The district uses informal walk-throughs and research based instructional strategies. Content is compared to alignment with benchmark assessment data and other sources. Assessments created by staff are shared between and among professionals with insight from department coordinators and district administrators. Independent consultants have reviewed assessments with ELA, Mathematics, Technology, and CTE teachers. Common assessments are used to verify the attainment of academic standards to provide an accurate picture of each student's strengths and weaknesses in relation to each academic standard.

Collection and Dissemination

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

Information is disseminated to building principals. Building principals participate in building/grade level data team meetings using multiple sources. Through the use of curriculum mapping and data analysis, students will reach proficiency as measured by state and other assessments. The JSASD will utilize benchmark testing, PSSA results, and other locally state administered assessments in order to make informed decisions about instruction. By knowing each student's strengths and weaknesses, teachers will be able to use data to differentiate instruction. Building level data teams will review results. Data are used to identify performance weaknesses, diagnose underlying causes, select and apply prescriptive treatments and interventions, reallocate resources to more efficiently and

effectively achieve desired results and increase health in institutional practices.

Data Informed Instruction

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

A Multi-Tiered System of Support (MTSS) model is utilized at the Elementary and Middle levels. The High School uses the State Systematic Improvement Plan (SSIP) to support those students who are struggling the most.

The least restrictive environment is the first option considered when discussing student placements. The goal of the district is for each student is to make progress each year and to perform on grade level. Title I services are available for students in Kindergarten through grade 5.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

Faculty meetings, in-services, and working with consultants as well as professional development days are used to review data across several different platforms. This information is used to assist teachers in making adjustments to their instruction to better support student achievement. Assessment anchors and standards are used as a starting point to build assessments and improve instruction. Teachers also use benchmark testing to determine areas that may need adjustment.

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

NA

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

Each parent of a student that takes the PSSA receives a report on the student's progress and ways to help. This occurs annually. When requested, teachers, counselors, and administrators explain the PSSA reports and answer individual questions. Teachers report on individual student progress during parent-teacher conferences. Progress reports are sent home and staff maintains open communication for parent-teacher conferences as needed. Teachers routinely collaborate on interventions to improve student understanding of information where student performance is below benchmark levels on PSSAs/Keystones/standardized assessments.

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

N/A

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.

The district implements the use of a *Multi-Tiered System of Support (MTSS)* and has incorporated concepts from Professional Learning Communities in order to assist students

in making further progress. Universal screening is implemented in each elementary school and the middle school. Each building has a data team that systematically reviews the data and develops ways to help students needing intervention and assistance. The data is used to determine which students are in need of further evaluations/interventions. The district also has district level data teams that look for trends across the district and analyze curricular gaps and redundancies. The MTSS model is implemented with fidelity at the Elementary level (grades K-5) and Middle level (grades 6-8). The MTSS model is developing at the High School Level with a State Systemic Improvement Plan (SSIP).

JSASD has a strong well-organized process implementing intervention at Tier 1, 2 and 3 (elementary/middle) levels. The use of the data review process is implemented through teaming at the elementary and middle levels.

School-wide Positive Behavior Support Program

Jersey Shore Area School District has a School-wide Positive Behavior Support (SWPBS) system in each school. Each school has an acronym that states their basic rules for expected behavior in school.

At the elementary schools, the system is called **BARK**

: **B**

e Respectful, **A**

ct Responsibly, **R**

emember Safety, and **K**

eepest on Learning. At the middle school level, the students **ROCK**

: **R**

espect Yourself, **O**

rganize and Plan for Success, **C**

are for People and Property, and **K**

eepest on Learning. At the High School, we have transitioned to **SHORE** : Safety, Honesty,

Ownership, Respect and Enthusiasm. There is also a Bully Prevention Program that is built

into the School-wide Positive Behavior Program!

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	X	X	X	X
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 district employs a School Resource Officer (SRO) through a 50/50 split in funding between grant and district money. The elementary schools have an advanced tier program which functions as a Student Assistance Program (SAP) team. Social/emotional learning programs are being implemented at the middle/high school level for the first time.

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.)

Information pertaining to gifted education services is available in student handbooks and on the Jersey Shore Area School District website under the special education section. Annual notices are published in local newspapers as well.

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 gifted screening consists of the following:

- Input from the classroom teacher including completion of the gifted rating scales
- Classroom grades
- Curriculum-based measures (i.e. STAR, DiBELS)
- PSSA history, if applicable
- Classroom Diagnostic Assessments (CDT's), if applicable

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

Students requiring specially designed instruction are determined through an established protocol reflecting the National Gifted Education Standards and Chapter 16 of the Pennsylvania State Board of Education Regulations. Identification is based on multiple criteria and may include the following: intellectual abilities of 130 or better as determined by an evaluation by a certified school psychologist, above grade level achievement levels on nationally-normed tests, high rates of acquisition and retention of new content, and early, measured or demonstrated use of high-order thinking skills, academic creativity, leadership, intense domain-specific interest, and communication skills. Specific assessment will be determined at the time of referral to reflect age/grade appropriate measures of gifted ability and achievement. Occasionally, intervening factors may mask gifted abilities. These will be taken into consideration when determining eligibility into the gifted program.

*The gifted education rubric requires a student to acquire a minimum of 36 out of a possible 40 points using the following categories:

- Intellectual Assessment - Full scale standard score
- Standard measure of reading achievement
- Standard measure of mathematics achievement
- Standard measure of writing achievement
- Gifted Screening
- Rates of Acquisition and Retention as measured by the Chuska Scale
- Upon completion of all testing, the gifted education rubric is completed and summarized within a gifted written report. *This report is shared with the gifted multidisciplinary evaluation team. and a recommendation is made regarding the student's educational programming.

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.

The gifted multidisciplinary team determines the need of individual students and plans accordingly, based on their gifted individualized education program document (GIEP).

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
School-Based Counseling	X	X	X	X

Explanation of developmental services:

This narrative is empty.

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
Child Study Teams	X	X	X	

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
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Alternative Education	X	X	X	X
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:

N/A

Communication of Educational Opportunities

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

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X

Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Mass Communication through One Call system	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.

It is a priority of the Jersey Shore Area School District to ensure students succeed. At the elementary level, a nationally normed reading/math screening inventory (DIBELS) is administered a minimum of three times per year to all elementary students in order to identify students not meeting the benchmarks. A period of intervention within the regular education curriculum is provided. The student's progress is monitored at regular intervals to determine if further interventions are necessary.

All secondary students receive personalized interventions through a PLT model.

Parent communication is on-going throughout the school year. Students who are not achieving proficient or advanced on state assessments are identified and interventions are provided. Each student is considered on an individual basis and a plan for remediation/intervention is created and implemented. Alternate instructional strategies are continually developed to assist students who do not achieve at the proficient level.

Each building has a School Wide Positive Behavior Support Program.

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

Child Care - The district partners with child care agencies to provide before and after school programs for children in all schools. Several agencies use school district facilities to operate their programs. This district as well as local agencies provide before and after school programs, as well as summer programs for children.

