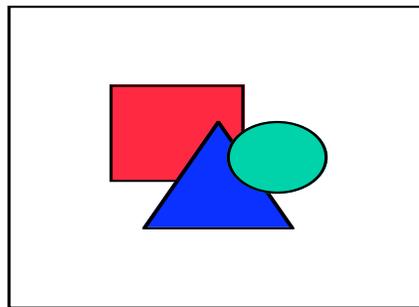# Pennsylvania Department of Education

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

Student Services Report
Wednesday, December 12, 2007

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Organization Description
Organizational Structure and Resources

General Information
Situated in the heart of Pennsylvania, the State College Area School District is a reflection of the thriving, dynamic community it serves. The district draws its students from a 150 mile attendance area encompassing the Borough of State College and the surrounding townships of College, Ferguson, Halfmoon, Harris, and Patton, totaling an enrollment of approximately 7,233 in 2006-2007.

School Organization
The organizational structure of the school district is elementary (K-5); middle school (6-8); and high school (9-12). Middle school and high school students (7-12) may attend the Delta Program, a district school of choice, for all or part of their yearly instructional program. In addition, students who are not experiencing success within the regular education program may be assigned to an age-appropriate alternative education program until they are once again ready to function successfully in the regular school program.

Elementary Programs
Within the elementary structure, students are assigned to full-day kindergarten; primary divisions (grades 1 and 2); intermediate divisions (grades 3 and 4); and upper intermediate divisions (grade 5). The district's ten elementary schools pride themselves on:
• Emphasizing respect for self and others
• Celebrating diversity
• Providing a nurturing environment with active parent involvement
• Holding children to high academic and behavioral standards
• Providing an elementary failsafe support program
• Promoting excellence for all children

Middle Level
Instruction in grades 6-8 is delivered at two middle schools predominately by interdisciplinary teams of teachers to heterogeneous groups of learners. To ease the transition in to the middle schools, the sixth grade provides a bridge from the elementary contained classrooms into the seventh grade interdisciplinary teams. Students in all three grade levels have daily access to wireless laptop computers to facilitate their learning. In addition to the core curriculum, students engage in:
• Exploratory courses in family and consumer sciences and technology education
• World languages (German, Spanish, and French)
• Technology competencies integrated throughout the curriculum
• PLANET PEACE/PRIDE lessons on conflict resolution
• G.O.A.L.S. lessons on study skills and organization
• English as a Second Language program (offered at all levels)

High School
The State College Area High School, housed in two high school buildings, offers a comprehensive program consisting of more than 300 academic and vocational courses. The secondary curriculum provides courses in academic, vocational, business, and agricultural areas. The English, social studies, math and science departments provide courses of differing degrees of difficulty. Students are encouraged to plan their high school programs to best fit their individual interests, abilities, and goals. World Languages instruction is offered in French, Spanish, Latin, and German. Offerings in the fine arts and instrumental and vocal music are varied. A full complement of elective courses rounds out the curriculum. Computer labs are available in the secondary schools, and technology is integrated into many courses.

Students participate in a large number of faculty-supervised extracurricular activities, such as student government, special interest and service clubs, dramatic performances, literary

publications, and interscholastic/intramural athletics.

Vocational programs are offered to students at the high school through the Career and Technical Center (CTC) program, which is the home of a full complement of school-to-career training programs combining academic and technical skill preparation with work-based learning experiences. More than 900 students take classes in the CTC program areas with 350 students majoring in one of the technical program areas. Many of these students have had the opportunity to receive industry-recognized credentials, certifications, and cooperative work experiences in their chosen fields prior to graduation.

In addition, students in grades 7-12 may choose to enroll in the DELTA program, an educational option which currently serves about 125 students. DELTA learning experience options include classroom activities in the school district and Penn State University, seminars, independent study, extended field trips, career internships, community service projects, and other activities planned by advising teams.

With a graduation rate of 98%, the class of 2006 numbered 665 graduating seniors. Eighty-six percent continued their post-high school education and were accepted by universities such as Penn State, Pitt, Penn, Carnegie Mellon, Princeton, Yale, and MIT.

District-wide Programs
Computer technology is integrated system wide to enhance teaching, learning, and operations at all levels. Furthermore, to support student learning of essential technology skills, technology competencies have been integrated into the curriculum.

The Special Education Department provides programs and services in accordance with the Individuals with Disabilities Education Act (IDEA 2004) and PA Chapter 14 Special Education Programs for students with disabilities. The district provides a variety of opportunities for screening and evaluation of students thought to have disabilities. In kindergarten all students receive screenings on readiness as well as standardized indicators of early literacy. All elementary schools in the district have an identified and trained Instructional Support Team (IST). The Instructional Support Team works with school staff to provide screening for students in various areas (cognitive, emotional, social, motor, vision, and hearing). At the middle and high school levels, these teams are in the form of Child and Pupil Study Teams. In addition, the district conducts screenings to identify students who may need special education through universal screens, health screens, group intelligence tests, and achievement tests.

The district's Learning Enrichment/Gifted Support Program (LE/GSP) provides differentiated learning experiences for students in grades K-12. The LE/GSP follows the guidelines in PA Chapter 16 and is based upon the work of Howard Gardner (multiple intelligences), Joseph Renzulli (enrichment types), Jean Gibbons (differentiation), as well as the PA Academic Standards, the State College Area School District K-12 curriculum, and the Sid Richardson Foundation.   Services are offered as general exploratory activities to all students, as group training activities to sharpen students' problem solving and research skills, and as individual and small group investigations to address similar areas of interest, knowledge, and creative ideas.

The English as a Second Language Program provides services to students whose first language is not English and those who are not yet proficient in English. All students upon registering with the school district are screened using the Home Language Survey. If the results of this survey indicate a large language influence other than English, an English as a Second Language teacher reviews the student records and information to determine if support for learning English is needed and, if so, what level of support is appropriate.

The district's active Community Education Program offers a wide variety of learning experiences for children, youth, and adults. Adult programs range from basic instruction leading to a high school diploma to workforce education programs. Over the course of the current strategic plan,

the program has expanded significantly to include a variety of programs for youth. These more recent offerings are designed to meet the needs of working parents and include Educational/Recreational Activity Days and Shorts & Sports.

Overview of Curriculum and Instruction

The planned courses of instruction and assessment programs at the elementary and secondary grade levels are aligned with the PA Academic Standards in each content area. A continuous model of improvement serves as the means through which curriculum and instruction respond to research, changes in best practices, and analysis of student data patterns. Elementary, middle, and high school curriculum councils play a major role in the instructional/curriculum development process attending to identified needs at each organizational level. In turn, the Associate Principals for Curriculum play key roles in both guaranteeing adherence to a common purpose in meeting the district mission, as well as improving technical service and advice to the organizational level curriculum councils.

The district's K-12 student assessment program is monitored by the Testing Review Committee. Assessment of student achievement in conjunction with the PA Academic Standards is reported in more detail in the Measurable Annual Improvement Targets and Assessment and Public Reporting sections of this plan.

Class sizes are determined by the local Board of School Directors or, in some cases, are regulated by Pennsylvania Department of Education guidelines. Where class size guidelines do not govern the growth of new staff, ratios are in place to systematically monitor the need for professional employees in an equitable manner.

Professional Staff

The employment of highly qualified, properly credentialed professional employees is deemed essential in pursuit of the district mission, goals, and academic standards, according to NCLB. The selection process for all professional employees is carefully prescribed by policy and procedures and is systematically followed. Additional information can be found in the Qualified, Effective Teachers and Capable Instructional Leaders section of this plan.

All new professional employees take part in the district's induction program. All staff are afforded ongoing opportunities to enhance professional practice through participating in district planned Act 80 and inservice days, graduate study, professional visitations, conferences, workshops, and curriculum development. These efforts support staff to meet the requirements of Act 48. The Professional Education Plan and Induction Plan contain more detailed information on the district's support for professional development and growth.

Drawing upon our most recent data from 2006-2007, the school district employs 634 full time equivalent K-12 professional teaching faculty. Among the faculty, 84% have completed 30 or more credits beyond the bachelor's degree, and 2% have doctoral degrees. With regard to years of professional experience, 24% of the faculty have 0-5 years; 18% have 6-10 years of experience; and the remaining 58% have 16-30+ years of experience.

The professional faculty across the school district is assisted by approximately 300 paraprofessionals who are assigned to specific schools, departments, and classrooms. These paraprofessionals assist the professional staff in the delivery of instruction and related tasks and are supervised by building administrators.

In addition to the professional teaching and paraprofessional staffs, the district employs 38 instructional and operational administrators.

Classrooms

The school district's fifteen school buildings were constructed between 1912 and 2005. During 2007-2008, and reflected in the action plans found in this strategic plan, the district will be

conducting a new district wide master plan for facilities process to address school facilities. The Citizens Advisory Committee on Facilities monitors school facility issues and advises the Board of School Directors and administrators on an ongoing basis.

During the course of the last strategic plan, three elementary buildings were either constructed or extensively renovated as part of the current master plan for facilities. In the autumn of 2002, the district welcomed students into a new elementary school in the northern area of the school district. Also in that same year, students enjoyed returning from the summer to an elementary building that had undergone extensive renovations, including a new addition. A third elementary school project, again on the north side of town, was successfully completed in 2005. All three elementary school projects provide students with schools designed to support learning in the 21st century.   In addition to these major projects, a number of other renovation projects were undertaken in the Park Forest Middle School to update classrooms originally constructed in the early 1970s.

