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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**  
**Sunday, March 22, 2009**  
**(Last approved Monday, January 05, 2009)**

**Entity:** West York Area SD  
**Address:** 2605 W Market St  
York, PA 17404-5529

## Educational Community

West York Area School District has an unwavering commitment to a collaborative culture that focuses on maintaining high academic rigor and motivating students to fulfill their learning potential. The district is committed to maintaining safe schools and intervention services to promote academic achievement, and the behavioral, emotional, and social well-being of our students.

## Mission

Opening Minds Through Educational Excellence.

## Vision

The vision for West York is to master all areas of our "Main Things".

West York's "Main Things" feature the instructional practices promoted and supported by the district. Our "Main Things" are a result of collaboration among teachers and administrators, with our mission statement (Opening Minds Through Educational Excellence) anchoring four key areas. All of West York's "Main Things" are supported by a culture of collaboration focusing on professional development and dedicated time for the professional staff to examine instructional practices and strategies to improve their craft and increase student achievement.

**The first key area of our "Main Things" is Instruction.** The instructional strategies promoted by the district include Dimensions of Learning, Advanced Dimensions of Learning, Brain-based Strategies, Data Driven Instruction and Differentiated Instruction.

**The second area of our "Main Things" is Assessment.** In West York, the focused Study of Student Work through scheduled academic collaborations is one of the keys to our success, often referred to as our "hedgehog". All professional staff are trained and engaged in collaboratively working to improve the quality of student work and the academic rigor that is expected for all students. State academic standards drive our instruction, and evidence of student achievement is reported via a Standards - based Report Card for all students, K - 12. All graduates of West York produce Portfolios as a graduation requirement. Assessment of these "senior projects" is completed as a district-wide activity with all professional staff across the district participating. All activities in West York Area School District are aligned with the Pennsylvania academic standards as we strive for Standards Proficiency for all students.

**The third area of our "Main Things" is Curriculum.** A strong component of our focus on curriculum is West York's Six-Year Curriculum Revision Cycle. This process is designed to create, revise, implement, evaluate, and monitor curriculum. Committees represented by all levels of professional staff, administrators, and a board representative participate on the West York Curriculum Committee. The use of curriculum mapping across the district promotes a closer examination of curriculum and provides a framework for meaningful collaboration about curriculum and rigorous cross-curricular integration.

**The fourth area of our "Main Things" is Technology.**

The primary goal for West York in the area of technology is to integrate technology into all facets of our "Main Things". The successful integration of technology across the district will be evident in classroom lessons and the educational opportunities presented for students, for example, internet-based learning. The promotion of information literacy across the district requires a reliable infrastructure to support the educational and business functions in the district.

## Shared Values

All individuals can learn and are life-long learners.

The mutual support, cooperation, and collaboration between the family, school, and community are the foundation of a successful educational system which promotes and achieves academic excellence.

A diverse community requires an atmosphere of mutual respect in order to create the best conditions for learning to occur.

A safe, secure environment is vital to learning.

Each individual can benefit from a comprehensive educational experience and possesses unique talents and strengths.

It is critical that the school system provides students with a well-rounded knowledge base, a mastery of skills, and civic responsibilities required for success as a community member, worker, and parent in the 21st Century.

It is essential for educators to extend and refine their knowledge and skills in order to progress with the ever-changing dynamics of the 21st Century.

## Strategic Planning Process

Invitations to participate in the Strategic Planning process were mailed in November and December 2007. The initial Strategic Plan meeting occurred in December 2007 with the following agenda items: Identification of the Steering Committee and six sub-committees, volunteer facilitators for each sub-committee, explanation of the strategic planning process, responsibilities and goals of each committee, and the time line for completing the tasks associated with the Strategic Plan.

Each sub-committee had at least one member who was also a member of the Steering Committee. All sub-committees were co-facilitated by a community stakeholder and a district representative. The Assistant Superintendent attended all sub-committee meetings to insure integration of planned activities and initiatives to support the district's goals.

