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# Pennsylvania Department of Education

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

## **Student Services Report** **Monday, May 12, 2008**

**Entity:** North Schuylkill SD  
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## Organization Description

The North Schuylkill School District is located in the anthracite coal fields of Pennsylvania. The school district, located in Schuylkill and Columbia counties, encompasses 72.2 square miles of rolling hills and valleys. The district is an area of many contrasts. While it is best known for its anthracite resources and for its past mining history, it also is a land of vast wooded acres and some of the most beautiful agricultural areas found in northeastern Pennsylvania.

Residents of the boroughs of Ashland, Frackville, Girardville, Gordon, and Ringtown, and a scattering of small surrounding villages, are served by the district's three K - 6 elementary schools and its 7-12 junior/senior high school. Effective 2007-2008, elementary students attending the Ashland and Frackville Elementary Centers will attend classes in the district's newly constructed elementary school. The Ringtown Elementary Center will remain open. According to the 2000 federal census, the district has a population of 16,681.

During 2006-2007, the district provided basic educational services to 2,083 students through the employment of 8 administrators, 147 teachers, and 114 full-time and part-time support personnel. Special education was provided by the district and the Schuylkill Intermediate Unit 29. Occupational training and adult education in various vocational and technical fields were provided by the district and the Schuylkill Technology Centers.

The district undertook a thorough process to complete a six-year strategic plan. Our focus throughout the process has been to improve our present educational program and set high expectations of achievement for all our students. To accomplish this end, we have developed a plan to modify our curriculum, instruction, and assessment procedures.

Strategic planning requirements set forth in Title 22, PA code Chapter 4, Section 4.13, provided the blueprint for the district and supportive community to create a six year plan. The organization is designed according to the required items in the strategic planning guidelines. District mission statement, goals, and action plans are placed within the organizational guidelines where appropriate.

*The following is an overview of the demographic makeup of the North Schuylkill School District as reported in the 2000 federal census:*

### NORTH SCHUYLKILL SCHOOL DISTRICT, SCHUYLKILL COUNTY, Pennsylvania

Subject	Number	Percent
Total Population	16,681	N/A
<b>SEX AND AGE</b>		
Male	8,046	48.2
Under 5 Years	437	2.6
5 to 9 years	509	3.1
10 to 14 years	522	3.1
15 to 17 years	351	2.1
18 to 19 years	196	1.2
Female	8,635	51.8

Under 5 Years	374	2.2
5 to 9 years	447	2.7
10 to 14 years	483	2.9
15 to 17 years	356	2.1
18 to 19 years	158	0.9
<b>RELATIONSHIP BY HOUSEHOLD TYPE (INCLUDING LIVING ALONE)</b>		
Total Population in Households	16,430	100
In Family Households	13,733	N/A
Householder	4,597	100
Male	3,544	77.1
Female	1,053	22.9
<b>TENURE</b>		
Total Occupied Housing Units	7,031	100
Owner Occupied Housing Units	5,566	79.2
Renter Occupied Housing Units	1,465	20.8
<b>AVERAGE HOUSEHOLD SIZE</b>		
Average Household Size	2.34	N/A
<b>AVERAGE FAMILY SIZE</b>		
Average Family Size	2.94	N/A
<b>SEX BY EDUCATIONAL ATTAINMENT FOR THE POPULATION 25 YEARS AND OVER</b>		
Total	12,025	N/A
Male	5,600	46.6
12th grade, no diploma	185	3.3
High school graduate (includes equivalency)	2,900	51.8
Some college, 1 or more years, no degree	365	6.5
Bachelor's degree	385	6.9
Master's degree	125	2.2
Professional school degree	50	0.9
Doctorate degree	35	0.6
Female	6,420	53.4
12th grade, no diploma	145	2.3
High school graduate (includes equivalency)	3,260	50.8
Some college, 1 or more years, no degree	405	6.3
Bachelor's degree	385	6.0
Master's degree	130	2.0
Professional school degree	180	2.8
Doctorate degree	4	0.1
<b>MEDIAN GROSS RENT (DOLLARS)</b>		
Median gross rent	383	N/A
<b>MEDIAN VALUE (DOLLARS) FOR ALL OWNER-OCCUPIED HOUSING UNITS</b>		
Median value	56,900	N/A
<b>PER CAPITA INCOME IN 1999 (DOLLARS)</b>		
Per capita income in 1999	17,221	N/A
<b>MEDIAN HOUSEHOLD INCOME IN 1999 (DOLLARS) BY TENURE</b>		
Total	30,584	N/A
Owner occupied	33,583	N/A
Renter occupied	21,005	N/A

<b>POVERTY STATUS IN 1999 OF FAMILIES</b>		
Total	4,600	N/A
Income in 1999 below poverty level	270	5.9
Income in 1999 at or above poverty level	4,330	94.1
<b>POVERTY STATUS IN 1999 OF HOUSEHOLDS</b>		
Total	7,045	N/A
Income in 1999 below poverty level	705	10.0
Income in 1999 at or above poverty level	6,340	90.0
<b>Common Core of Data, Local Education Agency Universe Survey, 1999-2000 (NCES)</b>		
Total Students	2,252	
Total FTE Teachers	112.5	
Total Schools	4	

**Source:**

*National Center for Education Statistics, US Department of Education  
Bureau of the Census, US Department of Commerce*

## Core Purpose

### Mission

The North Schuylkill School District will provide all students a rigorous, meaningful and relevant education which will prepare them to thrive in the 21st Century global community, whether they go on to college or career preparation or the workplace.

### Vision

The District's vision is aligned with supporting the Pennsylvania Department of Education's State Learning Standards in various disciplines. It is our main objective to prepare our students to compete successfully for admission to higher education institutions, to enable them to secure employment and succeed in the global marketplace, and to demonstrate the skills, attitudes, and ethics which allow them to become lifelong learners. Through our research we have identified six key elements which will drive the North Schuylkill educational program in the 21st Century:

**Mastering Core Subjects:** The No Child Left Behind Act of 2001, which reauthorizes the Elementary and Secondary Act of 1965, identifies the core subjects as English, reading or language arts, mathematics, science, foreign languages, civics, government, economics, arts, history and geography. North Schuylkill's students will master the core subjects by using learning and thinking skills, making their education truly rigorous.