The district facilitates two Pre K Counts programs with local child care providers.

An annual meeting is held with all Early Childhood agencies throughout the district.

The Ready Rosie program is made available to all families in the district.

Youth Workforce Development Programs - The district operates a comprehensive Career and Technical Education Program in eight cluster areas. Perkins data indicate the program is performing above state benchmarks at seven indicators. Students have the opportunity to gain skills as well as cooperative education work experiences with local and regional employers. As a part of this program, students may also participate in a dual enrollment partnership with Pennsylvania College of Technology in earning up to 18 transcripted college credits during high school. All CTE programs also have an advisory committee that includes local and regional business and industry partners who contribute to the development of curriculum to ensure a prepared workforce. In addition, the district has partnered with Penn College, Lock Haven University and NAPE (National Alliance for Partnerships in Equity) to encourage non-traditional career choices.

Tutoring resources are provided on an individual basis.

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.

When kindergarten registration opens up in late winter, the registration documentation allows parents to supply a summative history of support services and interventions the child may have received and services the child continues to receive. That documentation, along with information gathered during the school district's mid-spring kindergarten screening event provides the school district with information pertinent to transitioning the student into public school. Parents

are asked to specify the kinds of interventions and support their child has received which eases students with disabilities into the school environment. Early Intervention meetings are arranged for pre-school students who have Individual Education Programs prior to their entry into kindergarten. These meetings allow the school district to plan ahead for staffing and support well in advance of the child's first day of school.

The school district maintains a PA Pre-K Counts grant which provides pre-school to 36 four year olds who will enter kindergarten when they meet admission birthdate criteria. The Pre-K Counts students participate in programs held at two local child care agencies. The district and those agencies have on-going communication throughout the school year about both pre-school and kindergarten. In the spring, the agencies bring the students on visits to several of the kindergarten classrooms in order for the children to have a first hand view of what kindergarten might be like for them. These visits include the agency personnel who also become knowledgeable about the school district kindergarten program. The agency personnel are able to share with the pre-school parents what they need to know about preparing their children for kindergarten.

In the fall, the school district works with the local Head Start programs in sharing information about students' accomplishments both prior to their start in kindergarten and after the students have transitioned into kindergarten. This is a positive and meaningful exchange for both programs.

The school district has developed an early enrollment initiative in order to capture as much information about students who are age-eligible to start public school. During the registration initiative, parents are asked to commit to having their child go through a screening process in mid-spring. The process is designed to assess children's kindergarten readiness which is shared with the kindergarten teachers. That information drives how the kindergarten teachers will begin instruction for the diverse skill levels of the new students. Speech and language specialists and an occupational therapist have a role in the screening process. Parents are given the results of the screening. Parents are invited to contact the school and ask what steps they may take regarding the indicators and what steps the school district takes when the results indicate there might be a delay in language development, motor development, or perhaps a questionable hearing/vision screening result. At the screening event, the parents complete a survey of how they see their child's development on self-help and independent behavior skills.

The school district provides an open house program specifically for parents and kindergartners and then a first day of school for half of the enrolled kindergarten students on each of the first two days of school. The kindergarten open house provides an opportunity for the parents and their children to meet the child's teacher, principal, and learn more about what school will be like for the kindergartners. The reduced number of students attending a full day of kindergarten the first two days of school allows the children to become better acquainted with the teacher and routine with fewer student-distractions their first day of school.

Overall the school district intensifies its awareness of the children who are kindergarten eligible in February and from that time works with parents and agencies in order to learn as much as possible about the children's skills and abilities prior to their start in public school.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

The K-5 program has a strong MTSS service delivery model in place.

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

N/A

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

The K-5 program has a strong MTSS service delivery model in place.

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

N/A

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Developing

Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Annual review of core curriculum is occurring at this level, at this time.

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

N/A

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

A strong system is already in place with yearly evidence from the strong Keystone Exam scores.

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

N/A

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in

	50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district

	classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

All teachers have been trained to use the SAS portal. The portal is used on an as needed basis due to the wide array of curriculum resources available on the world wide web. The district does not offer an FCS program at this level.

Elementary Education-Intermediate Level

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

Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

All teachers have been trained to use the SAS portal. The portal is used on an as needed basis due to the wide array of curriculum resources on the world wide web. The district does not offer an FCS program at this level.

Middle Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district

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

Further explanation for columns selected "

All teacher have been trained to use the SAS portal. The portal is used on an as needed basis due to the wide array of curriculum resources on the world wide web. The district does not offer an FCS or World Language program at this level.

High School Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district

	classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in

	50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

All teachers have been trained to use the SAS portal. The portal is used on an as needed basis due to the wide array of curriculum resources on the world web web. The district no longer offer a stand alone FCS program, however there is a strong CTE Culinary Arts program offered at the high school level.

Early Warning System

The free PA Educator Dashboard Early Warning System and Intervention Catalog (PA EWS/IC) utilizes the metrics of Attendance, Behavior and Course grades to identify students who may be on a path to dropping out of school. Please indicate your selection of the following options.

We already have the PA EWS/IC in our district.

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
Provides educators with a variety of classroom-based	X	X	X	X

assessment skills and the skills needed to analyze and use data in instructional decision making.				
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
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 progress and effectiveness of the District's professional education program is assessed annually by the Professional Learning Committee, Department Coordinators and administrative team. The prior year's professional development activities are evaluated and discussed. Feedback is compiled from the professional staff via survey. District goals are reviewed to ensure professional development activities align with annual objectives for improvement through building level and district comprehensive plan.

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

Gifted students are not typically identified at the early primary level.

Professional Development

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:

6/1/2015 All staff completed. New staff complete within two weeks of hire if they have not had training.
--

The LEA plans to conduct the required training on approximately:
--

6/1/2020 This date is the beginning of the district's next five year cycle.

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:
9/25/2015 All middle school staff participated in 2 hours of training.
11/24/2015 All other staff will participate in two hours of training.
The LEA plans to conduct the training on approximately:
8/22/2019 All district staff will participate in a four hour training

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

Questions
The LEA has conducted the training on:
9/25/2015
11/24/2015
The LEA plans to conduct the training on approximately:
8/22/2019

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.

JSASD employs supervisory activities to ensure successful implementation of the strategies identified. Administrators utilize walkthroughs to effectively document and monitor instructional practices and curricular alignment. Administrators collaborate and identify areas of strength and areas to grow upon in the instructional design and implementation throughout all programming across the district. The district utilizes a Differentiated Supervision Plan which includes multiple forms of professional development which are individualized to meet teacher needs. Professional development for administrators is on-going throughout the school year as well ie. shared/discussed articles, PILS coursework, etc.

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

NA

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.

JSASD has outlined an effective New Teacher Induction Plan which is completed by all new teaching staff. Modifications are made annually as needed.

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

NA

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.

