
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Student Services Report **Tuesday, May 13, 2008**

Entity: Hopewell Area SD
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Organization Description

School Organizational Goals Relative to Differing Student Needs and the Attainment of the Academic Standards

The Hopewell Area School District is located in the southern portion of Beaver County where it borders Allegheny County and lies approximately twenty miles northwest of Pittsburgh. It consists of three townships: Hopewell, Independence and Raccoon.

The District has an enrollment of approximately 2641 students. The students are divided into three grade configurations: K-4, 5-8 and 9-12. The K-4 population attend neighborhood schools throughout the District. This organization was maintained to reflect the local preference for neighborhood schools. These buildings act as feeders to the centrally located junior high school where grades 5-8 are housed. Finally, the senior high is found approximately one fourth mile from the junior high and accommodates grades 9-12.

The following chart summarizes this information:

Grades K-4

Hopewell Elementary	Hopewell Township	323 Students
Independence Elementary	Independence Township	212 Students
Margaret Ross Elementary	Hopewell Township	174 Students
Raccoon Elementary	Raccoon Township	142 Students
	Total	851 Students

Grades 5-8

Hopewell Memorial Junior High School	Hopewell Township	840 Students
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Grades 9-12

Hopewell Senior High School	Hopewell Township	951 Students
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Core Purpose

Mission

The Hopewell Area School District is committed to preparing students to be productive citizens and life-long learners in an ever changing world.

Vision

The Hopewell Area School District will be a united community in which rigorous curricula will be fostered. Students and staff will embrace educational opportunities and experiences in a diverse society.

Shared Values

We believe:

- **The development of personal potential is influenced by a sense of self-worth**
- **Learning is a life-long process**
- **The student, family, school and community all share responsibility for learning**
- **Adaptability is essential for functioning in a changing world**
- **All individuals have a right to be treated with respect and dignity**
- **Responsible behavior is learned by holding students accountable**
- **High expectations promote excellence**
- **The health, safety and welfare of all students is vital**
- **Recognizing and respecting the diversity of all people enriches our school community**
- **Dynamic organizations respond to change in effective ways**
- **Students should be able to work both independently and collaboratively**

Current Student Services

Service	Comment
HASD Student Assistance Program (SAP)	The SAP provides academic, social and emotional support to all HASD students primarily through consultation with families, student mentoring and outside referrals
HASD ASSIST (Assuring Student Success in School Team)	This team serves as part II of the SAP. If a student has been SAP referred and SAP interventions do not result in improvement, the student is referred to ASSIST. This team also provides academic, social and emotional support to students and their families through a team process. The referrals are analyzed in greater depth with goals and professional assignments set and methods of monitoring performance established. This is the HASD's pre-referral to MDE process.
HASD English as a Second Language Program (ESL)	This program provides English instruction and academic tutoring for students who are new to the English language. One to several hours of tutoring per day are provided depending on student need and level of proficiency.
HASD Safe & Drug Free School Committee	This group, composed of students, parents, teachers, administrators and agency members meets to develop strategies and procedures