Although well maintained, a number of the school district's buildings are in need of updating. Renovation needs include gymnasiums, libraries, auditoriums, music rooms, cafeterias, and administrative/student service offices. The upgrading of these remaining school facilities will be addressed in the school district's new K-12 Facilities Master Plan.

Science Laboratories
Over the course of the last strategic plan, the science classrooms in Park Forest Middle School were extensively renovated, providing students in that building with state-of-the art science facilities for middle school learners. In addition, the science curriculum and associated equipment purchases are reviewed, prioritized, and funded on an annual basis K-12 to provide all students with adequate resources to support learning in this area.

Library Media
The school district has devised a K-10 technology competencies curriculum and assessment process for all students. Students in every K-12 school have access to computer labs. In addition to the computer labs, the district is increasing the number of laptops available for student instruction in the classroom.

All of the district buildings are linked together by a fiber optic network that supports both instructional delivery and the management of information for district operations functions.   All of the district buildings are wired for cable TV, and all have closed circuit television.

Instructional Technology
This area has experienced significant growth over the course of the last strategic plan. Since 2001, 67 student technology competencies have been identified and are imbedded in instructional activities K-12. Technology competency assessments are conducted in grades 2, 4, 6, 8, and 10 with the goal of 100% of students mastering all competencies. This instruction is supported through professional development for all faculty. A variety of formats are used to support this essential professional education. These avenues include support for graduate education and/or intermediate unit courses, use of Act 80 days, release time workshops, induction sessions, after school offerings, and summer workshops.

Other Resources
Additional resources are available to the district as it seeks to fulfill its mission. They include, but are not limited to:

- Strong community/parent support of education
- Dedicated volunteers that serve our children
- District sponsored Community Education Programs
- Positive collaborative projects between the district and the Pennsylvania State University
- Close working relationships with State College, Ferguson, and Patton Township Police

Departments concerning drug and alcohol prevention for students and school safety and security issues
- Central Intermediate Unit 10 (CIU) inservice
- Close working relationship with the Centre Region Parks and Recreation Association
- Technical assistance from the Pennsylvania Department of Education
- Business/community and district partnerships
- Varied and numerous extracurricular activities
- Active participation in a variety of local, state, and nationally sponsored staff development programs
- Articulation agreements with post-secondary institutions via the school district's Career and Technical Center.

More detailed information is contained in the Utilization of Resources and Coordination of Services section of this strategic plan and the district website at http://www.scasd.org.

Examples of Recent Recognitions and Awards
- Standards & Poor's School Evaluation Service named the district one of 55 "outperforming districts" in PA and one of only 29 who have sustained it over four years.
- "Expansion Management" magazine, a monthly business magazine for companies actively looking to expand or relocate their facilities, has again listed State College Area School District as the country's top school district in its size category.
- School Match, the nation's largest school selection consulting firm, recognized the district for What Parents Want Awards from 2001-2006. This acknowledgement is for balanced academic competitiveness, accreditation, recognition for excellence, instructional expenditures, and small class size.
- All schools in the district received a Keystone Achievement Award for reaching or exceeding federal benchmarks set by No Child Left Behind in 2005 and 2006.
- A high number of students routinely qualify as National Merit Semi-finalists with 20 qualifying in 2006.
- The Governor's Council for Environmental Education recognized the district for its work in aligning the science curriculum with the PA Science Standards in Environment and Ecology.
- The Association for School Business Officials International named the district as the recipient of the 2006 Facilities Masters Award for meeting national standards of excellence in facilities and maintenance operations.
- The American School Board Journal's Magna Award was presented to the district in recognition of its LifeLink PSU collaboration with Penn State, a collaborative program helping students with special needs make the transition to adulthood and greater independence.
- The Holmes Partnership named the State College Area School District and Penn State's College of Education Professional Development School partnership, the "best university/school district partnership in the nation" at its annual conference.
- The Grammy Foundation named State College Area High School as one of its signature schools for the third consecutive year.
- The State High Science Bowl Team won the National Science Bowl competition in May 2006.
- Named a "Best 100 Communities for Music Education in America" six times out of the last seven years.
- LifeLink PSU: A Road to Independence won the Mid-Atlantic Emmy in the Documentary category.

Core Purpose

Mission
The State College Area School District Strategic Planning Leadership Team reviewed existing district belief, vision, and mission statements, as well as goals developed in the 2001-2007 Strategic Plan. Over the course of several weekend planning sessions, the leadership team updated the belief statements, the vision statements, and the district goals to reflect anticipated

future-focused needs.

Furthermore, the Leadership Team reviewed and reaffirmed the mission statement that has guided the work of the school district since 1995.

These statements reflect our fundamental convictions about children, learning, schools, and the vital relationships of schools to parents and to the community they serve. These statements embody the aspirations of this school district for the future. They reflect our shared commitment to a common purpose and function.

The belief, vision, and mission statements were created through a group decision- making process to reach consensus. The statements were presented to the Board of School Directors, distributed to the faculty and staff, and communicated to the community.

Our Mission is: To Prepare Students for Lifelong Success Through Excellence in Education

Vision

We envision a State College Area School District in which:

Each student is a lifelong learner who contributes to an everchanging, increasingly diverse world.

Each student is actively engaged in developing relevant knowledge, skills and attributes, both independently and collaboratively.

All members of the school community demonstrate mutual respect.

All members of the school community have access to appropriate technology.

All members of the school community are committed to continuous improvement.

The community is dedicated to ensuring that students acquire the knowledge and skills necessary to enhance and fully develop their unique capabilities.

Our district meets the needs of students, families, and our community so well that broad, enthusiastic support is generated for the programs and services of the district.

Shared Values
We believe each student
• can learn.
• is unique in abilities, interests, needs, and goals.

We believe learning
• is promoted by a nurturing and stimulating environment.
• is an interactive process in which each student must be engaged.
• is enhanced by access to and the productive use of technology.
• must be defined, measured and recognized in a variety of ways.
• is enhanced by respectful, positive, and collaborative relationships.

We believe educators
• promote learning through relationships, engagement, and assessment.
• benefit from continuing professional development.
• grow professionally from opportunities for collaboration with peers.

We believe effective schools

- are safe and secure.
- actively recognize, understand, and appreciate diversity.
- actively engage parents and the community in the educational process.
- are accountable and add value to the community.
- anticipate and adapt to changes within the local, national, and global context.
- create responsible world citizens through shared civic responsibility at all levels.

Current Student Services

Service	Comment
Technology Resources	Computer Services is dedicated to planning, promoting, and supporting intelligent and ethical technologies in the State College Area School District, which enhance the district's quest to prepare students for lifelong success through excellence in education. We are comprised of three groups: Information Systems, Network Services, and the Computer Support Helpdesk. These groups work closely with six building based Instructional Technology Specialists and five lab assistants. We all work in support of 19 open computer labs, 11 classroom based labs, 18 wireless laptop labs, 3700 computers, 500 printers, multiple other technologies and systems and their use by administrators, faculty, staff, students and guests of the State College Area School District. For further description see the Technology Plan.
Library Resources	The mission of the SCASD libraries is to provide instruction and resources so that every student and staff member becomes a lifelong reader, learner, and effective and responsible user of information. All schools have a library. Resources include POWER Library @ school, POWER library @ home, World Book Online Reference Center, NetTrekker and NoodleBib.
Student Services Department	The student services department provides support to students, staff and families through the delivery of programs and services based upon PA regulations, Federal regulations and local policy and procedures. Services are provided by Certified School Counselors, Certified School Nurses, a Home and School Visitor/Social Worker, a Family Outreach Specialist, Certified School Psychologists, Health Room Paraprofessionals, Dental Hygienist, a Registration secretary, professional clerical staff and paraprofessionals. Services include: individual and group counseling, health screenings, immunization monitoring, registration and residency, exchange student processing, emergency health response, educational attendance monitoring, Student Assistance Program, Career Development, College and Other Post Graduate Planning, Educational Assessment, Home Visits, Teen Parenting Program, Homebound Study, and Advanced Placement Testing.
Reading Specialists	Elementary, Middle School, and High School reading specialists provide reading instruction to identified students.
Out of the Regular Instructional Day Programs	A summer school program is available for identified elementary school students and K-12 ESL students. After school tutoring programs are available for middle school and high school students.

