
Pennsylvania Department of Education



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

Student Services Report Thursday, July 31, 2008

Entity: Juniata County SD
Address: HCR 63 Box 7D
South Seventh Street
Mifflintown, PA 17059-9806
Phone:
Contact Name:

Organization Description

The organizational structure of the Juniata County School District is as follows:

9 - Elementary Schools (1 school-Grades K-3; 5 schools -Grades K-5; 3 schools Grade K-6)

1 - Junior High School (Grades 6-8)

1 - Junior/Senior High School (Grades 7-12)

1 - Senior High School (Grades 9-12)

The primary, intermediate, middle, and high school programs planned course of instruction and assessments are aligned to the requirements of the state as outlined in Chapter 4. State and district benchmarks and/or local assessments that align with Pennsylvania's Academic Standards are being developed and will soon be adopted. The district's Assessment Action Plan delineates the process that will be used to monitor and assess all programs. The Assessment Action Plan also outlines the data analysis that will occur as a result of the monitoring process.

Core Purpose

Mission

The mission of the Juniata County School District is to educate our students to accept challenges, pursue goals, and become life-long learners as productive members of society.

Vision

We envision a safe and nurturing learning environment in which:

- Students meet or exceed adequate yearly progress.
- Students are provided with a standards-based, articulated curriculum
- There is consistent programming and equal opportunities delivered with integrity throughout the school district
- Students are provided with support and instruction to meet their individual needs and learning styles
- Technology is used to enhance learning opportunities
- A healthy and active lifestyle is promoted

Shared Values

We Believe...

- a commitment to research-based assessment and curriculum, along with differentiated instruction, is essential to drive instruction in order to ensure opportunities for individual success

- students learn best in a safe and secure environment that promotes dignity and respect for every individual
- high expectations for academic achievement and social responsibility are the collective responsibility of students, parents, educators, and community members
- the expertise of businesses, community groups, higher education, and other agencies to foster the knowledge, skills, and attitudes of life-long learning
- an effective educational system anticipates, plans, and acts in response to a changing world in order to build a solid educational foundation
- the strategic plan will be the driving force for the district's financial management by providing up-to-date educational materials, equipment, facilities, appropriate staffing, and class size, so students are provided with support and instruction to meet their individual needs and learning styles.
- all staff and students will become technologically literate through the school district's technology plan
- in providing high quality staff development for all personnel based on identified needs and instructional initiatives
- in encouraging creative thinking, collaborative problem solving, effective decision making, and support of quality goals

Current Student Services

Service	Comment
Juniata County School District K-12 Guidance program	4 highschool guidance counselors;1 middle school guidance counselor;2 elementary guidance counselors; provide individual and small group counseling; schoolwide programming for children
Juniata County School District K-12 Health Services program	3 certified school nurses(RN's); 8 health assistants (LPN's; provide health services according to the School Code which include preventative information and practices, as well as acute and chronic health care as needed in the school setting
Juniata County School District K-12 Psychological Services Program	2 certified school psychologists providing developmentally appropriate services, diagnostic, intervention and referral services, and consultative service to agencies outside the district
Juniata County School District Instructional Support program	3 IST teachers providing instructional support; implement remedial strategies, monitor progress and make referrals as needed for students who are experiencing difficulties in school
Juniata County School Distric Student Assistance program	3 secondary student assistance teams providing assistance to students who have social/emotional problems that significantly impact their learning/achievement. There are community liaisons that can help connect families with community resources as needed.
Clear Concepts Counseling	provides drug and alcohol counseling and meet regularly with SAP
Youth Advocacy program	provides mental health assessments and counseling and meet regularly with SAP

