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# Pennsylvania Department of Education

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

## **Student Services Report**

**(Last Approved: Monday, June 09, 2008)**

**Entity:** Redbank Valley SD  
**Address:** 920 E Broad St  
New Bethlehem, PA 16242-1157  
**Phone:** (814) 275-2426  
**Contact Name:** Cheryl McCauley

## **Educational Community**

The Redbank Valley School District strives to recognize the worth and dignity of each individual student. The district, after careful deliberation has taken steps to provide facilities that support children becoming all that they can be. The Redbank Valley School Board of Education has committed to providing an organizational structure designed to meet the needs of children. The Redbank Valley School District serves children in grades kindergarten through twelve from Clarion and Armstrong Counties. A total of 1246 children (third day enrollment 2008-2009) are enrolled in these grades.

Elementary education in the Redbank Valley Schools is provided through three facilities. There are 602 children in the three elementary schools. Each serves children in grades kindergarten through grade six.

The Mahoning Elementary School currently has an enrollment of 135 students. Mahoning is located in Armstrong County and draws all of its population from that county.

The New Bethlehem-South Bethlehem Elementary School currently has an enrollment of 249. New Bethlehem-South Bethlehem Elementary is located in Clarion County and serves children from both Clarion and Armstrong Counties.

The Redbank-Hawthorn Elementary School currently has an enrollment of 218. Redbank-Hawthorn Elementary is located in Clarion County and serves children from both Clarion and Armstrong Counties.

Secondary education in the Redbank Valley School District is provided in one facility located in Clarion County. There are 644 students in grades 7 — 12 at Redbank Valley High School.

### Physical Plant

In the early 1980's the Board of Directors of the Redbank Valley School District embarked on a thorough review of the conditions of its various school buildings. After considerable study and deliberation, the Board of Directors determined that consolidation and similar educational facilities would help adhere many of their future objectives. This decision was further based on the Board's desire to provide quality education and provide facilities that would enable its students to compete in the twenty-first century.

Over the next five years, consolidation and renovation were the key words for the district. The elementary schools went through extensive transformation as far as upgrading the facilities in terms of major maintenance and energy conservation measures. Instructional areas were added to enhance the art and music program as well as small individual practice areas. Learning Support classrooms were added in order to make mainstreaming more feasible. New library facilities were made available and a computerized circulation system was put into place. In order to provide stage production facilities, a portable stage and lighting and speaking system were made available where they were non-existent. Seminar rooms were added to each building. In 2005, two additional classrooms were constructed (one at New Bethlehem Elementary and one at Hawthorn Elementary) to accommodate the newly added full-day kindergarten program. In 2008, additional improvements were made to the heating systems of these two buildings. In April of 2009, the school board voted to make substantial renovations to the Mahoning Elementary School building, the smallest of the district's three elementaries, to bring it in line with the condition and improvements previously made to the other two elementary buildings. Renovations are including the replacement of the building's roof and windows, resurfacing and enlarging of the building's parking lot, replacement of the building's main boiler, and other cosmetic improvements.

Redbank Valley has renovated, updated, and modernized the entire junior-senior high school building in order to be in compliance with all laws, rules, and regulations from the Department of Education and the Department of Labor and Industry. The work on Redbank Valley Junior-Senior High School began in May 1994 and was completed in September 1995. The renovation-modernization included building six additional classrooms, updating all science laboratories, expanding the library, expanding the band room and choral rooms, refurbishing the gymnasium, removing all asbestos floor tile and replacement with new surface, and moving the art room into the industrial arts complex.

In 2008, major renovations were done at the Redbank Valley Junior-Senior High building. These renovations included the replacement of all building windows and other exterior upgrades; the complete replacement of the boiler (heating) system, heating pipes, and univents; the addition of more parking spaces and the resurfacing of all existing parking lots; and the replacement of many sidewalks and addition of handicap access ramps. In addition to the renovations, there was new construction of a food storage area (both dry goods and freezer) for the cafeteria, a wrestling room, and a new fitness center.

Currently, the elementary and secondary facilities and grounds are well maintained by a support staff, and all students and staff take pride in the appearance and attractiveness of their respective areas. The buildings are now well cared for and in very good condition.

In spite of the on-going maintenance and the appealing appearance, the age of the facilities is a factor. The district's declining enrollment is a great concern and must be taken into consideration for future district programs and building renovations.

## **Mission**

The mission of the Redbank Valley School District community is to instill the knowledge, attitudes, and skills needed for each student to become a productive member of society and achieve at his or her highest potential while providing a safe, disciplined, and inviting environment.

## **Vision**

All students will be productive citizens in a technologically advanced global society.

## **Shared Values**

The Redbank Valley School District community believes that people of character consistently demonstrate and act on the following values:

- *Trustworthiness* — They keep promises, fulfill commitments, and abide by the spirit as well as the letter of an agreement.
- *Loyalty* — They support friends and their profession in good times and bad times on the basis of positive values.
- *Respect* — They treat other people fairly, with tolerance, acceptance, and equity.
- *Compassion* — They show compassion for the well being of others and their environment through acts of caring, generosity, kindness, and service.
- *Citizenship* — They contribute to the well being of their communities (both locally and globally) as responsible citizens acting in positive and creative ways.
- *Work Ethic* — They strive for excellence, taking pride in their work, always giving their best efforts, persevering in spite of adversities, reflecting on the results of their efforts and applying what they've learned to new endeavors.
- *Integrity* — They understand, consider, and accept the impact and consequences of

personal actions and decisions.

*(A modification of the "Universal Values" first identified by the University of Michigan School of Law)*

### **EDUCATIONAL BELIEFS**

*About Students and Learning, we believe that:*

- All students have the ability to learn.
- All students learn at different rates.
- All students have the ability to become life-long learners.

*About Educators and Teaching, we believe that:*

- Teachers are life-long learners, able to adapt to an ever-changing world.
- Clear communication, support, and enthusiasm amongst all stakeholders (teachers, parents, students and community members) should accommodate the success of education.
- Teachers are willing to model high expectations they have of their students.