**Mastering 21st Century Content:** We believe several significant emerging content areas are critical to success in communities and workplaces. North Schuylkill's students will master 21st Century content that is relevant in the world today. These content areas are:

*Global awareness*

*Financial, economic business and entrepreneurial literacy*

*Civic literacy*

*Health and wellness awareness*

**Mastering Learning and Thinking Skills:** As much as students need to learn academic content, we believe they also need to know how to keep learning- and make effective and innovative use of what they know- throughout their lives. North Schuylkill's students will develop learning and thinking skills comprised of:

*Critical thinking and problem-solving skills*

*Communication skills*

*Creativity and innovation skills*

*Collaboration skills*

*Contextual learning skills*

*Information and media literacy skills*

*Team Building skills*

**Acquiring ICT Literacy:** Information and communications technology (ICT) literacy is the ability to use technology to develop 21st century content knowledge and skills, in the context of learning core subjects. North Schuylkill's students will use technology to learn content and skills- so that they know how to learn, think critically, solve problems, use information, communicate, innovate and collaborate.

**Mastering Life Skills:** Good teachers have always incorporated life skills into their pedagogy. The North Schuylkill School District will incorporate these essential life skills into our schools deliberately, strategically and broadly:

*Leadership*

*Ethics*

*Accountability*

*Adaptability*

*Personal productivity*

*Personal responsibility*

*People skills*

*Self-direction*

*Social responsibility*

**21st Century Assessments:** Assessments must measure core subjects, 21st Century content, learning and thinking skills, ICT literacy and life skills. A balance of assessments, including high-quality standardized testing, along with effective classroom assessments, will offer North Schuylkill's students a powerful way to master the content and skills central to success in meeting real-world challenges.

The North Schuylkill School District will incorporate all six elements into our curriculum, thus providing our students a rigorous, meaningful and relevant education. Every North Schuylkill graduate will be prepared to thrive in the 21st Century, whether they go on to college or career preparation or the workplace.

## **Shared Values**

- Our students are our purpose.
- Our district focuses on our students and recognizes that each person has the ability to learn.
- Our students are entitled to a safe, caring, learning environment.
- All students want to succeed in some way and want to feel good about themselves.
- All students should have the opportunity to learn using the most current material and technology available, in order to compete with the rest of the world.
- All students should be encouraged to discuss their ideas and the ideas of others in the classroom instead of just rote memorization of facts.

- The advancement of society depends on the development of individual talents, and that each student should be given the opportunity and resources to develop his/her talents to the utmost of their potential.
- Our learning environment develops values of service, pride, excellence, and integrity.
- Our students are encouraged to contribute to the community.
- Our district strives for pride, excellence, and integrity.
- Our heritage provides a foundation for good citizenship.
- The role of all in the school community is to work cooperatively to support the needs of the students.
- The family is the foundation for a successful community.
- Education of our youth is the shared responsibility of everyone: the home, the school, and the community.
- Each individual is important and entitled to respect, understanding and appreciation of his/her uniqueness.
- Each person is responsible for his/her own actions.

### Current Student Services

Service	Comment
Education Assistance Program	After school tutoring opportunities supported by a grant from PDE.
Title I	A federally funded program that provides remediation in math and reading to our K-5 student population.
DARE	D.A.R.E. stands for "Drug Abuse Resistance Education". This 11 week program is taught by specially trained Police Officers. Sixth grade students, with the cooperation of their Schools, teachers and parents, learn to identify and resist the social pressures to use dangerous drugs. <a href="http://www.schuylkillcountydare.com/index2.html">http://www.schuylkillcountydare.com/index2.html</a>
Big Brothers/Big Sisters	Research on its volunteer programs points to the powerful, positive, lasting impact Bigs have on children's lives. Littles are: 52% less likely to skip school 46% less likely to begin using illegal drugs More likely to get along with their families and peers
All-Stars	All-Stars is a prevention curriculum for youth in grades 6-8 which is designed to prevent the development of behaviors related to violence, use of alcohol, tobacco, and other drugs (ATOD), and other risky behaviors. The program focuses on positive lifestyles and normative beliefs, students' sense of belonging and bonding, positive relations with parents <sup>2</sup> and goal-setting.
Peer Tutoring	K-12
Study Buddies	Elementary peer tutoring program.
Peer Mediation	7-12
Parent Teachers Organization (PTO)	Parent teacher group which provides NSSD elementary students and staff with resources, services and programs through fundraising and other volunteer efforts.
Intervention Counselor	The goal of this position is to help all students succeed academically, to encourage discouraged learners, to make NSJSHS an emotionally safe place

	for ALL students. The counselor works along side the NSSD staff and joins forces with parents, including community agencies to help students hurdle "roadblock" issues so all students can experience life success.
Students Against Destructive Decisions	A peer leadership organization dedicated to preventing destructive decisions, particularly underage drinking, other drug use, impaired driving, teen violence and teen depression and suicide. <a href="http://www.sadd.org/">http://www.sadd.org/</a>
Teens Against Tobacco Use	Youth empowerment program teaching teens to fight back against tobacco use. <a href="http://www.alawv.org/TATU_folder/TATU.htm">http://www.alawv.org/TATU_folder/TATU.htm</a>
Schuylkill County Children and Youth	<a href="http://www.iu29.org/About_Us/OurCounty/ChildrenYouth.asp">http://www.iu29.org/About_Us/OurCounty/ChildrenYouth.asp</a>
Instructional Support Team	The IST team provides instructional support to non-proficient, at-risk and/or struggling students.
Student Assistance Program	The Commonwealth of Pennsylvania's Student Assistance Program (SAP), which is administered by the PA Department of Education's Division of Student and Safe School Services in partnership with the PA Department of Health's Bureau of Drug and Alcohol Programs, and the PA Department of Public Welfare's Office of Mental Health and Substance Abuse Services, is designed to assist school personnel in identifying issues including alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student's success. The primary goal of the Student Assistance Program (SAP) is to help students overcome these barriers in order that they may achieve, remain in school, and advance.
Schuylkill County MH/MR	<a href="http://www.co.schuylkill.pa.us/Offices/HumanServices/DrugAlcohol/index.asp">http://www.co.schuylkill.pa.us/Offices/HumanServices/DrugAlcohol/index.asp</a>
Schuylkill County Juvenile Probation	<a href="http://www.co.schuylkill.pa.us/offices/juvenile/juvenile.asp">http://www.co.schuylkill.pa.us/offices/juvenile/juvenile.asp</a>
Schuylkill County Drug and Alcohol Agency	<a href="http://www.co.schuylkill.pa.us/offices/humanservices/drugalcohol/prevention.asp">http://www.co.schuylkill.pa.us/offices/humanservices/drugalcohol/prevention.asp</a>
Spartan Task Force	North Schuylkill Drug and Alcohol Task Force membership includes NS students, faculty, staff, and administration and representatives from the State Correctional Institution at Frackville, Good Samaritan Counseling, Schuylkill Access Management (SAM), Schuylkill County Drug and Alcohol, Schuylkill County Emergency Management, Schuylkill County Intermediate Unit 29 and Schuylkill County Juvenile Probation. <a href="http://www.northschuylkill.net/taskforce.htm">http://www.northschuylkill.net/taskforce.htm</a>
Positive Achievement = Student Success (PASS)	After school tutoring and remediation program for students in grades 7-12