An intense meeting schedule was coordinated by each sub-committee's facilitators for the months of January through April, with sub-committee meetings usually occurring every other week. All sub-committees were provided with district data specifically designed to assist in meeting the assigned goals of that sub-committee. Meetings would typically include analysis of the provided data, and reports on any additional research needed to address the sub-committee's assigned goals.

A Mid-point Review meeting was held in early March 2008 to present progress and supporting data to the Steering Committee for approval. Each sub-committee presented their activities and progress, and identified the remaining goals and activities to be accomplished. A Final Review meeting was held in May 2008 for the Steering Committee to review and approve all sub-committee activities, and endorse the shared values and goals submitted by each sub-committee for the Strategic Plan.

## Strategic Planning Committee

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Carol Powell	Assistant Superintendent	Administrator	School Board
Dr. Carol Powell	Assistant Superintendent	Administrator	Admins

Mr. Chad Bumsted	MS Principal	Administrator	Asst Supt
Mr. Robert Walker	Middle School Music Teacher	Secondary School Teacher	Building Principal
Ms. Beverly Gallagher	Director Special Education	Administrator	Committee Requested
Ms. Gail Loucks	Confidential Staff	Other	Peer
Ms. Lori Broberg	Director of Food Services	Administrator	Committee Requested
Ms. Melissa Carl	HS Gifted Teacher	Regular Education Teacher	Committee Requested
Ms. Michelle Balanda	IST Teacher Specialist	Other	Committee Requested
Ms. Patti Myers	Confidential Staff	Other	Peer
Ms. Susan Kane	Parent	Parent	Building Principal
Ms. Terri Reidel	Confidential Staff	Parent	Self Appointed

## Current Student Services

Service/Resource	Description
* Instructional Support (Elementary)	All of the detailed services listed are instructional, social, or behavioral programs/ strategies designed to support students.
* Student Assistance Programs (Secondary)	
* Pupil Personnel Meetings (Secondary)	
* School Counseling Program	
* School Health Program	
* School Caseworker	
* Wellness Committee	
*Annual Staff Diversity Training	
*Bullying Prevention (Elementary)	
*School Wide Effective Behavioral Support (SWEBS)	
* Targeted instructional and behavioral interventions	
* Alternative Education options	

## Needs Assessment

## Reflections

There are currently no reflections selected for this section.

West York is committed to providing support services for students and recognizes the increased needs related to pupil services. Currently, the district provides school counseling and school health programs, Instructional Support on the elementary level, and Student Assistance on the secondary level. The district has experienced an increase in diversity, and projects this trend to continue. Plans for future efforts include the formation of a district-wide Diversity Committee to study district trends and assist with the identification of training needs. Additionally, transitional

activities for new students and promoted students changing buildings was identified as an area for future programming. The Wellness Committee will continue to monitor and suggest wellness activities. Over the course of this plan, district efforts will focus on reviewing current programs, modifying these programs to include best practices, and monitoring the effectiveness program outcomes.

## **Action Plan**

There are currently no activities selected for this plan report.

## **Narratives**

### **Developmental Services**

Developmental Services currently in place or proposed services and activities include the following comprehensive (K-12) programs: school counseling; transition programs for entire grade levels changing buildings of attendance due to grade promotion (e.g., first grade to second grade, fifth grade to sixth grade, and eighth grade to ninth grade); transition programs for students new to the district; comprehensive, research-based bullying prevention program; school wide effective behavior system; diversity program with a community outreach component; wellness committee to include community representation to address the social, emotional, and physical well-being of students to support academic achievement.

The district strives to continue meeting the needs of all students and plans the following systemic approach to analyze current programs and practices, identify best practices and areas for improvement, make recommendations, and implement recommended changes:

#### **Section 1: Comprehensive (K-12) Counseling Program**

The district provides a developmental school counseling program which will be re-evaluated based on student needs, current research, and best practices. The following activities will enhance the school counseling program.