Athletics/Intramurals	The State College Area School District provides a comprehensive intramural and PIAA-affiliated interscholastic athletic program to meet the needs and interests of students in grades four through twelve. These programs supplement our basic physical education classes. The programs foster the spirit of competition in athletic activities and provide leisure-time outlets in recreational sports. Our programs offer a variety of team, individual, and lifetime sports opportunities. The intramural/interscholastic programs of our district are an integral part of our educational philosophy. The goal of our total physical activities program is to provide students with the best possible athletic opportunities commensurate with the skills, interests, and abilities of each participant. The safety of participants in the intramural and interscholastic programs is a prime concern. Activities are conducted in the safest possible environment, with highly reliable equipment, and under the guidance of qualified supervisors, instructors and coaches.
Learning Enrichment/Gifted Support	The State College Area School District Learning Enrichment/Gifted Support (LE/GS) Program is guided by a group of Learning Enrichment/Gifted Support Specialists who provide services to students and support to teachers for enrichment activities and experiences throughout the year. This support is tendered via a "three-tier"(Renzuli-like) approach. LE/GS opportunities are open to all able learners and are based on students' demonstrated skills, interest or aptitudes in various "Multiple Intelligence" areas. These areas, identified by Howard Gardner in Frames of Mind, are: Linguistic, Logical-Mathematical, Musical, Spatial, Bodily-Kinesthetic, Interpersonal, Intrapersonal, and Environment-Nature intelligences.
Learning Enrichment/Gifted Support Shuttle	The LE & GS Local Shuttle was established during the 1989-90 school year to provide students easy access to transportation within the school district during the hours of 9:00 a.m. to 2:00 p.m.. All transportation costs are provided by the State College Area School District through LE & SS. Transportation is provided on a first come, first served basis with a few exceptions to be determined by the Director of LE & SS.
Title I Services	Title 1 is the largest federal program in K-12 education. The funding is intended to improve the quality of education and to provide students with additional supplemental instruction. In the State College Area School District, Title 1 teachers provide these supplementary reading and math services to identifed students in grades 1-6 who are selected for inclusion

	in the program based on educational need, usually based on reading and/or math assessments.
Natatorium	The natatorium was built in 1989 and has been in full use since January 25, 1990 with an average of 300 people per day. The pool is the venue for a variety of curriculum activities, intramural programs, athletic events and fitness opportunities. Some examples of activities that are offered at the Natatorium are: Physical Education classes for grades 3, 4, 7, 9, 11 and 12, Swimming and Diving teams, faculty, staff and student open lap swim, public swimming lessons conducted by Centre Region Parks and Recreation, Aquatic Certification classes (WSI and Lifeguard Training), Aquatic cross-training for sports teams and school group rentals. The Natatorium pool is 75'2" long by 45' wide. The minimum depth is 3'6" and the maximum depth is 12'6". The pool is equipped with a large bleacher area for spectators and two locker rooms. Each locker room consists of 40 lockers and 10 showers. There is also one handicap shower in each of the locker rooms. Hair dryers are provided in both locker rooms. We ask that patrons do not bring their personal hair dryers or curling irons to use in our locker rooms due to the electrocution hazard. The pool water temperature is kept at an average of 84 degrees when swim team season is not in session. During the swimming and diving season, the pool water temperature is kept at an average of 81 degrees.
Wellness/School Health Council	The district's wellness policy provides that a school health council will be established and will meet quarterly for the purpose of implementing, monitoring and, as necessary, recommending revisions to the school wellness policies. The council will be comprised of at least one (1) of each of the following: parents, students, administrators, teachers, physical educator/health educator, health professionals, school food service staff.
Safe Schools Plan	Our district approach to school safety has been multi-faceted, with a comprehensive combination of developmental activities for students, prevention strategies, intervention programs, risk reduction strategies, and crisis response plans and procedures. We know that the first four steps provide powerful approaches to reducing the likelihood of school violence. However, we cannot assume that tragedy could never happen in our community. Therefore, we have emergency plans in place, which are reviewed annually for any additions or changes. We have established our Traumatic Events Teams and periodically discuss the procedures for evacuation and "stay in place" emergencies. We have established safe areas to move to in an

	off-site evacuation. We have limited access points to our school buildings. Some years ago we established the issuing of an identification badge to each district employee. Visitors are expected to sign in at the office and receive a visitor's badge. We are in close communication with our local police forces; they are close at hand in an emergency, but also consult with us on our procedures. At our middle and high school, we have School Resource Officers and additional security staff at our high school campus. As always, we will continue to consider additional ways to provide the safe, secure, nurturing environment that is so important to all of us and to our community.
Advisory Program	Beginning in September 2007, the high school will establish an advisory program through which each student will have an adult mentor collaborating with him/her throughout high school. During the advisory time students and an advisor(s) will share interests, concerns and achievements through a predetermined format based on yearly goals. The program is structured around themes and routines.
English as a Second Language Program (ESL)	Following are the objectives of State College Area School District ESL Program: to provide an instructional curriculum that supports the development of English language communication skills which are necessary to participate in the full range of educational activities offered to the mainstream student population; to develop competence in basic interpersonal communication skills and cognitive academic language proficiency; to develop competence in commenting across cultures through cross cultural communication skills training; to provide English Language Learners (ELLS) with the opportunity to share their cultural wealth with the mainstream population.
Peer Mediation	Peer mediation is a program where students of the same age-group resolve disputes between and among their peers. This process is designed to help students deal with conflict in their lives both within and outside of school.
Peace (Mount Nittany Middle School) and Pride (Park Forest Middle School)	Each middle school has a program whose mission is to make the middle school environment safe and nurturing for all. Following are the goals of the programs: 1. to create a respectful and inclusive school environment.

	2. to provide a nurturing and safe climate which promotes open dialogue. 3. to empower students, faculty, administration, staff, parents and community members to be intolerant of bullying by speaking out and/or getting help.
People's Forum	This high school student group works together to de-emphasize cliques and promote tolerance among students at the high school.
Brother to Brother; Sister to Sister	Sponsored by the non profit organization Penn's Civilians, this club provides mentoring for African American students at the high school by PSU African American graduate students. In addition, African American high school students serve as mentors for African American elementary students.

Needs Assessment

The State College Area School District supports upward communication. Such information is provided in the spirit of improving programs and services. In providing such information the communicator understands that all recommendations must be considered against many variables.

Each component of the Learning Enrichment/Gifted Support Program and Student Services department distributed a needs assessment that has been used in the development of our strategic plan to frame recommendations for the future.

The following activities have been identified as major contributors to identifying the root causes of the district's success:

•   **Learning Enrichment and Gifted Support** services include; management of "unique cases" K-12, continuation of K-12 comprehensive holistic structure, advocating for competent, interested and hard working students, promoting Policy 118-Learning Options for Students, complying with PA Chapter 16 regulations for "Gifted Support", advising students, and consulting with parents/guardians.

•   **Elementary School Counseling** services include; providing individual and group counseling, being accessible to children, staff and parents, collaborating and consulting with other professionals, advocating on behalf of children and families with specific needs, fulfilling their role as an advocate for children and protecting confidentiality.

•   **Middle School Counseling** services include; participating actively in the anti-bullying program, advocating for individual students, providing individual counseling, providing group counseling, coordinating use of outside resources, consulting with teachers/teams/parents, encouraging community building and a sense of belonging, teaching and encouraging communication skills, career exploration, and conflict resolution skills.

•   **High School Counseling** services include; providing individual and group counseling, providing post high school planning and preparation, providing the management of student schedules, transcripts and credits for graduation, and assisting the integration of new students.

•   **Health** Services include; addressing healthcare and safety needs of students so that they can perform at their optimal academic and social level, communicating effectively with school personnel, students and families, and continuing commitment to professional development.

•   **Home & School Visitor** Services include; providing attendance support and abuse consulting and reporting.

•   **Family Outreach Specialist** Services include; having people dedicated to a team approach in meeting the needs of students.

•   **Volunteers in Public Schools** Services include; continuing and expanding the tutoring center

and maintaining the close connections at PSU.
• **Administration** Services include, continuing to promote Servant Leadership, continuing to support staff in their advocacy for students and maintaining unique case function K-12.

The following activities have been identified as contributors to identifying which needs of students can be addressed by the student services better:
• **Learning Enrichment and Gifted Support** services include; increasing activities beyond logical mathematics, making earlier "connections" with students, providing more support for technology activities and securing dedicated space.
• **Elementary School Counseling** services include; providing for a full time elementary counselor and securing adequate confidential space for counselor to work.
• **Middle School Counseling** services include; improving understanding of counselors' roles by administrators and staff, dedicating more time to see kids, developing more flexibility, creativity, within the school day to meet the needs of individual students, improving transition from middle school to high school, establishing better coordination and communication between traumatic events teams' counselors, administrators and faculty-within and between buildings, counselors meeting with administrators to share information for Policy development.
• **High School Counseling** services include; providing academic support for students who transfer to this school who find themselves behind. There is also a need for a true alternative school to help students who cannot succeed in our current systems, providing a greater career focus for all of the students to begin planning and exploring.
• **Health** Services include; reducing the student to nurse ratio in the district, providing yearly CPR/AED/First Aid training for staff and providing confidential access to medical records information through better technology.
• **Home and School Visitor** services include; conduct better attendance interventions and establish more collaboration with Family Outreach Specialist.
• **Family Outreach Specialist** services include; providing more linkage at the early learning level to help parents and children prepare for learning in the school. Family Outreach is connected to the new Smart Start Transition Team and can help facilitate more parent programs for transitions and orientations to kindergarten.
• **Volunteers in Public Schools** services include; managing the registration of every single volunteer who serves the school and securing community sponsorship for volunteer center costs.
• **Administration** services include; processing of student enrollments including paperwork, managing Gifted Support paperwork more effectively and emphasizing web use with staff.

Action Plan - Narratives
Developmental Services
State College Area School District's current and planned developmental services are integrated into the district's action plan in support of the district's instructional goals in the following ways:

• **The nursing staff** provides mandatory medical examinations. The current and planned services include: school physicals-scheduling appointments, provide current health immunization and screening information to schools, collaborate with school physician on the implementation of physical exam, follow up with parents regarding school physical recommendations, obtain private physical exam for those students not requesting a school physical.
• **The nursing staff** provides annual health screening. The current and planned services include: coordination and implementation of vision screening (including far visual activity, near visual activity, contact lens test, color vision, stereo-depth perception), coordination and implementation of hearing screening for students in K-3, 7th, and 11th grades, height and weight calculations for BMI and BMI%, scoliosis screening mandated for 6th and 7th graders and refer for follow up where indicated.
• **The nursing staff** provides administration and management of medication at school. The current and planned services include: administering medications stored in health room, obtain parental consent and MD orders for medication, monitor use of self administered medication and diabetic supplies notification to teachers (and other appropriate staff) when medications are ordered and discontinued.