JSASD's Teacher Induction Program is designed to assist new certificated personnel to perform more effectively and grow professionally during their first year. In addition, the program is required for new certificated personnel to fulfill part of the requirements for an Instructional II certificate. For the purposes of this program, the term, beginning certificated personnel, is defined as any teacher and/or education specialist and/or psychologist who is beginning their PA teaching career and is certified in accordance with the 1999 regulations required to participate in this program. The term, education specialist, is defined as a person whose primary responsibility shall be to render professional services other than classroom teaching.

The JSASD Induction Program is planned and coordinated by the Assistant Superintendent and Administrative Team. The purpose of this team is to:

1. Develop the Teacher Induction Plan
2. Publish a Teacher Induction Portfolio
3. Design and conduct teacher induction workshops and seminars
4. Recommend induction activities
5. Annually assess the teacher induction plan

The goals of the program are as follows:

1. Building strong mentoring relationships between beginning teachers and the induction team by
 - a. Providing a teacher mentor for each beginning teacher
 - b. Providing training for the induction team member and inductee
 - c. Providing adequate opportunities for interaction between the teacher mentor and inductee
2. Building a knowledge base of essential resources, policies and procedures by providing information regarding essential resources, policies and procedures of the building, district, intermediate unit and Pennsylvania Department of Education
3. Building a knowledge base of the District's student learning achievement by providing information regarding Chapter 4 Regulations, PA Academic Standards, PA Core Standards, state and local assessments, and curriculum

4. Developing an understanding of effective classroom techniques and procedures by reinforcing effective classroom management skills, instructional strategies, and the use of a variety of student assessment strategies including researched based instruction
5. Demonstrating understanding of the Code of Professional Practice and Conduct
6. Ensuring understanding of the evaluation process

JSASD will maintain records of all beginning teachers completing the induction process. All participants will receive recognition for successfully completing the induction program, place evidence of program completion in the professional file, and maintain the file at the district office.

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

NA

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.

JSASD identifies various topics of interest for mentor teachers. District administrators, department coordinators and building administrators present topics for mentors related to

their role.

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

NA

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		X			
Assessments			X			
Best Instructional Practices	X	X				
Safe and Supportive Schools	X	X				
Standards	X	X		X		
Curriculum	X		X			
Instruction	X	X	X	X	X	
Accommodations and Adaptations for diverse learners	X					
Data informed decision making		X		X		
Materials and Resources for Instruction	X					

If necessary, provide further explanation.

NA

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Inductee progress is monitored monthly by their assigned mentor district and building level administration. A culminating project is required during the last induction meeting. Inductees complete a pre and post program assessment. All records are kept on file at the district office. Feedback from inductees is used to make adjustments that enhance the effectiveness of the program.

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.

Special Education

Special Education Students

Total students identified: **372**

Identification Method

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

The Jersey Shore Area School District identifies students with specific learning disabilities using the discrepancy model. When students are not achieving adequately for their age or meeting grade level standards, the district utilizes MTSS (Multi-Tiered System of Support) and CST (Child Study Team) to implement interventions to assist the student. If MTSS and CST interventions are not successful in helping the student make gains, the child would be referred for a Multi-Disciplinary Evaluation (MDE). Students are administered ability and achievement assessments; if a discrepancy exists between the two scores, the student is identified as a student with a specific learning disability in the area of discrepancy. The student performance data is used in the Multi-Disciplinary Evaluation but is not used as the sole determining factor in eligibility determinations.

Enrollment

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

The data is publicly available via the PennData website. You can view your most recent report. The link is:

<https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

According to the 2016-2017 Special Education Data Report, Jersey Shore Area School

District is disproportionate in two identification areas: Intellectual Disability and Speech or Language Impairment. For Intellectual Disability, the state's percentage is 6.5% and Jersey Shore's percentage is 11.1%. Students who qualify as students with an Intellectual Disability have IQ and adaptive skill scores falling significantly below average (two standard deviations below the mean). Jersey Shore Area School District has been above the state percentage since the 2005-2006 school year. The percentage has ranged from 10.0% (2005-2006) to 13.4% (2013-2014). The district will continue to thoroughly review assessment data when determining special education eligibility. For Speech or Language Impairment, the state's percentage is 14.7% and Jersey Shore's percentage is 22.6%. We have seen a steady increase in the number of students coming into kindergarten with speech and language deficits. Kindergarten screenings are conducted using the DIAL-4. We work with Early Intervention providers to discuss ways to increase access to speech and language activities in these programs and to give access to programs in the home (i.e., Ready Rosie). We also work with Early Intervention providers to ensure children who have a Speech and Language Impairment continue to receive services, if needed, in the school age setting. In the ethnicity category, the district did not have any significant disproportionalities. According to the 2016-2017 Special Education Data Report, 95.9% of students identified as special education were Caucasian; 96.3% of the total school population for the same school year was Caucasian.

Non-Resident Students Oversight

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

Question 1

Currently there are no 1306 facilities for Non-resident Students within the Jersey Shore Area School District boundaries.

Every exceptional student attending the schools of this district shall be offered an educational program that meets his/her individual needs and is suited to his/her unique abilities. Such a program of special education shall be designed to comply with law, conform to the goals of this district, and shall, to the extent feasible and consistent with the best interests of the student and other pupils, integrate programs of special education with the regular instructional program of the schools.

Exceptional children to be served by the special education program of this district shall include those school-age children who meet eligibility criteria established by federal and state law according to the results of an appropriate evaluation as defined by those laws.

Question 2

With regard to each student entering any 1306 Residential Treatment Facility (1306) or Foster Care Program (1305) located within the Jersey Shore Area School District, the following procedure will be followed:

1. A designated LEA of Jersey Shore Area School District (JSASD) (or a contractor of services) will contact all educational decision makers within 3 days of enrollment to discuss educational placement options and set up a time and date for an IEP meeting, which will occur within 30 days.

2. An enrollment form will be sent by the 1306 Facility personnel to the JSASD Central Registration Office within 1 day providing all pertinent information indicating whether the student is a student with an IEP or 504 Plan as available.

3. Central Registration personnel will contact the home district within 3 days to procure all necessary educational records. (In the case of students with disabilities: most recent IEP, most recent Re-Evaluation Report, most recent NOREP, and Initial Evaluation Report; or, if appropriate, the 504 Plan.)

4. All students residing at any 1306 Residential Facility (with or without an IEP/504) will receive an education that complies with Chapter 4 and is provided by teachers appropriately certificated by the Pennsylvania Department of Education.

- a. Instructional opportunities at any 1306 facility will include teacher-led instruction and computer-based instruction with teacher and/or counselor guidance. Either opportunity can be supplemented or supported by special education services. Each student will have access to either instructional opportunity for each content area, depending upon individual student need.

- b. Students at the 1306 facility will be provided with instruction from certified teachers.

- c. The length of the school day and year will follow the JSASD published schedule and calendar

5. Special Education personnel will follow up with the home district should specific special education records be missing or additional records required.

6. An IEP (504) meeting will be scheduled within 10 calendar days and convened within 30 days of the student's enrollment in JSASD to determine appropriate programming. All involved personnel will be invited including: parent(s) (including foster parents if needed), and/or appointed educational decision maker, 1306 facility representative, regular education teacher, special education teacher, home district representative, JSASD LEA, referring agency, and any other involved agency personnel.

