
Pennsylvania Department of Education



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

Student Services Report **Wednesday, May 26, 2010** **(Last Approved: Thursday, August 23, 2007)**

Entity: Bermudian Springs SD
Address: 7335 Carlisle Pike
York Springs, PA 17372

Educational Community

The Bermudian Springs School District encompasses more than 75 square miles of a rapidly growing section of south central Pennsylvania and provides educational services for three townships and two boroughs in Adams County. Once a basically rural area, the district has seen an influx of people who commute to work locations in the Carlisle, Gettysburg, Hanover, Harrisburg, and York areas. While farming, especially fruit growing, is a primary contributor to the local economy, many residents are employed in occupations more closely related to business and industry.

All district facilities are located on one central campus that serves approximately 2,100 students in three schools. The schools consist of an elementary for grades K-4, a middle school for grades 5-8, and a high school for grades 9-12. The high school was originally built in 1959 and was last renovated in 1989, the elementary school was built in 1990, and the middle school was built in 1977 and was last renovated in 1992. The high school completed a major expansion and total renovation from 2006-2008. The district owns additional property adjacent to the campus on which a fourth school might be built in the coming years. The district office administration consists of a superintendent, assistant superintendent, special education coordinator, and business manager. Each of the three buildings has a principal and an assistant principal.

Mission

The mission of the Bermudian Springs School District, in partnership with all parents, the community, and the Commonwealth of Pennsylvania, is to ensure that each student seeks academic excellence as a self-directed, lifelong learner and personal excellence as a productive, responsible, respectful citizen who is able to contribute successfully in a global society.

Vision

We see a school district where:

- All parents, community members, and school staff form a partnership to provide a comprehensive and challenging educational environment for all students;
- All diverse learning needs are recognized and addressed in a caring, sensitive, and creative student-centered learning environment;
- All students effectively communicate, problem solve, and demonstrate higher-order thinking skills;
- All students develop intellectually, morally, socially, and physically;
- All students succeed in a changing, technological world;
- All students learn to cooperate in a diverse and multi-cultural world;
- All parents, community members, and school personnel model the learning processes and behaviors expected of students;

All staff is committed to and involved in personal and professional growth.

Shared Values

We believe that:

- Research-based programs should be used whenever possible.
- Decisions should be based upon data obtained from student responses and assessments.
- Staff should make every effort to meet student needs.
- Technology should be incorporated into daily instruction and used by staff and students to accomplish school-wide and individual student academic goals.
- Learning should be supported by school personnel and parents to achieve to the best of their ability.
- Efforts should be made to help all students feel safe, secure and comfortable in the school community.
- Student effort should be encouraged and promoted.

Strategic Planning Process

The Strategic Plan was developed with the assistance of several committees and groups. The primary committee was the Strategic Plan Committee which met monthly during the 2005-2006 school year to guide the main concepts presented in the plan. The Curriculum Council met three times and dealt with issues related to curriculum and instruction. The Technology Committee and the Technology Steering Committee met to discuss plans related to technology. The Professional Development Committee dealt with the Professional Education Plan. The Teacher Induction portion of the plan was dealt with through a consortium of districts in Adams and Franklin Counties and coordinated by the Lincoln Intermediate Unit. The administrative team met to discuss practical methods by which the goals and standards could be achieved over the coming years of the plan. The writers of the plan included the superintendent, the assistant superintendent, and the special education supervisor. The components of the plan were brought together for presentation to the School Board in August, 2006, before submission to the Pennsylvania Department of Education.

The mid-point review of our strategic plan was held during several meetings during the 2008-2009 school year. It will be presented to the board during the September 2009 board meeting.

Strategic Planning Committee

There are currently no participants selected for this plan report.