	to address prevention of drug use by students in the HASD. This group has, through meetings, surveys and research, developed a "Reasonable Suspicion Drug Testing Policy". Pertinent materials are provided for students, teachers and parents.
HASD High School Tutoring Program	Honor students at Hopewell High School provide academic tutoring to students at lower grade levels after school
HASD Keys to Work Program	This program provides career education information to students at Hopewell High School
HASD Wellness Program	To ensure the health and well-being of all students, the HASD provides a comprehensive nutrition program consistent with federal and state requirements, access, at reasonable cost, to foods and beverages that meet nutritional guidelines, physical education courses and opportunity for developmentally appropriate physical activity during the school day (including a student/faculty fitness center), and curriculum and programs for grades K-12 that educate students about proper nutrition and lifelong physical activity
HASD Title I Services	Title I teachers, in consultation with staff and parents, plan and implement educational support in reading to eligible Title I participants so that each child may achieve challenging state standards. Highly qualified Title I staff provide research based supplemental educational assistance for students, professional development for staff, and capacity building activities for parents designed to improve the academic achievement of participants. HASD Title I teachers in consultation with parents, teachers, and administrators have developed a written policy to ensure parent involvement in the planning, design and implementation of the Title I program ensuring that parents play an integral role in assisting their child's learning. Parents are invited to participate in program planning.
HASD Homeless Children's Services	The federal mandate, and the intention of the HASD is to ensure that homeless children and youth have access to free appropriate public education on an equal basis with other children. Children who are homeless, including those living with others, may qualify for assistance with school lunch, with school supplies/materials, with tutoring and with transportation so that they can remain in their school of origin.
Hopewell High School Transition Program	This program works to help young adults who receive SSA and/or Medical Assistance to explore career opportunities and employment
HASD ParentCONNECT	Parents of Hopewell students are invited to register for ParentCONNECT. This program enables parents to view student grades and assignments as well as attendance and discipline records. Parents register for the program at the student's building
Hopewell High School Coin Career Library	This is an online career guidance and curriculum program that is available to administrators, teachers, counselors, students and parents 24 hours a day, 7 days a week at www.coin3.com
Children's Hospital of Pittsburgh	The hospital presents program for students that address topics such as bike safety and avoiding spinal cord and head injury.
Beaver Valley Intermediate Unit (BVIU)	The BVIU provides support to the LEA (local education agency) to keep those agencies updated on services available to students and families. They also provide direct consultation to schools and families about issues such as positive behavior support, advocacy and special education law

Allegheny General Hospital	The hospital presents program for students related to making good choices about their health, including smoking, alcohol and drug use
Office of Vocational Rehabilitation (OVR)	This agency provides educational assistance and job training for students with disabilities who are graduating from high school. They meet with students during the senior year of high school to assess their needs and develop a plan
Prevention Network	This agency provides alternative education services for students at CLASS academy. It also addresses excessive school truancy through the Truancy Abatement Program
The Women's Shelter of Beaver County	The Women's Shelter presents programs to students at various grade levels that concern such topics as bullying and domestic violence
Career Links	Provides job training and jobs for student who are eligible

Needs Assessment

According to the results of recent surveys completed by staff, students and parents, most of the HASD high school students feel safe at school, feel that they belong at their school and believe that they get individual attention when the need it. The majority of the parents surveyed reported that they feel welcome at their student's school, that their student is safe in school and in coming and going to school, and that the school meets the educational and social needs of their student. A review of the Student Services that are provided show that the HASD provides many opportunities for student and families to access regular and special services, communicate with school personnel, learn of post-school opportunities, and participate actively in their community school.

There are some areas of challenge however that might be addressed by the HASD in the near future. According to the student survey that was recently completed at the high school most students believe that the high school needs to prepare them better for what they will do after high school. Most students also report that what they learn in school needs to be more relevant to real life.

Based upon the community and school survey as well as review of currently offered student services, the HASD believes that the following areas can be improved.

- 1) Increase career planning activities to better prepare students for life after school. This may include a mentoring program at the high school level whereby students could spend some time having first-hand experiences in careers in which they may be interested.
- 2) Increase type and amounts of supports for students who are struggling academically, particularly those performing at basic and below on the PSSA. Implement math tutoring to complement the reading and language tutoring that are now available through Title I services.
- 3) Increase social and emotional supports for students and begin to find ways to provide those services within our schools. This may include relieving counselors of some of their administrative duties and/or providing space in our schools for mental health agencies to operate.

Action Plan - Narratives

Developmental Services

Developmental Services in the HASD begin at the pre-kindergarten level. All students who register for kindergarten in the spring or summer for the following school year participate in pre-kindergarten screening. The district currently uses the DIAL-III, Developmental Indicators for the Assessment of Learning-Third Edition to screen pre-kindergarten students. This assessment gives the HASD information about the student's gross and fine motor skills, knowledge of concepts and receptive and expressive language skills. The parent/guardian also completes the Parent Questionnaire, which gives personal/medical information as well as level of self-help

development, social development and overall development including any specific worries expressed by the parent/guardian. The information gained from the pre-kindergarten assessment gives the district a preview of the developmental levels of the upcoming kindergarten class as well as social/emotional concerns.

