

---

# Pennsylvania Department of Education

---



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

## **Student Services Report** **Monday, May 18, 2009** **(Last approved Monday, November 17, 2008)**

**Entity:** Mid-West SD  
**Address:** 568 E Main St  
Middleburg, PA 17842-1295

## Educational Community

The Midd-West School District (MWSD) is comprised of all lands that lie within the municipal boundaries of Adams, Beaver, Center, Franklin, Middlecreek, Perry, Spring, West Beaver and West Perry Townships and Beavertown, McClure and Middleburg Boroughs. It encompasses a geographic area of approximately 225 square miles. The district is organized for the purpose of providing public education to serve the needs of the Commonwealth and the residents of the municipalities named above. There are three (3) elementary school buildings, two (2) middle schools, and one high school in the district. The district is assigned to Central Susquehanna Intermediate Unit 16 (CSIU) and is classified as a school district of the third class.

The MWSD utilizes a highly qualified staff of 189 teachers and fourteen (14) administrators that work with a total student population of approximately 2314 students. Each year approximately 80 to 90 students attend a vocational technical school, the Snyder Union Northumberland County Career and Technology Center.

Two of the elementary schools are configured kindergarten through fifth grade with the third elementary school holding a kindergarten through grade four configuration. The district currently provides a half-day kindergarten program. A full-day program is offered to approximately eighteen (18) students district-wide who would most benefit and is funded by FDK Supplemental Grant funds. There is a concerted effort each year to keep primary class sizes to twenty and under and intermediate classes below twenty-five. Accountability Block Grant funds have been used to reduce class sizes. A number of special programs have been developed to have students be academically successful, including Corrective Reading, Title I, DIBELS and other assessments, Accelerated Reader and Instructional Support Team processes. Curriculum and scheduling updates have expanded the literacy and mathematics blocks to allow for uninterrupted instructional time. A literacy coach also supports reading and writing initiatives at the K-5 level.

The MWSD is served by two small, dynamic and student centered middle schools. One middle school is configured for grades 6 through 8 and the other is configured for grades 5 through 8. The philosophy behind the MWSD Middle Schools is to provide:

1. A quality academic core of courses.
2. A smooth transition from elementary school to high school.
3. An exploration of courses to provide students with the experiences necessary to select a high school pathway curriculum.

The middle schools use frameworks supported by the National Middle Schools Association which promote teaming, modified block scheduling and thematic learning for sixth through eighth grades. The teams promote a supportive atmosphere which adolescents need. Best practices in middle level education are used as the basis for all instructional decisions, including data driven decisions made using 4Sight and other available data. Technology is used to support instruction in many areas, including Study Island for grades 3 to 12.

Midd-West High School is a grade 9 through 12 high school where approximately 67.3% of students continue education beyond high school. A wide variety of courses are offered in a newly initiated career pathways approach which encourages students to think about their career goals beyond high school. Each year approximately ten (10) advanced placement courses are offered in a variety of topics. Midd-West High School has participated in Classrooms for the Future since its inception, offering technology enhanced instruction to engage students in learning.

Students at all instructional levels are supported through a comprehensive program of support

and enrichment services. These services include: ESL, Alternative Education, Gifted, Emotional Support, Life Skills, Learning Support, Speech and Language Support, Vision Support, Hearing Impaired Support, Occupational and Physical Therapy, and Social Work. The MWSD also provides Multi-disabilities Support and Autism Support through collaboration with the CSIU. Twenty-four (24) special education certified teachers and forty-nine (49) instructional assistants provide special education support services throughout the district.

## **Mission**

We facilitate the intellectual, social, emotional, and physical development of all of our students so they competently contribute to society, achieve their highest potential, and engage in continuous learning...

A QUALITY EDUCATION FOR ALL, FOR LIFE.

## **Vision**

The vision of the Mid-West School District can be summarized as "a thorough education, done properly with a purpose."

Our vision includes...

- a vertically and horizontally aligned curriculum that is appropriate, rigorous and relevant for each student.
- use of teaching strategies based on "what works"/ research.
- a seamless system of assessment used by teachers to design instruction.
- highly qualified teachers who focus on personal professional development to increase student achievement.
- highly qualified leaders who are future focused, proactive and consistent.
- a high level of stakeholder involvement and support.
- safe, modern and well maintained facilities with appropriate resources for students to grow academically and socially in relation to the global community.
- cutting-edge technology used to advance educational goals.

## **Shared Values**

Our school community must nurture the intellectual, social, emotional, and physical well-being of students.

Because all students have the capacity to learn, we must encourage their best efforts and present them with opportunities and challenges to reach their potential and experience success.

All learners have an important contribution to make; therefore, we will provide education that is flexible to accommodate, respect, and value the unique needs of each learner.