Current Student Services

| Service/Resource | Description |
|----------------------------------|--|
| 21st Century Program | An after school program for elementary and middle school at-risk students. Designed to provide academic support and social skill development. |
| Before and After School Tutoring | Tutoring services are offered to students in need of remediation throughout the school year. |
| Extended Day Kindergarten | The BSSA offers an extended day kindergarten program for the most needy of students as identified by the District process. Approximately 45 students are served in this program each year. |
| Generation Diez | After school tutoring and mentoring program aimed at our minority |

| | |
|----------------------------|---|
| | population. The program is funded through grant monies and is facilitated by the Hempfield Behavioral Health. |
| Guidance Services | <p>Counselors work with students, parents, and teachers in a variety of ways to help students develop self-esteem, adjust to school setting, develop healthy life skills, and make post-high school career plans.</p> <p>Individual counseling sessions, small groups, and classroom guidance programs assist students directly while parent conferences and parenting programs help parents better understand students' individual and educational needs.</p> |
| Health Services | Health services are provided to all students of the district. The school nurses provide routine health checks (height, weight, vision, hearing, BMI). In addition, we also house a dental hygentist at our elementary school who meets with students routinely. |
| Latch-Key | Before and after-school care provided by "Little Life Enrichment" Center for students in grades K-6. The elementary school houses the program but the support staff and director are employed by the enrichment center. |
| Student Assistance Program | The Student Assistance Program (SAP) is a program for the identification, intervention, and referral of adolescents who are believed to be at risk of suicide, show signs of extreme depression, or who are having school-related problems because of alcohol and/or drug use. Using a systematic process of referrals and general assignments, the teams determine which students are having problems and direct them to community organizations for help. The District complies with all aspects of the SAP requirements which includes training, meetings, and agency support. |
| Student Services | Our student services plan is an integral part of our BSSD program. Our trained and licensed staff consistently identify and employ services to meet all student needs. These services are communicated to parents on a regular basis and parents are encouraged to access these services. As students matriculate through the program, career information and exploration opportunities are implemented. Students are exposed to the world of work, college life, and other services via speakers, curriculum, guidance counselors, visitations, internships, etc. |
| Summer School | A summer school program is offered within the school district for secondary students who have failed a course. |
| Title I Services | The BSSD offers Title I reading services to identified students on an annual basis. All guidelines are followed in relation to the identification of students and the implementation of services. |
| York/Adams Mental Health | Supports the Student Assistance Program. |

Needs Assessment

Reflections

- **PSSA Data**

Concern Last Modified: 8/5/2009

We will need to continue to monitor the results of our subgroups (economically disadvantaged, IEP, and Hispanic) and provide programming options where warranted. We purchased the 3rd edition of Everyday Math for grades K-6. The series is much

improved and addresses some of our noted weaknesses. We have developed math checklists for the elementary grades that provide parents feedback on the performance of their student and correlate to the state standards. In addition, we continually review our 4Sight data.

Identified High Priority Cause:

We need to continue to understand the background knowledge of our students. In turn, we need to match our instructional practices with the needs of our students.

- **Student and Staff Demographics**

Concern Last Modified: 8/5/2009

The BSSD has a very low minority population at about 10%. As the minority population increases, we must continue to offer needed services to our students and their families. We would also like to attract minority educators to our District as well.

- **Student Services**

Strength Last Modified:

The District has a number of organizational resources to support students in their school environment.

Strength Last Modified: 9/8/2009

Student services such as extended day kindergarten, 21 Century Program, and remediation programs are all aimed at improving student achievement and assisting each child reach their full potential. We have expanded the number of students that participate in our EDK program to 45 during the past few years. In addition we have housed a Generation Diez program K-12, utilized the PATHS programs as well as a Nurturing Program.

Concern Last Modified: 8/5/2009

Through the Accountability Block Grant and other funding sources, we have been able to implement some needed programs that directly benefit students. A challenge would be to continue to fund these programs if the grants are eliminated. During the 2008-2009 school a modification was made to the ABG. A new portion of the grant was added, PA-PACT. This additional grant money allowed us to expand our services for students. One of our new initiatives was the York County High School. This program enable students who may drop out of school to return to a school program that has a more flexible schedule in an effort to assist the student in graduation. However, during the 2009-2010 school year we may see a drastic cut in our funding due to the current economic situation. This may result in the loss of many of our programs that were previously funded through the ABG.

Identified High Priority Cause:

Funding of public schools by the state.