As students move on through elementary, junior, and senior high school, the district addresses their developmental needs through the various services and programs that are described above in Current Student Services and delineated further below. The district utilizes a pro-active behavioral model, which strongly encourages teachers to manage their classrooms so that parents are an integral part of the solution to student problems. Classroom expectations are posted in classrooms and reviewed frequently with students. Further, the HASD uses a "team approach" in addressing students' developmental needs. All of the students' teachers, counselors, school psychologist, reading specialists, speech & language therapists, learning support teachers and administrators participate in student-centered teams, as appropriate.

The school district provides comprehensive school counseling services. The district employs a total of seven school counselors who are involved in various methods of serving HASD students, depending upon the grade level of the students that they serve. All of the school counselors are responsible for supervising the group testing that occurs in the district such as the Terra Nova and the PSSA. In addition all of the counselors monitor student academic performance and progress. Other services include drug & alcohol counseling, coordinating services for pregnant students, students on juvenile probation and students on homebound instruction, and smoking and tobacco cessation. The school counselors coordinate with all outside agencies that provide services to students and their families such as CYS and Beaver County Behavioral Health. They conduct student orientations for new students and for students transitioning from grades fourth to fifth and eighth to ninth.

- At the elementary level (grades K-4) the counselors provide services such as individual and group counseling and frequent consultation/communication with parents as well as classroom presentations to elementary students. An example of this would be a presentation on the difference between "tattling" and "telling" which includes the difference between being "bothered" and bullied". Elementary counselors are also an integral part of the SAP and the ASSIST (pre-referral services) that are described in another section. They coordinate and participate in pre-kindergarten screening. They also play an integral part in the character education programs that are implemented at the elementary buildings. Some of the elementary schools participate in a "caught being good" or "Vikings Show Their Colors" program. When a student is observed doing a kind act or acting responsibly, the student receives a small certificate, pencil or other token and their name is placed in a drawing for student of the month. At the end of the school year, all students who have received a small certificate will receive an official large certificate. The halls in all of the schools are named for a particular positive character trait and students say the "peacemaker pledge" daily. The music teacher incorporates the peacemaker songs into the music curriculum as well as the "bothered" song.
- At the middle school/ junior high level (grades 5-8), the two counselors perform both elementary and secondary functions. All students are divided into groups of 15-17. The groups are homogenous by grade. Each group meets one time per month with their advisor. Each month there is a topic that the lesson/discussion should be focused on. The topics are outlined in a manual that the teachers get at the beginning of the year. The JH counselors also participate in the COLORS (Caring, Organized, Leadership, Responsibility, Safety) program which offers students recognition for performing positively in these areas. The junior high counselors also provide counseling at the individual/group level and parent consultation. The counselors at this level also have an active role in scheduling students for their classes. They work closely with the secretaries, school principals and the special education department to assure that the needs of all students are met relative to optimal classroom placement. In addition, the

- 7th/8th grade counselor works with the high school counselors to schedule the 8th graders, as they get ready to transition to the high school.
- The high school counseling department provides an array of services to its students. Some of the duties the counselors perform include, but not limited to, scheduling for both the 8th grade and senior high students; student preparation and administration of ASVAB, PSAT's, ACT's SAT's and PSSA's; student one to ones in relation to future planning such as career; conflict resolution, mediation; and parent/guardian and student teacher meetings. The counselors work closely in conjunction with the high school's Gifted Coordinator. Some of the activities include Dual Enrollment and Regional Choice Initiative. Other areas also include both Governor's School and Financial Aid Night. Financial aid night helps with preplanning for post high school education and is for students, parents and/or guardians. The senior high counselors provide an extensive monthly scholarship listing. With the beginning of each school year they participate in freshmen and new student orientation. They offer students the opportunity to attend "in house" visits from technical schools, colleges, universities, and every branch of the military (this year, over 63 visits were set up by outside representatives offering in house visits between the months of September and October. They also provide student outreach during lunches. Other responsibilities include working daily with the Vo-tech on a number of levels such as grades and grade conversions; discipline; attendance; half day visits; field trips; career preparation and interest inventories; and presentations to the sophomore classes followed with extensive documentation.