*About Learning Communities, we believe that:*

- Communication is important among all stakeholders (teachers, parents, students and community members)
- Parental support is basic to student achievement.
- Everyone (teachers, parents, students and community members) needs to value and reinforce learning.

### **TECHNOLOGY BELIEFS**

*About Technology and Student Learning, we believe that:*

- All students can achieve success when provided with appropriate technology equipment and instruction.
- Technology can enhance student learning and achievement.
- Technology will help to motivate and encourage student learning.

*About Technology and Teaching, we believe that:*

- The integration of technology into our current curriculum will engage our students in the learning process and provide them with the skills necessary to transition into an ever evolving technological society.
- Teachers will embrace technological advances and incorporate them into their teaching strategies.
- The district will provide continued support and professional development for those technological advances.
- With accessible and reliable technology, teachers will be able to use it as a viable teaching resource to enhance our students' learning.

*About Technology Communities, we believe that:*

- Technology will improve student learning and enhance students' ability to become contributing member of society.
- Skills acquired through technology will continue to be applied in local and global societies.

## **Strategic Planning Process**

### **CHAPTER 4 PLAN:**

January 12, 2006- First Strategic Planning Committee meeting

February 2, 2006- Second general meeting. Decided on sub-committees.

February 16, 2006- Third general meeting, split into sub-committees to begin framing sub-committee work.

February 27, 2006- Sub-Committee Meeting: Additional Instructional Opportunities  
February 22, 2006- Sub-Committee Meeting: Achievement Improvement & Assessment (2 committees combined)  
March 1, 2006- Sub-Committee Meeting: Facilities  
March 2, 2006- Sub-Committee Meeting: Graduation Requirements  
March 2, 2006- Fourth General Meeting- Developed shared values, reviewed implications for future activity done by teachers  
March 6, 2006- Sub-Committee Meeting: Instruction & Assessment  
March 10, 2006- Sub-Committee Meeting: Achievement  
March 16, 2006- Sub-Committee Meeting: Instruction & Assessment  
March 16, 2006- Sub-Committee Meeting: Achievement  
March 23, 2006- Fifth General Meeting  
April 6, 2006- Sixth General Meeting  
April 20, 2006- Seventh General Meeting  
May 4, 2006- Eighth General Meeting  
May 18, 2006- Ninth General Meeting  
June 22, 2006- Tenth General Meeting  
July 10- August 11- Plan on public display in the New Bethlehem Public Library and Superintendent's Office  
September 5, 2006- Plan approved by school board

### **ACADEMIC STANDARDS AND ASSESSMENT MIDPOINT REVIEW 2009**

March 3, 2009 - Plan reviewed by sub-committee  
April 2009-July 2009 - Data Collection and sub-committee work on plan  
  
August 3, 2009 - Plan presented to school board for approval  
  
September 8, 2009 - Plan approved by school board

### **INDUCTION PLAN:**

April 20, 2006- General Meeting  
September 5, 2006- Plan approved by school board

### **TECHNOLOGY PLAN 2010-2012**

October 2008 - Committee members elected  
November 13, 2008 - First Technology Planning Committee  
February 17, 2009 - Second Committee Meeting  
March 11, 2009 - Third Committee Meeting  
April 2009 - Surveys conducted with staff and students  
April 14, 2009 - Fourth Committee Meeting  
April 24, 2009 - Fifth Committee Meeting  
2009 - Plan submitted to school board for approval

April  
August 3,

September 8, 2009 - Plan approved by school board.

**PROFESSIONAL EDUCATION PLAN (2010-2012):**

February 2009 - Committee members elected

April 2009 - Surveys conducted with staff and students

May 13, 2009- Professional Education Planning Committee meeting

May 21, 2009 - Second Committee Meeting

May 27, 2009 - Third Committee Meeting

August 3, 2009- Plan submitted to school board for approval

September 8, 2009 - Plan approved by school board.

**CHAPTER 12 STUDENT SERVICES PLAN**

December 19, 2007 - Student Services Committee Meeting

December 20, 2007 - Second committee meeting

January 3, 2008 - Third committee meeting

February 4, 2008 - Plan approved by school board

**Strategic Planning Committee**

There are currently no participants selected for this plan report.

**Current Student Services**

<b>Service/Resource</b>	<b>Description</b>
Articulation Agreements	RVSD has agreements with the University of Pittsburgh, Penn Tech (PTI), California University, Triangle Tech to permit students to earn post-high school credits based on work completed while still in high school.
Clarion County Career Center	Part-time vocational school; provides a variety of occupational programs that prepare students to enter the workforce or continue their education beyond high school.
Clarion University of PA	Clarion University provides the following services and programs: Upward Bound, Dual Enrollment, student teachers, course offerings, etc.
English as a Second Language Support	The RVSD has a certified ESL teacher on staff to provide support for students who may qualify for services.
GED Program	The district provides an evening GED program through Community Action.
Gifted Education	RVSD provides qualifying students at the elementary and secondary level with the opportunity to participate in a district gifted education program. This program is staffed with