Our schools' effective learning environments require safety, discipline, respect, organization and high expectations for all.

We make resources available to provide all students with the opportunity to achieve their educational and career goals.

We are accountable to the students, families and the communities we serve.

Our greatest educational achievement is rooted in the combined commitment of students, parents, educators and the community.

## Strategic Planning Process

The Superintendent appointed the Director of Curriculum and Instruction as the Strategic Plan facilitator. The strategic planning process for the Mid-West School District began with professional development in the use of e-strategic planner and the strategic planning process. Various administrators attended training offered at PaTTAN and/ or the Central Susquehanna Intermediate Unit, as well as viewed web-based learning tools. This training occurred between December 2007 and February 2008.

The Board of School Directors was briefed on the process to be utilized in the development of the plan. The strategic planning committee held its initial meeting in March 2008. The committee consisted of 40 members representing parents, community members, business representatives, teachers, educational specialists, administrators and students. Sub-committees for the following plans were created: Teacher Induction, Special Education, Educational Technology, Academic Standards and Assessment, Student Services and Professional Development. As per Chapter 4 requirements, the professional education committee members representing parents, businesses and the community were appointed by the Board of School Directors. Sub-committee chairperson(s) were assigned. The subcommittees met every two weeks until their plans were drafted and finally completed. All sub-committee plans were presented to the steering committee at monthly meetings.

All committee members were provided with demographic, academic and perceptual data gathered about the district. This data was utilized by the steering committee and sub-committees to stimulate discussion and develop goals, strategies and activities.

Upon final review of the Strategic Planning Committee, the strategic plan was submitted to the Board of School Directors for approval.

## Strategic Planning Committee

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Allison Delong	Community Member	Community Representative	Director of Curriculum and Instruction
Beth Rearick	District	Secondary School Teacher	Teachers
Brian Ulmer	District	Secondary School Teacher	Director of Curriculum and Instruction
Charles Volchansky	District	Regular Education Teacher	Director of Curriculum and Instruction
David Harrison	District	Administrator	Director of Curriculum and Instruction
Diane Hallinan	District	Administrator	Administrators

Elaine Sautner	District	Administrator	Superintendent
James Aurand	Community Member	Community Representative	Board of School Directors
Kelli Eichenlaub	Community Member	Parent	Director of Curriculum and Instruction
Susan Decker	Community Member	Parent	Director of Curriculum and Instruction

## Current Student Services

Service/Resource	Description
After school library/tutoring	Middle and high school libraries remain open for one hour after school, 4 days per week, for students to do research, complete assignments or arrange for tutoring.
Alternative Education	Alternative education programs are available on campus as well as alternative sites for students who are in need of this service.
Athletic Trainer	Contracted service for athletic teams.
Career Education and Work Planned Instruction	Planned instruction in which students are engaged in learning about career clusters, researching careers, maintaining a portfolio, planning for post-secondary education or work.
Classrooms for the Future and other Technology Initiatives	Participation in CFF has provided students with up-to-date technology integration in core subject areas.
Community Connection	School administrators participate on several community agency teams including Head Start and the Integrated Family Services Council.
DARE	Drug prevention program in grades 5 and 8
Distance Learning	Opportunities for students to participate in distance learning courses.
Dual Enrollment/ College in High School	Opportunities for students to earn post-secondary credit while in high school exist in several formats.
English as a Second Language (ESL)	ESL evaluation and instruction is provided for those students and families who qualify for this service.
Foster Grandparents	Interagency agreement with Union Snyder Foster Grandparent Association which provides "grandparent" volunteers in the schools to support students.
Guidance Programs and Services	Seven full time guidance counselors are available to provide individual or group counseling to students as well as assist with course selection and scheduling. Also teach lessons in social skills, anti-bullying, anger management, goal setting, etc.
Homebound Instruction	Instruction provided in the home for students who are medically unable to attend school for a period of time.
Instructional Support Team	The Instructional Support Team process is utilized by teachers and parents to support student needs in the regular classroom environment.
Operation Safe Surf	Auditor General's program for students regarding internet safety.
PA Council of the Arts	Agreements which bring the arts to all levels of students.
Parent Volunteers and Parent Teacher Organizations	Individuals and Organizations that volunteer within the various schools to support students and teachers