The HASD provides full time school nursing services at each building. The nurses measure and monitor the development and growth of each student at specific grade levels. This includes specified screenings such as height, weight, body mass index, vision, hearing, and scoliosis screening. The nurses write and monitor individual student Health Plans as needed. They attend regular training and update each other at department meetings. The nurses also provide CPR training to staff when required. The nurses coordinate and implement the HASD Wellness Policy. They actively participate in SAP and ASSIST (pre-referral) teams.

The HASD employs a full-time school psychologist and, typically, a school psychologist intern. The role of the school psychologist is varied; this person also carries the title of Coordinator of Pupil Personnel Services. The school psychologist provides supervision and assistance in implementing the ASSIST program (pre-referral, described in another section) and serves as a regular member of the ASSIST in all of the buildings. The psychologist and intern are responsible for performing all multi-disciplinary evaluations and for writing all Evaluation Reports and Gifted Written Reports. They participate in regular consultation with parents and with teachers. The school psychologist reads and signs off on all Re-evaluation Reports. The school psychologist also serves as the Section 504 Compliance Officer as well as the compliance officer for Titles VI and IX and the Homeless coordinator.

Diagnostic, Intervention and Referral Services

The Student Assistance Program (SAP), which is described in more detail in another section, is the first level of referral in all of the HASD buildings at all grade levels. The team members are the case managers for all referrals that come to SAP. The counselors manage the teams for those students who are referred on to the next level of intervention, which the school district calls ASSIST (Assuring Student Success in School). ASSIST is a second level of referral for those students whose needs have exceeded the capability of the SAP. The district has developed flow charts that represent the SAP/ASSIST process both at the elementary and at the secondary level.

When a student is referred to the SAP, the team makes a decision. If the SAP team determines that the referral is appropriate for SAP, then the SAP procedures are put into place. If the SAP

team determines that the needs are significant and the student meets "pre-referral" criteria, then a referral can immediately be made to the ASSIST team. Meeting "pre-referral" criteria signifies that the student is "thought to be exceptional", that is, may be eligible for special education services. The SAP makes every effort to apply interventions that are appropriate to SAP such as parent contact, positive behavior support plans, mentoring, and referral to outside agencies before referring student to the pre-referral intervention team (ASSIST).

When a student is referred to the ASSIST team, then ASSIST procedures apply. A student can be referred to ASSIST by a teacher, the parent, or a counselor or administrator. The student's teacher(s) are asked to submit information, the counselor or other principal designee observes the student in a variety of settings, an ASSIST meeting is scheduled with parent/guardian invited, and the counselor gathers all of the student's available records. Parents are also requested to submit written information

The school counselor or principal designee chairs the ASSIST intervention meeting. Other members of the ASSIST team always includes the student's classroom teacher(s), the principal, the school psychologist, the Title I or Viking reading teacher (if the building has one) and a special education teacher (at the elementary level). Other individuals may participate on the team, as appropriate and as designated in each building such as: a speech & language teacher, the school nurse, special subject teachers, and/or agency representative(s). Every effort is made to have the parent(s)/guardian(s) attend and they are invited to bring relatives, friends, or agency representatives who have an interest in the student's education and development if they wish. ASSIST meetings are typically conducted one-day a month in each school building, or, as needed.