Juniata County Probation and Parole	involved in SAP; consult with students
Juniata County Children and Youth	provide support services for families; involved in SAP
Big Brothers Big Sisters	provides mentoring to elementary and middle school students
Bellefonte Partial Hospitalization program	provides day treatment to students needing a partial hospitalization program
Base Service Unit-Northwestern Human Services	provides wrap around services to students and families
South Central Employment Corporation	provides consultation and references for students transitioning from school to work
Second Mile	provides summer camps to students to build character and commitment
Salvation Army	provides summer camp to children in need and also provides necessities for back to school

Needs Assessment

The Pennsylvania Youth Survey was administered to students in grades 6, 8, 10 and 12 in the spring of 2007. It is administered to students every two years. This report provides the most current information on students regarding their behavior, attitudes and knowledge concerning alcohol and other drugs as well as violence and other maladaptive behaviors. It will be readministered in the spring of 2009.

The 2007 youth survey results show highest risk factors to be 1) perceived availability of handguns, 2) poor academic performance; 3) lack of commitment and 4) transitions and mobility according to 6th graders. Twelfth graders reported that 1) availability of handguns, 2) community disorganization and 3) lack of commitment to schools were the greatest risk factors. Overall protective factors showed that community opportunities for prosocial involvement, belief in the moral order and community rewards for prosocial involvement were the greatest protective factors.

In comparison, the 2005 Youth Survey Results showed that the three lowest protective factors were: 1) school rewards for prosocial involvement 2) school opportunities for prosocial involvement 3) community rewards for prosocial involvement. The highest overall scores were 1) belief in the moral order 2) religiosity and 3) family opportunities for prosocial involvement. The top three highest risk factors were 1) community disorganization 2) poor academic performance and 3) personal transitions and mobility which combines with perceived availability of drugs and handguns.

These two surveys indicate that poor academic performance and community disorganization continue to be high risk factors for our students with belief in the moral order and community rewards for prosocial involvement continuing to be the greatest protective factors.

In the spring of 2008, the Tuscarora Junior High School applied and received an OLWEUS grant for bullying. Staff are receiving training for the implementation of this grant this summer. As part of the grant requirements, a survey will be administered to students in the fall of 2008.

Action Plan - Narratives Developmental Services

Guidance Services:

The district has seven guidance counselors; two at the elementary level, one at the middle school level and four at the high school level. Elementary counselors provide direct instruction to students through group classroom lessons, and group counseling. Counselors at all levels provide individual student guidance services. Topics of instruction include study skills, problem solving, assertive communication, appropriate social skills, anger management, bullying, grief and loss, divorce, drug/alcohol abuse and prevention, career exploration, study skills, organizational skills and college preparation. The counselors provide leadership in developing and implementing school-wide positive behavior programs. Both the elementary and middle schools are establishing district wide anti-bullying programs. Assemblies and class meeting are used to discuss and reinforce rules and appropriate behavior. Counselors at all levels recruit mentors and tutors for younger students to promote good study habits and healthy social relationships. As part of the guidance program, students are taught about career options through classroom lessons and Junior Achievement programs.

Guidance Goals:

Develop an elementary character education, bullying and career development curriculum to align with the Pennsylvania Career Standards. Use classroom instruction and the Junior Achievement Program to support career exploration at the elementary level.

Health Services: The District employs three Certified School Nurses and eight School Health Assistants. In addition, the health/physical education teachers teach health and wellness to all students. The nurses provide yearly health screenings to all students according to state regulations. The nurses are placed strategically throughout the district's twelve schools so that buildings with special health care needs always have full time nursing coverage. The nurses provide care to students and staff as needed during the school day by attending to illnesses and injuries and by administering medications. A district nurse representative provides leadership to the District Wellness Committee. A district nurse also trains and certifies staff in First Aid/CPR/AED. The nurses promote healthy lifestyles by providing educational information to students, staff, and parents through brochures/health pamphlets, special programs, and health education lessons. Lastly, all nurses always assure compliance with all state health requirements.

Health Goals: Continue to offer health screenings, immunization programs, and student physical and dental exams. Refine and execute the Blood Borne Pathogen Policy. Develop school health web sites for students, parents, and teachers to access. Plan district-wide wellness programs to promote healthy living.