	one full-time teacher and provides students with a variety of educational opportunities that challenge the academic skills of the students.
Guidance and School Counseling Services	The Redbank Valley SD employs one certified elementary guidance counselor and two certified secondary guidance counselors. Guidance services range from student scheduling (at the high school level) to career planning. Additional counseling services are available to the district through the cooperation of various Clarion County or Armstrong County agencies.
Occupational Therapy Support	Services are contracted through Riverview IU 6.
Pathways, Adelphoi Village, Keystone Smiles, Abraxas, Clarion Center School (Psych Center), Milestones (Indiana), CAP (Leechburgh), Armstrong Psych Center, George Junior Republic, The Bradley Center, Kid's Peace, Keystone Education Center, Ridgeview Adolescent Center, Western PA Child Care, Sarah Reed (Erie), Kid's Count (Butler)	Alternative Placements/Education
Pathways, Adelphoi Village, Keystone Smiles, Abraxas, Clarion Center School (Psych Center), Milestones (Indiana), Pitt School for the Blind, CAP (Leechburgh), Armstrong Psych Center, George Junior Republic, The Bradley Center, Kid's Peace, Keystone Education Center, Ridgeview Adolescent Center, Western PA Child Care, Sarah Reed (Erie), Kid's Count (Butler)	Alternative and/or Special Education Placements
Penn State DuBois	Dual Enrollment
Penn Tech Business School	Co-op
Physical Therapy Support	Services are contracted through Riverview IU 6.
Psychological Services	Services are contracted through Riverview IU 6.
Reading and Math Title I Support	Title I services in the areas of reading and math are provided to students in all 3 elementary buildings (K-6). The program supports certified instructional staff as well as instructional aides that provide classroom support to qualifying students.
School Health Services	Redbank Valley employs 1 full-time school nurse and 3 part-time LPNs for the 3 elementary buildings and 1 full-time school nurse for the Jr.-Sr. High School building. The district contracts services for physical and dental examinations through a local physician and dentist. In addition, professional and support staff receive training in first aide, CPR, AED on a regular basis.
Social Work Services	Services are provided by the Riverview IU 6 and various county agencies.
Speech and Language Support	Services are contracted through Riverview IU 6.



- Additional SST/SAP assessments and surveys are completed with parent permission

### **Health Needs Assessment**

- Annual vision screenings grades K-12.
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- Annual height, weight and body mass index grades K-12.
- Annual hearing screenings K, 1, 2, 3, 7, 11 and those with known ear problems
- Physical examinations grades 1, 6 and 11
- Scoliosis screening grades, 1, 6, 7
- Dental examinations grades K, 3 and 7
- Skilled nursing assessment, treatment, medication
- Maintenance of Immunization and health records K — 12
- Drug and Alcohol Education and Self-Assessment, grades 8 & 11

### **Career Development Opportunities and Assessments**

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- Careers & Colleges, Grades 10,11,12
- Pennsylvania Career Guide, Grades 11,12
- Labor Market Job Guide, Grade 12
- ASVAB Test and Workbook, Grades 10,11,12
- Post-Secondary School Representatives, Grades 11,12
- PSAT testing, grades 10,11
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- Field Trips, Grades 9,10,11

### **Action Plan**

**Goal: COMMUNICATION**

**Description:** RVSD administration and faculty will establish lines of communication and strengthen the alliance between the school, the parents and the students in order to promote a high quality learning environment that meets the requirements of NCLB and promotes student success on the PSSA assessment.

**Strategy: Communicate about PSSA (assessment, language, terminology)**

**Description:** \*Classroom newsletters  
\*District newsletters  
\*District website (www.redbankvalley.net)

**Activity: Publications**

**Description:** The district will use classroom newsletters, district newsletters, the district website, and local newspapers to communicate information about the PSSA to parents. This will include information about the dates of assessments, the district's report card, and information about how to help students prepare for the assessments.

**Person Responsible Timeline for Implementation Resources**

McCauley, Cheryl	Start: 9/1/2010 Finish: Ongoing	\$54,000.00
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**Status:** Not Started — Overdue

**Strategy: Maintain and enhance relationships between school and parents**

**Description:** Maintain and enhance relationships between school and parents

**Activity: Maintain open line of communication with parents**

**Description:** The district will continue to keep an open line of communication between the school, parents, and the students using:  
\*District website with links to teacher email, district policies, school board meeting minutes, and Title I Parent Resources  
\*Alert-Now Calling System  
\*District newsletter  
\*Individual teacher/classroom websites

**Person Responsible Timeline for Implementation Resources**

Cornish, John	Start: 9/1/2010	\$30,000.00
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Finish: Ongoing

**Status:** Not Started — Overdue

## **Goal: MATHEMATICS**

**Description:** At least 78% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

### **Strategy: Track student progress in mathematics**

**Description:** Use a variety of resources to track student progress in mathematics to ensure mastery of eligible content and PA academic standards.

### **Activity: Reports**

**Description:** 1. DIBELS benchmark reports (K-2) in winter, spring  
2. 4-Sight assessment reports (Test 1 & 2)  
3. AIMS Web reports (K-6 Title I and LS students)  
4. PSSA parent reports in reading, math (3-8 & 11), science (4, 8, 11), writing (5, 8, 11)  
5. Deficiency reports (at 4.5 weeks) and report cards (every 9 weeks)  
6. Parent-Teacher Conferences

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

None Selected	Start: 9/1/2010	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

## **Goal: READING**

**Description:** At least 81% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

### **Strategy: Track student progress in reading/language arts**

**Description:** Use a variety of resources to track student progress in reading/language arts to ensure mastery of eligible content and PA academic standards.

**Activity: Reports**

- Description:**
1. DIBELS benchmark reports (K-2) in winter, spring
  2. 4-Sight assessment reports (Test 1 & 2)
  3. AIMS Web reports (K-6 Title I and LS students)
  4. PSSA parent reports in reading, math (3-8 & 11), science (4, 8, 11), writing (5, 8, 11)
  5. Deficiency reports (at 4.5 weeks) and report cards (every 9 weeks)
  6. Parent-Teacher Conferences

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 9/1/2010	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Goal: STUDENT ACHIEVEMENT- ADDITIONAL INSTRUCTIONAL OPPORTUNITIES**

**Description:** RVSD will provide additional instructional opportunities aligned to the PA standards for math, reading , science, and writing for those students who are not achieving proficiency.