- **The school psychologist** participates in developmental academic counseling, student evaluations, attendance monitoring, career development and wellness. The current and planned services include: providing individual counseling and consultant services with middle school and high school students regarding their instructional needs, course selection and study habits, individual counseling with elementary students to increase self-knowledge and awareness about how a students' decisions affect their learning, participation on data analysis teams, instructional support teams, casing teams and other student service teams for gathering, analyzing, and interpreting individual and group data, assist student services teams in the design and implementation of interventions including assessment activities, assist students and families in the development of appropriate postsecondary plans, with particular focus on the transition of a student with a disability to postsecondary training, education and employment, consult with school staff, individual students and their families on activities that support self knowledge and self advocacy skills, career planning and educational or vocation developments, participate in the design and delivery of programs and activities for all students in promoting positive coping skills and healthy behaviors.
- **The school counselors** provide students the opportunity to acquire the skills to investigate the world of work in relation to knowledge of self to make informed career decisions with the following current and planned services: SAT workshops, ACT workshops, supervising college and military visits, coordinating college fairs, classroom career lessons, maintaining cumulative career portfolio (CCP) folders, and providing for field trips and speakers.
- **The school counselors** provide students the opportunity to acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others through the following current and planned activities; social skills groups, changing family groups, student mentor program, friendship groups, cultural awareness groups, anti-substance groups, student wellness groups, team building activities, anti-bullying interventions, peer mediation program, and the Project Pride/Planet Peace program.
- **The school counselors** assist students in the district when they change levels or schools and assist new students as they move into the district or current students who will be moving to a new district. To make the transition as seamless as possible the following current and planned activities are implemented: counselor information days, junior college unit, cumulative career portfolio, meeting with 8th grade students, supervise college/military visits, principal's luncheon, classroom lessons, new student groups, course selection registrations, staff consultation and collaboration, kindergarten introductory activities, and referral to resources as needed.
- **The school counselors** provide students the opportunity to acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span through the following current and planned activities: 9th grade after school tutoring, student observations, parent/teacher conferences, family/counselor meetings, academic study skills groups, individual counseling, parent letters to prevent failure, tutoring homebound arrangements, summer school assistance, correspondence course assistance, staff consultation and collaboration, student mentor program, principal luncheon, IST, and referrals to tutoring.

Diagnostic, Intervention and Referral Services
State College Area School District's current and planned diagnostic, intervention and referral services are integrated into the district's action plan in support of the district's instructional goals in the following ways:

- **The nursing staff** provides staff communication to inform teachers of health conditions of students which may affect behavior, attendance, appearance or academic performance with information of signs and symptoms, treatment and prognosis and classroom management strategies.
- **The nursing staff** provides parents communication. The current and planned services include; sharing results of health screening, findings and recommendations from school physician, notification of BMI and BMI%, referrals following nursing assessment for complaints of illness or injury and informing parents of at risk students or any special health concerns in the

school environment.

• **The nursing staff** participates in Instructional Support Team meetings, Student Assistance Program meetings, casings meeting and district committees. The current and planned services include; reviewing health records and sharing pertinent information that could pose a barrier to learning and social development, providing medical definitions and explanations of medications and diagnosis to team and the impact they may have on learning and they advocate for students.

• **The counseling staff** provides transition services to assist students in the district as they change levels or schools and to assist new students as they move into the district, and for current students who will be moving to a new district. The goal of transition services is to make the change for the student and family as seamless as possible. The current and planned services include: the counselors attend unique cases meetings, register students for classes, refer to standardized testing for class placement, attend transition meetings, plan new student parent orientations, provide IEP consultation, arrange 5th into 6th grade parent night, 6th grade orientation, family/counselor meetings, and new student advising.

• **The counseling staff** provides the service of personal and social skill development to give students the opportunity to "acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others."The current and planned services include: counselors attendance at casings meetings and advisory consultation, referring students and families to agencies, provide individual counseling, family referrals and advising, provide program referrals and positive referrals, provide SBMH individual and group counseling, SAP groups, MRC consultation and collaboration, staff consultation and collaborations, classroom guidance and parent consultation, consult with medical professionals and develop behavior management plans.

• **The counseling staff** provides career and educational planning to provide students the opportunity to acquire the skills to investigate the world of work in relation to knowledge of self in order to make informed career decisions. The current and planned services include: registering students for classes, teaching a junior college unit, participating on the unique cases committee, meeting with 8th grade students, standardized testing, transcript checks, test interpretation, back to school night, IEP consultation, individual counseling, group counseling, mentorship programs, family consultation and advising, IST, MDE 504 plan, IEP participation, and consultations with medical professionals.

• **The counseling staff** collaborates with school administration staff, colleagues, and community agencies in response to emergency crisis situations. School counselors also provide intervention and referrals to students and families following crises, emergencies and traumatic events through ongoing training in Crises Prevention Intervention techniques, through traumatic events team, safety committee, individual counseling, family interventions, staff advising and collaboration, assisting in emergencies, and providing referrals in emergencies.

• **The Home School Visitor** will advise and assist in the processing of truancy offenses by consulting with staff and administration, maintaining log/record of offenses filed, obtaining administrator's signature of offenses, filed and deliver to district justice, provide family support to prevent truancy issues, refer families to agencies for consultation and support.

• **The Home School Visitor** will attend hearings dealing with truancy and notify staff of hearing times/locations, and make recommendations to judge based on efforts attempted by family.

• **The school counselors** collaborate with school administration, staff, colleagues, families, and the community to promote a safe, secure, and nurturing environment. School counselors provide direct services to students, staff and the community in an effort to reach this objective. The current and planned services include: eating groups, unique cases team meetings, new student groups, SAP team, little Lion Ambassadors, Cumulative Career Portfolio, advising mediation process, casings, back to school night, advisory consultation, introduction of counseling service to new teachers, new student parent orientation, IEP consultation, refer student/families to agencies, collaborate with building administrators, counselor publications, diversity committee, Planet Peace/Project PRIDE, peer mediation programs, anti-bullying interventions, conflict training for staff and students, coordinate Mix it UP Day, team building activities, student mentor program, citizens advisory committee — safety & nurturing committee, curriculum writing and revising, staff consultant and collaboration, conduct Judge Sharp contest, individual counseling, group counseling, emergency drill leadership, community building activities, wellness activities, IEP and MDE meetings, student observations, behavior management plans,

referrals to HEARTS, referrals to School Based Mental Health, CPI training, Traumatic Events Team, referrals to STRIDES, and referrals to RIT.
•   **The school counselors** collaborate with parents, guardians, and other family members to help students build rapport and relationships and to facilitate the success of the student. The current and planned services include: financial aid night, letters of recommendations, alumni day, SAT night, governors school application, SAP Team, cumulative career portfolio, coordinating college fair, casings, back to school night, new student parent orientation, IEP consultation, refer students/families to agencies, collaborate with building administrators, counselor publications athletes day presentation, staff consultation and collaboration, write articles for parent publications, parent letters to prevent failure, parent consulting and advising, parenting programs, assist with financial issues, parent teacher meetings, attend team meetings, coordinate parent info meetings, principal luncheon, conduct Judge Sharp contest, individual and group counseling for changing families, assist parent in accessing Family Outreach library, and IST.
•   **The school counselors** collaborate with agencies, organizations, and individuals in the community in the best interest of students and without regard to personal reward and remunerations. The current and planned services include: PHEAA workshop, counselor Information Days, Financial Aid night, letter of recommendations, alumni Day, SAT night, governors school applications, supervise counseling interns, services offered presentations, CAD for Safe Schools, SAP team, supervising college/military visits, coordinating college fair, back to school night, Into the Lions Den, new student parent orientation, refer student/families to agencies, counselor publications, athletes day presentation, conflict resolution training, consult with agencies, apply for student scholarships, coordinate service projects, provide parenting programs, collaborate with PSU programs, consult with medical professionals, consult with probation officers, provide referrals to the Second Mile, connect families to tutoring, mentor and summer programs, and attend community-based conference/programs.
•   **The school counselors** review, maintain and secure records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines. School counselors provide interpretation of the nature, purposes, results and potential impact of assessment/evaluation measure in language that staff, students and families can understand. The current and planned services include: SAT workshops, ACT workshops, letters of recommendations, SAT Night, registering students for classes, cumulative career portfolio, standardized testing, AP testing, transcript checks, test interpretations, counselor publications, record reviews, record maintenance, records committee, testing committee, recommend testing procedures, LSAT administration, staff consultation and collaboration, parent consultation and advising, administer K-BIT, assist staff in maintaining confidentiality and Activities Integrating Mathematics and Science (AIMS).
•   **The school psychologist** will provide diagnostic, intervention and referral services for students who are experiencing problems attaining educational achievement appropriate to their leaning potential through the following current and planned activities: counseling (individual or small group), assessment (school psychologist can employ a wide array of assessment methods and procedures), intervention (assist in the design and implementation of interventions with individual student or groups of student in collaboration with school teams), placement (assist in matching students programs and placements), community referral (psychologist participate with other team members in identifying students with extensive needs who requires referral to community resources).

