
Pennsylvania Department of Education



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

Student Services Report **Thursday, May 22, 2008**

Entity: Schuylkill Haven Area SD
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Organization Description

Schuylkill Haven Area School District is located in Schuylkill County, Pennsylvania and educates students from Schuylkill Haven, Port Clinton, Landingville, and South Manheim Township. The District is experiencing population growth in South Manheim Township and is seeing increased enrollment from that area. With a student population of approximately 1440 in grades kindergarten through twelve, the District firmly believes in its motto: "In the race for quality, there is no finish line."

Schuylkill Haven Area's campus consists of three buildings. The Elementary Center contains grades kindergarten through fourth and educates approximately 555 students; the Middle School has approximately 305 students in grades five through seven; and the High School holds grades eight through twelve with approximately 580 students. District Offices are located within the Middle School.

To instruct and support its students, the district currently employs ninety-six full time and two part time teachers; one part time and five full time administrators; four guidance counselors; three librarians; one district nurse and three health technicians; one instructional support teacher; one technology specialist and one technology assistant; and one in-school suspension monitor and truancy officer.

The district is very proud that all three schools have met or exceeded Adequate Yearly Progress targets.

Core Purpose

Mission

The mission of the Schuylkill Haven Area School District in partnership with the community is to empower each student to embrace the challenges of the future as self-directed, ethical, life-long learners who assume responsibility for self and society, and to prepare confident individuals in decision making and communication skills to function in the ever changing global community.

Vision

The Schuylkill Haven Area School District vision incorporates an educational program to prepare each student for the future to become a productive and contributing member of society. Students must be made aware of the life-long value of education.

Students entering the workforce today must experience a comprehensive education that develops the total individual. The educational program shall develop the student's moral, mental, physical, and emotional characteristics. In addition, students will need a sound educational base of knowledge that will enable them to communicate and to think analytically.

Education is the responsibility of the total community. The school should reflect the ideas and interests of all members.

Shared Values

We believe:

All students can learn and achieve success

A partnership exists among the home, community, and school

Education is a life-long process and our school must facilitate the acquisition of skills necessary for life-long learning

Our schools must provide appropriate facilities and a safe, orderly learning environment

All students must be challenged to their full potential and develop competency in problem solving, critical thinking, written and oral communication skills, reading, math, vocational and technological skills in order to compete in a global society

New ideas, flexible and creative approaches, well thought-out initiatives and cooperative efforts lead to higher levels of achievement

Students, teachers, and the community should value diversity and respect for self and others

Education should foster personal responsibility and accountability skills to better prepare students for the workforce

Students and teachers should strive to reach their highest potential

Current Student Services

Service	Comment
Guidance classes K-4	Elementary Center
Individual and Group counseling	Elementary, Middle and High School
School Nurse	Elementary, Middle and High School
Student Assistance Team	Elementary, Middle and High School
Truancy Officer	Elementary, Middle and High School
Psychologist	Elementary, Middle and High School, through the intermediate unit
Guidance Counselors	Elementary, Middle and High School
Guidance Classes, 7th grade	Middle School
Guidance Classes, 8th grade	High School
Wellness Program	Elementary, Middle and High School

Needs Assessment

Elementary needs-

- a guidance scope and sequence

- a more frequent good reward or incentive for good attendance

- updated guidance curriculum

- anti-bullying program

- more time to analyze and interpret data

- more training through the Intermediate Unit consultants on various components of the Student Assistance Team

Middle School needs-

- anti-bullying program

- guidance classes at the fifth and sixth grade levels to address character education, career awareness, etc.

- transition programs

- updated guidance curriculum in the areas of character education, career awareness, etc.

- more training for staff on the process, function, and goals of student assistance

High School needs-

- updated guidance curriculum, implementing a career portfolio, as well as addressing social, emotional and academic issues

- improved discipline using a full time position

Action Plan - Narratives

Developmental Services

Elementary Developmental Services

Guidance Classes K-4
Individual and group counseling
PRIDE Behavioral program school wide
200 Club school wide
Red Ribbon Week activities
Superstudent Job program
Hurricane Helper/Big Brother-Sister program
After school tutoring
Summer School Camps
Transition programs
Good attendance program and incentives

Middle School Developmental Services

Seventh grade guidance classes to address career education and conflict resolution
Advisory Program, grades 5-7
Hurricane Helpers (mentor/tutoring programs)
After school program including homework help, math and reading tutorial, and recreation
Student council
DARE program, grade 5
Red Ribbon week

High School Developmental Services

Individual student interviews
Group guidance classes
Anti-bullying program
Student council