- a. Meeting will be scheduled by the Special Education Teacher at the 1306 facility.

- b. All appropriate documentation and paperwork (procedural safeguards, invitation, input forms) will be sent out by the Special Education Department Secretary to provide at least 10 calendar days notice of the meeting.

- c. At this meeting, the student's educational program will be developed based upon his/her needs. First consideration will be attendance at the appropriate JSASD public school.

- d. Should the available evidence indicate that the student requires a more restrictive placement, a behavior plan will be developed to facilitate the student's eventual attendance

in the public school.

7. An appropriate educational program will be developed at the IEP meeting.

a. Each student will be assigned to a special education teacher's roster either at the 1306 facility or in the public school.

b. The special education teacher will be responsible for conducting and collecting progress monitoring data with the input of the regular education teacher as appropriate.

c. Transition Plans will be discussed, developed, and implemented for all students who will turn 14 during the school year in question, or younger students as deemed appropriate by the IEP team.

8. JSASD will issue a NOREP to parent/guardian/educational decision maker indicating the student's educational placement.

9. Re-evaluations will be conducted according to required timelines or sooner if deemed necessary by the parent or JSASD IEP Team.

Child Find: Public Notice of Child Find responsibilities will be included at the end of the 1306 Facility's Handbook and made available to all parents or educational decision makers.

Evaluation: Evaluations will be conducted by a JSASD School Psychologist (or contractor of services) within 60 calendar days from receipt of written parent consent.

IEP/504 Eligibility: A student's eligibility for Special Education or Chapter 15 Service Plan will be determined by a team consisting of all individuals required by federal and state law.

Discharge: Upon student discharge, JSASD will provide home district with all progress monitoring and any necessary updated documentation regarding student programming or progress within 3 days. Upon receipt of Request for Records, JSASD will forward all pertinent documentation (IEP, Evaluation, NOREP, progress monitoring) to the receiving LEA (if not home district) within 5 days.

Question 3

Problems or barriers that exist include student mobility, student records attainment, and court orders. Some students are in 1306 facilities for a very short period of time. Students may be in and out of a facility before the district is aware that they were even placed there. Student records, including special education records, are not always forwarded from the last LEA in a timely fashion despite multiple requests for said records. Finally, upon occasion, a court order has been received stipulating that a student attend an educational program outside JSASD despite temporary residence within JSASD.

Incarcerated Students Oversight

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

The district does not have any facilities for incarcerated students within its boundaries. When the district is notified by the prison, the commonwealth, or by the educational entity providing the educational services at a facility that a JSASD student is incarcerated, JSASD

works with staff from those facilities and the school district/intermediate units that have educational responsibilities to ensure that the student's needs are addressed. JSASD assists with the exchange of educational records, child find, evaluation, and Individualized Education Program development.

Least Restrictive Environment

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

Question 1

When a student is determined to be eligible and in need of special education services, the Individual Education Program (IEP) team considers all options available within the full continuum of services to provide a Free Appropriate Public Education within the Least Restrictive Environment for all identified students within the Jersey Shore Area School District. The IEP team determines the program type and level of service based on the individual needs of each student, starting with the least restrictive options and moving toward more restrictive options, as necessary.

Question 2

The Jersey Shore Area School District serves students in regular education settings at all levels (elementary and secondary) based on individual need, and has shifted from pull-out programs to co-taught service delivery for many students. Individualized professional development opportunities have been presented to teachers to help them address the needs of students with IEPs in their classrooms. At the elementary level, co-teaching and resource supports are provided through learning support and emotional support programs; programs address a variety of student needs. The elementary Emotional Support program focuses on appropriate academic programming with behavioral/emotional supports and services provided both in the academic setting and within the Emotional Support room, as necessary.

Middle school students are provided with co-taught instruction in academic areas as specified in their IEPs. If data indicates the need for a higher level of support, pull-out

programming is available to address those needs. For students whose instructional level is significantly discrepant from their grade level, a Supplemental Learning Support program provides instruction in the core content areas to students at their instructional levels while extended academics are provided within the regular education curriculum with supports as necessary. Emotional Support is available for students at the middle school level as well. At the high school, instruction in content area classes (Science, Social Studies, English) is delivered via a co-taught delivery model. Supplemental support (pull-out) instruction is available in the skill area of math. This instruction is offered to students based upon need and IEP team decision. Many identified students participate in Career and Technical Education training and are provided adaptations in that regular education classroom. A Building Maintenance Program (added in 2012) increased educational opportunities for students with disabilities. Students also participate in regular education classes for Computer Applications with special education teachers providing co-taught services in these classes whenever necessary. Social Skills are also provided via Supplemental Support/ES instruction as determined necessary by the IEP team. Students are provided with opportunities to interact with regular education students throughout the school day in Physical Education, Health, other selected electives, and non-structured activities such as library, lunch, and activity periods.

Full-time and/or supplemental Life Skills programming is provided at all levels K-12, as determined necessary by the IEP team. For students requiring Multiple Disabilities Support, programming is available for students in grades K-8 via IU operated programs in district buildings. High School students (grades 9-12+) typically attend an MDS program in a neighboring district.

Question 3

Based upon the 2016-2017 Special Education Data Report, JSASD was successful in meeting the SPP target for students with disabilities educated inside regular education classes for 80% or more of the day (LEA's percentage was 71.1%, state's percentage was 62.4%, target was 63.6%), but did not meet the SPP target for students educated in the regular classroom less than 40% of the day (LEA's percentage was 15.5%, state's percentage was 9.0%, target was 8.3%). The district worked diligently to re-structure their inclusive model at the high school level to meet individual student needs which resulted in some students moving to the Supplemental Learning Support program based on their individual needs (supplemental learning support for all core subjects is approximately 35% in the regular education classroom). A far larger percentage of students moved to a co-taught model and are included in regular education for more than 80% of their day.

Students may be placed outside of the district. Prior to the district making any suggestion of an outside placement, the IEP team utilizes all available supports and services in an attempt to successfully educate the student in their home district. If the supports and services prove not to be successful, JSASD works with a small number of facilities who employ certified special education teachers to meet the needs of the students. Students who are recommended by JSASD to placements outside the district continue to receive special education services according to their IEP. Communication, planning, and meetings to discuss return to the public school occur regularly.

In some instances, students are placed outside of JSASD by outside agencies such as Children and Youth or Juvenile Probation via court orders. JSASD reviews these placements when notified of them and communicates with the appropriate agency to ensure that the student is receiving the appropriate supports and services.

Behavior Support Services

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
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.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

Question 1

Jersey Shore Area School District policy 113.1 (below) addresses Discipline of Students with Disabilities.

PURPOSE

The district shall develop and implement positive Behavior Support Plans and programs for students with disabilities who require specific interventions to address behaviors that interfere with learning.