**Strategy: Develop and implement extended learning programs**

**Description:** Develop and implement extended learning programs outside the school day.

**Activity: Summer School**

**Description:** Summer School (K-12)

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 9/1/2010	\$45,000.00
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Tutoring**

**Description:** \*Before school tutoring (as needed K-6)  
\*After school tutoring (K-12)  
\*Title I program after school tutoring

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Strategy: Track progress**

**Description:** Keep accurate records of assessment to track and report student progress to parents.

**Activity: Reports**

- Description:**
1. DIBELS benchmark reports (K-2) in winter, spring
  2. 4-Sight assessment reports (Test 1 & 2)
  3. AIMS Web reports (K-6 Title I and LS students)
  4. PSSA parent reports in reading, math (3-8 & 11), science (4, 8, 11), writing (5, 8, 11)
  5. Deficiency reports (at 4.5 weeks) and report cards (every 9 weeks)
  6. Parent-Teacher Conferences

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 9/1/2010	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Goal: TECHNOLOGY for COMMUNICATIONS & INFORMATION ACCESS**

**Description:** Technology resources, procedures and practices will be standardized across the district.

**Strategy: District-wide calling system**

**Description:** Continue use of district-wide calling system to improve communication between

school, families, and staff during emergencies, weather related delays/dismissals, for student attendance, etc.

### **Activity: Use district-wide calling system**

**Description:** Continue use of district-wide calling system to improve communication between school, families, and staff during emergencies, weather related delays/dismissals, for student attendance, etc.

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

None Selected	Start: 9/1/2010	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

## **Narratives**

### **Developmental Services**

*The Redbank Valley School District's Student Services Plan provides:*

1. Developmental services that address students' needs throughout their 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 developmental issues.
2. Diagnostic, intervention and referral services for students experiencing problems attaining educational achievement appropriate to their learning potential.
3. Consultation and coordination services for students experiencing problems attaining educational achievement appropriate to their learning potential.

*The district's student services shall:*

1. Be an integral part of the instructional program at all levels of the school system.
2. Provide information to students and parents/guardians about the educational opportunities of the school's instructional program and how to access those opportunities.
3. Provide career information and assessments to inform students and parents/guardians about work and career options available to individual students.
4. Provide basic health services required by law for students and provide information to parents/guardians about the health needs of their children.

***The district's plan provides developmental services that can be placed into the following categories:***

- **Guidance Services**
- **Psychological Services**

- **Health Services**
- **Home and School**
- **Social Work**
- **Career Development**
- **Academic Difficulty**
- **Placement**

## **Guidance Services- Elementary School**

The elementary school guidance program provides important benefits to individual students by addressing their intellectual, emotional, social, and psychological well being. It is developmental and designed to address the academic and behavioral needs of each student.

### **A. Counseling**

Redbank Valley employs one full-time certified Elementary Guidance Counselor to service the three elementary buildings in the district. The guidance counselor interacts with the K-6 students both through classroom lessons and through individual and group counseling, as the need arises. The guidance counselor is also available to consultation with teachers and/or parents regarding individual student concerns.

### **B. Bullying Prevention**

During the spring of 2008, the Elementary Guidance Counselor will receive training in the Olweus Bullying Prevention Program. She, in turn, will train the district's elementary teachers during the Fall, 2008. The bullying prevention program will begin with students following this training. The three elementary schools will follow all components of the Olweus program.

### **C. Student Success Team (SST) - formerly Instructional Support Team (IST)**

The Student Success Team Teacher is a member of the SST. The teacher's involvement includes providing strategies to help students and parents in various areas of concerns. These areas include, but are not limited to: motivation, student skills, self-esteem, organizational skills, anger management, and decision making skills. The SST provides the student, teacher, and the parent with techniques and strategies to help the child to be a more successful and productive student.

### **D. Group Testing**

- Group ability (IQ) tests are administered to students in grade 2.
- The Pennsylvania System of School Achievement (PSSA) for Reading and Mathematics is administered in the spring to students in Grades 3-6.
- The Pennsylvania System of School Achievement (PSSA) for Science is administered in the spring to students in Grade 4.
- The Pennsylvania System of School Achievement (PSSA) for Writing is administered to students in Grade 5. Information is sent home to parents prior to testing. Results are sent home when received from the state.
- Additional assessments are given when deemed necessary including alternative assessments.

Group testing is under the direct supervision of the Director of Education and the Elementary Principal with assistance from the Elementary Guidance Counselor. Parents interested in additional information regarding their

child's results on such testing should contact the building principal to arrange a conference.

#### **E. Individual Student Counseling**

Students receive individual counseling on an as needed basis for a variety of reasons. Teachers, parents, counselor, administrators, or students themselves may refer the student for services.

## **Guidance Services - Secondary (Jr.-Sr. High School)**

The Junior-Senior High 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 senior high school as they encounter and deal with important learning and life issues. The program is considered an integral part of the school's education program. Two certified school counselors, with the support of teachers, administrators, students, and parents/guardians implement the program.

### **1. Program Goals**

The guidance program in senior 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.

### **2. Program Activities**

The high school counselors work with students, parents/guardians, teachers, administrators, and members of the community through a program of direct and indirect services. The high school counselors assist teachers in coordinating career education learning units in the classroom. 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. The high school counselor supports the overall educational program through consultation and committee work. The high school counselor supports the program through college and industry visitations, and through professional development.

### **3. Program Components**

The indirect service of Career Education Curriculum includes structured developmental experiences presented through the classroom teacher. The curriculum emphasizes decision-making, self-understanding, and career exploration and preparation.

Individual planning includes counseling activities to assist all students plan, monitor, and manage their own learning as well as their personal and career choice development.

Responsive services include counseling, consultation, and referral activities to meet the immediate needs and concerns of students. Responsive services include personal counseling, crisis counseling, agency referral, and consultation for parents/guardians, teachers, and other professionals.

System support includes activities that maintain and enhance the high school guidance program. Components of system support include staff relations, committee work, and professional development. Within the areas of counseling and guidance, the senior-high

counselor enters into professional relationships with three segments of the school community: students, school staff members, and parents/guardians. Consistent with the rights of the individual and the obligations of the senior high counselor as a professional, the counseling relationship and resulting information are considered confidential. Records and discussions of personal issue will be handled in a confidential manner. Records will be kept in the sole possession of the maker of the record and will not be accessible or revealed to any other person.