The agenda of the ASSIST meeting is as follows:

- 1) define the student's strengths and needs
- 2) define the problem(s) to be addressed
- 3) set goals for the student to meet
- 4) agree upon appropriate "scientifically-based" interventions and assign them to team members
- 5) set a timeline for progress review
- 6) make an immediate referral to MDE if the student's need for services is acute

Typically, students who are referred to the ASSIST are reviewed in 6 to 8 weeks from the intervention meeting. At this time, the student's progress towards the goals that were set are reported and discussed. Staff members who have implemented interventions present documented results (e.g. progress monitoring, test scores, grades, daily report cards, graphs, etc.). Other relevant information concerning the student is discussed and decision is made regarding further action. If interventions have been largely successful and the student's progress is improved, then the student may be monitored by the SAP team or the case closed. If the student is making little progress or if the problem has increased, he/she is usually referred to multidisciplinary evaluation (MDE) for special education services.

SAP to ASSIST services are provided for all students at all buildings. If a student's parent/guardian writes a letter to the district requesting an MDE, then the ASSIST process is begun immediately, if the district agrees to the MDE.

Consultation and Coordination Services

Consultation and coordination services to facilitate Intensive Interventions are integrated into the LEA's action plan at all levels of the school system primarily through the SAP, the ASSIST and the special education programs programs and through the efforts of the Counseling Department and the School Nurses Department. Each school year an up-dated list of providers, services, and agencies, located in Beaver and nearby counties, is provided to all counselors, nurses, school

psychologist and Director of Special Education Services by the Counseling Department. This list includes addresses, telephone numbers, and contact persons and is monitored by counselors at their monthly meetings and updated as needed.

The HASD works closely with The Prevention Network. The Prevention Network offers alcohol/tobacco and other drug (ATOD) abuse program, education, consultation, community support service referral, group facilitation and technical assistance tailored to the needs of the system. They also offer teacher in-service, leadership training, SAP training, and development of a K-12 community prevention curriculum. The Prevention Network operates C.L.A.S.S. Academy, which is an alternative education program for students experiencing chronic problems used by the HASD and the Truancy Abatement Program, to which HASD refers students.

The district also works closely with Beaver County Behavioral Health, which is an umbrella organization that offers mental health, mental retardation, early intervention, drug and alcohol, Human Services Development Funds, and Health Choices (provided by Value Behavioral Health for individual who are eligible for medical assistance). The district refers families for treatment services for students through Gateway Rehabilitation Center (Gateway Vision); Lifesteps Early Intervention Services (pre-school); and various wrap-around mental health programs.

The HASD also utilizes the services of the Regional Choice Initiative, which is coordinated through the Beaver Valley Intermediate Unit (BVIU). The Regional Choice initiative is a consortium of 16 Pennsylvania school districts that provides students with more choices by taking advantage of the latest advances in education technology. It is funded by the United States Department of Education's Voluntary Public School Choice Grant. This is a school choice program that will provide students and parents with a varied menu of greater academic options, create a collaborative partnership of school districts, and provide a replicable, inter-district, public school choice model. Thus far three initiatives are in operation and others are in progress. The Open Seats program allows Hopewell students to take courses in other school districts that are not currently offered in the HASD. The Dual Enrollment program enables high school students to take college courses for transferable credit at the college campus or online when they become available. Other programs that are currently available for HASD students include both live, teacher directed and independent study online computer courses.

Student Assistance Program

The Student Assistance Program (SAP) is designed to help students at all grade levels to deal effectively with issues that present barriers to learning. It helps to identify students that are experiencing behavior or academic difficulties which pose a barrier to their learning. The SAP is the first level of referral in all of the HASD buildings at all grade levels. The SAP team members are the case managers for the referrals that come to SAP and they monitor which students will go on to the next level of intervention, ASSIST (Assuring Student Success in School) team, a pre-referral program described in more detail in another section. The HASD district has developed flow charts that represent the SAP/ASSIST process both at the elementary and at the secondary level.