## Needs Assessment

Each year the North Schuylkill School District conducts needs assessments and surveys to gauge where the district's professional development efforts should be focused as well as to solicit staff feedback concerning their perceptions of the strengths and weaknesses of the district's instructional programs. Needs are also ascertained through feedback provided at staff meetings, department meetings and through casual conversation. The following have been identified as needs of the Student Services department:

### Counselors

- advising students, and consulting with parents/guardians.
- providing individual and group counseling
- being accessible to children, staff and parents
- collaborating and consulting with other professionals
- advocating on behalf of children and families with specific needs
- fulfilling their role as an advocate for children and protecting confidentiality
- participating actively in the anti-bullying program
- improving understanding of counselors' roles by administrators and staff
- dedicating more time to see students
- developing more flexibility, creativity, within the school day to meet the needs of individual students
- improving transition from elementary to junior high to high school
- establishing better coordination and communication between counselors, administrators and faculty, within and between buildings
- meeting with administrators to share information for policy development
- coordinating use of outside resources
- consulting with teachers/teams/parents
- encouraging community building and a sense of belonging
- teaching and encouraging communication skills
- career exploration
- conflict resolution skills
- providing post high school planning and preparation
- providing the management of student schedules, transcripts and credits for graduation
- assisting the assimilation of new students
- providing academic support for students who transfer from other schools
- provide for additional alternative school options to encourage students to remain in school (and not drop out)
- providing a greater career focus for all of the students
- encourage and promote participation in the district's after school tutoring program

### Health Services

- addressing healthcare and safety needs of students so that they can perform at their optimal academic and social level

communicating effectively with school personnel, students and families  
continuing commitment to professional development  
providing yearly CPR/AED/First Aid training for staff

Crisis Intervention/Social Worker

providing attendance support  
abuse consulting and reporting  
having people dedicated to a team approach in meeting the needs of students

### **Action Plan - Narratives** **Developmental Services**

The North Schuylkill Student Services Plan is an integral part of the NSSD instructional program. Our trained and licensed staff consistently identify and employ services to meet all student needs. These services are communicated to parents on a regular basis and parents are encouraged to access these services.

The North Schuylkill School District's Student Service team includes guidance counselors, a social worker, a crisis intervention counselor, a psychologist, and school nurses. Members of this team:

- participate on data analysis teams
- participate on instructional support teams and other student service teams
- help gather, analyze, and interpret individual and group data
- assist student services teams in the design and implementation of interventions including assessment activities
- assist students and families in the development of appropriate postsecondary plans, with particular focus on the transition of a student with a disability to postsecondary training, education and employment
- consult with school staff, individual students and their families on activities that support self knowledge and self advocacy skills, career planning and educational or vocation developments
- participate in the design and delivery of programs and activities for all students in promoting positive coping skills and healthy behaviors.

North Schuylkill's current and planned services include providing individual counseling and consultant services with students in grades 7-12 regarding their instructional needs, course selection and study habits and individual counseling with students in grades K-6 to increase self-knowledge and awareness about how a student's decisions affect their learning. The members of the student services team provide a wide variety of services, each supporting the district's K-12 instructional goals. The following is a brief overview of the current and planned developmental services offered by the North Schuylkill School District.

The Guidance Program is a service that assists students to develop to the maximum of

their ability; not only educationally, but also vocationally, personally and socially. Some young people need a great deal of individual help in order to make the most of the group opportunity the school offers. The school, likewise, needs special knowledge of the pupils in order to make the school experience of real value to them. The center of the Guidance Program is the pupil, whatever his or her need, and it is for this reason that the guidance staff places its major emphasis on individual student conferences, assistance in course selection and aiding students with future career plans.

School counselors provide students the opportunity to acquire the skills to investigate the world of work in relation to knowledge of self to make informed career decisions with the following current and planned services: SAT workshops, ACT workshops, teaching students in the use of educational websites such as *Education Planner* ([http://www.educationplanner.com/education\\_planner/default.asp?sponsor=2859](http://www.educationplanner.com/education_planner/default.asp?sponsor=2859)), supervising college and military visits, coordinating college fairs, classroom career lessons, review of transcript portfolios, ASVAB testing and providing for field trips and speakers. Students are encouraged to stop in the district's guidance offices at any time and arrange for a personal conference. Conferences can be held to discuss interim reports and report card grades, the interpretation of testing a student has taken (aptitude, achievement, intelligence, interest inventories), and/or social/adjustment concerns a student may have. During the first marking period the secondary guidance counselors will meet with all 7th grade students in order to ensure that their transition to the Junior senior high school setting is going smoothly. Counselors also meet individually with all junior and senior students concerning credit checks, future plans, financial aid, etc. Parents are invited to attend these individual conferences.

A goal of North Schuylkill's counselors is to collaborate with parents, guardians, and other family members to help students build rapport and relationships and to facilitate the success of the student. Students or parents are encouraged to initiate parental conferences. Current and planned services include financial aid night, letters of recommendations, SAT preparation, governors school application, serving on the SAP Team, cumulative career portfolio, coordinating college fair, back to school night, new student parent orientation, IEP consultation, refer students/families to agencies, collaborate with building administrators, counselor publications, staff consultation and collaboration, parent letters to prevent failure, parent consulting and advising, parenting programs, assist with financial issues, parent teacher meetings, attend team meetings, coordinate parent info meetings and individual and group counseling.

They also collaborate with agencies, organizations, and individuals in the community. The school counselors review, maintain and secure records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines. They also assist students in the district when they change levels or schools and assist new students as they move into the district or current students who will be moving to a new district.

The nursing staff provides mandatory medical examinations and annual health screening. The current and planned services include: coordination and implementation of K-12 vision screening (including far visual activity, near visual activity, contact lens test, color vision, stereo-depth perception), dental exams for students in grades 1, 2, 3

and 7, coordination and implementation of hearing screening for students in K-3, 7th, and 11th grades, physical exams for students in kindergarten and grades 6 and 11, height and weight calculations for BMI and BMI%, scoliosis screening mandated for 6th and 7th graders. The nursing staff provides administration and management of medication at school. They also provide staff communication to inform teachers of health conditions of students which may affect behavior, attendance, appearance or academic performance with information of signs and symptoms, treatment and prognosis and classroom management strategies. The nursing staff provides parents communication. The current and planned services include; sharing results of health screening, findings and recommendations from school physician, notification of BMI and BMI%, referrals following nursing assessment for complaints of illness or injury and informing parents of at risk students or any special health concerns in the school environment.