Consultation and Coordination Services
The State College Area School District's current and planned consultation and coordination services are integrated into the district's action plan in support of the district's instructional goals in the following ways.

•   **The middle school nurse** will consult with the middle school health teachers on the content and delivery of a unit concerning physical development of adolescents. The current and planned services include: coordinate a meeting with the health teachers, provide resource materials

appropriate to the topic of adolescent physical development, provide advice to the health teachers upon request, participate in occasional lessons within the heath classroom on the topic of adolescent development, and prepare an evaluation report at the end of each semester on the effectiveness of the program.

• **The school nurses** will serve as advisors to staff, student and families with regard to medical, psycho-social and immunization services. The current and planned services include: initiate and implement IHC and coordinate emergency procedures, provide information sheets on common childhood illnesses and accidents, share information regarding camps, special events and support groups, orient guest nurses and provide ongoing supervisions.

• **The school counselors** partake in various activities throughout the year to stay current with trends and issues in relation to the school counseling profession. School counselors will also review services given to students in an effort to make the most efficient use of their time and resources. The current and planned services include: PHEAA workshop, SAT workshop, ACT workshop, counselor information days, meeting with 8th grade students, B.A.T. meetings, PACAC/NACAC, attend conferences, read professional literature, staff consultation and advising, CAC for safety, Project Pride and Planet Peace committee, classroom lesson development/revision, diversity committee, traumatic events, nurturing committee, strategic planning committee, administrative collaboration, K-12 counseling meetings, K-12 services meetings, records committee, community service committee, post high school planning committee, publish scholarly articles, publish articles for community and district, evaluate programs, provide in-service for staff, participate in advisory committees, assist in developing policy, reviews of student/counselor ratios, budget for appropriate materials, individually manage time and tasks.

• **The Student Service staff** will participate on appropriate school district and community advisory committees and boards. The current and planned services include: SAP district council, CYS multidisciplinary team, RIT advisory Committee and Center County Truancy Committee.

• **The Home School Visitor** will consult with staff about attendance/truancy issues. The current and planned services include; explanation of importance of good attendance, develop effective methods of improving a student's attendance, explain the consequences of poor attendance/truancy to include the legal ramifications, conduct home visits, make phone contacts, explain truancy and attendance law and policy.

• **The Home School Visitor** will consult with staff about child abuse issues. The current and planned services include: using the policy and procedure for identifying and reporting child abuse.

• **The Home School Visitor** will delivery IEP's for parent signature. The current and planned services include: contact, meet with and explain the IEP to parents who do not attend IEP conference and obtain parent permission and signature for the IEP process.

• **The school psychologist** provides consultation and coordination of services for student who are experiencing chronic problems that require multiple services by team or specialist. The current and planned services include: case management, community liaison, home/family communications, staff development and parent education by the school psychologist.

Student Assistance Program
Ethical Guidelines and Standards of Practice

Philosophy Statement for Student Assistance Programs

A Student Assistance Program is a school based comprehensive prevention and intervention program for students in Kindergarten through grade 12 characterized by a team approach. This professional, systematic process is designed to provide education, prevention, early identification, intervention, referral and support services for students exhibiting risk behaviors which are interfering with their education. The positive influence of Student Assistance Programs encourages student success in the school environment, fosters risk reduction and positive asset development, provides a safe environment and promotes opportunities for knowledge, skill, and

attitude development. Key components are developmental curriculum and education, policy, staff and community in-service and education, early identification, development or support processes, use of community resource, and ongoing evaluation of program effectiveness.

Mission Statement for Student Assistance Programs

The Student Assistance Program utilizes a multidisciplinary team and intervention system to remove the educational and behavioral barriers which interfere with student learning, and works to enhance the developmental assets of students. This goal is accomplished by providing strategies and support to the school community and parents to improve their ability to help students succeed in school. The team also marshals other school and community resource as necessary for an effective intervention.

This document includes ethical guidelines and standards of practice for those people involved in a Student Assistance Program in any capacity. These guidelines and standards are intended to clarify the ethical responsibilities to students, families, school staff, Student Assistance Teams, community, school support groups, and the profession of Student Assistance.

These guidelines were developed to identify the standards of conduct necessary to maintain and regulate the high standards of integrity and leadership among persons involved in Student Assistance Programs. They are meant to stimulate reflection, self-examination, and discussion of issues and practices.

A. Responsibilities to Students
Those involved in the Student Assistance Program will:

Have primary responsibility to the student, who is to be treated with respect and dignity and with concern for confidentiality.

Be responsible to offer Student Assistance components to all students who indicate a need for such services and include all students with evidence of risk behavior.

Promote and enhance student's strengths, skills, and capabilities while addressing their developmental needs.

Inform the student of the purposes, goals, and procedures under which he/she may receive Student Assistance. Include the possible necessity for consulting with other professionals and legal or other authoritative restraints.

Maintain current knowledge of laws relating to Student Assistance Program practice and ensures the rights of students are adequately protected.

Make referrals to appropriate service providers based upon student's needs and monitor student progress.

Protect the confidentiality of student records and exchange personal data only according to prescribed laws and school policies.

Provide and act upon only accurate, objective, and observable data regarding a student's behaviors.

Inform appropriate authorities when the student's condition or statements indicate clear and imminent danger to the student or others. This is done after careful deliberation and when possible in conjunction with other professional consultation.

Provide explanation to parents/guardians and those who provide services to the students of the nature, purpose, and results of screening or assessment interviews.

Account to each student referred to the Student Assistance Program by continued evaluation of student success and needs and provide additional assistance whenever necessary.

B. Responsibilities to Families
Those include in Student Assistance Program will:

Have primary responsibility to the family of the student, who is to be treated with respect, dignity and with concern for confidentiality.

Respect the inherent rights and responsibilities of parents for their children and endeavor to establish a cooperative relationship with parents.

Inform parents of the role of Student Assistance Programs with emphasis on the positive nature of the program and the role of confidentiality between students, staff and families.

Treat information received from families in a confidential and ethical manner.

Share information about a student only with those persons properly authorized to receive such information.

Offer ongoing support and collaboration with families for the success of their child.

C. Responsibilities to School Staff
Those involved in the Student Assistance Program will:

Establish and maintain a cooperative relationship with faculty, staff and administration to facilitate the provision of optimum Student Assistance Program services.

Promote awareness and adherence to laws and ethical guidelines regarding confidentiality and the distinction between public and private information.

Provide staff with accurate, objective and concise data necessary to assist the student.

Offer appropriate in-service training and current Student Assistance Program information for all staff.

Encourage awareness and appropriate use of related professions and organizations to whom the student may be referred.

Provide services within their board-approved job descriptions and with an awareness of the specific areas of responsibilities and limitations.

D. Responsibilities to Student Assistance Team Members
Those involved in the Student Assistance Program will:

Select multidisciplinary teams based upon the goals and mission of Student Assistance Programs/Teams as defined by appropriate state entities and implemented within the particular needs of each individual school system.

Support the components included in a Student Assistance Program with an emphasis on prevention, asset/resiliency development, confidentiality, referral, identification, intervention, support and evaluation.

Include team members who meet the guidelines of General Education Interventions (Section 439 of General Education Provisions Act 20 U.S.C. 1232(h)) amended 1994, and Section 504 of the Rehabilitation Act of 1973 34 C.F.R 104 (Federal Law)

Select professionals with leadership, communication skills and expertise which relates to the wide range of issues of youth and families.

Act upon referrals to the team by collecting observable data and planning developmentally appropriate levels of interventions.

Treat information received from school staff , students, parents, and community resource in a confidential and ethical manner.

Maintain records according to the Federal Educational Rights and Privacy Act (20 U.S.C. - 1232(g)) & (34 C.F.R., 99). (Federal Law)

Provide staff with accurate, objective and concise data necessary to assist the student.

Know and utilize community resources and services for referrals

E. Responsibilities to the School and Community
Those involved in Student Assistance Program will:

Inform appropriate officials of conditions that may be potentially disruptive or damaging to the school's mission, personnel, students, or property.

Work cooperatively with the community agencies, organization and individuals in the school.

Delineate and promote the Student Assistance Program role and function in meeting the needs of those served.

Assist in the development of curricular and environmental conditions and programs appropriate for the school and community to meet student needs.

Develop a systematic evaluation process for Student Assistance Programs.

Offer ongoing educational opportunities for families and community members regarding issues of our youth.

Provide an ongoing cooperative link between school and community services.

F. Responsibilities to School Support Groups
Those involved in Student Assistance Program will:

Adhere to the Ethical Guidelines for Group Counselors and Professional Standards for Training of Group work approved by the Association for Specialists in Group Work and promote knowledge of these guidelines among peers.

Emphasize that school-based student support groups are psycho-educational and information groups, not therapy groups.

G. Responsibilities to the Student Assistance Profession
Those involved in Student Assistance Program will:

Conduct themselves in such a manner as to bring credit to self and the Student Assistance Program practice.

Actively participate in local, state, and national associations that foster development and improvement of Student Assistance programming.

Adhere to ethical standards applicable to Student Assistance Program practice and other professional practices, school board policies and relevant statutes established by federal, state and local governments.