Strength Last Modified: 8/5/2009

During the 2008-2009 school year BSSD hosted a Student Service Night that was aimed to provide parents a wide-variety of resources and information that would enable them to better assist their children. We anticipate hosting such an information night periodically based on the needs of our community and our students.

Strength Last Modified: 8/5/2009

At the secondary level, during the 2007-08 school year to present we have added and

refined our SAP program, peer helpers, and bullying prevention programs. In addition, during the 2008-2009 school year the BSSD opened a "parent portal" that allows parents to login to a web-based site and review their child's grades.

- **School Climate Survey**

Strength Last Modified: 3/26/2009

The staff survey indicated positive results about working conditions.

Concern Last Modified: 8/5/2009

The staff viewed the area of communication as an area in need of improvement.

Identified High Priority Cause:

We need to identify the ways in which we will communicate with our staff (ie, email, newsletters etc.) and then let them know the resources we have selected.

Strength Last Modified:

Students expressed that they feel safe at their schools.

Concern Last Modified:

Students indicated that more attention is needed in the area of respect for other students who are different than they are.

Strength Last Modified:

Parents reported feeling welcomed at their child's school and being informed about their child. They also felt the school was meeting their child's academic needs.

Concern Last Modified:

Parents also expressed a need to work on having students respect each other.

Information was updated to reflect several new student services that the district in concert with outside support agencies are providing the students of Bermudian Springs.

Action Plan

Goal: POSITIVE AND INCLUSIVE SCHOOL CLIMATE

Description: The Bermudian Springs School District will continue to enrich and expand a positive and inclusive school climate.

Strategy: Expand and Improve Diversity Council

Description:

Activity: Promote awareness and acceptance of individual differences

Description: The Diversity Council will take an active role in providing programs and activities at the MS/HS levels aimed at promoting awareness and acceptance of individual differences. Programs may include; classroom lessons and discussion on diversity, guest speakers, school

wide programs, and parent education. The No Place for Hate program has also been incorporated in our secondary schools.

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|---------------------------------------|-----------|
| Paul Healey | Start: 8/25/2008 Finish: 12/2/2009 | - |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|----------------------------------|--|--|
| 1.00 | 3 | 150 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| BSSD | <ul style="list-style-type: none"> School Entity Non-profit organization | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|-----------------------------|---|
| BSSD staff members will gain an awareness of cultural diversity and how that information can be utilized when making instructional decisions in their classrooms. | | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. |

Educator Groups Which Will Participate in this Activity

| Role | Grade Level |
|---|---|
| <ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Superintendent / asst. superintendents School counselors Other educational | <ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school |

specialists

(grades 9-12)

Follow-up Activities

Evaluation Methods

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Diversity Committee (Committee will be charged with leading and organizing professional development and awareness assemblies. Effectiveness of each activity will be discussed during committee meetings and will be identified through a variety of sources.)

Status: In Progress — Overdue

Goal: PROFESSIONAL LEARNING COMMUNITIES

Description: The District will implement Professional Learning Communities in all school buildings by the end of the 2007-08 school year. During the 2008-2009 school the district has committed to the implementation of the Learning Focus Strategies (LFS) framework.

Strategy: B. Plan PLC activities

Description: Develop topics/activities to be discussed by the Professional Learning Communities at each school.

Activity: PLC activities

Description: Some of the proposed PLC activities to occur at each school may include; book talks, data analysis, instructional techniques, differentiated instruction, visitations, action research, child study team discussions, etc.

Person Responsible Timeline for Implementation Resources

| | | |
|-------------|-----------------|---|
| Paul Healey | Start: 1/1/2007 | - |
| | Finish: Ongoing | |

Status: In Progress — Upcoming

Narratives

Developmental Services

Elementary Guidance Services

The Bermudian Springs School district employs one elementary counselor who delivers curriculum aligned with the national school counseling standards to each grade during a pre-determined month. During this time the counselor will visit each class at least 3-4 times during the month. Topics include: bullying, study skills, social skills (PATHS), test preparation, learning styles, human rights, entrepreneurship, working together, middle school preparation, citizenship, responsibility, personal safety, friendships, conflict resolution, etc. The counselor also delivers instruction through group counseling sessions. Topics include: divorce and family transitions, self-esteem (social skills). Groups are elective and all identified students must have parental permission to participate.