Students are afforded the opportunity to acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others through the following current and planned activities; social skills groups, student mentor program, diversity groups, anti-substance groups, student wellness groups, team building activities, anti-bullying interventions, peer mediation program, and the Empower Peace program.

### **Diagnostic, Intervention and Referral Services**

North Schuylkill Area School District's current and planned diagnostic, intervention and referral services are integrated into the district's action plan in support of the district's instructional goals in the following ways:

Health services provides staff communication to inform teachers of health conditions of students which may affect behavior, attendance, appearance or academic performance with information of signs and symptoms, treatment and prognosis and classroom management strategies. The health service staff provides parent communication. The current and planned services include; sharing results of health screening, findings and recommendations from school physician, notification of BMI and BMI%, referrals following nursing assessment for complaints of illness or injury and informing parents of at risk students or any special health concerns in the school environment. The health services staff participates in Instructional Support Team meetings, Student Assistance Program meetings, and district committees. The current and planned services include; reviewing health records and sharing pertinent information that could pose a barrier to learning and social development, providing medical definitions and explanations of medications and diagnosis to team and the impact they may have on learning and they advocate for students.

The counseling staff provides transition services to assist students in the district as they change levels or schools and to assist new students as they move into the district, and for current students who will be moving to a new district. The goal of transition services is to make the change for the student and family as seamless as possible. The current and planned services include: the counselors register students for classes, refer

to standardized testing for class placement, attend transition meetings, plan new student parent orientations, provide IEP consultation, arrange parent night, 7<sup>th</sup> grade orientation, family/counselor meetings, and new student advising. The counseling staff provides the service of personal and social skill development to give students the opportunity to “acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.” They provide career and educational planning to provide students the opportunity to acquire the skills to investigate the world of work in relation to knowledge of self in order to make informed career decisions. The current and planned services include: registering students for classes, transcript checks, test interpretation, back to school night, IEP consultation, individual counseling, group counseling, mentorship programs, IST, 504 plan and IEP participation, and consultations with medical professionals. The district's counselors collaborate with school administration staff, colleagues, and community agencies in response to emergency crisis situations. School counselors also provide intervention and referrals to students and families following crises, emergencies and traumatic events through ongoing training in Crises Prevention Intervention techniques, through safety committee, individual counseling, family interventions, staff advising and collaboration, assisting in emergencies, and providing referrals in emergencies.

The school counselors collaborate with school administration, staff, colleagues, families, and the community to promote a safe, secure, and nurturing environment. School counselors provide direct services to students, staff and the community in an effort to reach this objective. The current and planned services include: new student groups, SAP team, advising mediation process, back to school night, advisory consultation, introduction of counseling service to new teachers, new student parent orientation, IEP consultation, refer student/families to agencies, collaborate with building administrators, counselor publications, diversity committee, peer mediation programs, anti-bullying interventions, conflict training for staff and students, team building activities, student mentor program, staff consultant and collaboration, individual counseling, group counseling, emergency drill leadership, community building activities, wellness activities, IEP and 504 meetings, student observations, behavior management plans, referrals to mental health, and CPI training. Counselors collaborate with parents, guardians, and other family members to help students build rapport and relationships and to facilitate the success of the student. The school counselors collaborate with agencies, organizations, and individuals in the community. The school counselors review, maintain and secure records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines. School counselors provide interpretation of the nature, purposes, results and potential impact of assessment/evaluation measure in language that staff, students and families can understand. The current and planned services include: SAT workshops, ACT workshops, letters of recommendations, SAT Night, registering students for classes, ASVAB results interpretation, cumulative career portfolio, standardized testing, AP testing, transcript checks, test interpretations, counselor publications, record reviews, record maintenance, records committee, testing committee, recommend testing procedures,

PSAT administration, staff consultation and collaboration, parent consultation and advising.

The school psychologist provides diagnostic, intervention and referral services for students who are experiencing problems attaining educational achievement appropriate to their leaning potential through the following current and planned activities: counseling (individual or small group), assessment (school psychologist can employ a wide array of assessment methods and procedures), intervention (assist in the design and implementation of interventions with individual student or groups of student in collaboration with school teams), placement (assist in matching students programs and placements), community referral (psychologist participate with other team members in identifying students with extensive needs who requires referral to community resources).

Student services personnel advise and assist in the processing of truancy offenses by consulting with staff and administration, maintaining log/record of offenses filed, obtaining administrator's signature of offenses, filed and deliver to district justice, provide family support to prevent truancy issues, refer families to agencies for consultation and support. School personnel attend hearings dealing with truancy and notify staff of hearing times/locations, and make recommendations to the magistrate based on efforts attempted by family.

### **Consultation and Coordination Services**

The North Schuylkill Area School District's current and planned consultation and coordination services are integrated into the district's action plan in support of the district's instructional goals in the following ways. The district's nurses consult with the district's health teachers on the content and delivery of a unit concerning physical development of adolescents. The current and planned services include: coordinate a meeting with the health teachers, provide resource materials appropriate to the topic of adolescent physical development, provide advice to the health teachers upon request, participate in occasional lessons within the health classroom on the topic of adolescent development, and prepare an evaluation report at the end of each semester on the effectiveness of the program. The school nurses serve as advisors to staff, student and families with regard to medical, psycho-social and immunization services. The current and planned services include: initiate and implement IHC and coordinate emergency procedures, provide information sheets on common childhood illnesses and accidents, share information regarding camps, special events and support groups, orient guest nurses and provide ongoing supervisions.

North Schuylkill's counselors partake in various activities throughout the year to stay current with trends and issues in relation to the school counseling profession. School counselors will also review services given to students in an effort to make the most efficient use of their time and resources. The current and planned services include: PHEAA workshop, SAT workshop, ACT workshop, counselor information days, meeting with 7th and 8th grade students, attend conferences, read professional literature, staff

consultation and advising, classroom lesson development/revision, diversity committee, Spartan Task Force, strategic planning committee, administrative collaboration, K-12 counseling meetings, K-12 services meetings, records committee, community service committee, post high school planning committee, publish articles for community and district, evaluate programs, provide in-service for staff, participate in advisory committees, assist in developing policy, reviews of student/counselor ratios, budget for appropriate materials, individually manage time and tasks.