#### **4. Referrals to Outside Agencies**

The high school guidance counselors provide preliminary assessments of students' problems and make referrals to outside agencies, if deemed necessary. The high school counselor will assist and cooperate with other agencies concerning the diagnosis and treatment of a student when applicable to the student's educational program.

## **Psychological Services**

The district contracts with Riverview Intermediate Unit 6 for the services of a 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 interventions 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 Student Success Team, as needed
- Member of the Student Assistance Program, as needed
- Maintain communication with outside agencies such as MHMR
- Review all 504 Plans

## **Home and School**

The Redbank Valley School District places a great value on home-school communication as an integral part of our daily educational program. Official student-parent handbooks are adopted each year and distributed to all students' families for their informational needs of school policies and procedures. The handbook, upon distribution to students, is reviewed during social studies' classes the first week of school; upon completion of the review, the handbook is sent home where parents/guardians review it and sign a form indicating its receipt. On an ongoing regular basis, district newsletters are distributed to all district residents informing them of activities and opportunities available to students and parents.

Parents are invited to communicate regularly with their child's teacher and as needed and desired, schedule parent-teacher conferences.

Adult education classes in computer technology are regularly scheduled during the spring of each school year for district residents at a minimal or no cost to the participant.

The district provides an adult GED program during the evening through the Community Action agency. This service is provided at no cost to the participants.

The guidance counselors and school administrators inform parents and help facilitate the process of connecting homes and families with specialized agencies providing services to students and families outside the school day, when needed.

## **Health Services**

The elementary and high school nurses, in cooperation with the school physicians and school dentist, will conduct periodic appraisals to monitor normal development and to determine the absence of disease. This program will include the following components:

- Annual vision screenings, grades K-12
- Annual height, weight, and body mass index, grades K-12
- Annual hearing screenings, K, 1, 2, 3, 7, 11, and those with known ear problems
- Physical examinations, grades 1, 6, 11
- Scoliosis screening, grades 6, 7
- Dental examinations, grades K, 3, 7
- Skilled nursing assessment, treatment, medication
- Maintenance of immunization and health records, K-12
- Drug and Alcohol Education and Self-Assessment, grades 8, 11

## **Social Work**

The guidance counselors/SST teacher/school psychologist/IU#6 social workers in both elementary and Jr.-Sr. high schools serve 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. These personnel work with such agencies as Children and Youth Services, Juvenile Probation, county probation officers, SASSP, and various mental health providers to help students and families address issues that may be impeding educational success.

## **Career Development**

The high school guidance office coordinates various opportunities and publications for students to research, explore, and develop a variety of career opportunities. Some of these include:

- Field trips, grade 9
- Magazines
- Career and Colleges, grades 10, 11, 12
- Pennsylvania Career Guide, grade 11, 12
- Labor Market Job Guide, grade 12
- ASVAB Test and Workbook, grades 10, 11, 12
- Next Magazine, grade 12
- Post-Secondary School Representatives, grade 10, 11, 12
- PSAT testing, grade 10, 11
- Internet Career and Post-Secondary Exploration, grades 7-12
- Junior High Career Fair, grades 7, 8

## Academic Difficulty

**Elementary School-** *The following services are offered in all three elementary buildings:*

- Title I services, grades K-6
- Student Success Team intervention, grades K-6
- DIBELS testing in grades K, 1, 2
- Intensive DIBELS grouping in grades K, 1, 2
- 4Sight assessments in grades 3, 4, 5, 6

**After-School Tutorial Program** is offered for elementary students who need additional help in math and reading. There is no cost to the parents for their child's participation. Students are eligible for this service if they meet one or more of the following criteria:

- \* Below proficiency level on their last PSSA reading or math assessment, or
- \* Letter grade of D or E in reading or math

**School Responsibility:** The school will provide certified teachers to instruct students after school in math and reading skills. The school will also provide all materials. Students will be instructed in small groups.

**Parental Responsibility:** Parents are responsible for seeing that their child attends scheduled tutorial sessions throughout the program. They must make arrangements for their child to be picked up at the school promptly at 4:00 p.m.

**Student Responsibility:** Students are responsible for attending classes with a positive attitude. They must work in a cooperative manner and do their best work.

**Jr.-Sr. High School:** *The following services are offered at the Jr.-Sr. High School:*

**Tutoring and Remediation Programs:** Redbank Valley High School offers a formal tutoring program 4 days per week after the end of the school day. Students attending will receive assistance with classes or assignments according to their needs.

A formal remediation program is also held in the district 3 days per week before the start of the school day. This program was designed to remediate juniors and seniors who failed portions of the PSSA test, but will also service students who require specific assistance in a class or assignment.

**RVHS Peer Tutoring Program:** Redbank Valley High School offers a Peer Tutoring Program for academically struggling students during the school day. A teacher/advisor coordinates this group. The advisor accepts referrals from subject teachers or by student/parent request, and coordinates student-meeting times.

- Tutors are academically successful students who volunteer. Tutors are a source of remediation and support for tutees, but are not substitutes for missed classes.
- Students or parents may request tutoring.
- Students should be doing homework on a regular basis and asking for teacher help when possible. Once assigned a tutor, students are expected to report to tutoring sessions fully prepared for work with textbooks, notes, and other materials necessary for academic progress.
- Every effort is made to locate appropriate tutors for students requesting tutoring. Students are expected to meet regularly and punctually with tutors.

### **Student Progress Report to Parents/Guardians**

Report cards are issued to parents each nine-week period. Deficiency reports will be issued at the mid-point (approximately 4.5 weeks) of each grading period to those students who are receiving failing grades (D or F). Report cards will be issued approximately one week following the end of each nine week grading period. Reports of unsatisfactory progress or behavior will be made between marking periods as it becomes necessary. Appointments for parent-faculty conferences can be arranged at the request of either interested party by contacting the child's school.

