
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Student Services Report

Friday, January 29, 2010

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Entity: Greencastle-Antrim SD

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Educational Community

The Greencastle-Antrim School District covers 72 square miles of Franklin County and includes Greencastle Borough and Antrim township. It is affiliated with six neighboring districts in a cooperative Technology and Career Center and a Learning Center for severely handicapped children. The district is a member of the Lincoln Intermediate Unit 12. Transportation is provided to over 90% of more than 2,800 students enrolled in grades K-12.

All of the school districts buildings are situated on a 120 acre campus. The primary school, dedicated in 1994, houses kindergarten and grades 1 and 2. The elementary school was built in 1981 and renovated in 2004, it serves grades 3, 4, and 5. The middle school was built in 1967 and serves grades 6, 7, and 8. It was renovated in 1996. The high school was built in 1960 and renovated in 1994, includes grade 9 through 12. Tayamentasachta, the school environmental center is also part of the Greencastle Antrim school district complex.

The central office consists of a Superintendent, a Director of Curriculum and Instruction, a Business Manager, a Director of Accountability and Data Management, Director of Special Education and the Director of Reading and Title Programs and four support supervisors. The district buildings consist of the following:

<u>Building</u>	<u>Grades</u>	<u>Enrollment</u> <u>10-1-07</u>	<u>Administration</u>	<u>Guidance</u>	<u>IST</u>
Primary	K-2	604	1 Principal	.5 Guidance	.5 IST
Elementary	3-5	671	1 Principal	1 Guidance	1 IST
Middle	6-8	701	1 Principal 2 Assistant Principals	1 Guidance	
High	9-12	928	1 Principal 3 Assistant Principals	2 Guidance	

Mission

To create and provide opportunities for students to become lifelong learners and productive citizens.

Vision

Children First

Shared Values

Commitment

An intrinsic personal and corporate persistence, devotion and investment in the pursuit of an objective to an end

Respect

An honest, unconditional honoring of each person, regardless of the situation or personal differences

Integrity

The adoption of an unwavering personal and corporate path based upon the tenets of thinking and doing the right thing at all times regardless of the cost or circumstances

Standards

The establishing of challenging yet attainable goals, that demand quality, raises expectations and provides

opportunity for everyone's personal achievement

Strategic Planning Process

The Greencastle-Antrim School District's planning process began with the Superintendent and Directors meeting. From that meeting the district administrators were asked to represent the core executive committee and to select volunteers to represent the following: teachers, parents, business owners, community members and students. The entire strategic planning committee was selected and the first meeting was held in the high school library on January 31, 2008. The facilitator for the meeting was Don Burkins, Director, Instructional Services from the Lincoln Intermediate Unit. At the meeting the overview of the strategic plan was discussed with time spent on the district's mission, purpose and core values and educational issues affecting our mission. Data was shared on our district's performance on the PSSA.

The executive committee members were each assigned a section to lead with other committee members from the volunteer list. A letter went home to every parent and teacher asking them to participate in a brief survey as a means of gathering information about their experiences and perceptions.

Due to administrative reassignment the core responsibility was given to the Director of Accountability and Data Management to complete the process. All information that had been generated by the various executive committee members and other district staff was utilized to complete the plan.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Alex Miller	Greencastle-Antrim Elementary	Elementary School Teacher	Teachers
Alison McKissick	Greencastle-Antrim Elementary	Elementary School Teacher	Teachers
Angela Singer	Greencastle-Antrim Primary School	Administrator	Administrator
Angie Houpt	School District	Parent	Administrator
Bob Crider	Greencastle-Antrim School District	Administrator	Administrator
Brittany Paci	School District	Parent	Administrator
Chad Stover	Greencastle-Antrim Elementary	Administrator	Administrator
Chris Reiber	Greencastle-Antrim High School	Administrator	Administrator
Daniel Bitner	Student	Other	Administrator
Daniel Fisher	Board Member	Business Representative	Greencastle Board of School Directors
Ed Rife	Greencastle-Antrim High School	Administrator	Administrator
Garon Gembe	Local Business	Business Representative	Greencastle Board of School Directors
Jeff Shank	Community Representative	Community Representative	Greencastle Board of School Directors
Jill Thompson	Greencastle-Antrim High School	Secondary School Teacher	Teachers
Karrie Hefner	Greencastle-Antrim High School	Secondary School Teacher	Teachers
Kathy Crider	Parent	Parent	Administrator
Kathy Hamilton	Greencastle-Antrim School District	Ed Specialist - School Nurse	Educational Specialist
Katie Johnson	Student	Other	Administrator
Kim Morrow	Greencastle-Antrim School District	Middle School Teacher	Teachers