The Student Service staff will participate on appropriate school district and community advisory committees and boards. They will consult with staff about attendance/truancy issues. The current and planned services include; explanation of importance of good attendance, develop effective methods of improving a student's attendance, explain the consequences of poor attendance/truancy to include the legal ramifications, make phone contacts, explain truancy and attendance law and policy. The district's student services professional staff will consult with staff about child abuse issues. The current and planned services include: using the policy and procedure for identifying and reporting child abuse.

The school psychologist provides consultation and coordination of services for student who are experiencing chronic problems that require multiple services by team or specialist. The current and planned services include: case management, community liaison, home/family communications, staff development and parent education by the school psychologist.

### **Student Assistance Program**

*Presently SAP is utilized in North Schuylkill's junior senior high school and serves 1,100 students in grades 7-12. The implementation of SAP has been identified as a goal of this strategic plan. Meetings designed to accommodate the expansion of this program to the district's elementary schools are in progress.*

### **Philosophy Statement for Student Assistance Programs**

A Student Assistance Program is a school based comprehensive prevention and intervention program for students in Kindergarten through grade 12 characterized by a team approach. This professional, systematic process is designed to provide education, prevention, early identification, intervention, referral and support services for students exhibiting risk behaviors which are interfering with their education. The positive influence of Student Assistance Programs encourages student success in the school environment, fosters risk reduction and positive asset development, provides a safe environment and promotes opportunities for knowledge, skill, and attitude development. Key components are developmental curriculum and education, policy, staff and community in-service and education, early identification, development or support processes, use of community resource, and ongoing evaluation of program effectiveness.

## Mission Statement for Student Assistance Programs

The Student Assistance Program utilizes a multidisciplinary team and intervention system to remove the educational and behavioral barriers which interfere with student learning, and works to enhance the developmental assets of students. This goal is accomplished by providing strategies and support to the school community and parents to improve their ability to help students succeed in school. The team also marshals other school and community resource as necessary for an effective intervention. This document includes ethical guidelines and standards of practice for those people involved in a Student Assistance Program in any capacity. These guidelines and standards are intended to clarify the ethical responsibilities to students, families, school staff, Student Assistance Teams, community, school support groups, and the profession of Student Assistance. These guidelines were developed to identify the standards of conduct necessary to maintain and regulate the high standards of integrity and leadership among persons involved in Student Assistance Programs. They are meant to stimulate reflection, self-examination, and discussion of issues and practices.

### A. Responsibilities to Students

*Those involved in the Student Assistance Program will:*

- Have primary responsibility to the student, who is to be treated with respect and dignity and with concern for confidentiality.
- Be responsible to offer Student Assistance components to all students who indicate a need for such services and include all students with evidence of risk behavior.
- Promote and enhance student's strengths, skills, and capabilities while addressing their developmental needs.
- Inform the student of the purposes, goals, and procedures under which he/she may receive Student Assistance.
- Include the possible necessity for consulting with other professionals and legal or other authoritative restraints.
- Maintain current knowledge of laws relating to Student Assistance Program practice and ensures the rights of students are adequately protected.
- Make referrals to appropriate service providers based upon student's needs and monitor student progress.
- Protect the confidentiality of student records and exchange personal data only according to prescribed laws and school policies.
- Provide and act upon only accurate, objective, and observable data regarding a student's behaviors.
- Inform appropriate authorities when the student's condition or statements indicate clear and imminent danger to the student or others. This is done after careful deliberation and when possible in conjunction with other professional consultation.

- Provide explanation to parents/guardians and those who provide services to the students of the nature, purpose, and results of screening or assessment interviews.
- Account to each student referred to the Student Assistance Program by continued evaluation of student success and needs and provide additional assistance whenever necessary.
- Coordinate the assignment of a referred student to a faculty mentor who serves as a safe and concerned school-based, adult contact.

## B. Responsibilities to Families

*Those include in Student Assistance Program will:*

- Have primary responsibility to the family of the student, who is to be treated with respect, dignity and with concern for confidentiality.
- Respect the inherent rights and responsibilities of parents for their children and endeavor to establish a cooperative relationship with parents.
- Inform parents of the role of Student Assistance Programs with emphasis on the positive nature of the program and the role of confidentiality between students, staff and families.
- Treat information received from families in a confidential and ethical manner.
- Share information about a student only with those persons properly authorized to receive such information.
- Offer ongoing support and collaboration with families for the success of their child.

## C. Responsibilities to School Staff

*Those involved in the Student Assistance Program will:*

- Establish and maintain a cooperative relationship with faculty, staff and administration to facilitate the provision of optimum Student Assistance Program services.
- Promote awareness and adherence to laws and ethical guidelines regarding confidentiality and the distinction between public and private information.
- Provide staff with accurate, objective and concise data necessary to assist the student.
- Offer appropriate in-service training and current Student Assistance Program information for all staff.
- Encourage awareness and appropriate use of related professions and organizations to whom the student may be referred.
- Provide services within their board-approved job descriptions and with an awareness of the specific areas of responsibilities and limitations.

#### D. Responsibilities to Student Assistance Team Members

*Those involved in the Student Assistance Program will:*

- Select multidisciplinary teams based upon the goals and mission of Student Assistance Programs/Teams as defined by appropriate state entities and implemented within the particular needs of each individual school system.
- Support the components included in a Student Assistance Program with an emphasis on prevention, asset/resiliency development, confidentiality, referral, identification, intervention, support and evaluation.
- Include team members who meet the guidelines of General Education Interventions (Section 439 of General Education Provisions Act 20 U.S.C. 1232(h) amended 1994, and Section 504 of the Rehabilitation Act of 1973 34 C.F.R 104 (Federal Law)
- Select professionals with leadership, communication skills and expertise which relates to the wide range of issues of youth and families.
- Act upon referrals to the team by collecting observable data and planning developmentally appropriate levels of interventions.
- Treat information received from school staff , students, parents, and community resource in a confidential and ethical manner.
- Maintain records according to the Federal Educational Rights and Privacy Act (20 U.S.C. - 1232(g)) & (34 C.F.R., 99). (Federal Law)
- Provide staff with accurate, objective and concise data necessary to assist the student.
- Know and utilize community resources and services for referrals
- 

#### E. Responsibilities to the School and Community

*Those involved in Student Assistance Program will:*

- Inform appropriate officials of conditions that may be potentially disruptive or damaging to the school's mission, personnel, students, or property.
- Work cooperatively with the community agencies, organization and individuals in the school.
- Delineate and promote the Student Assistance Program role and function in meeting the needs of those served.
- Assist in the development of curricular and environmental conditions and programs appropriate for the school and community to meet student needs.
- Develop a systematic evaluation process for Student Assistance Programs.
- Offer ongoing educational opportunities for families and community members regarding issues of our youth.
- Provide an ongoing cooperative link between school and community services.