Clearly distinguish between statements and actions made as a private individual and as a

representative of the school Student Assistance Program.

H. Responsibilities to the Self
Those involved in the Student Assistance Program will:

Monitor one's own physical, mental, and emotional health and professional effectiveness.

Refrain from any destructive activity leading to inadequate services or harm to self or a student.

Take personal initiative to maintain professional competence and keep abreast of innovations, trends and legal issues related to the field of Student Assistance Programs.

Understand and act upon their commitment and responsibilities to the Student Assistance Program.

Student Assistance Program Components

Student Assistance Programs (SAP) provide a comprehensive model for the delivery of K-12 *prevention, intervention* and *support services*. Student assistance services are designed to reduce student risk factors, promote protective factors and increase asset development. The nine SAP components described below are recommended, as the *minimum* requirements needed to reduce barriers to learning and ensure student success in safe, disciplined and drug-free schools and communities.

School Board Policy
To define the school's role in creating a safe, disciplined and drug-free learning community and to clarify the relationship between student academic performance and the use of alcohol, other drugs, violence and high-risk behavior.

Staff Development
To provide all school employees with the necessary foundation of attitudes and skills to reduce risks, increase protective factors and foster resilience through SAP services.

Program Awareness
To educate parents, students, agencies and the community about the school policy on alcohol, tobacco, other drugs, disruptive behavior and violence and provide information about Student Assistance services that promote resilience and student success.

Internal Referral Process
To identify and refer students with academic and social concerns to a multi-disciplinary problem-solving and case management team.

Problem Solving Team and Case Management
To evaluate how the school can best serve students with academic or social problems through solution-focused strategies.

Student Assistance Program Evaluation
To ensure continuous quality improvement of student assistance services and outcomes.

Educational Student Support Groups
To provide information, support and problem-solving skills to students who are experiencing academic or social problems.

Cooperation and Collaboration with Community Agencies and Resources
To build bridges between schools, parents and community resources through referral and shared

case management.

Integration with Other School-Based Program
To integrate student assistance services with other school-based programs designed to increase resilience, improve academic performance and reduce student risk for alcohol, tobacco, other drugs and violence.

Communication
The State College Area School District's current and planned communications regarding services and opportunities for students are integrated into the district's action plan in support of the district's instructional goals in the following ways:

• **Elementary Learning Enrichment teachers** communicate their current and planned services to the community through: monthly parent newsletters, school bulletin boards, school websites, teacher websites, teacher newsletters, school announcements, newspaper, school calendar and all school memos.
• **Middle School Learning Enrichment teachers** communicate their current and planned services to the community through: website documents, public relations videos, local newspapers and magazines, school newsletters, teacher newsletters, and all school memos.
• **High School Learning Enrichment teachers** communicate their current and planned services to the community through: Publications such as the high school course selection guide and the Looking Ahead brochure and various school newsletters that highlight the ways in which students can individualize their academic program and schedule. Frequent announcements on the morning TV show remind students about procedures and deadlines for Penn State classes and informational flyers for trips and residencies can be seen on hallway bulletins boards. The two high school LE resource rooms display information about many special opportunities, including workshops, competitions and summer options. Parent meetings held in the spring and throughout September have become the standard way of communicating enrichment expectations and responsibilities to those families whose children leave the high school campus to pursue learning beyond the classroom. Several informational documents are shared at those meetings. Our growing Advanced Placement program hosts an evening information meeting for parents. The "Blue Book" of Educational Opportunities, a collection of enrichment options that grew from a box of handouts to a blue notebook to a robust web portal for the many acceleration and enrichment camps and classes that exist nationally as well as locally.
• **Family Outreach specialists** communicate current and planned services to the community through: up-to-date SCASD website, Smart Start Preparing for Kindergarten calendar and through strategically distributing and providing a brochure to families in need.
• **School nurses** communicate current and planned services to the community through: school newspaper health articles, classroom newsletter articles, back to school nights nurses are available to discuss health room programs and supports available, mass district mailings (BMI, physical requirements, various health concerns, lice, tetanus booster, flu shots, AIDES curriculum), information is hung on the nurses bulletin board outside the health suite, the school calendar lists screening dates (height, weight, vision, hearing, Scoliosis, and dental screening), and individual mailings to students that have incomplete health records or files.
• **Elementary Counselors** communicate current and planned services to the community through: brochures provided to each student in the beginning of the year information packet, monthly news letters, school calendar, school website, parent night, parent/teacher conferences, student support groups, classroom lessons and handouts, and teacher referrals.
• **Middle School Counselors** communicate current and planned services to the community through: brochures provided to each student in the beginning of the year information packet, monthly news letters, school calendar, school website, parent night, parent/teacher conferences, student support groups, classroom lessons and handouts, and teacher referrals.
• **High School Counselors** communicate current and planned services to the community through: guidance newsletter, department publications, open house, New Families Meetings, scholarship posting in the counseling office, newspaper publications (school and community),

announcements, advisory period, web page, scheduling booklets, school calendar, classroom lessons, college/military visits on announcements and postings.

Action Plan
Goal: **1. Future Oriented Curriculum**
Description: Design and implement a future-oriented curriculum so that each student will graduate with the knowledge and skills to thrive in a multi-dimensional, global and technological society.

We will continue to create and provide learning experiences, program options, and support services that motivate and enable each student to achieve performance expectations.

Unless otherwise indicated, the timeline for implementation is ongoing throughout the course of the plan. Annual reviews of progress will inform the next stages of each activity. Resource allocation will occur during the budget planning cycle on an annual basis.

Strategy: **Collaborative Problem Solving**
Description: Provide authentic learning experiences that require students to apply skills and knowledge in problem solving situations.
Activities:

Activity	Description
1. Continuous improvement process for Collaborative Problem Solving	Examine the K-12 curriculum for authentic learning experiences currently in place, explore expanded opportunities and resources (learning enrichment specialists, community volunteers), design and implement activities as appropriate.
Person Responsible	**Timeline for Implementation**	**Resources**
Michael Hardy	Start: 10/1/2007 Finish: 6/28/2013	$0.00

Strategy: **Design and implement multiple forms of assessment**
Description: Design and implement multiple forms of assessment that measure individual progress toward meeting course, district and state standards.
Activities:

Activity	Description
1. Design and implementation process for assessment	This design and implementation process will include: review use of and expansion of multiple forms of assessment that address multiple intelligences, provide staff development in differentiated assessment, and develop or revise assessments.
Person Responsible	**Timeline for Implementation**	**Resources**
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	$0.00

Strategy: **Develop a student portfolio for grades K-12**
Description: Develop an electronic student portfolio system for collection of data from grades K-12 in conjunction with the career pathways standards and regulations.
Activities:

Activity	Description
1. Develop electronic student portfolio	Develop an electronic student portfolio system that incorporates student work and experiences for grades K-12.
Person Responsible	**Timeline for Implementation**	**Resources**
Jeanne Knouse	Start: N/A Finish: N/A	$0.00

Strategy: **Develop and implement a K-12 career development program for all students**
Description: Develop and implement a K-12 career development program for all students with three components: career awareness, career exploration and career preparation.
Activities:

Activity	Description
1. Continue the development of the Cumulative Career Portfolio for students	Continue the development of the Cumulative Career Portfolio for students in all grades. Steps include: prepare structure and computer systems for online academic planning, develop a plan for contents of career portfolio, develop information sharing and development plan for parents and students, and develop a professional development plan for staff.
Person Responsible	**Timeline for Implementation**	**Resources**
Jeanne Knouse	Start: 10/1/2007 Finish: 6/28/2013	$0.00

Strategy: **Develop partnerships for Early College/Dual Enrollment to enable Career & Technical Center programs to meet PDE regulations**
Description: Develop formalized partnerships for Early College/Dual Enrollment with postsecondary institutions to enable each CTC program to meet PDE regulations for approved Career and Technical programs.

By 2011-2012, each CTC program will have "a program of study" that incorporates secondary and postsecondary education elements; include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary and postsecondary education to adequately prepare students to succeed in postsecondary education; may include the opportunities for secondary students to participate in dual or concurrent enrollment programs or acquire postsecondary credit in other ways; and lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.
Activities:

Activity	Description
1. CTC program revisions	To meet PDE approved program requirements we will revise and/or create new Career and Technical programs of study that include at least one formal postsecondary articulation agreement.
Person Responsible	**Timeline for Implementation**	**Resources**
Carolyn Foust	Start: 6/2/2008 Finish: 6/29/2012	$0.00

Strategy: **Promote the development of able learners**
Description: Create and provide learning experiences, program options and support services that

motivate and enable able learners to achieve performance expectations.
Activities:

Activity	Description	
1. Implement Policy 118 regarding graduation credit options	Utilize the "unique case" approach to meet the needs of able learners, and provide staff development in differentiated instruction targeted at able learners.	
Person Responsible	**Timeline for Implementation**	**Resources**
Jeanne Knouse	Start: 10/1/2007 Finish: 6/28/2013	$0.00

Strategy: **Provide support for Struggling Students**
Description: Create and provide learning experiences, program options and support services that motivate and enable struggling students to achieve performance expectations.
Activities:

Activity	Description	
1. Support strategies for all levels	K-12: Adopt a data driven decision-making model for instructional planning, examine schedules for increased opportunities for student support, and examine online and commercial tutorial programs. Grades 6-9: Expand use of AREA periods and study halls for tutorials, expand use of after school Homework club, expand inclusion efforts. Grades 9-12: Expand Collaborative Teaching Initiative and After School Program, expand support services.	
Person Responsible	**Timeline for Implementation**	**Resources**
Michael Hardy	Start: 10/1/2007 Finish: 6/28/2013	$0.00

Activity	Description	
2. Design and implement after school programs for remediation and enrichment	Design and implementation of school programs: assess need/interest in programs, develop an implementation plan for identified programs, expand efforts to include pre-school programming.	
Person Responsible	**Timeline for Implementation**	**Resources**
Michael Hardy	Start: 10/1/2007 Finish: 6/28/2013	$0.00

Goal: **2. Employee Collaboration and Innovation**
Description: Provide for and expect collaboration and innovation in a quality staff, faculty and administration.