Students with disabilities who violate the Code of Student Conduct, or engage in inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others, which would typically result in corrective action or discipline of students without disabilities, shall be disciplined in accordance with state and federal laws and regulations and Board policy and, if applicable, their Individualized Education Program (IEP) and Behavior Support Plan.

DEFINITIONS

Students with disabilities - school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services.

Suspensions from school - disciplinary exclusions from school for a period of one (1) to ten (10) consecutive school days.

Expulsions from school - disciplinary exclusions from school by the Board for a period exceeding ten (10) consecutive school days and may include permanent exclusion from school.

Interim alternative educational setting - removal of a student with a disability from his/her current placement. Interim alternative educational settings may be used by school personnel for up to forty-five (45) school days for certain infractions committed by students with disabilities. The IEP team shall determine the interim alternative educational setting; however, this does not constitute a change in placement for a student with a disability.

AUTHORITY

The Board directs that the district shall comply with provisions and procedural safeguards of the Individuals With Disabilities Education Act (IDEA) and federal and state regulations when disciplining students with disabilities for violations of Board policy or district rules or regulations. No student with a disability shall be subjected to a disciplinary change in placement if the student's particular misconduct is a manifestation of his/her disability. However, under certain circumstances a student with a disability may be placed in an interim alternative educational setting by school personnel or the IEP team could, if appropriate, change the student's educational placement to one which is more restrictive than the placement where the misconduct occurred.

Provision of Education During Disciplinary Exclusions: During any period of expulsion or suspension from school for more than ten (10) cumulative days in a year, or placement in an interim alternative educational setting for disciplinary reasons, a student with a disability shall continue to receive a free and appropriate education, in accordance with law.

GUIDELINES

Suspension from School: A student with a disability may be suspended for ten (10) consecutive and fifteen (15) cumulative days of school per school year, for the same reasons and duration as a student without a disability. Such suspension shall not constitute a change in the student's educational placement.

Changes in Educational Placement/Manifestation Determinations: For disciplinary exclusions which constitute a change in educational placement, the district shall first determine whether the student's behavior is a manifestation of her/his disability. Expulsion, or exclusion from school for more than fifteen (15) cumulative days in a year, or patterns of suspensions for substantially identical behaviors constitute changes in educational placements requiring a manifestation determination. For students with intellectual disability, any disciplinary suspension or expulsion is a change in educational placement.

A student with a disability whose behavior is not a manifestation of his/her disability may be disciplined in accordance with Board policy, district rules and regulations in the same manner and to the same extent as students without disabilities.

Parent/Guardian Appeals from Disciplinary Actions/Request for Hearing by District for Students Who Are a Danger to Themselves or Others: A due process hearing may be requested by a parent/guardian of a student with a disability who disagrees with a disciplinary placement or manifestation determination, or by the district if the district believes that the current placement is substantially likely to result in injury to the student or others. On parent/guardian appeal, or when the district requests a due process hearing, the hearing officer may return the student to the placement from which s/he was removed or order his/her removal to an appropriate interim alternative educational setting for up to forty-five (45) school days if the hearing officer determines that maintaining the child's current placement is substantially likely to result in an injury to the student or others. Placement during appeals of disciplinary actions shall be in the interim alternative

educational setting pending the decision of the hearing officer or expiration of the time period set for the disciplinary exclusion from the student's regular placement unless the district and the parent/guardian agree otherwise.

Students who have not been identified as disabled may be subject to the same disciplinary measures applied to students without disabilities if the district did not have knowledge of the disability. If a request for evaluation is made during the period the student is subject to disciplinary measures, the evaluation shall be expedited.

Administrative Removal to Interim Alternative Educational Setting for Certain Infractions:

School personnel may remove a student with a disability, including intellectual disability, to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability if the student:

1. Carries a weapon to or possesses a weapon at school, on school property, or at school functions under the jurisdiction of the district. For purposes of this provision, **weapon** is defined as a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than two and one-half (2 1/2) inches in length.
2. Knowingly possesses or uses illegal drugs, as defined by law, or sells or solicits the sale of a controlled substance, as defined by law, while at school, on school property, or at school functions under the jurisdiction of the district.
3. Has inflicted serious bodily injury upon another person while at school, on school property, or at school functions under the jurisdiction of the district. For purposes of this provision, **serious bodily injury** means bodily injury which involves a substantial risk of death, extreme physical pain, protracted or obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

Referral to Law Enforcement and Reporting Requirements: The district shall report crimes committed by a student with a disability to the appropriate authorities in the same manner as it reports crimes committed by students without disabilities and in accordance with applicable law.

When reporting a crime committed by a student with a disability to the appropriate authorities, the district shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by these authorities. The district shall transmit copies of the student's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act.

DELEGATION OF RESPONSIBILITY

The Superintendent shall report incidents committed by students with disabilities to the Office of Safe Schools in accordance with Board policy, law and regulations.

REFERENCES

School Code - 24 P.S. Sec.510, 1302.1-A, 1303-A
 State Board of Education Regulations - 22 PA Code Sec. 12.6, 14.133, 14.143
 Crimes Code, Possession of Firearms and Dangerous Weapons - 18 U.S.C. Sec. 930
 Crimes Code, Definition, Serious Bodily Injury - 18 U.S.C. Sec. 1365(h)(3)
 Individuals With Disabilities Education Act - 20 U.S.C. Sec. 1400 et seq.
 Controlled Substances Act - 21 U.S.C. Sec. 812
 Individuals With Disabilities Education, Title 34, Code of Federal Regulations - 34 CFR Part 300
 Board Policy - 113, 113.2, 113.4, 216, 218, 218.1, 218.2, 222, 227, 233

Question 2

Staff (teachers and paraprofessionals) in each building within the district are trained annually in de-escalation techniques and restraint techniques. Staff are currently trained using either Crisis Prevention Institute (CPI) or Quality Behavioral Solutions (QBS). In addition, the district individually in-services teachers on behavioral strategies that have been successful with students or behavior plans for students. The district is currently piloting a sensory room at Jersey Shore Area Elementary School for students who need scheduled breaks or opportunities for de-escalation.

For a child whose behavior impedes his/her learning or that of others, the Individualized Education Program (IEP) team must consider strategies and supports, including effective behavior interventions, to address the impeding behavior. The interventions and supports must be included in the IEP. When behavior is determined to be a special consideration, a Functional Behavioral Assessment (FBA) needs to be conducted and included in the IEP. The FBA will reveal the following: antecedents, measurable description of the behavior of concern, consequences of the behavior, function of the behavior, and a hypothesis statement.

Behavior Support Plans included in IEPs shall contain the following information: definition of the problem behavior, hypothesis regarding the problem behavior, measurable goal(s), antecedent/setting event strategies, alternative skills/behaviors to be taught, instructional consequence strategies, reduction oriented strategies including crisis management plan if necessary, long term prevention strategies, and evaluation schedule.