Project Elect	CSIU Support for pregnant teens.
Renaissance Program	Student incentive program for positive efforts and achievement.
School Nursing	Nursing and medical services are provided by three full time nurses and two health technicians.
School Physician and Dental Services	Services provided to assist students and parents meet required evaluations.
School Psychologist Services	A school psychologist is available for evaluative and consultative services.
Second Step Violence Prevention Curriculum	Research-based program to teach students how to solve problems and succeed.
Student Assistance Program	SAP teams are operational in all school buildings: elementary, middle and high. Staff have received initial professional development and updates as required. SAP liaison participation in meetings.
Student Council and Student Organizations	Student groups that participate in district and school decision making and processes.
Summer School	Provision of instruction in the summer to enable students to earn academic credit.
SUN Career and Technology Center	Membership in the Snyder Union Northumberland County Career and Technical Center (SUN Tech) provides students with the opportunity to learn a technical trade their senior year.
Title I	Title I Reading Services, which include diagnostic evaluations and instruction, are provided for those students and families who qualify for this service.
Truancy Intervention Planning Process with Children and Youth Services	A process whereby C & Y services and the district work collaboratively with parents to solve truancy issues.

## Needs Assessment

### Reflections

There are currently no reflections selected for this section.

The student support services needs in the Midd-West School District fall into two categories: additional student support services that will contribute to the success of students in the school environment and professional development for school personnel in providing the supports.

Although the district has been meeting the AYP target for graduation, the dropout rate increased from 04-05 (2.4%) to 05-06 (2.7%). In particular, the special education subgroup has a significantly higher dropout rate of 27.59%. Data also indicates that this subgroup is not being successful in mathematics at the high school level which may be contributing to the dropout rate. The district needs to implement dropout prevention programs for all students at risk.

Discipline has been identified by the community and teacher surveys as a significant need area. The instructional staff at all levels need professional development in behavior management. Secondary administration needs to investigate how to build positive behavioral supports and approaches to increasing academic performance by developing a stronger sense of school community. A method of organizing and running the school that begins with shared norms, beliefs, values and goals, and results in agreed upon processes and procedures should be

developed. The end result should be specific and consistent strategies to improve academics, behavior, and school climate.

To engage students in school and develop a sense of belonging and commitment, a mentoring program needs to be implemented at the middle and high school levels. Students need to feel that school personnel care about them and that they belong to the school community.

Students also need to feel safe at school. This can be accomplished through facility renovations and providing a system which students can report impending incidents without fear of repercussions from peers. A safe schools helpline would allow students, parents, staff and community members to report wrongdoing and illegal activities in schools without identifying themselves.

Career awareness has been identified as a challenge. The district needs to improve its supports to students and parents including investigating careers and selecting courses that lead students along the career pathway of their choice.

## **Action Plan**

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

**Description:** Graduation rate will meet a 95% threshold and/or show growth.

#### **Strategy: Career Focus/ Career Pathways**

**Description:** Utilize a career focus/ career pathways educational approach to help students focus their education toward career development.

#### **Activity: Course Selection**

**Description:** Implement, monitor and revise a career focus/ career pathways approach for course selection.

#### **Person Responsible Timeline for Implementation Resources**

Elaine Sautner	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

#### **Activity: Parent and Community Involvement**

**Description:** Inform parents and community of career education options and activities available to students and engage their support for career education.

**Person Responsible Timeline for Implementation Resources**

Elaine Sautner	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

***Strategy: Differentiation of Instruction/Instructional Programs***

**Description:** Research, design and implement differentiated instruction/ instructional programs to meet the needs of all learners in all subject areas.

***Activity: Alternative Education***

**Description:** Review and revise the alternative education program to include best practices in academic and behavioral strategies.

**Person Responsible Timeline for Implementation Resources**

Elaine Sautner	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

***Activity: English as a Second Language***

**Description:** Maintain a library of resources for teachers regarding instructional strategies proven to increase the performance of ESL students.

**Person Responsible Timeline for Implementation Resources**

Elaine Sautner	Start: 1/1/2009	\$1,200.00
	Finish: Ongoing	

**Status:** Not Started — Overdue

***Activity: Gifted Education***



**Description:** Review and revise the gifted education program to include best practices in academic and career planning supports.

**Person Responsible Timeline for Implementation Resources**

Elaine Sautner	Start: 1/1/2009	\$2,000.00
	Finish: Ongoing	

**Status:** Not Started — Overdue

***Strategy: Dropout Prevention***

**Description:** School and community stakeholders will research and implement dropout prevention programs/ models.

***Activity: Implement a variety of methods for credit acquisition***

**Description:** Develop a plan that includes a variety of methods for acquiring credits for students at risk of failing and/or dropping out of school.

**Person Responsible Timeline for Implementation Resources**

Elaine Sautner	Start: 1/1/2009	\$60,000.00
	Finish: Ongoing	

**Status:** Not Started — Overdue

***Activity: Mental Health Partnerships***

**Description:** Strengthen relationships with local mental health providers to provide a greater number of resources to our students and parents.

**Person Responsible Timeline for Implementation Resources**

Elaine Sautner	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

***Activity: Mentoring***

**Description:** To provide an ongoing program of professional development to middle school staff for individual student mentoring and asset-building strategies.