A parent or friend of a student or any person working in the school district who knows or has contact with the student can refer a student to the SAP. Students themselves can go to a member of the SAP team and ask for assistance. The SAP team is usually comprised of the school counselor, the principal, and teachers in the building who have been SAP-trained. The SAP team meets every other week at the elementary level and weekly at the secondary level. They screen every student who has come to the attention of the team and assign a case manager. The team will review the referral and make a decision as to how to proceed. If a decision is made to proceed with fact-finding and develop an action plan, the case manager will obtain verbal and written parent consent before proceeding. When this is obtained the case manager will gather more information from the parent, friends of the student and/or school personnel and interview the student and proceed with the action plan. The action plan may

involve services in the school and/or services delivered by an agency within the community. The case manager monitors the student's progress and at-risk behaviors. If the action plan becomes successful, the SAP can determine to close the case or to continue to monitor. If the interventions have not been successful, the student is referred to another level of intervention, the ASSIST (pre-referral) team.

Communication

1. Communication with parents/guardians regarding educational programs and opportunities occurs through multiple means. At the beginning of the school year, each resident of the community receives a Handbook/Calendar that identifies dates of important district activities, holidays, clerical days, in-service days, etc. The Handbook/Calendar also contains district telephone numbers, information about parent conferences and the use of the school buildings, emergency school closing information, vacation policy, testing programs, health services, attendance policy, information about athletic activities, school meals, internet use and policy, drug & alcohol policy, public notice on screening and evaluation, special education programs for eligible students and policy regarding protected handicapped students, student records policy, student rights for survey, transportation, and parent/teacher organizations. The district issues a Newsletter, the Highlighter, 2x a year to the Hopewell community. This newsletter provides information about activities of interest that are taking place within the district such as art and science fairs, artist in-residency program, plays and productions, and district club activities. Course selection books are provided to students and parents at the secondary level. Open house is conducted each year at every building and parents have an opportunity to visit their students' classes and hear about instruction. The special education program conducts an annual training for parents of special education students regarding services available and right to special education. Individual parent conferences are held at the elementary level 2x a year and at the secondary level 2x a year. Report cards summarizing students' progress are issued 4x a year at all grade levels with the exception of kindergarten which issues the report 2x a year. At the high school level, the district offers "Parent Connect", a web-based service, where parents are able to view their student's grades and assignments, attendance records, and discipline record. The HASD website provides information that includes the school calendar, delays and cancellations, special education, Title I services, Health Services, Athletics Calendar, directions to the school, Parent Connect Xp, Alumni Information, NCLB reports, district forms, the technology department, food service, and the swimming pool schedule.
2. The HASD provides career information and assessments so that students and parents or guardians might become aware of the world of work and of a variety of career options available to individual students. This occurs mainly at the high school level. The high school counselors offer information on the district website regarding "Career Links". This includes information about SAT-ACT-PSAT testing dates, scholarship news, grading profile, credit summary, freshman interview, junior journal, senior interview, the COIN Career Library (a complete college/career planning website), NCAA registration quick tips, NCAA core course requirements, student activities checklist, guidance department college preparation checklist, summer programs, and a list of career websites. The high school Transition Program is available for special education students to explore career opportunities and employment. The district also offers students **Keys2Work**, which is a skills-based career development tool that helps individuals understand the link between academic proficiency and real-world jobs.
3. The HASD provides information to parents or guardians about the health needs of their children through the school nurses. The four school nurses, provide information to parents/guardians through mailings from home to school, meetings and telephone conferences, and on the district website. The HASD website Health Services page provides school health policies, health forms, and information about communicable diseases.

4. The school district informs parents of the nature and scope of the surveys and of their relationship to the educational program of their child, consistent with section 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) regarding protection of pupil rights when student assessments using individual surveys are administered. This is done through Board Policy and is communicated through the HASD Handbook/Calendar which is mailed to all homes on an annual basis and is always available upon request and is on the district website. Also, if a survey is to be administered, parents and students are informed ahead of time of the contents of the survey and a form is provided to be signed by the parent an/or student if they are not to participate.
5. The communication activities described above integrate into the HASD's action plan in multiple ways. The ability to use regular mail service and teaming in conjunction with telephone conferencing, emailing, and information available on website has greatly improved the LEA's ability to communicate within the organization and with the community that supports our organization. These communication tools support our LEA's instructional goals as well as our ability to provide better services to students and their parents/guardians. We need to work on making our communication with our parents, students, and community reciprocal and provide for opportunities to hear from them in regards to our instructional goals and our student services.