#### F. Responsibilities to School Support Groups

*Those involved in Student Assistance Program will:*

- Adhere to the Ethical Guidelines for Group Counselors and Professional Standards for Training of Group work approved by the Association for Specialists in Group Work and promote knowledge of these guidelines among peers.
- Emphasize that school-based student support groups are psycho-educational and information groups, not therapy groups.

#### G. Responsibilities to the Student Assistance Profession

*Those involved in Student Assistance Program will:*

- Conduct themselves in such a manner as to bring credit to self and the Student Assistance Program practice.
- Actively participate in local, state, and national associations that foster development and improvement of Student Assistance programming.
- Adhere to ethical standards applicable to Student Assistance Program practice and other professional practices, school board policies and relevant statutes established by federal, state and local governments.
- Clearly distinguish between statements and actions made as a private individual and as a representative of the school Student Assistance Program.

#### H. Responsibilities to the Self

*Those involved in the Student Assistance Program will:*

- Monitor one's own physical, mental, and emotional health and professional effectiveness.
- Refrain from any destructive activity leading to inadequate services or harm to self or a student.
- Take personal initiative to maintain professional competence and keep abreast of innovations, trends and legal issues related to the field of Student Assistance Programs.
- Understand and act upon their commitment and responsibilities to the Student Assistance Program.

#### Student Assistance Program Components

Student Assistance Programs (SAP) provide a comprehensive model for the delivery of K-12 prevention, intervention and support services. Student assistance services are designed to reduce student risk factors, promote protective factors and increase asset development. The nine SAP components described below are recommended, as the minimum requirements needed to reduce barriers to learning and ensure student success in safe, disciplined and drug-free schools and communities.

#### School Board Policy

To define the school's role in creating a safe, disciplined and drug-free learning community and to clarify the relationship between student academic performance and the use of alcohol, other drugs, violence and high-risk behavior.

#### Staff Development

To provide all school employees with the necessary foundation of attitudes and skills to reduce risks, increase protective factors and foster resilience through SAP services.

#### Program Awareness

To educate parents, students, agencies and the community about the school policy on alcohol, tobacco, other drugs, disruptive behavior and violence and provide information about Student Assistance services that promote resilience and student success.

#### Internal Referral Process

To identify and refer students with academic and social concerns to a multi-disciplinary problem-solving and case management team.

#### Problem Solving Team and Case Management

To evaluate how the school can best serve students with academic or social problems through Student Assistance Program Evaluation

To ensure continuous quality improvement of student assistance services and outcomes.

#### Educational Student Support Groups

To provide information, support and problem-solving skills to students who are experiencing academic or social problems.

#### Cooperation and Collaboration with Community Agencies and Resources

To build bridges between schools, parents and community resources through referral and shared case management.

#### Integration with Other School-Based Program

To integrate student assistance services with other school-based programs designed to increase resilience, improve academic performance and reduce student risk for alcohol, tobacco, other drugs and violence.

### **Communication**

The North Schuylkill School District's current and planned communications regarding services and opportunities for students are integrated into the district's action plan in support of the district's instructional goals in the following ways:

School district nurses communicate with the instructional staff providing them with information regarding the health conditions of students which may affect behavior, attendance, appearance or academic performance. Parents are provided information pertaining to results of health screenings, findings and recommendations from the school physician, notification of BMI and BMI%, referrals following nursing assessment for complaints of illness or injury and informing parents of at risk students or any special health concerns in the school environment.

School nurses communicate current and planned services to the community through mass district mailings (BMI, physical requirements, various health concerns, lice, tetanus booster, flu shots, MSRA and all current health issues). Information is also sharing through postings on the nurses bulletin board outside the health suites, the school calendar lists screening dates (height, weight, vision, hearing, Scoliosis, and dental screening), and individual mailings to students that have incomplete health records or files. The nursing staff is making increasing use of technology and has begun to disseminate information through web pages linked to the district website and health blogs.

Counselors communicate current and planned services to the community through: brochures provided to each student in the beginning of the year information packet, monthly newsletters, school calendar, school website, parent night, parent/teacher conferences, student support groups, classroom lessons and handouts, teacher referrals, postings in the counseling office and bulletin boards, newspaper publications (school and community), morning announcements, activity period period and course selection booklets.

Communication through e-mail is becoming routine. The district is also exploring the use of a product, *SchoolReach*, as a means of increasing the speed and efficiency in which we disseminate information to the members of our school community.

## Action Plan

### **Goal: Diversity**

*Description:* To provide ongoing opportunities for Professional Development for teachers and staff in strategies to accommodate diverse student needs.

### **Strategy: Professional Development**

*Description:* To provide ongoing opportunities for Professional Development for teachers and staff in strategies to accommodate diverse student needs.

*Activities:*

Activity	Description
At-Risk Students	Continue to develop methods for support of at-risk students. Supportive instruction within the regular classroom will be provided for those students who need additional help in meeting high academic standards. Strategies for promoting learning for at-risk students will be enhanced by appropriate assessment, ongoing professional development, and parental involvement.

Activity	Description
Differentiated Instruction and Assessment	Continue to investigate strategies and develop skills to effectively differentiate instruction and assessment.

Activity	Description
ESL	Provide training in strategies to integrate ESL students into the classroom.

Activity	Description
Utilize Support Services	Effectively use support personnel including Special Education teachers and educational specialist to assist diverse student needs.

**Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)**

*Description:* The NSSD graduation rate will meet an 80% threshold and/or show growth.

**Strategy: Community is Engaged and Supportive**

*Description:* Parents and other stakeholders become and remain involved in direct support of the district goal to support each student in pursuit of high school graduation and post-secondary career goals.

*Activities:*

Activity	Description
Coordinating Resources and Services	Implement strategies that unite efforts and programs to provide services for families, students, schools, and communities. Support and use existing outreach programs. Collaborate with health and human services organizations, education and recreation programs, social and service clubs to support student well-being and academic success.

Activity	Description
Create a Welcoming, Safe, Accessible Environment	Professional development for all school staff on effective communication tools that welcome parents and families in schools. Clearly define roles for volunteers thus encouraging a quality learning environment that supports students, families and community members. Stress and promote the importance of home environment. Allocate resources necessary to promote safety measures that increase sense of security.