Person Responsible	Timeline for Implementation	Resources
Elaine Sautner	Start: 8/21/2008 Finish: 8/21/2011	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	60
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Mid-West School District	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will attain skills and knowledge in the mentoring process and how they can help at-risk students to remain in school using best practices in mentoring techniques.	<p>"Students report that having a person at school who is checking on them, gives them the sense that someone cares and motivates them to come to school" (Gonzales, Richards &amp; Seeley, 2002, p.12).</p> <p>National studies have shown a significant decrease in truancy when mentoring programs existed in schools.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>School counselors</li> <li>Other educational</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>High school (grades 9-12)</li> </ul>

specialists

**Follow-up Activities**

**Evaluation Methods**

- 
- Analysis of student work, with administrator and/or peers
  - Journaling and reflecting
  - Participant survey
  - Attendance data (Analysis of student attendance data)

**Status:** Not Started — Overdue

**Activity: Safe Schools Helpline**

**Description:** Implement a system whereby students, parents and staff can report impending incidents without fear of repercussions from peers.

**Person Responsible Timeline for Implementation Resources**

Elaine Sautner	Start: 1/1/2009 Finish: Ongoing	\$15,000.00
----------------	------------------------------------	-------------

**Status:** Not Started — Overdue

**Activity: Transition**

**Description:** Develop transition plans for all students transferring horizontally or vertically, from one building to another, with specific strategies for at-risk students.

**Person Responsible Timeline for Implementation Resources**

Elaine Sautner	Start: 1/1/2009 Finish: Ongoing	\$1,800.00
----------------	------------------------------------	------------

**Status:** Not Started — Overdue

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

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

## **Strategy: Attendance Officer**

**Description:** Review job descriptions of attendance officers and develop a new job description for the MWSD attendance officer.

### **Activity: Job Description**

**Description:** Develop a job description for the attendance officer.

#### **Person Responsible Timeline for Implementation Resources**

Elaine Sautner	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

## **Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS**

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

### **Strategy: Communication**

**Description:** Increase parent and community communications regarding assessment information and AYP expectations.

### **Activity: Increase Stakeholder Communications**

**Description:** Communicate assessment information including AYP expectations and testing schedule to all stakeholders via newsletters, websites, etc.

#### **Person Responsible Timeline for Implementation Resources**

Elaine Sautner	Start: 1/1/2009	\$12,500.00
	Finish: Ongoing	

**Status:** Not Started — Overdue

## **Goal: TECHNOLOGY**

**Description:** The district will maintain a high level of technology for academic, administrative and support services necessary for meeting the needs of all community members.

### **Strategy: Community/Parent Technology Strategies**

**Description:** Use technology to increase communication with parents and the community.

#### **Activity: Increase Percentage of Parent Logins to Gradebook**

**Description:** Distribute Parental Schoolbook Logins to all 1st grade parents during 1st MP parent/teacher conferences to ensure 100% access over time.

#### **Person Responsible Timeline for Implementation Resources**

Michael Stebila	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

### **Strategy: Student Technology Strategies**

**Description:** Use technology to enhance student learning. These learning experiences may include technology or technology used to deliver instruction.

#### **Activity: Increase Distance Learning Participation**

**Description:** Expand distance learning opportunities for student's who may consider alternative schooling. This may be encouraged through the district's guidance counselors.

#### **Person Responsible Timeline for Implementation Resources**

Elaine Sautner	Start: 1/1/2009	\$12,000.00
	Finish: Ongoing	

**Status:** Not Started — Overdue

## **Narratives**

### **Developmental Services**

The Mid-West School District includes Developmental Services in the Student Services Plan that address students' needs throughout the district enrollment, which include: guidance counseling, psychological services, health services, home and school visitor services, and social work services that support students in addressing academic, behavioral, health, personal and social development issues. The developmental services are an integral part of the instructional

program at all levels of the school system.

## **GUIDANCE**

A program of guidance counseling is available at all levels that assists students in achieving their optimum potential, enables students to significantly benefit from the offerings of the instructional program, identifies intellectual, emotional, social and physical needs, aids students in recognizing career options consistent with their abilities and goals, and helps students learn to make their own decisions and to solve problems independently.