##### ***Part A: Staffing***

A.1 Analysis of current student to counselor ratios, counselor responsibilities/work loads — *Guidance Counselors (K-12), Principals*

A.2 Research of best practices — American School Counselor Association — *Guidance Counselors (K-12)*

A.3 Staffing recommendations made based upon the above information - *Superintendent*

A.4 Staffing process/decisions based upon recommendations, logistical information, and financial resources — *Board of School Directors*

##### ***Part B: Developmental Programming (Self-Awareness, Decision Making, Character)***

B.1 Review of existing guidance curriculum (in accordance with the district's six-year curriculum revision cycle) — *Guidance Counselors (K-12), Citizenship Curriculum Committee*

B.2 Research of curricular trends regarding guidance curriculum/best practices — *Citizenship Curriculum Committee*

B.3 Recommendations based upon above information (in accordance with the district's six-year curriculum revision cycle) — *Citizenship Curriculum Committee*

B.4 Implementation of guidance curriculum (in accordance with the district's six-year curriculum revision cycle) — *Curriculum Revision Steering Committee, Guidance Counselors (K-12)*

### ***Part C: Career Awareness Initiatives***

C.1 Review of current practices regarding career awareness instruction and opportunities at all levels (K-12) — *Principals, Guidance Counselors (K-12)*

C.2 Research of curricular trends regarding career awareness/best practices — *Citizenship Curriculum Committee*

C.3 Recommendations based upon above information (in accordance with the district's six-year curriculum revision cycle) — *Citizenship Curriculum Committee*

C.4 Implementation of career awareness measures (in accordance with the district's six-year curriculum revision cycle) — *Curriculum Revision Steering Committee, Principals*

## **Section 2: Comprehensive Grade Level Transition Initiatives**

Transitional activities are offered across the district to prepare students for the academic, behavioral, and social expectations as they progress through the district. The following activities will enhance current transition activities.

### ***Part A: First Grade to Second Grade Transition***

A.1 Examine current practices — *Asst. Superintendent, Elementary Principals*

A.2 Research best practices — *Asst. Superintendent, Elementary Principals*

A.3 Recommendations based upon the above information — *Asst. Superintendent, Elementary Principals*

A.4 Implementation of strategies/practices — *Elementary Principals*

A.5 Monitoring and revising strategies/practices — *Elementary Principals*

***Part B: Fifth Grade to Sixth Grade Transition***

B.1 Examine current practices — *Asst. Superintendent, Elementary Principals, Middle School Principal*

B.2 Research best practices — *Asst. Superintendent, Elementary Principals, Middle School Principal*

B.3 Recommendations based upon the above information — *Asst. Superintendent, Elementary Principals, Middle School Principal*

B.4 Implementation of strategies/practices — *Middle School Principal*

B.5 Monitoring and revising strategies/practices — *Middle School Principal*

***Part C: Eighth Grade to Ninth Grade Transition***

C.1 Examine current practices - *Asst. Superintendent, Middle School Principal, High School Principal*

C.2 Research best practices — *Asst. Superintendent, Middle School Principal, High School Principal*

C.3 Recommendations based upon the above information — *Asst. Superintendent, Middle School Principal, High School Principal*

C.4 Implementation of strategies/practices — *High School Principal*

C.5 Monitoring and revising strategies/practices — *High School Principal*

**Section 3: Comprehensive Transition Program for Students New to the District**

Transitioning support for new students in West York will help students adjust to academic, behavioral, and social expectations, and connect with staff and other students.

3.1 Establish a committee of administrators (multi-level), guidance counselors (multi-level), faculty members (multi-level), parents, and community members — *Asst. Superintendent*

3.2 Examine current practices — *Transition committee*

3.3 Conduct surveys to gather information regarding move-in services — *Transition committee*

3.4 Research best practices — *Transition committee*

3.5 Recommendations based upon the above information — *Asst. Superintendent, Transition Committee*

3.6 Implementation of strategies/practices — *Asst. Superintendent, Building Principals*

3.7 Monitoring and revising strategies/practices — *Asst. Superintendent, Building Principals*

#### **Section 4: Comprehensive Research Based Bullying Prevention Program**

Bullying prevention is practiced across the district, using the research-based Olweus program.