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Diagnostic, Intervention and Referral Services

Elementary

Individual and group counseling
Intermediate unit support
Student Assistance program
Title 1 (remedial math and reading)
Alternative recess
After school tutoring
Psychologist (testing)
Nurse

DIBELS

4-Sight benchmark assessment

Kindergarten screenings

Kindergarten evaluations

Screening for gifted

Standardized testing

Truancy officer

Contact with children and youth and other mental health agencies

Middle School

Individual /group counseling

4-Sight benchmark assessment

After school tutoring

Contact with Children and Youth and other mental health agencies

Anti-tobacco/drug prevention programs

Intermediate unit support

Nurse

Student Assistance program

Truancy officer

Psychologist (testing)

High School

Individual and group counseling

Intermediate Unit

Truancy Officer

Nurse

Big Brother/Big Sisters

Program for pregnancy

4 Sight benchmark assessment

Psychologist (testing)

Student Assistance program

Consultation and Coordination Services

Elementary

Nurse-referral to outside specialists/services

Outside agencies: Children and Youth, mental health agencies, SAM, Intermediate unit

Psychologist

Middle School

Outside agencies: Children and Youth, mental health agencies, SAM, Intermediate unit

Psychologist

Nurse-referral to outside specialists/services

High School

Outside agencies: Children and Youth, mental health agencies, SAM, Intermediate unit

Psychologist
Nurse-referral to outside specialists/services

Student Assistance Program

Elementary

Student assistance teacher

Regular meetings

Student assistance process

- Initial referral
- Observation, assessment, screening
- Collection of data, teacher input
- Team meeting with parent
- Development of goals and intervention plan
- Follow up meeting to address progress and success of plan
- Recommendations
- Monitoring (if needed)

Middle School

Regular meetings

Student Assistance Process

- Initial referral
- Observation, assessment, screening
- Collection of data, teacher input
- Parent permission form
- Evaluation by mental health agency
- Development of goals and intervention plan
- Follow up meeting to address progress and success of plan
- Recommendations
- Monitoring (if needed)

Regular communication with Truancy officer

High School

Truancy officer

Referrals are made by all faculty

Regular meetings

Student Assistance Process

- Initial referral
- Observation, assessment, screening
- Collection of data, teacher input
- Parent permission form
- Evaluation by mental health agency
- Development of goals and intervention plan
- Follow up meeting to address progress and success of plan
- Recommendations
- Monitoring (if needed)

Communication

1. Parents, students, and guardians are provided with information about educational opportunities and instructional programs through a variety of methods including:

- open house
- parent conferences
- e-school book
- newsletters
- school website
- handbooks
- progress reports/deficiency reports
- e-mail
- report cards
- course syllabus
- postal mailings
- telephone calls
- PTO meetings
- assemblies
- School Reach

2. Parents, students, and guardians are provided with information about career information, assessments, and career options through:

- guidance classes
- student interviews
- field trips
- ASVAB, Holland, COIN, Kuder, Bridges
- assemblies/guest speakers
- guidance newsletter/website
- information tables located in school provided by college and military reps
- local newspapers
- YES program
- Life after School class

3. Parents and guardians are provided with information about health needs of their children through:

Healthy children are successful learners. The Certified School Nurse and Health Room Technicians work as the parents' partners to protect and promote the health and safety of all children. Communication is the foundation of this partnership and is a "two-way street". The ways in which parents receive health information is diverse and depends on the nature or urgency of the health concern. The following list represents some of the ways the Certified School Nurse and Health Room Technicians communicate with parent/guardians:

Personal Phone Call

Used daily to communicate acute illness/injuries, change in behavior, medication related questions, assist with medical referrals, or give health information/counseling etc.

Phone messages are left to return calls for non-urgent matters.

Written Communication

School nurse notes are sent home with students for nurse office visit as needed at the Elementary Level. Injury care forms are also sent home with Elementary students for injuries that are more acute or require more than the usual first-aid procedures.

Vision, Hearing, BMI/HT/WT, Scoliosis screening referrals are sent by way of US Mail. Pertinent health pamphlets are also included in these mailings.

Newsletter

Monthly newsletter at Elementary Center and Middle School.

Health information provided in newsletters is general information, announcements, upcoming events or screenings, or grade level specific health information by the School Nurse.

Formal/ Informal Conferences

Conferences are scheduled with parents on an as needed basis for un-resolved health issues or chronic conditions by the Certified School Nurse.

E-Mail/ E-School Book

This option is available but not for urgent contact information.

School Website

General health information is provided. School Health Forms, Health Policies & Procedures will be available in the future.