Psychological Services:

The district employs two full-time School Psychologists. The school psychologists provide consultation services to classroom teachers and Instructional Support Teams at the Elementary level. They provide consultation services to the Child Study Teams and the Student Assistance Program at the secondary level. At the secondary level they also provide support and consultation to the county Youth Advocate Program for students with mental health concerns and with Clear Concepts for drug and alcohol related issues. The school psychologist provides classroom support for teachers with students with behavioral needs at all levels. The school psychologist works in support and collaboration with the district guidance counselors as needed for cases and programs of need. The school psychologists also participate on the District Planning Committee for research, consultation, and collaboration in areas such as curriculum,

professional development, progress monitoring, inclusion, special education related issues, technology integration, and other programs of district interest and need. The school psychologists conduct special education eligibility evaluations and shares information on interpreting standardized testing results and district programs with parents and teachers.

Psychological Goals:

Continue to work with this District Planning Committee and Professional Development Committee to plan for the integration of the RtI (Response to Intervention) model throughout the district, beginning at the elementary level. The school psychologist will continue to support the use and interpretation of state-wide standardized testing results and progress monitoring data to drive teacher instruction. The school psychologist will continue to provide the District Planning Committee with research on scientifically based and research validated curriculums and interventions and school-wide positive behavior support programs. They will participate on the Professional Development Committee to arrange for professional development opportunities for teachers introducing the concept of RtI to the district. The school psychologist will research grants and programs to support the district in the process for beginning to implement the RtI model. They will provide support, collaboration, and consultation to regular education teachers, special education teachers, Title One Teachers, IST Teachers, and educational paraprofessionals as the RtI implementation processes evolves in the district.

Diagnostic, Intervention and Referral Services

Guidance Services-description of current services:

The District's Student Service programs include diagnostic, intervention and referral services that support the District's Strategic Plan goals and Action Plans. These programs are designed to assist students who are experiencing problems that present barriers to their academic and general well-being.

Guidance Services: The elementary guidance counselors participate on various school teams that discuss student concerns and develop plans for referral and intervention. The District currently has Instructional Support at all levels, and Student Assistant teams at the middle and high school levels. In addition, the counselors are active members of the multidisciplinary teams that develop interventions, behavior plans, IEP's and GIEP's for individual students. All of the guidance counselors provide individual counseling to students and their families as needed to support them during times of crisis to address issues that negatively impact school success. At the elementary level, guidance counselors facilitate small groups that target specific issues such as divorce, friendship, character education, bullying, career development and social skills. As appropriate, the elementary guidance counselors in conjunction with other faculty members, makes referrals to Children and Youth, Big Brother Big Sister, Salvation Army, Second Mile, Wings of Kindness, Behavior Health and other mental health agencies.

Elementary Guidance Service Goals: Participate in IST team meeting to improve the functioning of these teams as needed. Expand on the individual counseling, classroom lessons, and small support group options available to students. Act as a referral source to establish services for students at the elementary school level.

Health Services: The Certified School Nurses and School Health Assistants administer the day to day health services provided to individual students. These services include the safe administration of medication to students according to school district medication guidelines. The certified school nurses and health assistants do specific health screenings. Based upon the results of these health screenings, the nurses provide feedback to parents/guardians to follow up with family doctors as needed for medical, hearing, vision or dental care. When students attend school with communicable diseases or other potential health problems such as head lice, the certified school nurses and school health assistants assist the individual student and then help to coordinate preventative measures in the schools. The certified school nurses and health assistants attend to minor injuries and illnesses that occur during the school day, communicating with parents/guardians about student care as needed. In acute care situations the certified school nurses and school health assistants provide immediate emergent care to students and staff while also making arrangements for additional emergency care as needed.