##### ***Part A : K — 5 Bullying Prevention Program***

A.1 Establish an elementary bullying prevention committee — *Elementary Principals*

A.2 Examine current practices — *Elementary Bullying Prevention Committee*

A.3 Review literature on Olweus Bullying Prevention Model — *Elementary Bullying Prevention Committee*

A.4 Research other best practices regarding bullying prevention — *Elementary Bullying Prevention Committee*

A.5 Recommendations based upon the above information — *Elementary Principals, Elementary Bullying Prevention Committee*

A.6 Implementation of bullying prevention strategies — *Elementary Principals*

A.7 Monitoring and revising strategies/practices — *Elementary Principals*

##### ***Part B : 6 - 8 Bullying Prevention Program***

B.1 Establish a middle school bullying prevention committee — *Middle School Principal*

B.2 Examine current practices — *Middle School Bullying Prevention Committee*

B.3 Review literature on Olweus Bullying Prevention Model — *Middle School Bullying Prevention Committee*

B.4 Research other best practices regarding bullying prevention — *Middle School Bullying Prevention Committee*

B.5 Recommendations based upon the above information — *Middle School Principal, Middle School Bullying Prevention Committee*

B.6 Implementation of bullying prevention strategies — *Middle School Principal*

B.7 Monitoring and revising strategies/practices — *Middle School Principal*

***Part C : 9 - 12 Bullying/ Harassment Prevention Program***

C.1 Establish a high school harassment prevention committee — *High School Principal*

C.2 Examine current practices — *High School Harassment Prevention Committee*

C.3 Review literature on Olweus Bullying Prevention Model — *High School Harassment Prevention Committee*

C.4 Research other best practices regarding bullying prevention — *High School Harassment Prevention Committee*

C.5 Recommendations based upon the above information — *High School Principal, High School Harassment Prevention Committee*

C.6 Implementation of harassment prevention strategies — *High School Principal*

C.7 Monitoring and revising strategies/practices — *High School Principal*

**Section 5: Comprehensive School Wide Effective Behavior System (S.W.E.B.S.)**

A consistent approach across the district will help students understand behavioral expectations and reinforce best practices.

***Part A : K — 5 School Wide Effective Behavior System***

A.1 Monitoring and revising current behavior system

***Part B : 6 — 8 School Wide Effective Behavior System***

B.1 Establish a middle school effective behavior committee — *Middle School Principal*

B.2 Examine current practices — *Middle School Effective Behavior Committee*

B.3 Review research of best practices — *Middle School Effective Behavior Committee*

B.4 Recommendations based upon the above information — *Middle School Principal, Middle School Effective Behavior Committee*

B.5 Implementation of school wide effective behavior system — *Middle School Principal*

B.6 Monitoring and revising strategies/practices — *Middle School Principal*

***Part C : 9 — 12 School Wide Effective Behavior System***

- C.1 Establish a high school effective behavior committee — *High School Principal*
- C.2 Examine current practices — *High School Effective Behavior Committee*
- C.3 Review research of best practices — *High School Effective Behavior Committee*
- C.4 Recommendations based upon the above information — *High School Principal, High School Effective Behavior Committee*
- C.5 Implementation of school wide effective behavior system — *High School Principal*
- C.6 Monitoring and revising strategies/practices — *High School Principal*

**Section 6: Comprehensive Diversity Program with a Community Out-Reach Component**

An upward trend in district diversity statistics supports continued training and focus on issues of diversity.

***Part A: Diversity Initiatives regarding Staff Development***

- A.1 Establishment of a District Wide Diversity Committee (Administration, Faculty, Parents, Students, Community Members) — *Asst. Superintendent*
- A.2 Examine current practices and conditions — *Diversity Committee*
- A.3 Examine prospective demographic changes — *Diversity Committee*
- A.4 Review research of best practices — *Diversity Committee*
- A.5 Recommendations regarding annual district diversity training topics/speakers — *Diversity Committee*
- A.6 Implementation of annual district diversity training topics — *Asst. Superintendent*
- A.7 Monitoring and revising district diversity training goals/initiatives — *Asst. Superintendent*