Activity	Description
Expanding Parent, Community, and School	Communication will be on-going and effective, two-way and meaningful and available through various formats. Enhance family, school, and community interactions that bring about improved relations among all

Communication	those involved and support for the school's academic efforts. Ensure that parents know about their child's accomplishments and school's report card.
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Activity	Description
Facilitating Learning Outside of School	Students have opportunities to participate in a variety of learning experiences beyond the classroom. Actively partner with community based businesses and resources to facilitate career exploration and work/study programs. Suggest strategies that assist families with parenting skills and help create home conditions to support student academic achievement. Utilize technology to support learning in the community and at home.

Activity	Description
Intensifying Community Engagement	Actively partner with community based organizations. Involve the school in community planning and decision making as a community institution. Create opportunities for the community to support the schools, and to utilize school facilities. Provide information and access to programs, services, and resources that support student, family, school and community needs.

Activity	Description
Promoting Volunteer Support	Develop, promote, and support regulations that values volunteers. Clearly define roles for volunteers. Expand the volunteer opportunities beyond the traditional roles. Support family and community members in their efforts to support the schools and its students.

**Goal: Guidance**

*Description:* Maintain and increase the current level of programs necessary to meet the changing needs of students.

**Strategy: Model Program**

*Description:* North Schuylkill's Career Awareness and Guidance Program will adopt best practices found in the National School Counseling Model in order to create a guidance program based upon national standards.

*Activities:*

Activity	Description
Research Guidance Models	Research Guidance and Career Models and compare the NSSD Guidance Department against a national model.

**Goal: Professional Responsibilities**

*Description:* To provide ongoing opportunities for staff development in topics that will improve and promote professional responsibility and accountability.

**Strategy: Implement Programs**

*Description:* Programs which improve and promote professional responsibility and accountability will be implemented.

*Activities:*

Activity	Description
Increase Professional Knowledge of Various Topics Important to "Today's Educators"	Provide in-service or workshops on various topics such as, but not limited to, school law, stress management, the Professional Code of Ethics, CPR, and use of AED.

**Goal: Safe Schools**

*Description:* The use and abuse of tobacco, alcohol and other drugs by youth in our Commonwealth continues to pose one of the most serious problems facing educators, parents and communities. The NSSD recognizes this fact and will continue to offer a comprehensive tobacco, alcohol and other drugs program, including instruction in the classroom.

**Strategy: Establish and Maintain Programs**

*Description:* The NSSD will establish and maintain a program to provide appropriate counseling and support services for students experiencing problems with drugs, alcohol and dangerous substances.

*Activities:*

Activity	Description
Classroom Instruction	All NSSD students will receive instruction in alcohol, chemical and tobacco abuse in every year in every grade from kindergarten to grade 12.

Activity	Description
Counseling and Support Services	Continue to use the SAP (Student Assistance Program) as the vehicle to assist the NSSD to establish and maintain a program to provide appropriate counseling and support services for students who experience problems related to the use of drugs, alcohol and dangerous controlled substances.

Activity	Description
In-Service	As part of its in-service training program, the NSSD will provide programs on alcohol, other drugs, tobacco and controlled substances for all instructors whose teaching responsibilities include the course of study on tobacco, alcohol and other drug prevention.

**Goal: School Environment**

*Description:* To identify, design and implement programs to ensure a safe and responsible environment for learning.

**Strategy: Implement Programs**

*Description:* Programs which promote a safe and responsible environment for learning will be

implemented.

*Activities:*

<b>Activity</b>	<b>Description</b>
Crisis Management	Staff will become familiar with all aspects of the crisis management plan and understand how it will be implemented, if needed. Staff input and review will allow the plan to remain current.

<b>Activity</b>	<b>Description</b>
Health and Wellness	Staff will become familiar with all elements of the NSSD Wellness Policy. Programs designed to educate staff of the measurable goals for nutrition education, physical activity, food provided on school campus, and other school-based activities designed to promote student wellness will be developed. Regulations for a la carte foods, fundraisers, vending machines, classroom parties, and food used as rewards are among the topics which will be covered.

<b>Activity</b>	<b>Description</b>
Social Issues	Ongoing development of programs in social issues including but not limited to anger management, bullying, mental health and drug and alcohol abuse prevention.

<b>Activity</b>	<b>Description</b>
Student Accountability and Responsibility	Determine needs and develop strategies to increase student accountability and responsibility. Classroom teachers, school counselors and educational specialists will design class assignments/activities which facilitate the development of student accountability and responsibility.

**Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)**

*Description:* Student attendance will meet a 90% threshold and/or show growth.

**Strategy: Early Interventions**

*Description:* Early childhood intervention programs have been shown to yield benefits in academic achievement, behavior, educational progression and attainment, delinquency and crime, and labor market success, among other domains.

*Activities:*

<b>Activity</b>	<b>Description</b>
Engage Students in the Early Years	Ensure student success in Kindergarten and First Grade.

<b>Activity</b>	<b>Description</b>
Explore the implementation of	Provide appropriate elements of Student Assistance Model at

SAP at Elementary Level	the elementary grades to assure interventions when necessary.
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**Strategy: Increase Engagement**

*Description:* Increase engagement and personalization with students and families that can affect attendance rates: family involvement, culturally responsive culture, smaller learning community structures, mentoring, advisory programs, maximization and focus on learning time, and service learning.

*Activities:*

Activity	Description
Improve Family Involvement	Promote three-way communication triangle within the circle of community: family, teacher, and child. Endorse strategies that empower families with parenting skills and help create home conditions that support student academic achievement. Support greater knowledge and skill for family members about how to support their children not only academically, but physically and emotionally.

Activity	Description
Personalize Learning	Personalize learning with choice; e.g. small learning community model. Where practical, provide opportunities for flexible grouping and student choice of topics/materials/assessment modes, etc.

**Strategy: Sound and Reasonable Attendance Policies**

*Description:* Ensure sound and reasonable attendance policies with consequences for missing school.

*Activities:*

Activity	Description
Create Consistent Procedural Steps	Provide guidance for steps to be taken in the event of student absence. Ensure that procedures are easily and uniformly understood by parents, teachers, administrators and students. Allow flexibility for extenuating circumstances.

**Strategy: Targeted Interventions**

*Description:* Targeted interventions are available and implemented for students with chronic attendance problems, such as truancy reduction programs—both school and community based.

*Activities:*

Activity	Description
Connection with/Creation of Community-Based Truancy Prevention Programs	Contract with, make connections with, or help establish community-based truancy abatement programs to provide service to NSSD students, families, and schools.

Activity	Description
Dropout Prevention	Establish NSSD-based dropout prevention programs with a focus on meeting each individual's needs and providing alternative methods of achieving

Programs	standards.
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**Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS**

*Description:* At least 95% of eligible students will participate in required state-wide assessments.