Mark Herman	Greencastle-Antrim Middle School	Administrator	Administrator
Mary Frey	Greencastle-Antrim School District	Administrator	Administrator
Molly Murray	Greencastle-Antrim School District	Special Education Teacher	Teachers
Paul Politis	Board Member	Community Representative	Greencastle Board of School Directors
Sarah Foose	Greencastle-Antrim Elementary	Elementary School Teacher	Teachers
Ted Wingerd	Greencastle-Antrim School District	Administrator	Administrator

Current Student Services

Service/Resource	Description
After school tutoring (4-5 and 6-8)	The elementary school implemented an after school program for the 2007-2008 school year to target the economically disadvantaged students (subgroup targeted by the PSSA) The middle school implements an after school tutoring program for homework help for any student that requests help.
Anchor Period (6-8)	Time provided at the middle school for enrichment and remediation by faculty
Assessment Portfolio (K-12)	The dream of seamless K-12 system that meets the needs of each individual through an electronic portfolio is getting closer. Each teacher will soon be able to get data necessary to make on decisions regarding each child's instruction.
Blended Schools	The Greencastle-Antrim School District is part of a Blended School Consortium where cyber instruction and direct school connection is made to provide students with an alternative to education.
English as a Second Language Program (K-12)	Any student entering the district as an English Language Learner will be assessed to determine their need for assistance in the English as a Second Language Program.
First Steps (birth to 5 years of age)	The Greencastle-Antrim School District's programs for students begins prior to them entering school. Every attempt is made by the district to be proactive and preventative wherever possible. First Steps for Learning Program (birth to 5years of age) provides parents with information on language development and early literacy skills so they can help their children come to school ready to learn to read and write.
Gifted Education	Gifted services are provided to students found eligible and in need when evaluated by a school psychologist.
Health Services (K-12)	Registered and professionally certified nurses are employed by the school district to render and monitor health services within the schools. Health screenings are completed on a set schedule for vision and hearing. Body Mass Index is checked annually. A fluoride program is available for all students as requested by parents. Medications are dispensed as prescribed by a physician
High School TEAM	
Homebound Instruction (K-12)	Children who will be absent from school for a prolonged period because of accident or illness may receive this service free of charge after proper certification by a physician.
Individual improvement plan (K-12)	A plan written and implemented for students who are having academic difficulties. Students must be evaluated and found to be eligible and demonstrate a need before and IEP can be offered to the parents or guardians of a student.
Odyssey Computer Program (K-8)	Computer program tied to the state standards that provides additional practice in reading and math for students.
Peer tutoring (9-12)	The high school has a peer tutoring program. It has been found that some students are

	more comfortable getting help from another peer than a teacher.
Reading Recovery (First Grade only)	A First grade one on one daily 30 minute reading program based on a research based reading intervention.
Reading Specialist (3-5)	Highly trained reading teachers in the elementary school to provide intervention services and strategies to struggling readers.
SAP (K-12)	Provide student support and collaboration with community agencies (MHMR, Children's Aide Society, ect)
Screening and IST	The Greencastle-Antrim School District utilizes three levels of screening activities to identify children in need of additional services and or accommodations. Level I screening includes group-based data such as a review of cumulative records, enrollment records, health record, report cards, benchmarks and achievement testing. Level II screening includes hearing screening which is conducted in grades K, 1, 2, 3, 7 and 11. Vision screening is conducted in every grade each school year. Motor screening is accomplished through ongoing observations by the regular and physical education teachers. Speech/language screening is conducted during kindergarten registration and at teacher request. Level II includes the Instructional Support Team process to assure that students receive an effective instructional support program, as well as other school services that will meet their learning needs.
Special Education K-12	The Greencastle-Antrim School District offers a full range of services to it's students. The philosophy of doing whatever is necessary to provide educational opportunities for each child is evident in the planning that goes into the programs and facilities. The district is already prepared for additional growth with the purchase of land for future building. This will also maintain the campus format which has worked well for the district. The current facilities are designed to meet the needs of every child. All the buildings are environmentally controlled and completely handicapped accessible.
Student Internships (Must be age 16)	Students who want to take their career goals for a test drive may apply for an internship with a local business. Specific criteria must be met to qualify for the program.
Study Island Math (3-8)	This is a computer based standard based program that is used for students that need additional support in specific areas of math.
Third Semester/ Summer school courses (9-12)	Students are able to take courses in the summer for remediation as well as acceleration.
Title I (K-2)	Reading support provided by highly trained reading specialist for struggling students in the Primary School which is targeted as a Title I school.