***Part B: Diversity Initiatives regarding Curriculum***

- B.8 Establishment of a District Wide Diversity Committee (Administration, Faculty, Parents, Students, Community Members) — *Asst. Superintendent*
- B.9 Examine current practices and conditions — *Diversity Committee*

B.10 Examine prospective demographic changes — *Diversity Committee*

B.11 Review research of best practices — *Diversity Committee*

B.12 Recommendations regarding diversity goals regarding district curriculum — *Diversity Committee*

B.13 Implementation of recommendations — *respective Curriculum Revision Committee(s)*

B.14 Monitor and revise district curriculum in regard to the district curriculum — *respective Curriculum Revision Committee(s)*

***Part C: Diversity Initiatives regarding School/Community Relations***

C.1 Establishment of a District Wide Diversity Committee (Administration, Faculty, Parents, Students, Community Members) — *Asst. Superintendent*

C.2 Examine current practices and conditions — *Diversity Committee*

C.3 Examine prospective demographic changes — *Diversity Committee*

C.4 Review research of best practices — *Diversity Committee*

C.5 Recommendations regarding diversity goals regarding Community Relations — *Diversity Committee*

C.6 Implementation of recommendations — *Asst. Superintendent*

C.7 Monitor and revise diversity goals regarding Community Relations — *Asst. Superintendent/ Diversity Committee*

**Section 7: Comprehensive Wellness Committee**

District practices for wellness will continue to be promoted with students and staff.

***Part A: Expand Wellness Committee***

A.1 Increase building representation across the district — *Asst. Superintendent/ Pupil Services Director*

A.2 Solicit membership from community representatives — *Asst. Superintendent/ Pupil Services Director*

***Part B: Investigate programs and activities that are aligned with the district's mission to benefit student well-being in support of instructional goals***

B.1 Research trends and best practices — *Asst. Superintendent/ Pupil Services Director*

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

Diagnostic services are used to identify students who are experiencing challenges to school success and assist with identifying the barriers that limit this success. Intervention services actively engage pupil services staff in activities planned to eliminate specific barriers. Staff may arrange for referrals to other school-based or school-linked professionals or may refer parents/guardians to appropriate community-based services for assistance.

The district strives to continue meeting the needs of all students and plans the following systemic approach to analyze current programs and practices, identify best practices and areas for improvement, make recommendations, and implement recommended changes:

### ***Part A: Comprehensive Diagnostic Services***

The district currently has Instructional Support services in the elementary schools and Student Assistance in the secondary schools.

A.1 Monitor and revise the K-5 Instructional Support Team program — *Elementary Principals*

A.2 Monitor and revise the secondary Student Assistance Program — *Middle School Principal, High School Principal*

A.3 Evaluate current pupil personnel teams/programs — *Elementary Principals, Middle School Principal, High School Principal*

A.4 Research best practices regarding pupil personnel - *Elementary Principals, Middle School Principal, High School Principal, Asst. Superintendent*

A.5 Identify recommendations regarding pupil personnel practices - *Elementary Principals, Middle School Principal, High School Principal, Asst. Superintendent*

A.6 Implementation of pupil personnel practices - *Elementary Principals, Middle School Principal, High School Principal, Asst. Superintendent*

A.7 Monitoring and revising pupil personnel practices - *Elementary Principals, Middle School Principal, High School Principal, Asst. Superintendent*

### ***Part B: Comprehensive Intervention Services***

Targeted academic interventions and behavioral support will be enhanced across the district.