The Elementary Counselor participates in the school-wide behavior program and meets with students who demonstrate behavioral problems on a routine basis. The counselor also participates in transition services provided to students prior to their transition to middle school.

Elementary Guidance Services Goals:

- Review and update counseling curriculum as needed.
- Provide a cohesive K-12 career education for all students.
- Research ways to reduce the achievement gap for under resourced students.

Middle School Guidance Services

The Bermudian Springs School District employs two middle school counselors. They deliver curriculum aligned with the national school counseling standards to all 5th through 8th graders. Individual guidance is provided to students on a daily basis (25-30 students daily). Transition classes are provided to 5th grade and 8th classrooms throughout the course of the school year to assist in acclimating the students to the middle school setting and to assist with the transition to the high school. Topics include, but are transitioning, anger management, orientation, friendships, bullying, identifying and managing emotions, communication skills, goal setting, and academic concerns. In addition they are key facilitators of the Student Assistance Program (SAP).

The middle school counselors meets regularly with students who display academic, behavioral, social, and emotional problems. Students are referred for guidance by teachers, parents/guardians, friends, or they are self-referred. The counselor

Middle School Guidance Goals:

- Continue to be available to students on an individual basis daily
- Continue Peer-Helper program: peer-tutoring, peer-mediators, peer-helpers
- Assist students with academic concerns, communicating with parents, and supporting students with their programming
- Administration of district assessments
- Anti-bullying

High School Guidance Services:

The Bermudian Springs School District employs two high school guidance counselors. Both counselors deliver curriculum aligned with the national school counseling standards to grade levels through classroom instruction and individual conferences. Topics include (but are not limited to): study skills, social skills, career

preparation, learning styles, drug and alcohol awareness, citizenship and choices and their effects on future success. Counselors present the different academic opportunities including vocational programming, academic, honors, and college preparatory classes, post-secondary preparations, College in High School, as well as SAT prep.

The Transition Counselor will meet individually with 8th grade students and their parents. This is an opportunity to discuss plans for a successful high school career, including curriculum choices and study skills. This provides for a smoother transition from middle school to high school. A follow up meeting is held with students and parents in 10th grade to expand the discussion to post-secondary education and ensuring that their high school plan coincides with that plan.

High school counselors participate in the Adams County Counselors Association to provide a Career Day for 10th graders and a College Fair for high school students. Our seniors are also encouraged to meet with a counselor at the beginning of their senior year to plan for steps necessary for post secondary plans and an exit interview to assess any needs before graduation. We also provide a presentation on Financial Aid to assist parents and students.

High School Guidance Services Goals:

- Align academic opportunities with Career Standards
- Transition to high school
- Academic success for student students though individual conferences
- Administration of state assessments

Health Services:

The Bermudian Springs School District employs two certified school nurses (RN) and one nurse assistant (LPN). The nurses evaluate students through yearly health screenings according to State regulations. Efforts are made to assure compliance with State health and immunization requirements. Additionally, the nurses provide care as needed for students/staff if they are ill or injured; supervise the administration of medications; and oversee the implementation of the District's Wellness Policy. All nurses are CPR/AED certified. They provide classroom instruction on topics including: Hand washing, HIV/AIDS (8th grade), and Puberty (5th grade), dental hygiene as it relates to tobacco and hygiene.

School nurses promote health and wellness by providing educational information to students, staff, parents through newsletters and programs.

Health Services Goals:

- Establish emergency teams in each building and refine emergency procedures as needed
- Plan and execute mock emergency drills
- Continue to offer school and sports physicals
- Continue to promote health and wellness through district-wide programs

Psychological Services:

The District employs a School Psychologist who participates on school-wide teams that promote the general well being of students. She is a member of the Instructional Support Teams and Student Assistant Programs. She is a member of child study teams and grade/department level meetings. The school psychologist works with training parents and teachers while continuing her own professional development. She is part of the District crisis intervention team. She works closely with the principals and guidance counselors to promote a positive school climate at all school levels.