Health Services Goals: To expand the role of the certified school nurses and school health assistants in working with individual students to promote healthy life styles. To continue to provide professional development opportunities on issues related to children's health and school health systems. To become proficient in the use of the 'Health eTools for Schools' software.

Psychological Services

The school psychologist conducts comprehensive evaluations for students who have significant academic and/or behavioral concerns and are not making progress within the regular education environment with standard supports and services. They also provide evaluations for eligibility for the district gifted and talented program. Assessment tools used for evaluations are IQ testing, academic achievement testing, tests of social, emotional, and behavioral adjustment, functional behavior assessments, classroom observations, parent interviews, teacher interviews, student interviews and observations. Prior to referral for special education eligibility determination the school psychologist consults with the Instructional Support Teams at the elementary level and the Child Study Teams at the secondary levels to provide pre-referral collaboration. The school psychologist is part of the MDE team that makes recommendations from the results of the evaluation and determines eligibility for specially designed instruction. The school psychologist may provide individual counseling to targeted students or assist with support group activities. They may also evaluate an individual in a crisis situation and assist in determining the appropriate course of action.

Psychological Goals

School psychologists will continue to expand their role through the development of the RtI model within the district to provide more support to the regular education program and services in pre-referral programming. Specifically they will provide information and support on school-wide positive behavior support programs, data team meetings, and data collection and intervention.

Consultation and Coordination Services

Guidance Services: The elementary guidance counselors consult and coordinate community agency services for the students at all levels. With the permission of the parent/guardian, the

counselor can provide and receive information from counselors, physicians, private psychologists, TIU social workers, and other types of community agency employees such as Therapeutic Support Staff (TSS) and Mobile Therapists in coordination with BHMP. This information is useful in designing, implementing and assessing school based improvement plans for students. By coordinating school-based and community services the District increased the likelihood that all students will be able to meet high academic and develop positive social/emotional skills for a healthy life. Guidance counselors provide foundational support when they participate in the development of classroom lessons and school-wide programs such as anti-bullying programs, tutoring programs, Second Mile and Salvation Army camp and Back to School Shopping opportunities, Big Brothers Big Sisters Program, and collaborations with Junior Achievement. The guidance program also supports the system through professional development for faculty and staff and through parent information programs.

Guidance Services Goals: Provide resources for parents through literature on current topics. Act as link for connecting parents with community resources. Participate in transitional services with new students and to students moving from one education level to another.

Health Services: The Certified School Nurses and School Health Assistants manage the plans for students with chronic health problems such as diabetes, severe asthma, allergies and ADHD. They help the students learn developmentally appropriate strategies for the individual management of their health problems. They participate in the development of the district health policies and guidelines, as well as in the implementation of the policies. They provide information to individual students, to faculty, and to families about current health issues and concerns, such as childhood obesity and other chronic childhood diseases. As appropriate, the nurses communicate with physicians, psychologists and other community agency personnel about a student's health issues after receiving parental permission to do so. This coordination of school based and community services increases the likelihood that a student can participate fully in school and achieve high levels of success.

Health Services Goals: Expand the use of district newsletters and web pages to provide information to the school community on health related topics that affect a child's development and academic progress. Continue classroom lessons for elementary students on wellness topics to supplement the guidance and physical education programs that already exist.

Psychological Services

School psychologists consult with community-based agencies once permission is granted, such as, medical doctors, social workers, counselors, psychiatrists, inpatient and partial program facilities, County MH/MR, probation, Clear Concepts, Youth Advocacy Program, and United Behavioral Health, who provide services for district students. They also make referrals and share a list of available community resources with parents when necessary.

Psychological Goals

School psychologists would like to expand the use of the district website to offer information to families about community resources and resources regarding child development and education.

Student Assistance Program

The Juniata County School District has student assistance teams in all of its secondary buildings to support students and families in need of school-based and community support to overcome

problems adversely affecting their academic achievement.