## **Placement Service**

The Administration, school psychologist, guidance counselor, teachers, and parents are responsible for making decisions regarding placing students in the educational setting that is most appropriate for meeting the students' needs. In addition to regular education schedule changes, this could involve placement in a special education program, Title I program, homebound instruction, specialized tutoring or Chapter 15 services.

This program will include the following components:

### ***Chapter 15-504 Accommodation Plans***

In compliance with state and federal law, the Redbank Valley School District will provide to each protected handicapped student without discrimination or cost to the student or family, those related aids, services, or accommodation which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. In order to qualify as a protected handicapped student, the child must be of school age with a physical or mental disability as diagnosed by a medically certified provider, to the extent that it substantially limits or prohibits the student's participation in or access to an aspect of the school program.

These services and protections for "protected handicapped students" are distinct from those applicable to all eligible or exceptional students enrolled (or seeking enrollment) in special education programs.

### ***Dual Enrollment***

The Redbank Valley School District, Clarion University of Pennsylvania, and Penn State (DuBois) University have developed a program permitting high school students to enroll and take college classes at the neighboring campuses.

Students who meet all of the following criteria are qualified to participate in the program:

- The student is a high school junior or senior.
- The student must be making satisfactory progress toward fulfilling applicable secondary school graduation requirements, as determined by the Redbank Valley School District. The district will determine satisfactory progress based on the student's cumulative high school grade point average.
- The student has scored either in the proficient range or the advanced level of the PSSA in the intended subject area of study.
- The student demonstrates readiness for college-level coursework in the intended subject area of study, as determined by the University. The University will determine readiness based on the student's cumulative high school grade point average. The grade point

- average required by the Universities is 3.0. Written permission from the high school and the student's parents is also required by the University.
- The student must have a recommendation from the school counselor and principal to participate in the program.
  - In order to remain in the program, the student must maintain a secondary school grade point average of 3.0 in the applicable subject area of study. The student also must maintain a minimum grade of "C" in each dual enrollment course in which the student is enrolled.
  - Students must meet enrollment criteria each year they apply.

### ***English as a Second Language (ESL)***

The ESL program is for those students who demonstrate limited English proficiency. A Home Language Survey is completed by every student in the school district and is filed in the student's permanent record folder. For those students whose dominant language is not English, an assessment of the student's English proficiency level is completed to determine the need for English as a second language instruction. Instruction is on an as needed basis and can be from a minimum of one hour to a maximum of three hours per day, depending on need. The instruction replaces the student's regular English instruction in the classroom and is taught by a Pennsylvania certified ESL teacher. As the current time, there are no ESL students in the Redbank Valley system.

### ***Gifted Education***

Through the Child Find System, children who are thought to be gifted and in need of specially designed instruction are evaluated by the school psychologist. If the student is found eligible, a gifted individual educational plan (GIEP) is developed and program implemented for the student. The district employs a full-time gifted instructor for grades K-12; this teacher provides the planned program for each identified student and assists in identifying students who qualify for this program.

### ***Homebound Instruction***

Students with long-term medical needs may request homebound instruction. All requests for homebound instruction are directed to the building principal who reviews the request and coordinates the instruction with the student's parents. Homebound Instruction is provided for up to five hours per week by a Pennsylvania certified instructor at no cost to the parent.

### ***Clarion County Career Center***

Students have the opportunity to attend Clarion County Career Center (CCCC) as a 10th, 11th, and/or 12th grade student on a part-time basis. The Guidance Counselor assists with the placement of interested students. Transportation is provided to and from the CCCC for all participating students at no cost to the student or his/her family. Required core courses in math, language, history, science, and gym/health are provided in the Redbank Valley High School for all Career Center students.

### ***Alternative School***

Students with chronic discipline and/or truancy problems may be placed in an alternative educational setting. Regular education students are referred by the building principal. Special

education students are referred by the Special Education Director and the building principal. These services are provided at no cost to the student or his/her parents.

### ***Special Education***

The Redbank Valley School District provides a full range of special education programs and/or services for students identified as exceptional, either through those operated by the district or those contracted from the Riverview Intermediate Unit 6.

Programs/services are provided at no cost to parents and are individualized to meet the educational needs of each student.

Programs operated within the district include:

- **learning support** programs for students whose primary need is academic learning;
- **gifted support** for students identified as mentally gifted; and
- **speech and language support** for students with speech and/or language impairments that affect academic achievement.
- **life skills-** provided by Intermediate Unit 6
- **emotional support-** provided by Intermediate Unit 6
- A variety of related services and itinerant programs are also available within the district, including speech and language therapy, psychological services, physical and occupational therapy, sensory support (vision or hearing loss), and school health services.

More specialized programs are available through Riverview IU#6 in Redbank Valley and other Clarion County Schools to serve students who need to develop independent living skills, need full-time emotional support, or have multiple disabilities.

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

**Diagnostic, intervention and referral services** for students experiencing problems attaining educational achievement appropriate to their learning potential at Redbank Valley Elementary Schools (New Bethlehem Elementary, Hawthorn Elementary, Mahoning Elementary) include the following:

1. ***Student Success Team and Teacher:*** A Student Success Teacher (formerly Instructional Support Teacher) is employed at Redbank Valley Elementary on a full-time basis to meet the needs of K-6 students in all three elementary schools in the district (New Bethlehem Elementary, Hawthorn Elementary, and Mahoning Elementary). The SST teacher interacts with students (K-6) both through small group lessons and through individual and group counseling, as the need arises. The SST teacher is also available for consultation with teachers and/or parents regarding

individual student concerns. The teacher'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 SST provides the student, teacher, and the parent techniques and strategies to help the child to be a more successful and productive student.

2. *Student Success Team*: The Student Success Team (formerly Instructional Support Team) is comprised of the Student Success Teacher, the classroom teacher(s), student's parents/guardians, and any other professional who is involved with the child's educational career (ie. Speech/Language Teacher). The SST meets to establish goals and strategies to help the child overcome the barriers that are preventing his/her educational success. The team monitors the child's progress toward the established goals and establishes new goals or strategies, as needed.