Question 3

School Wide Positive Behavior Support (SWPBS) is implemented in all Jersey Shore Area School District buildings to some degree. Currently, Tier 1 of the SWPBS is offered in all three elementary schools, the middle school, and the high school. Tier 2 supports are formally offered at the three elementary schools and the middle school. Universal behavioral screening is implemented at all elementary buildings and the middle school and the data from the screening is used in data team meetings. Plans to implement the universal behavior screening at the high school have been discussed but have not yet been implemented. Data team meetings occur at the elementary buildings and the middle school;

these meetings address and analyze data related to behavior, academics, interventions, and groupings. The process utilized by the district follows the MTSS model. Some Advanced Tiers interventions are occurring in small pockets at the high school including a form of CICO (check-in/check-out) and mentoring. Student Assistance Program (SAP) and School-Based Outpatient Therapy are also available as appropriate. Implementation of the universal behavior screening may help to bring these services to a larger number of students and more efficiently.

All three elementary schools and the middle school received banners from the state for implementing with fidelity at both the Tier 1 (universal) and Tier 2 (advanced interventions) Levels for the 2016-2017 school year. All three elementary schools were recognized for both levels the previous year as well. The three elementary schools and the middle school have been recognized at the state level for implementing Tier 1 with fidelity for over five years. SWPBS team members from JSASD schools have helped train other schools and programs due to the success of the JSASD SWPBS program.

Jersey Shore Area School District contracts with Community Services Group (CSG) to provide school-based outpatient counseling to students within the school setting. This is helpful to many families for whom transportation to the outpatient clinic is an issue.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

Question 1

It is difficult to find appropriate placements for some students with disabilities who demonstrate extremely aggressive or disruptive behavior or severe mental health issues. The Jersey Shore Area School District utilizes a district-wide School-Wide Positive Behavior Support Program, school-based behavioral health services, district-wide emotional support programs, a full array of supplementary aids, and related services. When all of the district resources have been exhausted and found to be unsuccessful, students may be considered for an educational program operated by BLaST IU 17 which provides special education services, group and individual counseling with a social worker, school psychological services, and access to a psychiatrist if necessary in a smaller and more structured environment. The JSASD continues to offer support to those students and remains active in their programming.

Should none of the aforementioned programs be sufficient to address the student's needs,

the district will contact the IU and/or PDE/BSE to receive support in placing a student. The school district participates in inter-agency meetings as necessary to discuss the needs of Hard to Place students. If a student is considered to be at risk of not having an appropriate placement, the school district contacts BLaST IU 17 as well as Mental Health/Intellectual Disability agencies to develop an Interagency Plan. Several students have been served in residential settings supported by medical assistance; the district has been responsible for the educational program in these cases.

JSASD has contracted with Lycoming-Clinton Joinder for a full-time home-school liaison who provides access to community services as well as participating in School Attendance Improvement meetings and the SAP team process.

Many students with multiple needs are involved in the Mental Health System. The Residential Services Coordinator from Lycoming/Clinton MH/ID meets with the family and conducts research on appropriate residential placements. The school district is invited to participate in planning and placement meetings for students who are eventually placed in a residential program. The school district's participation includes agreement on the appropriateness of the educational program and responsibility for funding the educational component of the placement.

The school district also hosts meetings with Mental Health agency personnel, including service providers for wrap-around services if a student is to receive these services in the home or at school. An attempt is made to have a single Behavior Management Plan at school which is implemented by the teacher and the Therapeutic Support Staff (TSS).

Question 2

JSASD implements a developmentally appropriate social skills curriculum that is available to students in grades K-12 based on student need.

JSASD also has an Assistive Technology (AT) Coordinator who works with IEP teams for students with communication and sensory needs. The district has assistive technology available that ranges from low tech to high tech. JSASD has also created its own AT library with many AT supplies and devices available for students for trial periods, back up use, or full-time use as deemed appropriate by the IEP team.

Question 3

The district continually assesses the effectiveness of the special education programs and make changes, as necessary. The district will continue to look at ways to successfully support students with Autism and students who demonstrate behaviors that are challenging.

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
Behavior Specialists, Inc. Partial Hospitalization Program	Other	IEPs served by certified teachers from IU 17 - learning support, emotional support	1
IU 17 Academy of Integrated Studies - South	Special Education Centers	Emotional Support - provided by certified teachers, licensed social worker, school psychologist	3

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	13	0.8
Locations:				
Jersey Shore Area Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	3	0.2
Locations:				
Jersey Shore Area Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 26, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	8 to 12	6	0.5
Justification: Speech and language support is offered to students in grade-level small groups.				

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

Program Position #3 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	10 to 11	1	0.05
Justification: Students are provided with hearing support in grade-level groups or in their classroom				
Locations:				
Avis Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	8 to 9	1	0.02
Locations:				
Jersey Shore Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	21	0.5
Justification: Speech and language services are provided to students in grades K-5 in small grade-level groups				
Locations:				
Salladasburg 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	5 to 10	28	0.5
Justification: Speech and language services are provided to students in small groups of same-grade students or in the regular education classroom				
Locations:				
Jersey Shore Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	25	0.7
Justification: Speech and language supports are delivered to small, grade-level groups of students or in the regular education classroom.				
Locations:				
Jersey Shore Area Elementary	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	5 to 9	14	0.3
Justification: Speech and language supports are delivered to small, grade-level groups of students or in the regular education classroom.				
Locations:				
Avis Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	14 to 15	1	1
Locations:				
Jersey Shore Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 26, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	7 to 12	4	1
Justification: The MDS program provides services to elementary students in Kindergarten through 5th grade. Students are also included in regular education classes as determined by the IEP team. For students who do not meet the age range requirement, documentation and justification will be added to each IEP.				
Locations:				

Avis Elementary	An Elementary School Building	A building in which General Education programs are operated		
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Program Position #10 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 26, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	11	0.8
Locations:				
Jersey Shore High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 18	1	0.2
Locations:				
Jersey Shore Area High School	A 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:* Position*Implementation Date:* August 26, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 19	11	1
Locations:				
Jersey Shore High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 30, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	5	0.5
Locations:				
Jersey Shore High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	16 to 17	2	0.2

Locations:				
Jersey Shore High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 17	1	0.15
Locations:				
Jersey Shore High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 18	1	0.15
Locations:				
Jersey Shore High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 26, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	12	1
Locations:				
Jersey Shore High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 26, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	14	1
Locations:				
Jersey Shore High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	15 to 16	12	0.7
Locations:				
Jersey Shore High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 16	3	0.3
Locations:				
Jersey Shore High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 26, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 18	9	1
Justification: This LSS program provides services to high school students and often encourages them to continue in public education until the age of 21 to enhance skill development and independence. For those students who do not meet the age range requirement, documentation and justification will be added to each IEP.				
Locations:				
Jersey Shore High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 26, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	17	1
Justification: Students receive educational services at their instructional level in the Supplemental Learning Support program. For those students who do not meet the the age range requirement, documentation and justification will be added to each IEP.				
Locations:				
Jersey Shore High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 26, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	15	1
Locations:				
Jersey Shore Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #19 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	8	0.7
Locations:				
Jersey Shore Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	5	0.3
Locations:				
Jersey Shore Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 26, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	17	1
Locations:				
Jersey Shore Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #21 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	13	1
Locations:				