The teams consists of members from middle and high school levels which include building administrators, regular and special education teachers, guidance counselors, liaisons from mental health and drug and alcohol and as needed probation and children and youth. The goals of SAP are to provide supportive services to students and families when there are significant interferences with students success in school. These may include alcohol and other drugs, behavioral concerns, attendance or other mental health concerns that affect the students emotional/social well being. The teams second goal is to provide ongoing education and awareness so that healthy life-style choices may be made.

Referral Process: Students may be referred to the SAP team by a teacher or other school staff person such as the guidance counselor or principal. Parents, family members, and other students can refer a student to the team or the student can refer himself/herself. Reasons for referrals are observed changes in behavior that indicate that the student is experiencing a difficulty that is interfering with success in school. The SAP team will not work with students and their families until they have received their permission. Strict confidentiality is maintained to protect the student's and the family's privacy.

Team Planning: The SAP team meets weekly to discuss cases in order to make plans for assigning case managers, collecting information, communicating with the appropriate people and agencies, and for developing action plans.

Intervention and Recommendations: The case managers for a particular student will talk with the student and the parents to gather specific information related to the concern. They use interviews and checklists to gather the information. The case managers then meet with the student and the parent/guardian to develop an action plan to help the student achieve success in

school by addressing the barriers to learning. The plan might include services and activities within the school such as meeting with the guidance counselor, school nurse, or school psychologist, assigning a mentor, or working with the remedial reading teacher. The plan might also include contacting community services, such as MH/MR, private counselors and crisis intake. The community liaisons are helpful with this aspect of the planning.

Support and Follow-up: The case managers of the SAP team continue to work with the family through ongoing communication and through monitoring the success of the student as the action plan is implemented. Modifications to the plan can be made as the team monitors the student's progress toward success in school. The support continues until the team believes that the concern has been adequately addressed.

Communication

1. How do you provide information to students and parents or guardians about educational opportunities of the schools instructional program? How do parents and students access these opportunities?

Student handbooks, district website, home and school association meetings, letters and fliers, newsletters; they access the opportunities through contacting the school and accessing the district website. These are also translated for our parents of English Language Learners and interpreters are provided for our Latino parents at meetings and conferences so that they may have full opportunity to participate in their child's education.

2. How do you provide career information and assessments so that students and parents or guardians might become aware of the world of work and of a variety of career options available to individual students?

Elementary guidance counselors provide career information and assessment to students through classroom guidance lessons and through individual career exploration. Students become aware of the world of work and career options through technology, Junior Achievement programs and interactive classroom guidance lesson strategies. All activities are matched with the Career Standards.

Secondary does this through career nights, brochures and employer advertisements. The guidance counselor provide instruction to all students that help them to evaluate their strengths and skills in relation to various career paths. Career inventories are used in the secondary schools to assist with career options. Career exploration and planning is a major focus of the IEP meetings for students entering the transition years from the world of school to work.

3. How do you provide information to parents about the health needs of their children?

Information about the health policies and the health services provided by the District are communicated through the District calendar/handbook, student passbooks at the secondary level, and are also available on the District website. Health screenings are performed yearly as prescribed by state regulations, and feedback is given to parents to follow-up with private physicians as needed. Records are kept of individual health room visits, and parents are called to inform them of their children's specific health issues. As the need arises, letters are sent from the superintendent or principals when a specific health concern arises. The letters address specific concerns and the District's actions pertaining to the concern.

4. How do you inform parents of the nature and scope of the surveys and of their relationship to the educational program of their child, consistent with section 445 of the General Education Provisions Act regarding protection of pupil rights when students' assessments using individual surveys are administered?

Not applicable at the elementary and middle school levels; there is no district policy in place with regard to surveys, though parents/guardians are notified in writing prior to the administration of a survey and are given the opportunity to refuse participation in a survey. Policy 207, Confidential Communications of Students, allows use of confidential communications to the building principal and other appropriate authorities. The student records policy is used to comply with all regulations associated with the protection of student privacy rights. The district will revise this policy as new regulations with FERPA are published.