3. *Title I*: The Redbank Valley School District operates a Title I Reading and Math Program in our elementary schools for students in grades kindergarten through sixth. Title I is required to provide additional educational services to students who are identified through assessments as failing or at risk of failing to meet the state set standards. Redbank Valley's Title I services carry out this guideline through the use of various assessments. Using multiple criteria, students are identified as eligible for Title I programs in the spring of the preceding year. The program may involve pulling students out of their classrooms for additional individual/small group instruction, providing extra support in their classrooms, or a combination of both.

In all cases, parent receive a notification of Title I services. Parents are also informed when a student is released from Title I support. To keep parents informed, Title I sends a report home to parents detailing student's continuing performance on grade level classroom assessments four times a year. Conferences are held throughout the year with parents to discuss Title I services and each child's areas of strength and concern.

**Diagnostic, Information, and Referral Services provided for all students K-12 include:**

1. *English as a Second Language (ESL)*: The ESL program is for those students who demonstrate limited English proficiency. A Home Language Survey is completed by every student in the school district and filed in the student's permanent record folder. For those students whose dominant language is not English, an assessment of the student's English proficiency level is completed by a certified ESL teacher to determine the need for English as a second language instruction. Instruction is on an as needed basis and can be from a minimum of one hour to a maximum of three hours per day. The instruction replaces a student's regular English instruction in the classroom and is taught by a Pennsylvania certified ESL teacher. At the current time, Redbank Valley does not have any ESL students.

2. *Gifted Education*: Through the Child Find System, children who are thought to be gifted and in need of specially designed instruction are evaluated by the school psychologist. If the student is found eligible, a gifted individual educational plan (GIEP) is developed and program implemented for the student. The district employs a full-time gifted

instructor for grades K-12; this teacher provides the planned program for each identified student and assists in identifying students who qualify for this program.

3. Homebound Instruction: Students with extended-term medical needs may request homebound instruction. All requests for homebound instruction are directed to the building principal who reviews the request and coordinates the instruction with the student's parents. Homebound Instruction is provided for up to five hours per week by a Pennsylvania certified instructor at no cost to the parent.

4. Special Education: The Redbank Valley School District provides a full range of special education programs and/or services for students identified as exceptional, either through those operated by the district or those contracted from the Riverview Intermediate Unit 6.

Programs/services are provided at no cost to parents and are individualized to meet the educational needs of each student.

Programs operated within the district include:

- **learning support** programs for students whose primary need is academic learning;
- **gifted support** for students identified as mentally gifted; and
- **speech and language support** for students with speech and/or language impairments that affect academic achievement.
- **life skills**- provided by Intermediate Unit 6
- **emotional support**- provided by Intermediate Unit 6

A variety of related services and itinerant programs are also available within the district, including speech and language therapy, psychological services, physical and occupational therapy, sensory support (vision or hearing loss), and school health services.

More specialized programs are available IU#6 in other Clarion County Schools to serve students who need to develop independent living skills, need full-time emotional support, or have multiple disabilities.

## **Referral Process**

The annual Childfind Notice is sent to all newspapers and preschools. Prior to referral for multidisciplinary evaluation for possible special education services, a screening process is available at both the elementary and the secondary levels for students who experience academic, social-emotional, behavioral, and/or communication difficulty. At the elementary, this screening is called the SST (Student Success Team) process. The team, which consists of both school staff and parents, uses a collaborative problem-solving approach to identify the problem, set goals, and develop interventions to be used in the classroom to help the student during a trial period. At the end of the trial period, the team reviews the results and then makes a recommendation concerning the need for a multidisciplinary evaluation for possible special education services. Parents who would like to request their child be considered for the SST process should contact the elementary classroom teacher, SST instructor, or the school principal.

A similar pre-referral intervention process is used at the high school. Parents of high school students may request this screening by contacting the High School Guidance Office. Parents who wish to bypass the screening/pre-referral process may request a multidisciplinary evaluation for possible special education services in writing at any time. A "Parent Request for a Multidisciplinary Evaluation/Reevaluation" form is available at the RVHS Special Education office.

Parents who believe their child may qualify for the gifted support program should speak with the Guidance Counselor regarding their child's eligibility for this program.

## **Due Process**

Before a child can be considered for special education programs or services, his/her parents must grant permission in writing. The request for permission includes a full description of the proposed evaluation and is accompanied by a copy of the "Procedural Safeguards Notice." This outlines parental rights and the safeguards to be followed in providing a free appropriate public education. Any time parents feel the program the district is providing is not appropriate, they may request any of the options outlined in that "Notice." Copies are available upon request from the School District Administrative Office.

## **Evaluation**

Evaluation is conducted by a "multidisciplinary" team to determine such things as the child's learning ability, achievement levels, behavior patterns, physical abilities, and communication skills. The team is comprised of the child's parents, teacher(s), the school psychologist, and the school principal/designee. It may also include a special education teacher and other staff as necessary.

The multidisciplinary team reviews the results of the ER (Evaluation Report) and makes a recommendation concerning both eligibility and need for special education programs/services.

For students who qualify for special education, reevaluations are conducted at least once every three years, or two years for students with mental retardation, or at the request of any member of the team, including parents, to recommend continuing eligibility and need for services.

## **IEP/NOREP**

The next step in the process consists of an IEP (Individualized Education Plan) team meeting. The IEP team includes the parents, at least one regular education teacher of the student, at least one special education teacher/provider, and a district representative. Others may also be included, as appropriate. The IEP team reviews the recommendation from the multidisciplinary team and makes a final determination of eligibility and need for special education services. If it determines a student is eligible and in need of services, an IEP is

written which summarizes the educational program/services developed specifically for that child.

This plan is reviewed at least once each year to ensure it continues to meet the child's needs.

Before an initial IEP can be implemented, parents are asked to give approval for special education placement by signing a Notice of Recommended Educational Placement (NOREP). This legal document summarizes special education placement or services the child will receive. The school district cannot proceed without parental approval.