### **Elementary Level**

Two certified school guidance counselors are employed at the elementary level on a full-time basis. The guidance counselors interact with students both through classroom lessons and through individual and group counseling, as the need arises. The guidance counselor is also available for consultation with teachers and/or parents regarding individual student concerns. The guidance counselor is a member of the Instructional Support Team. The counselor's involvement includes providing strategies to help students and parents in various areas of concerns. These areas include but are not limited to: motivation, study skills, self-esteem, organizational skills, anger management, and decision making skills. The IST provides the student, teacher, and the parent with techniques and strategies to help the child to be a more successful and productive student. Counselors are also involved with group counseling. Students are referred for small group counseling on an as needed basis. A school staff member, parent or guardian, counselor, or administrator can refer students. Small group topics may include: coping skills, anger management skills, social skills, study skills, children of divorce or separated parents. These groups meet once a week for thirty minutes and last for six to eight weeks or until goals have been met. Individual student counseling is also available. Students receive individual counseling on an as need basis for a variety of reasons. School staff members, parents or guardians, counselor, administrator, or student themselves may refer the student for services.

### **Middle Level**

A certified guidance counselor is available on a full time basis at each middle school. The philosophy behind the Mid-West Middle Schools is to provide:

1. A quality academic core of courses.
2. A smooth transition from elementary school to high school.
3. An exploration core of courses to provide students with the experiences necessary to select a high school pathway curriculum.

The guidance program is an integral component supporting this philosophy. The counselor's involvement includes providing strategies to help students and parents in various areas of concerns. These areas include but are not limited to: motivation, study skills, self-esteem, organizational skills, anger management, and decision making skills. Guidance counselors initiate student portfolios, career research and planning, and transition to high school services with middle level students.

### **High School Level**

The high school guidance program provides important benefits to individual students by addressing their intellectual, emotional, social, and psychological needs. It is developmental and designed to address the needs of students by helping them in career exploration and vocational development. The guidance program addresses the needs of students in high school as they encounter and deal with important learning and life issues. The program is considered a vital part of the school's educational program. The three certified school counselors with the support of teachers, administrators, students, and parents/guardians implement the program. The guidance program in high school assists students in becoming responsible adults who can develop plans based upon self-understanding of needs, interests, and skills. Education and career plans are reviewed in accordance with students' post-graduation educational and occupational goals. The

high school counselor assists in coordinating career education learning units . Individual, small group, personal, and crisis counseling are available to students. Consultation services concerning student behavior and academic progress are provided for parents/guardians, teachers, and administrators. Referrals to other professionals in the school district or to agencies and institutions outside of the district are made as required or requested.

### **PSYCHOLOGICAL SERVICES**

The MWSD employs a full-time certified school psychologist. The school psychologist serves as a member of the special education multidisciplinary evaluation team and conducts psychological testing as a part of the evaluation process, when appropriate. The school psychologist is also available to consult with staff and parents in planning appropriate strategies to meet the special needs of children. Duties of the school psychologist include but are not limited to the following:

- Test students to determine eligibility for special education
- Test students to determine eligibility for Gifted Program
- Consult with teachers and parents
- Attend IEP meetings
- Write evaluations and reevaluations
- Help develop behavior plans
- Complete observations in the classroom
- Individual counseling on limited basis/ Crisis Intervention
- Member of the Instructional Support Team
- Member of the Student Assistance Program.
- Maintain communication with outside agencies such as MH/MR

### **HEALTH SERVICES**

The MWSD employs three certified school nurses and two health technicians. School health services focus on the primary, secondary and tertiary prevention of illness and injury prevention. School employees track the status of students immunizations and follow-up with parents and physicians for students who are in need of immunizations. The goal is to prevent the onset of illness. The aim of secondary prevention is to identify the presence of illness or disease and prevent its progression. The certified school nurses review health histories and physicals as well as complete and follow-up on screenings and referrals. Tertiary prevention strategies focus on the treatment or rehabilitation of the individual with an identified illness or injury. Nurses and health technicians administer prescribed medications and treatments to students during school hours in accordance with the direction of a parent/guardian or family physician in accordance with school policy. The certified school nurses develop a list of students with chronic medical conditions including allergies. The health of students with special needs is addressed through 504 plans and medical addenda to Individualized Educational Plans. Student physicals and dental health services are also coordinated by the school nurses. School nurses work in conjunction with contracted physicians to meet the needs of students. The certified school nurses act as a resource for teachers who teach health education curricula. Specifically, the certified

school nurses traditionally lead the Growth and Development movie and discussion for all fifth grade students. In addition, the certified school nurses, as experts in the health field, utilize “teachable moments” to provide instruction to students during routine visits to the health room.

School nurses are a key member of the Wellness Committee. This committee ensures the health and well-being of all students by providing a comprehensive nutrition program consistent with state and federal requirements, access at a reasonable cost to foods and beverages that meet established nutritional guidelines, physical education courses and opportunities for developmentally appropriate physical activity during the school day and curriculum and programs for grades K-12 that are designed to educate students about proper nutrition and lifelong physical activity, in accordance with State Board of Education curriculum regulations and academic standards.