We will continue to develop processes that promote collaboration, innovation, excellence, and creativity in all student, faculty, staff, and administrative activities.

Unless otherwise indicated, the timeline for implementation is ongoing throughout the course of the plan. Annual reviews of progress will inform the next stages of each activity. Resource

allocation will occur during the budget planning cycle on an annual basis.

Strategy: **Opportunities for Both Novice and Experienced Professional Staff**
Description: State College Area School District continues to offer opportunities for both novice and experienced professional staff members to enhance their skills and increase their knowledge in areas that lead to continued student achievement and their own professional growth.
Activities:

Activity	Description
4. District-wide Professional Development	Overview of Emphasis Areas- Data analysis and use in support of student learning, Copyright Laws, diversity/multi-cultural awareness State required: CPR, ESL, Gifted Education Student support: SAT, CPI
Person Responsible	**Timeline for Implementation**	**Resources**
Pam Francis	Start: 8/1/2007 Finish: 6/30/2008	$0.00

Goal: **3. Safe, Healthy and Nurturing Environment**
Description: Provide a safe, secure,nurturing, and healthy environment that supports the changing needs of an increasingly diverse student population.

We will continue to build nurturing learning environments that foster shared responsibility, personal relationships, and mutual respect among students, parents, staff, faculty, administration, school board members, and community.

Unless otherwise indicated, the timeline for implementation is ongoing throughout the course of the plan. Annual reviews of progress will inform the next stages of each activity. Resource allocation will occur during the budget planning cycle on an annual basis.

Strategy: **Building a Diverse Community**
Description: Continue to build a community in which we respect and value diversity.
Activities:

Activity	Description
3. Explore community partnerships	Explore community partnerships in support of diversity activities (e.g., Pow Wow Partnership)
Person Responsible	**Timeline for Implementation**	**Resources**
Jeanne Knouse	Start: 10/1/2007 Finish: 6/28/2013	$0.00

Activity	Description
4. Maintain anti-harassment initiative	Maintain an effective anti-harassment initiative in all buildings
Person Responsible	**Timeline for Implementation**	**Resources**

| Jeanne Knouse | Start: 10/1/2007
Finish: 6/28/2013 | $0.00 |

Strategy: **Building a strong community in and among our schools and neighborhoods.**
Description: To continue to build a strong community in and among our schools and neighborhoods.
Activities:

Activity	Description
2. Expand recognition activities	Expand recognition activities for all students and staff
Person Responsible	**Timeline for Implementation**	**Resources**
Julie Backstrom	Start: 10/1/2007 Finish: 6/28/2013	$0.00

Strategy: **Diversity, Equity, Respect Initiatives**
Description: By the year 2013, the students at State College Area High School will demonstrate that diversity, equity, respect for differences, and sense of belonging are valued in the school community.
Activities:

Activity	Description
4. Attendance Plan	Follow the Middle States action plan to improve student attendance.
Person Responsible	**Timeline for Implementation**	**Resources**
Craig Butler	Start: 10/1/2007 Finish: 6/28/2013	$0.00

Activity	Description
5. Suspension Plan	Follow Middle States action plan to reduce student suspensions.
Person Responsible	**Timeline for Implementation**	**Resources**
Craig Butler	Start: 10/1/2007 Finish: 6/28/2013	$0.00

Strategy: **Help students maintain an optimum health status**
Description: Help students attain and maintain an optimum health status so taht they may receive maximum benefit from their educational experiences.
Activities:

Activity	Description
1. Communicable Disease awareness	Plan and implement a program of prevention and control of communicable disease in accordance with regulations.
Person Responsible	**Timeline for Implementation**	**Resources**
Jeanne Knouse	Start: N/A Finish: N/A	$0.00

Strategy: **Review Counseling Services**
Description: Develop and implement a plan to review counseling services that includes the types of services provided and student/parent access to counseling services.
Activities:

Activity	Description
1. Review counseling and make recommendations	Review the counseling service options and make recommendations for improvement to Superintendent.
Person Responsible	**Timeline for Implementation**	**Resources**
Jeanne Knouse	Start: 10/1/2007 Finish: 6/30/2008	$0.00

Activity	Description
2. Modify counseling services	Based on recommendations of review, modify counseling services available.
Person Responsible	**Timeline for Implementation**	**Resources**
Jeanne Knouse	Start: 7/1/2008 Finish: 7/31/2013	$0.00

Strategy: **Safe Schools Plan**
Description: Develop a comprehensive Safe Schools Plan
Activities:

Activity	Description
1. Develop/implement plan	Develop and implement a comprehensive plan that includes the following effective strategies: prevention, intervention, environmental risk reduction and crisis response. Conduct an annual review.
Person Responsible	**Timeline for Implementation**	**Resources**
Ed Poprik	Start: 10/1/2007 Finish: 8/30/2013	$0.00

Goal: **4. School and Community Partnerships**
Description: Build, strengthen, and maintain partnerships, emphasizing the shared responsibility of the school community and the community at large for the success of our students.

We will strengthen communications with our communities and develop partnerships that support the educational process.

Unless otherwise indicated, the timeline for implementation is ongoing throughout the course of the plan. Annual reviews of progress will inform the next stages of each activity. Resource allocation will occur during the budget planning cycle on an annual basis.

Strategy: **Expand Volunteers in Public Schools program**
Description: Further expand the opportunities and services available through the Volunteers in

Public Schools program.
Activities:

Activity	Description
1. Staffing issues	Address need for additional paid staff within the Volunteers in Public Schools program in an effort to meet the current and future growth of this program. Consider the possibility of using retirees as both staff in the VIPS office as well as volunteers.
Person Responsible	**Timeline for Implementation**	**Resources**
Jeanne Knouse	Start: 10/1/2007 Finish: 9/30/2010	$0.00

Activity	Description
2. VIPS web page	Develop a web page that describes the VIPS program and lists current volunteer opportunities in the district. Utilize this tool to continue to engage new residents and retirees.
Person Responsible	**Timeline for Implementation**	**Resources**
Jeanne Knouse	Start: 10/1/2007 Finish: 9/30/2008	$0.00

Activity	Description
3. Penn State University collaboration	Expand collaboration with Penn State University, including increased recruiting efforts to grow the list of available student tutors, and interaction with university students through public speaking opportunities.
Person Responsible	**Timeline for Implementation**	**Resources**
Jeanne Knouse	Start: 10/1/2007 Finish: 9/30/2010	$0.00

Activity	Description
4. Satellite opportunities	Increase satellite opportunities for tutoring centers to include more locations throughout the district.
Person Responsible	**Timeline for Implementation**	**Resources**
Jeanne Knouse	Start: 10/1/2007 Finish: 6/28/2013	$0.00

Activity	Description
5. Transportation issues	Address transportation issues resulting from increased tutoring opportunities.
Person Responsible	**Timeline for Implementation**	**Resources**
Dennis Younkin	Start: 10/1/2007 Finish: 6/28/2013	$0.00

Activity	Description
6. Fund raising	Explore possibility of fund raising efforts, government funded program options, and available grant opportunities.
Person Responsible	**Timeline for Implementation**	**Resources**
Karen Burke-Crawford	Start: 10/1/2007 Finish: 6/28/2013	$0.00

***Goal:* 5. Human, Physical and Financial Resource Management**
Description: Continuously improve our systems for effective stewardship, allocation, and management of human, financial, and physical resources.

We will continue to provide, develop, and use human resources to support an effective and future-oriented educational program.

We will continue to provide a financial management system that incorporates long range financial planning, alternative sources of revenue, and clear accountability.

Unless otherwise indicated, the timeline for implementation is ongoing throughout the course of the plan. Annual reviews of progress will inform the next stages of each activity. Resource allocation will occur during the budget planning cycle on an annual basis.

***Strategy:* Provide Health Room support**
Description: Provide for and train health room support personnel for the entire school day.
Activities:

Activity	Description
1. Full time health paraprofessional	Evaluate the resources and need for full time health room paraprofessionals in all elementary buildings and a part time health room paraprofessional in the middle schools and high schools.
Person Responsible	**Timeline for Implementation**	**Resources**
Jeanne Knouse	Start: N/A Finish: N/A	$0.00

***Goal:* 6. Facilities and Technologies for Learning**
Description: Provide facilities and technologies that enhance learning.

We will continue to acquire and integrate technologies that enhance teaching, learning, and

operations district-wide.

We will continue to provide facilities that effectively adapt to and function in the delivery of multi-dimensional programs and services.

Unless otherwise indicated, the timeline for implementation is ongoing throughout the course of the plan. Annual reviews of progress will inform the next stages of each activity. Resource allocation will occur during the budget planning cycle on an annual basis.