## **Consultation and Coordination Services**

### **Consultation and Coordination Services**

Redbank Valley School District provides consultation and coordination services for students who are experiencing chronic problems that require multiple services such as Children and Youth , Mental Health/Mental Retardation Base Service Unit, Juvenile Probation, Alternative Education, Wrap-Around program, CASSP, etc. These services are used by SST, SAP, Psychologist, Social Worker and other student service staff, in partnership with parents and guardians, to obtain assistance with barriers and issues that are outside the scope of our student services staff. These services may be used to assist in the diagnosis, intervention, or referral of students with chronic problems. These services connect with SST, SAP, Guidance, Psychological, Health, and Social Work to assist our students in meeting their educational needs.

## **Student Assistance Program**

### **Student Assistance Program**

Trained personnel are available to help students at Redbank Valley Junior-Senior High School with academic, personal, emotional, attendance, and alcohol and/or other drug problems. Staff members offer personal counseling and academic help. Students are referred to the program by peers, teachers, counselors, administrators, bus drivers, custodians, cafeteria workers, and/or parents. A mental health/drug and alcohol liaison, provided by Clarion County, provides both mental health and drug and alcohol assessments. From these assessments, students and their families are referred to appropriate services. The County liaison also provides both tobacco prevention programs and tobacco cessation programs for those students who are identified.

The County liaison is also available to conduct assessments and provide assistance at all three Redbank Valley Elementary buildings on an as- needed basis.

## Communication

### Communication

1. **Information to Parents and Students:** The Redbank Valley School District provides information to students, parents, or guardians about educational opportunities of the school's instructional programs and in the following ways:

- . Student handbook
- . District website
- . Monthly calendar
- . District newsletter
- . Jr./Sr. High School planning guides
- . Classroom teacher newsletters

These educational opportunities are accessed by students and parents through dissemination within the classrooms, district-wide website, parent-teacher conferences, parent/student/guidance counselor conferences.

2. **Career Information and Assessment:** The junior-senior high 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 senior high school as they encounter and deal with important learning and life issues. The program is considered an integral part of the school's educational program. The certified school counselors with the support of teachers, administrators, students, and parents/guardians implements the program.

The guidance program in senior 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 works with students, parents/guardians, teachers, administrators, and members of the community through a program of direct and indirect services. The high school counselor assists teachers in coordinating career education learning units in the classroom. 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. The high school counselor supports the overall educational program through consultation and

committee work. The high school counselor supports the program through college and industry visitations, and through professional development.

The *Career Education Curriculum* includes structured developmental experiences presented through the classroom teacher. The curriculum emphasizes decision-making, self-understanding, and career exploration and preparation. Individual Planning includes counseling activities to assist all students plan, monitor, and manage their own learning as well as their personal and career development.

**Career Development** - The following opportunities or resources are provided to assist students in career exploration and selection:

- Field Trips Grades 9
- Magazines
- Careers & Colleges, Grade 10,11,12
- Pennsylvania Career Guide, Grade 11,12
- Labor Market Job Guide, Grade 12
- ASVAB Test and Workbook, Grades 10,11,12
- Next Magazine, Grade 12
- Post-Secondary School Representatives, Grade 11,12
- Internet Career and Post-Secondary Exploration, Grades 7-12
- Junior High Career Fair, grades 7,8

**Assessments:**

- PSAT testing 10,11
- ASVAB testing
- The Pennsylvania System of School Assessment (PSSA) for Reading and Mathematics , grades 3-11; retest grade 12 as needed
- The Pennsylvania System of School Assessment (PSSA) for Science, grades 4, 7, 9, 11
- The Pennsylvania System of School Assessment (PSSA) for Writing, grades 5, 8, 11 Information is sent home to parents prior to testing. Results are sent home when received from the State.
- Additional assessments are administered when deemed necessary including alternative assessment

3. **Health Needs Information**: Information regarding health needs of students is provided to parents through the Student Handbook, school nurse conferences, district website, and mailings by the school nurse.

The school nurse, in cooperation with the school physician and school dentist, will conduct periodic appraisals to monitor normal development and to determine the absence of disease. This program will include the following components:

- Annual vision screenings grades K-12.
- Annual height, weight and body mass index grades K-12.
- Annual hearing screenings K, 1, 2, 3, 7, 11 and those with known ear problems
- Physical examinations grades 1, 6 and 11.
- Scoliosis screening grades, 1, 6, 7.
- Dental examinations grades K, 3 and 7.
- Skilled nursing assessment, treatment, medication
- Maintenance of Immunization and health records K — 12
- Drug and Alcohol Education and Self-Assessment, grades 8, 11

4. **Surveys:** The Redbank Valley School District informs parents of the nature and scope of different surveys and their relationship to the educational program of their child prior to these surveys being administered. Material regarding the protection of pupil rights is provided to parents through the student handbook and school board policy. Procedures have been established to allow parents, guardians, and/or students (18 years of age or older) to refuse participation in any survey through a passive permission slip that is provided to the parents prior to the survey completion.

5. The above communication activities enhance the implementation of Redbank Valley School District's Student Services Plan. These communications are an integral part of the instructional programs at all levels in our school system. The communication activities provide information to students and parents about opportunities within Redbank Valley's instructional program and ways to access these opportunities.

Students and parents are provided career information and assessment data to assist them in decision making regarding work and career options.

Activities regarding basic health services as required by law are provided to parents/guardians to assist them in meeting the health needs of their children.

6. The above information is communicated at the beginning of the school year through student handbooks, a district monthly school calendar, and additional teacher classroom newsletters. In addition, district newsletters are mailed to all district residents at least two times per school year

(fall and spring). Career assessment and information are provided throughout the school year. Information regarding the health needs and potential surveys are also provided throughout the school year as needed. Policies and materials on the District website

([www.redbankvalley.net](http://www.redbankvalley.net)) are available twenty-four hours/day, seven days/week.

## **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**

- Redbank Valley School District Wellness Policy