The MWSD recognizes that students require adequate, nourishing food and beverages in order to grow, learn and maintain good health. The food services director is responsible for ensuring a school breakfast and school lunch are provided each day that meet the nutritional standards required by state and federal school breakfast and lunch programs.

Promotion of integrated school and community health occurs when the certified school nurses and food services director are visibly present and share information at back to school events, open houses and parent-teacher conferences. The certified school nurses also facilitate community programs within various schools. The Wellness Committee promotes partnerships among schools, families, community groups and individuals that share and maximize resources and expertise to address the health development of children youth and their families.

#### **HOME AND SCHOOL VISITOR /ATTENDANCE SERVICES**

The MWSD believes the educational program it offers is predicated upon the presence of the student and requires continuity of instruction and classroom participation in order for students to achieve academic standards and consistent educational progress. District administrators monitor student attendance to address student attendance for infractions as well as recognize students for exemplary attendance. They work in conjunction with Snyder County Children and Youth Services to develop truancy elimination plans (TEP) to resolve truant behavior. Issues to be reviewed at the school/family conference include the appropriateness of the child’s educational environment, current academic difficulties, physical or behavioral health issues and family/environment concerns. At the end of the conference all parties should sign a comprehensive TEP that is agreed to by the school representative, the child, and the parents and/or family. The plan could include accessing academic and social/health supports from the school and community organizations, an outline of family/parent and student responsibilities, and levels of performance monitoring that include rewards and consequences. The district also has an employee who serves as the attendance officer to assist district administrators with attendance, potential attendance problems and work in conjunction with the school administration and other agencies such as probation and law enforcement.

#### **SOCIAL WORK SERVICES**

The MWSD contracts with the Central Susquehanna Intermediate Unit to provide social work services to its students. The social worker serves as the extension for families and students into the community to promote and utilize resources, which provide specialized services beyond the scope of the regular school activity. In conjunction with guidance counselors, the social worker collaborates with such agencies as Children and Youth Services, Juvenile Probation, county probation officers, CASSP, and various mental health providers to help students and families address issues that may be impeding education success.



## Diagnostic, Intervention and Referral Services

The Mid-West School District includes Diagnostic, Intervention and Referral Services in the Student Services Plan for students experiencing problems attaining educational achievement appropriate to their learning.

All students participate in the following assessments, except as noted:

Assessment	Purpose	Grade Levels
IGDI Individual Growth and Development Indicators	Guide intervention decisions and provide helpful information about children's growth toward socially valued outcomes in communication, movement, social, and problem solving..	Pre-K
Saxon Math	Mid and end of year math measurement	K, 1, 2
Early STAR	Assesses general readiness, grapho-phonemic knowledge, structural analysis, vocabulary, phonemic awareness, phonics, and comprehension.	K, 1, 2
DIBELS (fluency) Dynamic Indicators of Basic Early Literacy	Standardized, individually administered test of accuracy and fluency with connected text.	1, 2, 3, 4, 5
DIAL-III	Developmental Indicators for the Assessment of Learning administered to full day kindergarten students	K
DIBELS Dynamic Indicators of Basic Early Literacy	Standardized, individually administered test for initial sound fluency, letter naming, phonemic segmentation fluency and nonsense word fluency administered to full day kindergarten students.	K
MAZE-R	CBM MAZE-R is designed to provide educators a more complete MAZE is designed to provide educators a more complete picture of students' reading skills, especially when comprehend picture of students' reading skills, especially when comprehension on problems are suspected.	1, 2, 3, 4, 5
PSSA Reading	The annual Pennsylvania System of School Assessment (PSSA) is a standards based criterion-referenced assessment used to measure a student's attainment of the academic standards in Reading while also determining the degree to which school programs enable students to attain proficiency of the standards.	3, 4, 5, 6, 7, 8, 11
PSSA Math	The annual Pennsylvania System of School Assessment (PSSA) is a standards based criterion-referenced assessment used to measure a student's attainment of the academic standards in Mathematics while also determining the degree to which school programs enable students to attain proficiency of the standards.	3, 4, 5, 6, 7, 8, 11
PSSA Writing	The annual Pennsylvania System of School Assessment	5, 8, 11