**Strategy: Foster Intrinsic Motivation**

*Description:* Ensure that students understand the reasons for performing their best on the PSSA's and other assessments. Help them to become intrinsically motivated.

*Activities:*

Activity	Description
Communicate the Importance of State Assessments	Help students to see the value in demonstrating proficiency.

**Strategy: Provide External Incentives to Encourage Participation**

*Description:* To develop student interest in participating and doing their best, provide incentives that extrinsically motivate students.

*Activities:*

Activity	Description
Provide Activities That Appeal to Students	Provide appropriate and enticing activities that appeal to students as determined by individual schools/grade level.

Activity	Description
Provide Incentives as Appropriate	As determined by schools, use rewards to encourage participation.

**Strategy: Provide Supportive Environment for Assessment**

*Description:* To encourage participation, schools, teachers, family members, and other adults will support the students in their efforts.

*Activities:*

Activity	Description
Increase Home Contact	Through various modalities, assure that parents and others important in student's lives are aware of the assessments and their importance. Make contact through other community organizations such as churches, synagogues and service groups including Rotary, Lions, Elks and Kiwanis.

Activity	Description
Provide Accommodations	For eligible students, ensure that appropriate accommodations are provided.

Activity	Description
Schedule Assessments to Maximize Supports	Create small group testing environments. Utilize specialists and other support teachers to provide comfortable environments for small group testing. Focus resources on groups to be tested during testing windows.

**Goal: Use Technology to Allow Students to Master Skills Needed For Success in the 21st Century**

*Description:* All students will be provided technology access and opportunities to acquire the technology skills mandated by the PA Academic Standards.

**Strategy: Network Infrastructure**

*Description:* The district will maintain and upgrade the network infrastructure and internet bandwidth as needed.

*Activities:*

Activity	Description
Home Access	District staff and students will be provided remote access to district resources via remote desktop, citrix and/or the school web portal.

**Goal: Use Technology to Implement Standards Based Instruction**

*Description:* To support the implementation of standards based instruction and continual school improvement through the integration of technology into the curriculum and operational aspects of the district.

**Strategy: Use Technology to Support the K-12 Curriculum**

*Description:* Technology which supports the K-12 curriculum will be implemented, maintained and updated as needed.

*Activities:*

Activity	Description
Assessment and Reform	Technology will be used to align curriculum to Pennsylvania's Academic Standards, to analyze local and state assessments, and to make necessary adjustments when data analysis reveals weakness or gaps in the K-12 curriculum.

**Goal: Use Technology to Improve Communication and Increase Efficiency**

*Description:* All educators will effectively use technology to improve communication with parents and students and to increase classroom management efficiency and productivity.

**Strategy: District Web Site**

*Description:* The district web site will be updated continuously allowing it to become each NSSD parents' portal to information regarding their child's education at North Schuylkill.

*Activities:*

Activity	Description
Parent and Staff Resource Pages	A Staff Resource page and a Parent Resource page will be maintained and updated with links to current educational resources available on the world wide web. Examples will be links to PDE and parent tips regarding "surfing the web safely."

Activity	Description
School Events Pages	The elementary school and junior senior high school will maintain a school web page listing a calendar of events, newsletters, course of studies, daily announcements and other information important to the daily operation of the schools.

**Strategy: Implement a Web-based SIS**

*Description:* The district will implement a web-based SIS which will allow parents to access their child's current grades, attendance, homework, and pending assignments and tests. Staff contact information will also be available.

*Activities:*

Activity	Description
Establish Timetable & Parent Orientation	Implementation of the SIS will be phased in throughout an 18-week period to ensure efficiency and accurate use of the system. Once it is determined the system is being efficiently used a Parent Orientation meeting explaining the new system will be held and parent registration to access the system will begin.

Activity	Description
Web Gradebook	Professional staff will be required to record all assignments and grades using eSchoolBook's gradebook component. Grades will be required to be updated on a weekly basis.

**Strategic Planning Process**

In October 2006, following an initial presentation to a core team of district leaders on the process and product of the eStratPlan, a plan was created to provide stakeholder input into the planning process. Information explaining the strategic planning process and inviting community members to participate was disseminated to all stakeholders through written correspondence, press releases, building-level newsletters, staff meetings, e-mail and district website postings. North Schuylkill School District's stakeholders were asked to join the Steering Committee or serve as a member of one of the Action Committees. The teachers were chosen by teachers, board members by board members, and administrators by administrators. The coordinator was recommended by the superintendent. All volunteers were selected to participate.

During the February 16, 2007 Steering Committee meeting, the district's mission statement and educational goals were formulated. This collaborative effort between the district and community provided the synergy for designing plans on how to improve the educational program. During the 2006-2007 school year, working in subgroups, the writers began to create a cohesive strategic plan. At intervals throughout the year, the work was presented to our stakeholders through meetings, postings on the district website, and e-mail communication for review and revision. To facilitate the continuing exchange of ideas, members of the Steering Committee were given access to eStratPlan to allow for easy and continuing exchange of ideas.

The product was shared with the North Schuylkill Board of Directors throughout the planning process. The Board approved various items in the plan during the year as the committee drafted them. Subcommittees provided additional information to the steering committee for their deliberations and decisions. The plan was presented for public review in July 2007. The Chapter

4 Plan was adopted by the North Schuylkill School District Board of Directors at the August 16,2007 public meeting.

### Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Carol Dinich	North Schuylkill School District	Administrator	Superintendent
Dennis Kergick	North Schuylkill School District	Administrator	Superintendent
Eleanor Sanayka	North Schuylkill School District	Special Education Representative	Teachers
Evelyn Wassel	Schuylkill IU 29	Other	Board Members
Gerald Nesvold	North Schuylkill School District	Administrator	Superintendent
Keith Yarger	North Schuylkill School District	Administrator	Superintendent
Laurie Sipe	North Schuylkill School District	Ed Specialist - School Counselor	Superintendent
Mary Lou Michaels	Schuylkill IU 29	Community Representative	Board Members
Neall Jones	North Schuylkill School District	Administrator	Superintendent
Paul Caputo	North Schuylkill School District	Administrator	Superintendent
Robert Franklin	North Schuylkill School District	Administrator	Superintendent
Sharon Snyder	North Schuylkill School District	Administrator	Superintendent
Thomas Fletcher	Bloomsburg University	Business Representative	Board Members
Tom Kowalonek	North Schuylkill School District	Administrator	Superintendent
Claudia Chesney	North Schuylkill School District	Ed Specialist- School Counselor	Superintendent
Michael Evans	North Schuylkill School District	Ed Specialist- Counselor	Superintendent

### 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))

## **Supporting Documents - Attachment**

- Student Wellness Policy No. 246