Psychological Services Goals:

- Continue to refine the pre-referral procedure and timelines.
- Incorporate interventions into the Learning Focused Schools strategies and planning model.
- Provide teachers with the tools and skills to implement effective Learning Focused Strategies plan.
- Provide professional development on topics related to academic and child development
- Comply with state and federal regulations regarding child find and the indentificaion of students.

Diagnostic, Intervention and Referral Services

Elementary Guidance Services:

The Elementary Counselor is members of the Instructional Support Team process. In this role they contribute to the collaborative process utilized to identify students' social, academic, or behavioral needs. The counselor's participation in this process is essential, as social, academic and behavioral issues a student has may impact his/her emotional well-being. The counselor also participates in Multi-Disciplinary Team meetings as needed, contributing to Individualized Educational Programs (IEPs) of students with special needs. Additionally, district counselors are members of the functional behavior assessment teams. In this role, the counselors work collaboratively with other teachers, support staff and parents to develop plans that will ensure a student is successful in maintaining appropriate behaviors in the school setting. Counselors also provide individual counseling to students, work with at-risk students in groups, and make referrals to Children and Youth and various other mental health agencies.

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Elementary Guidance Services Goals:

- Expand the role of the functional behavior assessment teams.
- Find new and better ways to identify underserved students, and set them up with services.

Middle School Guidance Services:

The middle school counselors head the school's Student Assistance Team. In this role, he contributes to the collaborative process utilized to identify students' academic, behavioral, social, and emotional needs. The counselors' participation in this process is essential, as problems in these areas may impact the child's growth and maturation. The counselors participate in 5th, 6th, 7th, and 8th grade team meetings as needed. They also participate in IEP meetings as needed. The counselors oversee the 504 plan responsibilities. The counselors also provides individual and small group counseling to students, works with at-risk students in a group setting, and makes referrals to appropriate agencies as needed, i.e. Children and Youth Services, Crisis, etc.

Middle School Guidance Services Goals:

- Research available community agencies and what services they provide
- Make connections with community agencies that provide applicable services

High School Guidance Services Goals:

The guidance counselors participate on various school teams that discuss student concerns and develop plans for referral and intervention. The counselors chair the Student Assistance Program. Both counselors provide individual counseling to students as needed to support them in times of crisis and address issues that could negatively affect school success. Counselors also make referrals to Children and Youth or other agencies as necessary. Counselors provide a battery of assessment tools to help create a postsecondary plan. Included in this is preparation for the SAT by offering the PSAT. An evaluation of performance on this is offered individually to each student.

High School Guidance Services Goals:

- Participate in SAP maintenance team meetings to review and improve the functioning of these teams as needed.
- Cooperate with teachers of exceptional students that have IEPs.

Health Services:

School nurses spend a major part of their day caring for students with injuries/illness and communicating with the parent/guardian as needed regarding care received. As needed, the nurses provide emergency care in acute situations. Daily activities also include the safe administration of medication according to nursing license and District policy. Health screening results (BMI, Vision, Hearing) are provided to

parents/guardians with recommended follow up/referral as needed.

Health Services Goals:

- Expand the role of the nurse in working with individual students to promote healthy life styles
- Provide professional development opportunities related to children's health and school health
- Become proficient in the use of Health e-Tools software for the management of student's health information

Psychological Services:

The District does integrate current and planned diagnostic, intervention, and referral services at all levels of the school system in support of instructional goals. These services include, but are not limited to, evaluation services for students identified as having academic, social, emotional, behavioral, or physical concerns that have not improved with supplementary aids and services in the regular education environment. The assessments for targeted students include IQ, academic achievement, social/emotional, behavioral, speech/language, occupational therapy, physical therapy, mobility orientation, therapist observation, teacher observation, vision, and hearing.

Consultations with parents, outside agencies, physicians, psychologists, psychiatrists, and students occur during the evaluations. The school psychologist is also involved in crisis prevention strategies and crisis plan components.

Psychological Service Goals:

- Expand the educational opportunities for parents and community members on topics related to needs of students.
- Continue and expand the role of the school psychologist in providing targeted interventions for students according to their IEPs.

Consultation and Coordination Services

Elementary Guidance Services:

The Elementary Counselor consults with and coordinates community agency services for students and families. Counselors work with TSS and behavioral support counselors in order to provide the best treatment possible for students.