	(PSSA) is a standards based criterion-referenced assessment used to measure a student's attainment of the academic standards in Writing while also determining the degree to which school programs enable students to attain proficiency of the standards.	
PSSA- Science	The annual Pennsylvania System of School Assessment (PSSA) is a standards based criterion-referenced assessment used to measure a student's attainment of the academic standards in Science while also determining the degree to which school programs enable students to attain proficiency of the standards.	4, 8, 11
4Sight Reading and Mathematics	The 4Sight Benchmarks are quarterly formative assessments for grades 3 to 11. Data reports provide diagnostic information on individual student performance in relation to state standards and skills. 4Sight Benchmarks were designed to be low-stakes, informative assessments for teachers and school leaders.	3, 4, 5, 6, 7, 8, 9, 10, 11
Harcourt Phonemic Awareness	Diagnostic reading assessment for Title I services	K, 1
BASC-2	Behavioral Assessment System for Children, 2nd edition: A comprehensive set of rating scales and forms help you understand the behaviors and emotions of children and adolescents	K-12 when needed and alt. ed.
Functional Behavior Assessment	Functional behavioral assessment is a problem-solving process for addressing student problem behavior. It relies on a variety of techniques and strategies to identify the purposes of specific behavior and to help teams select interventions to directly address the problem behavior. Functional behavioral assessment should be integrated across all aspects of a students life, home and school.	K-12
Curriculum Based Assessment	Instructional data gathered for the Instructional Support Team.	K,1, 2, 3, 4, 5
QRI- IV	Diagnostic reading assessment for Title I services	1, 2, 3, 4, 5
District Writing Prompts	Monthly district writing prompts occur across the curriculum to provide teachers with information on student writing abilities.	K-12

When students demonstrate on the assessments (or by inappropriate behavior) that they are experiencing academic or behavioral difficulties at the elementary level, several safety nets are in place. Students may be referred by their parent or teacher to the Instructional Support Team. The team gathers data on student performance and those factors that contribute to the weak performance and those which may enhance performance. The team, which includes parents, develops an action plan to increase achievement. The student response to the plan is monitored and adjustments made if needed. If the plan is successful, the strategies are continued. If the plan is unsuccessful in bringing about the desired student response, the plan can be revised or the student referred for an evaluation by the school psychologist. The use of the 4Sight benchmark assessments is planned in grades 3 through 5 to begin during the 2008-2009 school year. This new data will also inform educators about student abilities and challenges.

At the middle school level, the teaming process and analysis of student data on assessments such as the 4Sight reading and math benchmark assessments, paired with classroom performance provides the indication that a student is having difficulty academically. Classroom observations and student discipline data provide the indication that a student may be having

behavioral difficulty. The guidance counselors and administration work with teacher teams to develop interventions for students, which may be additional learning time in core areas (reading/math) or integrated interventions into the current coursework. If the plan is unsuccessful in bringing about the desired student response, the plan can be revised or the student referred for an evaluation by the school psychologist or other services such as SAP team.

At the high school level, the guidance department has been the leader in identify students who are at risk academically or behaviorally. Beginning with the 2008-2009 school year, data teams led by the principal will be responsible for analyzing student achievement data and working with key personnel to develop interventions. Student discipline data and teacher observations can also be utilized by the administration and team to develop interventions for students exhibiting behavioral difficulty at school.

A Student Assistance Program (SAP) is available at each level: elementary, middle and high school.

## **Consultation and Coordination Services**

The Mid-West School District includes Consultation and Coordination Services in the Student Services Plan for students who are experiencing chronic problems that require multiple services by teams or specialists. The MWSD operates an alternative education program for middle and high school students on its campus. Instruction and school day are coordinated with the regular education program. Agreements with other alternative education programs such as Bethesda PATH, Central Susquehanna Intermediate Unit programs, and 5 STAR are also available for students who need those services.

School personnel participate on CASSP (Child and Adolescent Service System Program) teams for students who are experiencing chronic problems. The CASSP interagency team meets to discuss the options for treatment, care and support of the student. The team is lead by the CASSP coordinator and it consists of the parents, advocates and other key people in the child's life including professionals and others the parents may choose.

Early childhood collaboration is also evident in the district. Administrative personnel meet with Head Start Advisors to coordinate services for children. Transition plans are arranged for students from Head Start and other early intervention service providers. Administrators also serve as a representatives on the Integrated Family Services Council, which is a collaborative group from multiple areas agencies (CMSU, CASSP, Children and Youth, Community Action Agency, Early Head Start, etc) to meet the needs of children and youth.

The Mid-West School District also collaborates with the local Children and Youth Agency to eliminate student truancy. The joint effort results in the development of truancy elimination plans, to assist parents and students in improving school attendance.

Collaboration and consultation also exist between the school district and local law enforcement. Agreements with these agencies as well as the county district attorney have had a positive effect on the school system.

Improvement is needed in the consultation and collaboration with mental health providers, to assist parents and students in obtaining services they may need.

## **Student Assistance Program**

A Student Assistance Program (SAP) is available at each level: elementary, middle and high school. The SAP team members include administrators, teachers, guidance counselors and a liaison for drug and alcohol and mental health services. The program 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. All team members have participated in SAP training conducted by a Commonwealth approved training provider.