Needs Assessment

Reflections

There are currently no reflections selected for this section.

The Greencastle-Antrim School District has been able to determine what has been effective, what needs to be changed and what needs to be discontinued. The most effective results have come from a building wide commitment and instructional change. We believe that these changes occur when a great deal of support for students is in place.

Looking particularly at Student Services within the district, we must first identify the current services that are available for our students.

Primary Building (K-2)

1/2 time Guidance Counselor, 1/2 time Instructional Support Teacher, Student Assistance Program, full time RN, 3 Reading Specialists

Elementary Building (3-5)

Full time Guidance Counselor, Full time Instructional Support Teacher, Student Assistance Program, Full time LPN, 2 Reading Specialists

Middle School (6-8)

Full time Guidance Counselor, Behavioral Health Services counselor (sub-contracted 6 hours per week), Full time RN, (SAP) Student Assistance Program

High School (9-12)

2 Full Time Guidance Counselors, Behavioral Health Services counselor (sub-contracted 10 hours per week), Full time LPN, (SAP) Student Assistance Program

District (K-12)

Full time School Psychologist, Director of Special Education (provides direction of nursing and guidance), Speech, Physical and Occupational Therapy Services, ELL programming, Gifted Support, and an entire continuum of special education services

As our district continues to grow, and our student population changes, we must also grow and change. Currently, we have only one principal in both our Primary and Elementary buildings with over 600 students in each. They do not have additional administrative support. We know that for them to impact the educational process and to provide support to teachers and students they will need time in their daily schedules. Research has proven that true educational leadership takes place when principals are constantly in classrooms. We will need to investigate the possibility of adding some level of administrative support, especially as we continue to move forward towards our goal of 100% of our faculty trained in Learning Focused Schools.

Our Primary administration meets with 100% of incoming Kindergarten families to evaluate school readiness skills and to begin building relationships with families. These screenings also provide administration with the necessary information to assure that students are heterogeneously grouped within classrooms, as well as identify those students that are "at risk" learners. Our primary building offers full day kindergarten to all students. This intensive, literacy based, developmentally appropriate program builds a solid foundation for learning. Research supports the high level of support for all students, especially disadvantaged students, in a full day kindergarten program. The benefits of full day K include: increases school readiness, leads to higher academic achievement, improves school attendance, supports literacy and language development, benefits children's social and emotional growth, and reduces retention and remediation rates.

Our primary building prides itself in the amount of support provided to students in the area of literacy. Three highly trained reading specialists work with both individual students and small groups using Reading Recovery strategies and best practices. This intensive support has been very successful as an intervention to bring our most struggling readers to, or above, grade level in reading. We would like to work towards offering a summer reading program targeted towards our communities pre-school aged population.

An instructional support team (IST/SAP) process has been created in an endeavor to ensure that every child receives an effective instructional program and services that will enable students to learn in accordance with their abilities. The instructional support process is based on providing early intervention at the classroom level.

Through the instructional support process, additional assessments and interventions are put in to place. As our student population continues to expand, we will plan for the addition of a full time Instructional Support / Student Assistance program coordinator.

Parent teacher conferences have always been an important component of student services being offered at the Primary building. Parent attendance at these fall and spring conferences have historically been at 98% or above. The primary administration has moved the spring, end of the year, conference to mid year in anticipation that this will strengthen the continuum of support services that are available to students as a result of having these conferences prior to the end of the school year.

Our Elementary building has many support services currently available for students in grades three, four, and five. One of the most influential of these services is the Instructional Support Team (IST) process that is in place. This program is operated by a full time teacher that assists students with academic, behavioral, and social concerns. The process begins with a referral from either the student's teacher or parent. Data is gathered by the IST teacher, achievement goals are established, and meetings are held with a team of individuals to include the classroom teacher, guidance counselor, parents, and reading specialists, when necessary. This program has been extremely successful in providing immediate support to students who might be considered "at risk". We would like to continue this program and investigate methods to enhance the amount of collaboration taking place between the IST teacher and the guidance counselor.

Child Study Team / Student Assistance Program (SAP) meetings take place on a weekly basis with administration, IST teacher, and guidance counselor. These meetings provide an opportunity to discuss discipline issues, guidance services provided, and IST programming. This forum ensures that no child is left behind. We may possibly look toward future growth of the SAP team by adding more members and a guidance documentation form that will more accurately track guidance services that have been delivered.

A School Improvement Team (SIT) comprised of administration, classroom teachers from all grade levels, guidance, IST, and learning support has been developed during the 2008-2009 school year. Their goal is to

improve student achievement. This committee periodically examines achievement data and creates school wide recommendations for targeted intervention. Teacher members of this team have been tasked with relaying information from SIT meetings to each of their respective grade levels and/or departments. We plan to continue to provide opportunities for these teacher leaders to meet and discuss what is currently in place and what future planning is necessary for continued school improvement.