B.1 Monitor and revise the K-5 Instructional Support Team program — *Elementary Principals*

B.2 Monitor and revise the secondary Student Assistance Program — *Middle School Principal, High School Principal*

B.3 Investigate Response to Intervention (RTI) programs/strategies — *Leadership Team*

B.4 Implement Response to Intervention (RTI) programs/strategies — *Building Principals*

B.5 Monitor and revise Response to Intervention (RTI) programs/strategies — *Leadership Team*

B.6 Evaluate existing screening process for special services — *Director of Student Services, Leadership Team*

B.7 Research best practices regarding screening for special services — *Director of Student Services, Leadership Team*

B.8 Implement revised screening procedures for special services — *Director of Student Services*

B.9 Monitor and revise screening procedures for special services — *Director of Student Services*

B.10 Evaluate current practices regarding Chapter 15, Section 504 plans — *Director of Student Services, Leadership Team*

B.11 Research best practices regarding Chapter 15, Section 504 plans — *Director of Student Services, Leadership Team*

B.12 Implement revised procedures regarding Chapter 15, Section 504 plans — *Director of Student Services, Building Principals*

B.13 Monitor and revise procedures regarding Chapter 15, Section 504 plans — *Director of Student Services*

### ***Part C: Comprehensive Referral Services***

C.1 Review existing service partnerships between school district and outside agencies — *Director of Student Services, Guidance Department Instructional Leader*

C.2 Research possible service partnerships between school district and additional outside agencies — *Director of Student Services, Guidance Department Instructional Leader*

C.3 Develop a “directory” of outside agencies for various student needs that impact school success — *Director of Student Services*

C.4 Develop and implement protocol for referring students to outside agencies — *Director of Student Services, Leadership Team*

C.5 Monitor and revise protocol for referring students to outside agencies — *Director of Student Services*

## **Consultation and Coordination Services**

Consultation services are used by pupil services staff, in partnership with parents or guardians, to obtain assistance to address barriers and issues that are outside the scope of the student services professional. Coordination services connect school resources with other available resources to assist students in meeting their educational objectives.

The district strives to continue meeting the needs of all students and plans the following systemic approach to analyze current programs and practices, identify best practices and areas for improvement, make recommendations, and implement recommended changes:

### ***Part A: Comprehensive Consultation Services***

A.1 Review existing service partnerships between school district and outside agencies — *Director of Student Services, Guidance Department Instructional Leader*

A.2 Research possible service partnerships between school district and additional outside agencies — *Director of Student Services, Guidance Department Instructional Leader*

A.3 Develop a “directory” of outside agencies for various student needs that impact school success — *Director of Student Services*

### ***Part B: Comprehensive Coordination Services***

B.1 Develop and implement a protocol for referring students to outside agencies — *Director of Student Services, Leadership Team*

B.2 Monitor and revise a protocol for referring students to outside agencies — *Director of Student Services*

B.3 Develop and implement a protocol for assisting parents/guardians with finding outside agencies to attend to “family based” issues that are negatively impacting a student’s success in school — *Guidance Department Instructional Leader, Director of Pupil Services, Leadership Team*

B.4 Monitor and revise a protocol for assisting parents/guardians with finding outside agencies to attend to “family based” issues that are negatively impacting a student’s success in school — *Guidance Department Instructional Leader*

## **Student Assistance Program**

Elementary schools are using the Instructional Support Model, with a teacher in each school designated for this purpose. The Instructional Support Teacher (IST) facilitates team meetings focused on identifying strategies and interventions to support students with academic, behavioral, or emotional challenges that impact their learning.

Secondary schools offer the Student Assistance Program, also based on a team model, to address academic, behavioral, or emotional challenges, including alcohol, chemical, and tobacco use issues that students may present in the school setting. The high school and middle school conduct bi-weekly pupil services team meetings to identify students and interventions for support. Additionally, the district employs a case worker to assist with truancy and alternative education placement.

## **Communication**

Students and parents are informed about educational opportunities via the student handbook, district newsletter, website, and calendars, in addition to parent conferences, e mail, postal communication, and presentations. Career and health information is communicated by Pupil Services personnel to alert parents and students of information on careers, college readiness and preparation, and health immunizations.

The district is committed to working collaboratively and communicating with parents to keep them informed of school activities, and support parents and their students. Given parents are partners with the district, communication is key to help support the district achieve instructional goals for each student. Additionally, information is communicated via the semester or marking period distribution of the standards-based report cards, which contain information on the habits and behaviors of students.

## **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**

- WYASD Wellness Policy (Approved)