Guidance Service Goals:

- Expand the knowledge of services offered for under resourced families.

Middle School Guidance Services:

The middle school counselors consult with school staff and community agencies. They attend grade level meetings to consult with teachers about students. The counselors also consult with the principal, assistant principal, nurse, and parents regarding students. The counselors works with a variety of community agencies. The middle school counselors are in charge of coordinating all of the testing for

PSSAs. They prepare all of the booklets and testing materials. They are also in charge of collecting all of the materials and making sure it is returned to the state.

Middle School Guidance Services Goals:

- Attend grade level meetings weekly
- Improve communication with the grade level teams i.e. when the counselor cannot be in team meeting, email the team to acquire needed information.

High School Guidance Services:

The guidance counselors consult with and coordinate with community agencies and parents for the students at their appropriate levels. For example, with the permission of parent/guardian or student the counselor can provide and receive information from outside counselors, physicians or psychologists. This communication helps to provide continuous learning via homebound instruction or when the student is in placement. Consultation will also include administration and teachers when assessing appropriate placement for students experiencing chronic problems - ie. Alternative education. These services support the District's mission and Strategic Planning Goals for student achievement. Expand the transitional services provided for students.

High School Guidance Services Goals:

- Continually update the guidance section of our school website that provides accessible information to all grade levels pertaining to academic, career information, college visitations, etc.
- Utilize grade level meetings for regular assessments of students experiencing chronic or social difficulties.

Health Services:

The school nurses are responsible for the management of the individual health care plans and emergency care plans for students with chronic health conditions (diabetes, severe allergies/asthma, spina bifida, ADHD). They provide information to the individual student, parents and faculty regarding current health issues. When necessary and with parental consent, nurses communicate with physicians, psychologists and other community agencies such as Lion's Club and the York Springs Jaycees in order to provide the best health care possible. Ultimately, school nurses work to ensure the effective and efficient implementation of the District's health policies.

Health Services Goals:

- Use of the District's newsletter and web pages to provide information on health related topics
- Develop classroom lessons at the elementary level to supplement current health curriculum

Psychological Services:

Current and planned consultation and coordination services are integrated into the LEA's action plan at all levels of the school system in support of the instructional goals for students with chronic problems. This professional support individuals in the school community through consultation with community-based services, such as behavioral health, probation, counseling, attendance issues, medical benefits, etc. This professional, in conjunction with principals, guidance counselors, parents, plan for the use of Alternative Education programs located within the school system. Particular attention is paid to attendance, suspension, and expulsion issues. School-wide programs are defined and refined to assist all district students with mental health issues.

Psychological Service Goals:

- Expand the use of Learning Focused Schools goals and implementation strategies.
- Present more parent/community programs on relevant mental health issues affecting students.

Student Assistance Program

Bermudian Springs High School and Middle School Student Assistance Program:

The BSHS and BSMS Student Assistance Program (SAP) provides support to students who are experiencing academic, behavioral issues, and/or drug and alcohol issues that pose a barrier to their learning and success. The team consists of school employees who have received specialized training from the State and/or IU. The team includes counselors, school nurse, teachers, and administration. Also on the team is a counselor from Adams/Hanover counseling services that evaluates students and provides services upon referral. The SAP team meets bi-monthly to discuss cases, collect information, and communicate with the appropriate people/agencies for case planning purposes. Strict confidentiality is maintained to protect the student's and the family's privacy.

Tasks of the SAP team include building a working relationship with families focusing on student success, offering student-centered services such as support groups and in school counseling, and assisting families in identifying options for professional support when the problems lie beyond the scope of the school.

The process begins with student being referred to the team by any concerned party. The reasons for referrals are often changes in behavior that indicate that the student is experiencing difficulty that interferes with success in school or their overall mental health. The SAP team contacts the family as soon as they receive the information to share concerns and to get approval for a member of the team to make contact with the student. The team must have written permission from the family in order to work with the student. Once permission from the family is obtained, a member of the team will talk with the student and family to develop an action plan to help the student achieve success in learning, and in life. The plan may include meetings with a guidance counselor, meeting with our SAP counselor, tutoring, or a referral to outside services. The SAP team continues to work with the student and family through on-going communication, providing the family with concrete information regarding observable student behavior in school. The support continues until the team believes that the concern has been addressed.