We allow parents to write a letter requesting that the student not participate in the survey. This practice is not listed in policy

5. How are the activities integrated into the action plan?

Communication is integral to the success of the action plans and to the overall achievement of the strategic plan. The District's strategic plan has involved many different stakeholders from both education and the communication. Administrators and teachers maintain communication with parents through telephone calls, parent-teacher conferences, letters and e-mails along with providing up-to-date information on student progress through a computerized grading system which permits parents to see their child's progress at any time.

6. Also explain how often the above information is communicated.

The handbook is distributed annually and as students enroll in the district;

7. Some examples of ways to communicate the information includes:

School calendar

Student handbook

Policies and participation regarding extracurricular activities/sports

Newsletters

Website

Mailings (email or postal)

Action Plan

Strategic Planning Process

In September 2007, the Juniata County School District began the strategic planning process for the 2008-2013 academic years. The first step was to select members for a steering committee. School principals, parents, teachers, students, community members, business leaders and educational professionals from the Tuscarora Intermediate Unit agreed to participate in the process by joining the committee. The district superintendent was identified as the facilitator for the Strategic Planning Process.

The Steering Committee met at various times throughout the 2007-2008 school year. During the first few meetings, committee members developed the mission statement, the vision statement and the district's beliefs. Action Teams were created to develop goals, strategies and activities. Action Team members included the team leader(s), parents, students, teachers, administrators, business/community representatives, and additional school personnel. Intermittent Steering Committee meetings were held to review Action Team progress throughout the remainder of the 2007-2008 school year. All Action Plans were reviewed and subsequently approved by the Steering Committee on July 7, 2008.

On August 21, 2008, all plans were presented to the Board of School Directors for initial review. To allow community review, copies of the Chapter 4 Educational Strategic Plan, Professional Education Plan, Induction Plan, and Technology Plan were published on the Juniata County School District website, www.jcsdk12.org, placed in main offices of all district school buildings, and displayed in the Juniata County Library.

Following community review, the entire plan was presented to the School Board of Directors for final review on September 18, 2008. Plan approval and adoption occurred on Thursday, September 18, 2008, at the regularly scheduled meeting of the School Board of Directors. The approved plans are available for review in the Juniata County School District Office, the main office of each school building, the county library, and on the school district website.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Aaron Bennett	JCSD - TJHS	Administrator	Kenneth

			Albaugh
Alisha Kell	JCSD	Administrator	Sam Leister
Elise Hazel	JCSD	Administrator	Kenneth Albaugh
Emily Stine	JCSD	Ed Specialist - School Psychologist	Kenneth Albaugh
Heather Dreibelbis	JCSD	Ed Specialist - School Nurse	Elise Hazel
Jenn Stoe	JCSD	Ed Specialist - School Counselor	Elise Hazel
Kathleen Durst	JCSD	Ed Specialist - School Counselor	Elise Hazel
Kenneth Albaugh	JCSD	Administrator	Sam Leister
Kim Maxwell	JCSD	Ed Specialist - School Counselor	Elise Hazel
Kurt Condo	JCSD	Ed Specialist - School Counselor	Elise Hazel
Leann Crimmel	JCSD - Fayette	Elementary School Teacher	Kenneth Albaugh
Lisa Kile	JCSD	Ed Specialist - School Counselor	Elise Hazel
Lynn Kennell	JCSD	Ed Specialist - School Counselor	Elise Hazel
Michael Machose	JCSD	Ed Specialist - School Psychologist	Kenneth Albaugh
Norma O'Brien	JCSD	Ed Specialist - School Counselor	Elise Hazel
Penny Ritzman	JCSD	Ed Specialist - School Nurse	Elise Hazel
Samuel Leister	JCSD	Administrator	Alisha Kell
Valerie Ricedorf	JCSD - Lack & MTV	Administrator	Kenneth Albaugh

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

- Wellness Policy