Student/Parent Handbook

Health policies, procedures and medication forms are listed in Section D.

Emergency Care Cards/ Confidential Health Information Form

Parents communicate health needs & emergency contacts of students to School Nurse. An updated card/form is required each school year.

4. Parents are notified in writing prior to any survey and provided the opportunity to opt out of any surveys. Surveys used are board and administrator approved. If and when surveys are approved and administered, all collected student information is kept confidential

5. The communication activities are integrated into our action plan. Two of more of the listed communication activities will be utilized to inform the public of our action plan.

These communication activities support our instructional goals in many ways. These activities keep the lines of communication open between parent, community and school. They are used as a tool to communicate expectations. We solicit parental involvement and inform the public on program and educational opportunities through our communication activities.

Action Plan

Goal: FOUR-YEAR GRADUATION RATE

Description: All students will meet or exceed Adequate Yearly Progress (AYP) target(s).

Strategy: Counseling Services

Description:

Activities:

Activity	Description	
Career Services	Offer K-12 professional development on and implement new Career Education and Work Standards	
Person Responsible	Timeline for Implementation	Resources
Lori Hudak	Start: 8/20/2008 Finish: 8/15/2012	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1	1	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Schuylkill Haven Area School District	School Entity	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will become aware of the Career Education and Work Standards. They will also receive ideas on how to implement the standards into their classes. Finally, participants will review the career portfolio requirements and create entries for the portfolio.	By graduation, the district needs to "help ensure that every student receives the knowledge, skills, and support he or she needs to graduate from high school prepared to succeed in postsecondary education and the workforce" (The National High School Center).	<i>For classroom teachers, school counselors and education specialists:</i> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.

Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
Classroom teachers School counselors	Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12)	Career Education and Work
Follow-up Activities	Evaluation Methods	
Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers	Portfolio	

Activity	Description	
Guidance Curriculum	Update guidance curriculum k-12, including an anti-bullying program and transition strategies	
Person Responsible	Timeline for Implementation	Resources
Lori Hudak	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Student Assistance Program	Buildings will continue to refer students to the Student Assistance Program.	
Person Responsible	Timeline for Implementation	Resources
Charles Grabusky	Start: N/A Finish: N/A	\$0.00

Goal: MATHEMATICS

Description: All students will meet or exceed Adequate Yearly Progress (AYP) target(s).

Strategy: Professional Development

Description:

Activities:

Activity	Description	
Data-driven instruction	Faculty will continue to be in-serviced on data-driven instruction.	
Person Responsible	Timeline for	Resources

	Implementation	
	Start: 8/21/2008 Finish: 1/17/2013	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1	9	110
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Schuylkill Haven Area School District	School Entity	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Administration and teachers will use their building-specific data to improve mathematics instruction and achievement.	Current research on mathematics teaching combined with current data will be used to improve the existing mathematics curriculum and instruction.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <p>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</p> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <p>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</p>
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area

Classroom teachers Principals / asst. principals Superintendent / asst. superintendents School counselors Other educational specialists	Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12)	Mathematics
Follow-up Activities	Evaluation Methods	
Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers	Student PSSA data Standardized student assessment data other than the PSSA	

Goal: READING

Description: All students will meet or exceed Adequate Yearly Progress (AYP) target(s).

Strategy: Professional Development

Description:

Activities:

Activity	Description	
Data-driven instruction	Faculty will continue to be in-serviced on data-driven instruction.	
Person Responsible	Timeline for Implementation	Resources
Lori Hudak	Start: 9/16/2008 Finish: 2/19/2013	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1	9	110
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Schuylkill Haven Area School District	School Entity	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish

<p>Administration and faculty will use their building-specific data to improve reading instruction and achievement.</p>	<p>Current research on reading combined with current assessment data will be used to improve the existing reading curriculum and instruction.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <p>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</p> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <p>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</p>
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Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<p>Classroom teachers Principals / asst. principals Superintendent / asst. superintendents School counselors Other educational specialists</p>	<p>Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12)</p>	<p>Reading, Writing, Speaking & Listening</p>
Follow-up Activities	Evaluation Methods	
<p>Team development and sharing of content-area lesson implementation outcomes, with</p>	<p>Student PSSA data Standardized student assessment data other than the PSSA</p>	

involvement of administrator and/or peers Analysis of student work, with administrator and/or peers	
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Goal: SCIENCE

Description: All students will demonstrate progress on the Science Pennsylvania System of School Assessment (PSSA).