Jersey Shore Area Middle School	A Middle School Building	A building in which General Education programs are operated		
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Program Position #22 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 29, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	4	0.5
Locations:				
Jersey Shore Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 14	2	0.3
Locations:				
Jersey Shore Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 13	3	0.2
Locations:				
Jersey Shore Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #23 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 26, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	6	1
Locations:				
Jersey Shore Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #25 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	12 to 15	8	1
Locations:				
Jersey Shore Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #26 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 26, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	9 to 12	5	0.8
Locations:				
Jersey Shore Area Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 12	1	0.2
Locations:				
Jersey Shore Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #27 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	7 to 8	2	0.6
Locations:				
Jersey Shore Area 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
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	3	0.4
Locations:				
Jersey Shore Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #28 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION*Type: Position**Implementation Date: July 1, 2018***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 11	5	0.25
Justification: Students are provided services in grades K-5 in grade-level groups whenever possible or with behavior plans in the regular education classroom.				
Locations:				
Jersey Shore Area School District	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 9	1	0.75
Justification: Students are provided services grades K-5 in grade-level small groups whenever possible and with behavior plans in the regular education classroom.				
Locations:				
Jersey Shore Area Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #29 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: July 1, 2018***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	27	1
Locations:				
Jersey Shore Area Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #30 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: July 1, 2018***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	14	1
Locations:				
Jersey Shore Area Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #31 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position*

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	10	1
Locations:				
Jersey Shore Area Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #32 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: March 11, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	6	0.5
Locations:				
Jersey Shore Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	4	0.5
Locations:				
Jersey Shore Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Coordinator of Special Education	All Buildings	1
Speech and Language Therapist	Jersey Shore Elementary, Jersey Shore MS, Jersey Shore HS	0.9
Speech and Language Therapist	Jersey Shore MS, Avis Elementary, Salladasburg Elementary, Jersey Shore High School, Jersey Shore Area Elementary	1
School Psychologist	Jersey Shore Elementary, Jersey Shore MS	1
School Psychologist	Jersey Shore High School, Avis Elementary, Salladasburg Elementary	1
Learning Support Paraprofessional	Jersey Shore Elementary	7.14
Emotional Support Paraprofessional	Jersey Shore Elementary	1

Life Skills Paraprofessional	Jersey Shore Elementary	3
Life Skills Paraprofessional	Jersey Shore Middle School	2
Life Skills Paraprofessional	Jersey Shore High School	2
Learning Support Paraprofessional	Jersey Shore Middle School	5
Emotional Support Paraprofessional	Jersey Shore Middle School	1
Learning Support Paraprofessional	Jersey Shore High School	2
Assistive Technology Coordinator	All Buildings	0.1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapy	Outside Contractor	1 Days
Occupational Therapy	Intermediate Unit	5 Days

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

Patterns across the five schools:

Positive attendance rate

Positive promotion rate

PBIS is working due to decrease in office referrals (ODR) from the previous year

Curriculum improvements have been made at all levels

Successful implementation of academic programs

District Accomplishments

Accomplishment #1:

The District has developed a K-12 School-Wide Positive Behavior Support system in each of the district's schools. This system of behavior support has helped establish consistent expectations for students, and has put an emphasis on rewarding positive behavior in students. The District has implemented a Bully Prevention system of support at the elementary and middle school levels that is closely tied to each school's School-wide Positive Behavior Support system.

The District's elementary schools and the middle and high school continue to implement the SWPBS system. The three elementary schools and middle school have been recognized by the state as being programs that are implemented with fidelity.

Accomplishment #2:

The District continues to use a behavior screening tool at the elementary and middle school levels as a means to provide additional data in order to offer interventions for students in need. Data team meetings that analyze academic and behavioral data currently utilize this information to analyze the student as a whole in order to better assign needed interventions.

Accomplishment #3:

The district continues to offer a comprehensive CTE program that has received very positive feedback from Chapter 339 program evaluations.

Accomplishment #4:

The district continues to partner with The Pennsylvania College of Technology to offer a dual enrollment program that results in the acquisition of transcribed college credits for high school students. Beginning with the 19-20 school year, the district will partner with the Lock Haven University to offer students interested in becoming a secondary teacher the ability to attend the university at a 75% reduction in tuition rate and an automatic acceptance into the university to continue their studies upon receiving their high school diploma.

Accomplishment #5:

The district has a comprehensive career/college ready pathway system as well as K-12 comprehensive guidance plan to assist students in becoming career and college ready (Future Ready PA program). Activities include extensive career exploration, job shadowing and internship experiences, non-traditional career exploration and job fairs.

Accomplishment #6:

Fidelity of instructional practices is evident across all schools, ensuring a guaranteed and viable curriculum for all.

District Concerns**Concern #1:**

Financial ramifications are a concern as funding sources diminish resulting in decisions being made in regard to programs, facilities and taxes.

Concern #2:

Funding technological needs and maintaining hardware and software as well as professional development to meet the needs of district-wide programming options is imperative. Digital citizenship is necessary to create responsible use of current technology.

Concern #3:

There are increasing mental health needs across the district.

Concern #4:

The district's enrollment continues to become diverse over time. It is important to meet the needs of all of our students through awareness, understanding of community and character education.

Concern #5:

Preparing students for a continually evolving world and ensure programs exist in our schools to meet the current listing of high priority occupations established by the state of Pennsylvania.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Aligned Concerns:

Funding technological needs and maintaining hardware and software as well as professional development to meet the needs of district-wide programming options is imperative. Digital citizenship is necessary to create responsible use of current technology.

The district's enrollment continues to become diverse over time. It is important to meet the needs of all of our students through awareness, understanding of community and character education.

Preparing students for a continually evolving world and ensure programs exist in our schools to meet the current listing of high priority occupations established by the state of Pennsylvania.

Systemic Challenge #2 (*Guiding Question #0*) Establish a district system that fully ensures the social and emotional needs of all students are met.

Aligned Concerns:

There are increasing mental health needs across the district.

The district's enrollment continues to become diverse over time. It is important to meet the needs of all of our students through awareness, understanding of community and character education.

District Level Plan

Action Plans

Goal #1: Ensure all students and educators will have access to a comprehensive infrastructure which supports engaging and transformative learning when and where needed for the development of 21st century skills.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: ISTE

Specific Targets: Lesson plans and observation documentation will show higher integration of technology use by both students and faculty. Technology Inventory is continuously upgraded and refreshed. Technology resources are purchased and utilized for intended purposes. Additional technology may need to be purchased in order to re-establish the intended use K-5.

Strategies:

Technology Infrastructure Enhancement/Technology Access and Training Increase

Description: The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source: http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf)

SAS Alignment: Instruction, Materials & Resources

Implementation Steps:

Embed Digital Citizenship curriculum across the district (K-12).

Description:

Research, identify and implement curricular units in the area of Digital Citizenship.