Academic student support programs include: Odyssey, Camelot Math, and Soar to Success. Odyssey is a web based program that enables teachers to create individualized learning paths for their students in the areas of both math and language arts. Camelot Math is a pull out, teacher directed, program that provides small group instruction and hands on math activities to indentified "at risk" math students. Soar to Success is a reading intervention program, delivered by highly trained reading specialists in a small group setting, to those students struggling in the area of reading. Elementary administration is supportive of these programs but wants to investigate the effectiveness and continually monitor to ensure that the highest quality programs are in place and are being delivered in the best possible format.

Measures of Academic Progress (MAP) is currently in place as a benchmark assessment in both language arts and math. This computer based assessment, managed by the North West Evaluation Association (NWEA) provides immediate feedback to teachers so they are easily able to differentiate instruction. Scores from this assessment are also translated into individualized learning paths for students in Odyssey. Currently only the fourth grade students are being assessed on MAP. In the coming years we plan to expand this assessment to include all grade levels in the elementary building.

Parent teacher conferences have always been an important component of student services being offered at the Elementary building, parent attendance at these fall and spring conferences has historically been at 98% or above. The elementary administration has moved the spring, end of the year, conference to mid year and anticipates that this will strengthen the contium of support services that are available to students as a result of having these conferences prior to the end of the school year.

Our administrative team at the Middle School has begun planning for additional targeted enrichment programs for all students. By creatively using the faculty available and adjusting the building schedule, more opportunities are becoming available for students to strengthen their skills academically, as well as socially. Online learning opportunities with Study Island and the Odyssey program allow all students to work at their instructional level both in school and from home. Our Middle School has begun, and plans to grow, the concept of "Extra Ordinary Advisement". This program pairs teachers with the most "at risk" students in the school and builds a mentoring relationship that is designed to assist with both social and educational issues. Peer Leaders (a group of highly motivated students) from our High School have been paired with Middle School teachers and spend time, on a regular schedule, in the Middle School. They provide role models for Middle School students. After school homework support is in place four days a week for one hour. This program provides an additional level of support for those students that need it and for families that take advantage of this opportunity. We would like to look for ways to increase participation in this program and possibly to provide transportation for students. Family partnerships are an integral part of student support. Our MS is proud of the high participation during parent conferences for 6th, 7th and especially for 8th grade planning conferences. In future years, we plan to create a transition conference that will be held with all incoming 6th grade families. A new direction of teacher leadership is on the rise in our Middle School and is being fostered by the administrative team. This has allowed for a higher level of professional development to occur. Teachers are sharing their best strategies for working with children and, as a result, a higher level of support is available for students. We will need to continue to grow this culture within our Middle School and begin to expand this to other buildings as well.

The Greencastle-Antrim High School prides itself in creating opportunities for all students. TEAM (Teachers as Educational Advisors and Mentors) is a program currently in place that creates a mentoring relationship between a small group of 10 - 15 HS students and a faculty member. This group of students remain with that advisor for the duration of their HS career. TEAM addresses five main skill areas: Self-knowledge, Life Skills, Educational Development, Work Ethics, and Career Planning.

Career Pathways experience begins in ninth grade and provides students support through several different venues. Each student participates in a career exploration inventory, college tour, job shadowing, higher education panel, and career expo. The goal of this program is to prepare the students to make positive career decisions. Family academic planning conferences are held with each family to educate them on the various options that are available. During these planning conferences, individualized programs for junior and senior years are built for students based on their strengths and needs.

Individualized opportunities include dual enrollment courses at local colleges, college academy within the HS, online learning through blended schools, school to work internships, and numerous advanced placement courses. The administrative team at the HS wants to continue these programs and begin looking at ways to create additional support for incoming ninth graders. Research has shown that change within a high school program must begin with a redesign of the ninth grade. Our administrative team has begun changing eighth grade tours

and has redesigned freshman open house. We are now looking at ways to create a teaming approach within the ninth grade schedule and the possible addition of a ninth grade counselor that would concentrate on the transition programming for incoming freshman. Another change in the HS program would be the redesign of the graduation project removing it from junior year and creating a planned course of study that would begin in ninth grade and would incorporate career pathways and TEAM experience with a culminating career portfolio project completed by the end of the junior year. Within the next five years we would like to be able to focus our TEAM concept on student specific career interest areas. The HS administration will continue to work directly with teacher leadership teams within the building to find new and innovative ways to grow additional opportunities for students.