Strategy: Professional Development

Description:

Activities:

Activity	Description	
Data-driven instruction	Faculty will continue to be in-serviced on data-driven instruction.	
Person Responsible	Timeline for Implementation	Resources
	Start: 9/16/2008 Finish: 2/19/2013	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1	9	110
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Schuylkill Haven Area School District	School Entity	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Administration and teachers will use their building-specific data to improve science instruction and achievement.	Current research in the field of science combined with current data will be used to improve the existing science curriculum and instruction.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <p>Provides educators with a variety of classroom-based <u>assessment skills and the skills needed to analyze and use data</u> in instructional decision-making.</p> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p>

		<p>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</p> <p>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</p>
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
Classroom teachers Principals / asst. principals Superintendent / asst. superintendents School counselors Other educational specialists	Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12)	Science and Technology Environment and Ecology
Follow-up Activities	Evaluation Methods	
Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers	Student PSSA data Standardized student assessment data other than the PSSA	

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

Description: All students will meet or exceed Adequate Yearly Progress (AYP) target(s).

Strategy: Access Resources

Description: All buildings will access resources available to increase attendance, including but not limited to, home visits, truancy officer and guidance counselor involvement, communication/collaboration with school nurse/health technicians, utilization of human service resources, and School Reach.

Activities:

Activity	Description	
Monitor student attendance	Utilize truancy officer and staff to monitor students attendance on a daily basis	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Start: N/A Finish: N/A	\$0.00

Strategy: Incentives

Description: All buildings will explore the use of incentives for increased student attendance.

Activities:

Activity	Description	
Reward good student attendance	Increase frequency of rewards for good student attendance	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Start: N/A Finish: N/A	\$0.00

Strategy: Parent Partnerships

Description:

Activities:

Activity	Description	
Parent Involvement	Elementary center and middle school teachers will continue to receive information about effective parent-involvement practices.	
Person Responsible	Timeline for Implementation	Resources
Lori Hudak	Start: 8/21/2008 Finish: 8/15/2013	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1	1	70
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Schuylkill Haven Area School District	School Entity	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Administration and	Best practice models	<i>For classroom teachers, school counselors and</i>

faculty will explore parent involvement programs.	will be used to investigate parent involvement.	<p><i>education specialists:</i></p> <p>Empowers educators to work effectively with <u>parents and community partners</u>.</p> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <p>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p>
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
Classroom teachers Principals / asst. principals School counselors Other educational specialists	Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5)	
Follow-up Activities	Evaluation Methods	
Building meetings	Parent Involvement (Increases in and the quality of parent involvement will be examined.)	

Activity	Description	
Prevention Programs	Middle and high school faculty will continue to receive information about truancy laws and policies and effective school-based prevention programs to improve student attendance.	
Person Responsible	Timeline for Implementation	Resources
Lori Hudak	Start: 8/21/2008 Finish: 8/15/2013	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year

1	1	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Schuylkill Haven Area School District	School Entity	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
High school faculty will become better informed about truancy laws and effective programs to improve student attendance.	Best practices and exemplary programs will be explored and discussed for possible implementation in the high school.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <p>Empowers educators to work effectively with <u>parents and community partners</u>.</p> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <p>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p>
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
Classroom teachers Principals / asst. principals School counselors Other educational specialists	High school (grades 9-12)	
Follow-up Activities	Evaluation Methods	
Building meetings	Student Attendance (Student attendance data will be used.)	

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

Description: All students will meet or exceed Adequate Yearly Progress (AYP) target(s).

Strategy: Access Resources

Description: All buildings will access resources available to increase participation in PSSAs, including but not limited to, home visits, truancy officer and guidance counselor involvement, communication/collaboration with school nurse/health technicians, utilization of human service

resources, and School Reach.

Activities:

Activity	Description	
Monitor student attendance	Utilize truancy officer and staff to monitor students attendance on a daily basis	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Start: N/A Finish: N/A	\$0.00

Strategy: Incentives

Description: All buildings will explore the use of incentives for student participation in standardized testing.

Activities:

Activity	Description	
Monitor student attendance	Increase frequency of rewards for good student attendance	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Start: N/A Finish: N/A	\$0.00

Strategy: Parent Partnerships

Description:

Activities:

Activity	Description	
Parent Partnerships	Elementary center and middle school teachers will continue to receive information about effective parent-involvement practices.	
Person Responsible	Timeline for Implementation	Resources
Lori Hudak	Start: 8/21/2008 Finish: 8/21/2013	\$0.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1	1	70
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Schuylkill Haven Area School District	School Entity	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Administration and faculty will explore parent involvement programs.	Best practice models will be used to investigate parent involvement.	<i>For classroom teachers, school counselors and education specialists:</i> Empowers educators to work

		<p>effectively with <u>parents and community partners</u>.</p> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <p>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p>
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
Classroom teachers Principals / asst. principals School counselors Other educational specialists	Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5)	
Follow-up Activities	Evaluation Methods	
Building meetings	Parent Involvement (Increases in and the quality of parent involvement will be examined.)	