Start Date: 9/30/2019 **End Date:** 10/1/2022

Program Area(s): Professional Education, Teacher Induction, Educational Technology

Supported Strategies:

- Technology Infrastructure Enhancement/Technology Access and Training Increase

*21st Century Learning Space***Description:**

Research, develop and implement a plan to re-design buildings for student-centered learning spaces.

Reference: *Blueprint for Tomorrow: Redesigning Schools for Student-Centered Learning* - Prakash Nair

ISBN-13: 978-1612507040

Start Date: 9/30/2020 **End Date:** 9/30/2025

Program Area(s): Professional Education, Teacher Induction, Student Services

Supported Strategies:

- Technology Infrastructure Enhancement/Technology Access and Training Increase

Goal #2: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Related Challenges:

- Establish a district system that fully ensures the social and emotional needs of all students are met.

Indicators of Effectiveness:

Type: Annual

Data Source: SWPBS

Specific Targets: Buildings across the district will see a decrease in office discipline reports (ODR's) from year to year.

Strategies:***Student-to-Counselor Ratio Reduction*****Description:**

Sources cite research that supports the positive relationship of counseling to student achievement and other student factors.

(Sources: [Are school counselors an effective education input?](#), [Contributions to Economic Analysis & Policy](#), [Research on School Counseling Effectiveness](#), [United States Student-to-Counselor Ratios for Elementary and Secondary Schools](#))

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Character and Social Skill Building Programs - Social Skills Training**Description:**

Social skills training is not a specific curriculum, but rather a collection of practices that utilize a behavioral approach to teaching preschool children age-appropriate social skills and competencies, including communication, problem solving, decision making, self-management, and peer relations.

Social skills training can occur in both regular and special education classrooms. (Sources: [Social Skills Training](#))

SAS Alignment: Standards, Curriculum Framework, Instruction, Safe and Supportive Schools

Career Education and Work Standards

Description:

Pennsylvania has established academic standards to assist individual school districts in developing strategies to ensure that students have the opportunity to acquire age-appropriate skills and knowledge throughout their education. Benchmark progress will be shown at grade three (3), five (5), eight (8) and 11 as identified by the Pennsylvania Department of Education (PDE). The four domains addressed are: Career Awareness and Preparation, Career Acquisition, Career Retention and Advancement, and Entrepreneurship.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

Embed Character Education curriculum across the district (K-12)

Description:

Research, identify and implement curricular units in the area of Character Education.

Start Date: 9/30/2019 **End Date:** 10/1/2022

Program Area(s): Professional Education, Teacher Induction, Student Services

Supported Strategies:

- Character and Social Skill Building Programs - Social Skills Training

Career Education and Work Standards Curriculum**Description:**

The Career Education and Work Standards will be developed and implemented through a cross-curricular approach.

Start Date: 9/30/2019 **End Date:** 10/1/2022

Program Area(s): Professional Education, Teacher Induction, Student Services

Supported Strategies:

- Career Education and Work Standards

Career Education and Work Standards Expansion

Description:

The Career Education and Work Standards instruction will help enhance and advance the current Career Pathway System at the Jersey Shore Area Senior High School through the addition of a Health & Science (CNA) choice and an additional choice for Entrepreneurship within the existing Business Education pathway. The Jersey Shore Area Middle School's Future Ready class (grades six (6) - eight (8)) will be enhanced with career education and work standards instruction through the Smart Futures Program as well as the addition of passion projects, genius hour, etc. during personalized learning time (PLT). A partnership between the Intermediate Unit 17 curriculum specialist and the Middle School has been established for the 2019-2020 school year.

The District Administration will work on expanding the current Comprehensive Technical Education (CTE) Pathways program 8-12. All students are required to have a formalized career plan by the end of grade eight (8).

Start Date: 9/30/2019 **End Date:** 10/1/2022

Program Area(s): Professional Education, Teacher Induction, Student Services

Supported Strategies:

- Career Education and Work Standards

Career Education and Work Standards Additional Expansion

Description:

The Career Education and Work Standards instruction will help enhance and advance the current Career Pathway System at the Jersey Shore Area Senior High School through the addition of an Agricultural Career Pathway choice.

Start Date: 9/30/2024 **End Date:** 8/10/2025

Program Area(s): Professional Education, Teacher Induction, Student Services

Supported Strategies:

- Career Education and Work Standards

Goal #3: Establish a district system that fully ensures the social and emotional needs of all students are met.

Indicators of Effectiveness:

Type: Annual

Data Source: School-wide Positive Behavior Support (SWPBS), American School Counselor Association (ASCA)

Specific Targets: Buildings across the district will see a decrease in office discipline reports (ODR's) from year to year. The counselor to student ratio, specifically at the elementary level needs to be addressed in order to better meet the social and emotional needs of students.

Strategies:

Character and Social Skill Building Programs - Social Skills Training

Description:

Social skills training is not a specific curriculum, but rather a collection of practices that utilize a behavioral approach to teaching preschool children age-appropriate social skills and competencies, including communication, problem solving, decision making, self-management, and peer relations. Social skills training can occur in both regular and special education classrooms. (Sources: [Social Skills Training](#))

SAS Alignment: Standards, Curriculum Framework, Instruction, Safe and Supportive Schools

Student-to-Counselor Ratio Reduction

Description:

Sources cite research that supports the positive relationship of counseling to student achievement and other student factors.

(Sources: [Are school counselors an effective education input?](#), [Contributions to Economic Analysis & Policy](#), [Research on School Counseling Effectiveness](#), [United States Student-to-Counselor Ratios for Elementary and Secondary Schools](#))

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Social Worker

Description:

Social work is an academic discipline and profession that concerns itself with individuals, families, groups and communities in an effort to enhance social functioning and overall well-being. A part-time social worker was provided to the district in the 2018-2019 school year through a safe and supportive schools grant. This individual worked with student and their families at the elementary and middle level specifically. A full-time position would enable work across the district, K-12.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Embed defined character and social skills programming at each grade level (K-12).

Description:

Establishment of a character education curriculum (K-12).

Start Date: 9/30/2019 **End Date:** 6/30/2023

Program Area(s): Professional Education, Teacher Induction, Student Services

Supported Strategies:

- Character and Social Skill Building Programs - Social Skills Training

Working towards additional counseling services/staff to the district - elementary level

Description:

Additional counseling services will be allocated to the Elementary level. The counselor to student ratio will decrease.

Start Date: 8/10/2020 **End Date:** 6/30/2023

Program Area(s): Student Services

Supported Strategies:

- Student-to-Counselor Ratio Reduction

*District Social Worker***Description:**

Provide a full-time social worker who would be assigned to the District (K-12).

Start Date: 8/10/2020 **End Date:** 6/10/2022

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Character and Social Skill Building Programs - Social Skills Training
- Social Worker

Appendix: Professional Development Implementation Step Details

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

District Level Affirmations

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

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

Affirmed by Craig Allen on 8/13/2019

Board President

Affirmed by Jill Wenrich on 7/28/2017

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 Craig Allen on 4/17/2019

Board President

Affirmed by Jill Wenrich on 4/17/2019

Superintendent/Chief Executive Officer