Action Plan

Strategic Planning Process

The Strategic Planning Committee was formed in October 2007. Members of the Committee reflect the many stakeholders of the school community including: the Superintendent, the Director of Curriculum and Instruction, the Director of Special Education, the Director of Technology, the School Psychologist, school principals, teachers and other professional staff members from all grade levels elected by their peers, business leaders, parent and community volunteers and central office support staff.

Members of the Strategic Planning Committee met on November 1, 2007 with a representative from the Beaver Valley Intermediate Unit to review the process and discuss the benefits to the District of having such a tool in place. Individual committee meetings were then held for organizational purposes.

On November 21, 2007 members of the Chapter 4 Committee met to develop the Vision Statement, Shared Values and Goals.

On February 25, 2008 members of the Strategic Planning Committee met to review the Vision Statement, Shared Values and Goals. After discussion by the Committee, the Committee approved the Vision Statement, Shared Values and Goals. Individual committees then met to plan and discuss their individual plans. During February and March, individual committee meetings were held to outline and develop each plan. As each plan was completed, drafts were sent out to committee members for review and comment.

On April 28, 2008, members of the Strategic Planning Committee meet to discuss the final plan. Each member was given a copy of each of the reports that comprise the Strategic Plan. Members were asked to review the reports for the next two weeks and report back to the Superintendent with any comments or suggestions. At the end of the two week period, May 12, 2008, all final changes were made to the reports. It was then posted on the District website for 30 days for community review.

The intent of the District is to review the document at regular intervals and adjust, as needed, in order to make sure the District remains focused on its stated goals. The plan will guide the District as it constantly strives to improve student achievement and educational practices and assist in our efforts to help students reach their fullest potential.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Charles Reina	Superintendent	Administrator	Charles Reina
Lynn Milanovich	School Counselor	Ed Specialist - School Counselor	Elected by Peers
Nancy Barber	Community	Parent	Board of Directors
Susan Todd	Director of Technology	Administrator	Charles Reina
Suzanne Pocci	District School Psychologist	Ed Specialist - School Psychologist	Charles Reina
Teresa Kuhns	Director of Special Education	Administrator	Charles Reina

Assurance for the Collection, Maintenance, and Dissemination of Student Records

By checking each of the boxes below, the local education agency assures compliance with the requirements of 22 PA Code Chapter 12 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE (electronic mail may be directed to ra-chapter12@state.pa.us).

The Local Education Agency (LEA) assures the following:

- The LEA has a local plan, including policies and procedures, in place for the collection, maintenance, and dissemination of student records in compliance with §12.31(a) and §12.32
- The plan shall be maintained in compliance with §12.31(b) and made available to PDE in compliance with §12.31(c)

Assurance for the Operation of Student Services and Programs

By checking each of the boxes below, the local education agency assures compliance with the requirements of 22 PA Code Chapter 12 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE (electronic mail may be directed to ra-chapter12@state.pa.us).

The Local Education Agency (LEA) assures that there are local policies and procedures in place that address:

- Free Education and Attendance (in compliance with §12.1)
- School Rules (in compliance with §12.3)
- 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)

The LEA acknowledges that the above policies shall be maintained locally and be made available to the public upon request. The policies are not to be submitted to the Commonwealth except upon specific request by PDE.

In addition, the LEA assures the following:

- The Student Services Report complies with §12.41(b), §12.41(c), and §12.42 (consistent with the Early Intervention Services System Act (11 P.S. §§875-101 - 875-503))
- Consistent with §445 of the General Education Provisions Act (20 U.S.C.A. §1232h), parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (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))