Bermudian Springs Elementary Student Assistance Program:

The BSES Student Assistance Program (SAP) provides support to students who are experiencing academic, behavioral issues, and/or issues that pose a barrier to their learning and success. The team consists of school employees who have received specialized training from the State and/or IU. The team includes counselors, school nurse, teachers, and administration.

Tasks of the SAP team include building a working relationship with families focusing on student success, offering student-centered services such as support groups and in school counseling, and assisting families in identifying options for professional support when the problems lie beyond the scope of the school.

Communication

Communication

1. The district's instructional program is disseminated to the parents through the annual course selection and program booklet (at the high school), through student handbooks (at the high school and middle school), through the annual school district calendar and through periodic newsletter updates. The Bermudian Springs High School Course Description Booklet is provided to students and their parents/guardians on an annual basis or upon registration for a new student. This guide identifies and describes all of the courses offered at the high school, as well as college in high school opportunities through Harrisburg Area Community College, opportunities for independent study and services available for exceptional students. Students use this guide with the help of teachers and counselors to develop a course of study during their high school years. Counselors meet with students to design the course that most accurately meets the student's post-graduation plans.

At the middle and elementary levels, communication is offered to parents/guardians through student handbooks, parent/teacher conferences, on-going personal communication and newsletters. These resources are distributed to all students at the beginning of the year and as needed or scheduled by the school. In terms of calendars and district newsletters, these are distributed through bulk mailings to all residents of the school districts. Additionally, the newsletter publications are posted on the district website and are available to any who enter and have access to a "pdf" reader.

Each school also disseminates information to parents, students and guardians. Monthly newsletters are distributed at the elementary, middle and high school which include important information on that school's instructional program. These newsletters are posted on the district's website and are sent home with students who do not have internet access. Parents now have access to student grades through MMS at the middle school and high school. At the end of the 2007-2008 school year, information was provided to parents regarding how to access the MMS parent portal. With this ability, parents can access student grades and upcoming assignments. All grades and assignments are updated each Wednesday.

In addition, the district administration conducts Town Hall Meetings throughout the community in an effort to maintain a pulse of the community and to provide the community an open forum to discuss their concerns and request information.

2. Each year, students learn about careers through direct instruction provided by the counselors. During these lessons, they learn about such things as: career awareness, relating careers to individual interests through the Holland code, discovering their individual learning styles and how to apply that to academic achievement, citizenship, abilities testing in middle and high school through PSAT and ASVAB testing, technology awareness, justification of career choices through career reports in 6th, 7th, and 10th grade, post-secondary options (such as college, military, vo-tech careers, etc.), research skills for finding a job (using places such as Monster.com, want ads, etc.), time management, team building, communication, conflict resolution skills, and entrepreneurship. In addition, the counselor tells parents about the career lessons during 7thGrade Orientation and Back to School Night.

At the high school, counselors participate in Adams County Counselors Association to provide a Career Day for 10th graders and a College Fair for high school students. Each senior also has a meeting with a counselor at the beginning of their senior year to plan for steps necessary for postsecondary plans and an exit interview to assess any needs before graduation. We also provide a presentation on Financial Aid to assist parents and students. The high school counselors have also established an in depth website that provides our students in community with information regarding postsecondary plans and scholarships.

3. Information relative to the health policies and health services provide by the Bermudian Springs School District is communicated through the District calendar (distributed to all residents of the school district) and is also available on the Bermudian Springs School District web site. Specific policies, such as the Wellness Policy, are distributed to staff and parents/guardians and are monitored by the Wellness Committee of the school district, with necessary changes made as needed. Other policies related to health services (e.g. Communicable Diseases, Health Examinations, Head Lice, Use of Medications, etc.) are available for all community members, parents/guardians, staff and students through the District website.