Strategy: **Develop effective data entry system**
Description: Develop a system of reporting student data that includes all related information needed for the PIMS reports.
Activities:

Activity	Description
1. Data reporting system	Develop a data reporting system that includes all necessary fields of information needed for the PIMS reports.

Person Responsible	Timeline for Implementation	Resources
Jeanne Knouse	Start: N/A Finish: N/A	$0.00

Strategic Planning Process
<u>Preparation for Planning</u>
The State College Area School District, through a process authorized by the Board of School Directors, has developed its Strategic Plan 2007-2013. This plan provides for a continuation of the initiatives begun in the previous plan and a transition into areas for future development. The previous plan emphasized meeting the needs of all students, building on our strengths as a system, shaping the future of the district, and creating a community consensus. Those themes were also evident in the development of the new strategic plan.

In February 2007, the 47 members of the Strategic Planning Leadership Team were appointed by the Board of School Directors. The team included students, parents, community members, staff, faculty, administrators, and school directors. The student, parent, and community members were selected to assure balanced representation among groups and diversity of background, experience, and interest. As required by state regulations, the faculty and administrative staff members were elected by the faculty; administrators were elected by administrators; and school directors were chosen by school directors. Three district administrators served as session facilitators throughout the process.

<u>Activities and Schedule of the Leadership Team</u>
The members of the leadership team were introduced to the task and process for developing the strategic plan at an orientation dinner in March 2007. The spring work sessions were held during three weekends in March and April, during which consensus was reached on revised beliefs (shared values), vision, and goals. The mission of the district, initially adopted as part of the 1995-2001 strategic plan was once again reaffirmed by this leadership team to continue as the district mission for the 2007-2013 strategic plan.

The process included review of the current beliefs (shared values), vision, goals, and discussion about possible revisions. The team completed an internal needs analysis of district strengths and weaknesses based on the strategic planning data book. This resource notebook provided information on both student performance indicators (e.g. test scores, post-high school plans,

school profiles, special needs and Title 1 enrollments, referrals and suspensions, and dropout data) and district performance indicators (e.g. enrollment history and projections, class size, facilities studies, budget summaries, and staffing distribution). In addition, the team was briefed on the accomplishments of the prior strategic plan.

The team also conducted an external needs analysis focused on social, demographic, political, economic, technological, and educational trends, identifying those factors that may have an impact on the district and what the likelihood of occurrence may be. Resource notebook materials that provided background information to the Leadership Team included the overview edition of Sixteen Trends, Their Profound Impact on Our Future: Implications for Students, Education, Communities and the Whole of Society by Gary Marx, and "It's a Flat World, After All" from Tom's Friedman's April 5, 2005 column in the New York Times.

A third source of information came through gathering responses to four questions which this district has utilized to gather perception data in now three successive strategic planning processes. These questions are:
1. What are we doing well that we should continue doing?
2. In what areas could we do better?
3. What should we be doing that we are not currently doing?
4. Which directions offer the greatest promise of meeting the future needs of our students?

Members of the leadership team participated, along with community members, in a public Futures Forum on education during which these questions were posed in small group breakout sessions. The Forum began with a general session during which Dr. Gerald L. Zahorchak, Pennsylvania Secretary of Education, addressed the audience through a video taped interview conducted by several State College High School students. Three community leaders, Alison Kurtz, President of Ameron Construction Co., Inc., Jim Erickson, founder and CEO of Blue Mountain Quality Resources, Inc., and Dr. Kyle Peck, Associate Dean for Outreach, Technology, and International Programs, and Professor of Education in the Instructional Systems program at Penn State University shared their perspectives on important trends that may impact the future success of our students and our schools.

In addition, on April 9 forty seven high school students representing a cross section of the school participated in a day long Student Futures Forum. The Student Forum began with the video taped interview of Gerald Zahorchak, Secretary of Education, and was followed by presenters Dr. Billie Willits, Vice President for Human Resources at the Pennsylvania State University, and Mr. Todd Erdley, president of Videon Central, Inc., who spoke about personal attributes and academic preparation necessary for students' future success. Students then met in small groups to respond to the above strategic planning questions.

The compiled results of the responses collected around the four questions mentioned above were shared with the leadership team during an April planning session (Note: additional information can be found in the Parent and Community section of this plan). As a result of these internal and external assessments, critical issues were identified. Working from the critical issues, the leadership team formulated six district goals around which strategies and activities were subsequently developed by action planning teams. The leadership team forwarded suggestions for strategies and activities to the action planning teams. Many of these suggestions have been incorporated into the strategic plan.

The discussions of the leadership team were focused, involved, and energetic, with diverse points of view offered and considered. Through a systematic, and sometimes challenging, group decision-making process, the participants remained committed to achieving consensus throughout their deliberations.

The leadership team reconvened in early August 2007 to revisit its early work in order to make final changes to the draft beliefs (shared values), vision, and goals, as well as to review the draft

action plans. The results of the first stage of the planning process were presented to the Board of School Directors at their first regular meeting in August 2007.

Action Plan Development
The second phase of the strategic planning process, the formation of action planning teams to address the goals, occurred in late spring 2007. The action planning teams, chaired by district leaders, worked from early May to late July 2007 to develop draft plans organized around the six goals. Membership of the action planning teams included district personnel with positional responsibilities related to the goal(s) and action plans, members of the Strategic Planning Leadership Team, and/or representatives from citizens advisory committees.

Action planning teams gathered and reviewed pertinent information, brainstormed opportunities, assessed problems, and finally, generated action plans. Many hours were contributed by the members of the action planning teams during these three months of concentrated work. The results of their work can be viewed in the Goals section of this plan.

The action planning teams' leaders, or their designee, presented their team's work to the Strategic Planning Leadership Team at its August 2 work session. The enthusiasm for and commitment to their tasks were apparent in each report. At this time the leadership team made some recommendations for changes to the action plans. These suggestions were subsequently incorporated into the draft of the strategic plan submitted to the Board of School Directors and the community for public review beginning August 27, 2007.

Additional Information on the Comprehensive Strategic Plan
Other required sections of the strategic plan are being prepared by other district subcommittees, according to the appropriate provisions of each plan.

In May of 2007 the Special Education Plan was presented to the Board of School Directors in conjunction with state and federal time frames. The Induction Plan, Professional Education Plan (Act 48 Plan), and the Technology Plan are scheduled for presentation to the Board of School Directors at their first meeting in September 2007 and will be submitted to the Department of Education according to the required timelines.

Adoption of the 2007-2013 Strategic Plan
The comprehensive plan is scheduled for action during the second regular meeting of the Board of School Directors in September 2007 following the period of public review.

Annual updates will be scheduled to report on the progress in implementing the plans and to revise and update the plans as indicated.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Dr. John Sheridan	Director of Learning Enrichment/Student Services	Administrator	Superintendent
Dr. Pamela Francis	Strategic Planning Committee Chair	Administrator	Superintendent
Dr. Patricia Best	Superintendent	Administrator	Board of School Directors
Mr. Patrick Moore	Director of Special Education	Administrator	Superintendent
Ms. Julie Gittings	Educational Specialist	Secondary School Teacher	Elected by peers/Board of School Directors

| Ms. Mardi Frye-Dunklebarger | Librarian | Other | Board of School Directors |
| Ms. Jeanne Knouse | Director of Student Services | Administrator | Appointed by Superintendent |

Assurance for the Collection, Maintenance, and Dissemination of Student Records

By checking each of the boxes below, the local education agency assures compliance with the requirements of 22 PA Code Chapter 12 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE (electronic mail may be directed to ra-chapter12@state.pa.us).

The Local Education Agency (LEA) assures the following:

☑ The LEA has a local plan, including policies and procedures, in place for the collection, maintenance, and dissemination of student records in compliance with §12.31(a) and §12.32

☑ The plan shall be maintained in compliance with §12.31(b) and made available to PDE in compliance with §12.31(c)

Assurance for the Operation of Student Services and Programs

By checking each of the boxes below, the local education agency assures compliance with the requirements of 22 PA Code Chapter 12 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE (electronic mail may be directed to ra-chapter12@state.pa.us).

The Local Education Agency (LEA) assures that there are local policies and procedures in place that address:

☑ Free Education and Attendance (in compliance with §12.1)

☑ School Rules (in compliance with §12.3)

☑ Discrimination (in compliance with §12.4)

☑ Corporal Punishment (in compliance with §12.5)

☑ Exclusion from School, Classes, Hearings (in compliance with §12.6, §12.7, §12.8)

☑ Freedom of Expression (in compliance with §12.9)

☑ Flag Salute and Pledge of Allegiance (in compliance with §12.10)

☑ Hair and Dress (in compliance with §12.11)

☑ Confidential Communications (in compliance with §12.12)

☑ Searches (in compliance with §12.14)

☑ Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. §§ 780-101 – 780-144)

The LEA acknowledges that the above policies shall be maintained locally and be made available to the public upon request. The policies are not to be submitted to the Commonwealth except upon specific request by PDE.

In addition, the LEA assures the following:

☑ The Student Services Report complies with §12.41(b), §12.41(c), and §12.42 (consistent with the Early Intervention Services System Act (11 P.S. §§875-101 – 875-503)

☑ Consistent with §445 of the General Education Provisions Act (20 U.S.C.A. §1232h), parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (in compliance with §12.41(d))

☑ Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with §12.41(e))

Supporting Documents - Attachment