There are four phases to the MWSD student assistance process:

**Referral** - Anyone can refer a student to SAP when they are concerned about someone's behavior -- any school staff, a student's friend, a family member or community member. The students themselves can even go directly to the SAP team to ask for help. The SAP team contacts the parent for permission to proceed with the SAP process.

**Team Planning** — The SAP team gathers objective information about the student's performance in school from all school personnel who have contact with the student. Information is also collected from the parent. The team meets with the parent to discuss the data collated and also meets with the student. Together, a plan is developed that includes strategies for removing the learning barriers and promoting the student's academic and personal success to include in-school and/or community-based services and activities.

**Intervention and Recommendations** — The plan is put into action. The team assists in linking the student to in-school and/or community-based services and activities. The team might recommend a drug and alcohol or mental health assessment. Brochures on available services have been created by guidance personnel to assist families in making choices.

**Support and Follow-Up** — The SAP team continues to work with and support the student and their family. Follow-up includes monitoring, mentoring, and motivating for academic success.

It is the parent's right to be involved in the process and to have full access to all school records under the applicable state and federal laws and regulations. Involvement of parents in all phases of the student assistance program underscores the parents' role and responsibility in the decision-making process affecting their children's education and is key to the successful resolution of problems.

## **Communication**

Information is provided to students, parents or guardians regarding services and opportunities for students in a variety of ways including a school calendar, student handbooks at all levels, policies and administrative regulations, school newsletters, district website, and other publications.

School Board policies and administrative regulations, which are the backbone or structure of the MWSD organization, are available to all stakeholders via the district website or at each school building. Each student / parent is provided with a student handbook, which is also available on line. A copy of the Code of Student Conduct is provided annually to students. School newsletters and the school calendar are given to each enrolled student and are also posted on the district website. The calendar contains: Notice for Directory Information, Notification of Rights for Elementary and Secondary Schools and Notice of Special Education Services. There are also postings of the Notice of Special Education Services in each school building. Educational opportunities are posted in school newsletters and on the district website, including extra-curricular policies and activities.

The MWSD has implemented a career portfolio beginning in sixth grade. At the middle school level, portfolios are available for parent review on school visitation night. Beginning in 8th grade and continuing through high school, students and parents will obtain career pathways information from the guidance department. To better serve the future students of the Mid-West School District, a project is being undertaken to realign the course offerings at the secondary level. This new alignment provides for a selected pathway toward a student's future career. The goal is to provide a structural framework to work within when selecting courses as students prepare themselves for their post secondary life. The pathways approach provides a guideline while still allowing for flexibility to reflect student individuality. Students and parents are strongly encouraged to identify post-secondary institutions of interest as early in the high school career as possible to discuss the alignment of course selections with the post-secondary admission requirements.

As per section 445 of the General Education Provisions Act regarding protection of pupil rights when individualized surveys are given, the MWSD has adopted policy regarding such surveys which states: All surveys and instruments used to collect information from students shall relate to the District's educational objectives. (20 U.S.C. Sec. 1232h Title 22 Sec. 12.41) The parent/guardian shall be informed of the nature and scope of individual surveys and their relationship to the educational program of their child and the parent's/guardian's right to inspect, upon request, a survey created by a third party prior to administration or distribution to a student. Such requests shall be in writing and submitted to the building principal. (20 U.S.C. Sec. 1232h Title 22 Sec. 4.4) No student shall be required, without written parental consent for students under eighteen (18) years of age or written consent of emancipated students or those over eighteen (18) years, to submit to a survey, analysis, or evaluation that reveals information concerning:

1. Political affiliations or beliefs of student or parent/guardian.
2. Mental and psychological problems of the student or family.
3. Sexual behavior or attitudes.
4. Illegal, antisocial, self-incriminating or demeaning behavior.
5. Critical appraisals of other individuals with whom respondents have close family relationships.
6. Legally recognized privileged analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or parent/guardian.
8. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

However, such survey, analysis or evaluation may be conducted on a voluntary basis, provided that the student and parent/guardian have been notified of their right to inspect all related materials and to opt the student out of participation. The District shall implement procedures to protect student identity and privacy when a survey contains any of the restricted subject areas listed above. This information is provided to students and parents in the student handbooks, on the district web page and is available at each school building.

The district also produces "special" publications for particular groups such as the Title I Parent Handbook. These resources are provided directly to the parent at meetings, conferences, etc.

All of the communications listed above provide a foundation for the shared values of the strategic plan which state...."We are accountable to the students, families and communities we serve. Our greatest educational achievement is rooted in the combined commitment of students, parents, educators and the community". By increasing communication with parents and the community, the MWSD can achieve its goals of increasing the graduation rate, increasing the student attendance rate, and increasing achievement in reading and mathematics.

## **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

### Supporting Documents - Attachment

- Supporting Documents