The health needs and concerns of the individual child are communicated through a much more personal nature, with school nurses making phone calls on a daily basis. Emergency Information Sheets are distributed to all parents/guardians at the beginning of the school year, as well as a Health History Form and emergency cards. This information is updated at the beginning of each year and as needed throughout the school year. When circumstances necessitate (i.e. a recent outbreak in our area of the MRSA virus) parent meetings, individual contacts, global connect communication, letters home and a posted letter from the superintendent on the District website were utilized to contact the families of all students. In such circumstances, contact is maintained with the State Health Nurse through our certified school nurses and all information is communicated through the physicians approved by the Bermudian Springs School District.

4. The Bermudian Springs School District maintains a Student Records (BSSD Policy #216) that complies with all regulations associated with the protection of student privacy rights. When surveys are administered, such as the Pennsylvania Youth

Survey (PAYS) through the Pennsylvania Commission of Crime and Delinquency, parents/guardians are notified in writing prior to the administration of the survey to students. Parents/guardians are given the opportunity to refuse their students' participation in the survey. At no time are students whose parents chose to opt out of the survey held responsible for information on the survey or singled-out because of their non-participation.

5. In order for this, or any, strategic plan to be successful, forthright and immediate communication must take place between all stakeholders of the plan. The communication actions described above indicate an intentional effort on the part of the Bermudian Springs School District and its staff to maintain lines of information and communication between the parents/guardians, students, staff and community members. We seek to do this so that the health, safety and well-being of our students remain of paramount importance during their educational lives in our district. The action plans outlined in this strategic planning document indicate a strong urgency to maintain strong lines of communication with all constituents.

Membership in the writing of this plan indicates a strong level of participation from staff, community, parent, administrator and school board groups alike. While our school district has always had a strong commitment to providing information to its constituents, this plan expects a higher level of communication in order for the plan to be successful over the next six years. This communication will be noticed in our use of technology, personal contact with parents, open house activities, parent nights, newsletters, telephone calls, conferences, etc. Finally, this strategic planning document will be maintained on the District web page as another way to communicate and hold each other accountable for the process of planning and ultimately the contents of the plan.

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

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

The Local Education Agency (LEA) assures the following:

- The LEA has a local plan, including policies and procedures, in place for the collection, maintenance, and dissemination of student records in compliance with § 12.31(a) and § 12.32
- The plan shall be maintained in compliance with § 12.31(b) and made available to PDE in compliance with § 12.31(c)

Assurance for the Operation of Student Services and Programs

- By checking each of the boxes below, the local education agency assures compliance with the requirements of 22 Pa. Code Chapter 12 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and

procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE (electronic mail may be directed to ra-chapter12@state.pa.us).

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

- Free Education and Attendance (in compliance with § 12.1)
- School Rules (in compliance with § 12.3)
- Discrimination (in compliance with § 12.4)
- Corporal Punishment (in compliance with § 12.5)
- Exclusion from School, Classes, Hearings (in compliance with § 12.6, § 12.7, § 12.8)
- Freedom of Expression (in compliance with § 12.9)
- Flag Salute and Pledge of Allegiance (in compliance with § 12.10)
- Hair and Dress (in compliance with § 12.11)
- Confidential Communications (in compliance with § 12.12)
- Searches (in compliance with § 12.14)
- Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § § 780-101—780-144)
- The LEA acknowledges that the above policies shall be maintained locally and be made available to the public upon request. The policies are not to be submitted to the Commonwealth except upon specific request by PDE.

In addition, the LEA assures the following:

- The Student Services Report complies with § 12.41(b), § 12.41(c), and § 12.42 (consistent with the Early Intervention Services System Act (11 P.S. § § 875-101—875-503))
- Consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h), parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (in compliance with § 12.41(d))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))

Supporting Documents

Supporting Documents - Attachments

- Dress and Grooming
- Attendance
- Bullying Policy
- Confidential Communications
- Corporal Punishment
- Discipline

- Drug and Alcohol
- Health Examination / Screenings
- Non-Discrimination Policy
- Opening Exercises / Flag Display
- Pregnant / Married Students
- Public Records
- Special Education
- Student Expression
- Student Records
- Student Searches
- Suspension and Expulsion
- Terroristic Threats
- Use of Medication
- Weapons
- Wellness Policy