Action Plan

There are currently no activities selected for this plan report.

Narratives

Developmental Services

The Greencastle-Antrim School District addresses the developmental needs of all students through various programs as needed:

- Guidance Counseling (K-12)
- Psychological Services (K-12)
- Health Services (K-12)
- Truancy Officer (K-12) to assist in
- IST (K-5)
- SAP (K-12)
- Federal and State funded school meal program (free and reduced lunch only) The district does not have a breakfast program
- Information is provided to parents on health needs of their children and programs that they may be eligible for

Diagnostic, Intervention and Referral Services

The Greencastle-Antrim School District utilizes three levels of screening activities to identify children in need of additional services and / or accommodations. Level I screening includes group-based data such as a review of cumulative records, enrollment records, health record, report cards, benchmarks and achievement testing. Level II screening includes hearing screening which is conducted in grades K, 1, 2, 3, 7 and 11. Vision screening is conducted in every grade each school year. Motor screening is accomplished through ongoing observations by the regular and wellness teachers. Speech/language screening is conducted during kindergarten registration and at teacher request. Level II includes the Instructional Support Team process to assure that students receive an effective instructional support program, as well as other school services that will meet their learning needs. The Instructional Support Team (IST) is very effective within the schools in helping struggling students improve by finding what works. A referral can be made for a full evaluation by the IST team if strategies do not provide the necessary progress. Special education services are available for those students found to be eligible and in need. The least restrictive environment is the first option considered when discussing student placements.

The Greencastle-Antrim School District offers a full range of services to it's students. The philosophy of doing whatever is necessary to provide educational opportunities for each child is evident in the planning that goes into the programs and facilities. With the commitment to Learning-Focus Improvement Model Schools, teachers will be better trained to address the different needs of students in the classroom and to address struggling learners before they are failing. The goal of the district is for each student to make progress each year and to perform on grade level and to proficient or above on the PSSA.

Consultation and Coordination Services

The Greencastle-Antrim School District offers guidance services to all students. The counselors help student assess strengths and limitations, make suitable decisions, develop positive attitudes and discover their talents and abilities. They are there to help discuss and solve personal problems when they arise. If additional support is needed a counselor may use peer counselors, the SAP team, the services of a psychologist (written parent permission is required for the psychologist). Child and Adolescent Service Program (CASP) is available to help look at the student's problem along with the school and help develop a plan. A strong partnership with parents or guardians through this process is required for the students success

For some students an alternative education placement may be needed and is available. The school district utilizes the services of Manito Day Treatment, Alternative High School, Greencastle-Antrim Blended School and PACES Program and works closely with the staff to transition the students back to school as soon as possible.

Student Assistance Program

Each school in the Greencastle-Antrim School District plans and provides for a Student Assistance Program (SAT) as described under section 154(g) of the Public School code of 1949 (24 P.S. §15-1547(g) regarding alcohol, chemical and tobacco abuse program. The Student Assistance Program helps mobilize school and community resources to remove barriers to learning when a student is in need of help due to drug, alcohol and tobacco abuse and other mental health issues. Anyone can refer a student to (SAP) when they have a concern about a student. A student may also go to the team. A lot of team planning goes into this process. The parent is included at the beginning to discuss the issues and develop a plan. The team may recommend a drug and alcohol or mental health assessment to assist them in meeting the student's needs. Follow-up and support will be provided through out the process.

All members of SAP receive approved training which is consistent with state guidelines. Interagency collaboration makes SAP an effective program where treatment can be provided in school with support services as well as after treatment. Protection of privacy rights of parents and students is maintained at all times.

Communication

Communication with parents is an integral part of the district's partnership. The Greencastle-Antrim School District provides students and parents or guardians information about educational opportunities of the school's instructional programs through various means:

- Each student is given a school planner with a handbook included. Parents must sign and return the form indicating that they have read the handbook.
- Local newspapers
- District Website
- Each building also provides newsletters with upcoming news and educational opportunities.
- Flyers and handouts are also provided for students to take home.
- Mailings are also done.
- The district also prints a District Calendar.
- Career Information and assessment are provided
- Yearly Career Fair
- Parent or guardian are informed about the health need of their child or children through the nurses office by writing or phone call. When scheduled screenings are completed such as vision and hearing referrals are sent home when results indicate further evaluation is recommend. Body Mass Index reports are sent home each year through a mailing or report card.
- Parents or guardians are informed about participation of surveys through the student handbook. Additional letters are sent home on an as need basis. Parents or guardians may deny participation at any time

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

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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

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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

Supporting Documents - Attachment

- Student Wellness Policy 246