Activity	Description	
Prevention Programs	Middle and high school faculty will continue to receive information about truancy laws and policies and effective school-based prevention programs to improve student attendance.	
Person Responsible	Timeline for Implementation	Resources
Lori Hudak	Start: 8/21/2008 Finish: 8/15/2013	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1	1	50
Organization or	Type of Provider	Provider's Department of Education

Institution Name		Approval Status
Schuylkill Haven Area School District	School Entity	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
High school faculty will become better informed about truancy laws and effective programs to improve student attendance.	Best practices and exemplary programs will be explored and discussed for possible implementation in the high school.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <p>Empowers educators to work effectively with <u>parents and community partners</u>.</p> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <p>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p>
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
Classroom teachers Principals / asst. principals School counselors Other educational specialists	High school (grades 9-12)	
Follow-up Activities	Evaluation Methods	
Building meetings	Student Attendance (Student attendance data will be used.)	

Strategic Planning Process

Strategic planning preparation began in 2007. In Spring 2007, all Directors from the School Board agreed to serve on the District Strategic Planning Committee and the Supervisor of Curriculum and Instruction was appointed as the Strategic Plan Administrator. In August 2007, Report Leaders were chosen and informed of the process. The Strategic Plan Administrator attended Intermediate Unit 29 sponsored trainings regarding the eStrategic Planning website. During the August 2007 teacher in-service, all district staff and faculty received an overview of strategic planning and were encouraged to sign up for the District Strategic Planning Committee. In addition to staff, faculty, administration, and school board members, community, business, parent, and student representatives were sought through newsletter and newspaper

advertisements.

By September 2007, representatives from all major stakeholders were present on the District Strategic Planning Committee, and the first meeting was held to introduce the committee to the process. During the second committee meeting, the goals for the strategic plan were chosen. As soon as the Report Leaders received the approved goals, they began their individual plans. At this point in November 2007, the Pennsylvania Department of Education granted access to the eStrategic Planning website and all Report Leaders accessed the system. All Report Leaders met with their committees beginning in January 2008. Monthly Report Leaders meetings were also held to keep everyone apprised of the process and to set timelines.

By March 2008, the Teacher Induction, Educational Technology and Professional Education Plans received approval from the District Strategic Planning Committee and the Directors. In April 2008, the Student Services plan was approved. Finally, in May 2008, the remaining Academic Standards and Assessment and Student Services plans were finalized.

Once complete, the appropriate plans were placed in Schuylkill Haven Area School District's Central Office and the Schuylkill Haven Public Library for the thirty-day review period. After all comments and revisions, the plans were submitted to the Pennsylvania Department of Education.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Amy Ketner	Middle School Guidance Counselor	Ed Specialist - School Counselor	Board of Directors
Cheryl Wagner	District Nurse	Ed Specialist - School Nurse	Board of Directors
Dale Dewald	Health/PE Teacher	Middle School Teacher	Board of Directors
David Sanders	Science and Math Teacher	Middle School Teacher	Board of Directors
Dennis Siket	Health/PE Teacher	Secondary School Teacher	Board of Directors
Dianna Arndt	Chemistry Teacher	Secondary School Teacher	Board of Directors
Dyan Marks	Guidance Counselor	Ed Specialist - School Counselor	Board of Directors
Gloria Evert	Elementary Guidance Counselor	Ed Specialist - School Counselor	Board of Directors
Gretchen Ulmer	Instructional Support	Elementary School Teacher	Board of Directors
Jared Karnoval	Middle School Teacher	Middle School Teacher	Board of Directors
John Rohrer	Truancy Monitor	Other	Board of Directors
Linda Berdanier	Middle School Principal	Administrator	Board of Directors
Marisa Horbal	Social Studies Teacher	Middle School Teacher	Board of Directors
Nanette Addvensky	Health/PE Teacher	Secondary School Teacher	Board of Directors
Pam Leymeister	Health/PE Teacher	Middle School Teacher	Board of Directors
Richard J. Rada	Superintendent	Administrator	Board of

			Directors
Scott Buffington	Social Studies Teacher	Secondary School Teacher	Board of Directors
Sharon Stencovage	Family and Consumer Science Teacher	Secondary School Teacher	Board of Directors
Vanco Georgevic	Math Teacher	Secondary School Teacher	Board of Directors

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))