
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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HARRISBURG, PA 17126-0333

Student Services Report Thursday, November 08, 2007

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Organization Description

The Selinsgrove Area School District occupies a total land area of 104.6 square miles in the eastern portion of Snyder County, along the Susquehanna River, just east of the geographic center of Pennsylvania, about equidistant from both Harrisburg and Williamsport.

Coextensive with the boroughs of Selinsgrove, Shamokin Dam, and Freeburg, and the townships of Monroe, Penn, Chapman, Jackson, Union, and Washington, Selinsgrove Area School District, with a population of approximately 21,200 and assessed real property of approximately 189,930,890 dollars, includes at least three-fifths of Snyder County's population and taxable wealth. Monroe Township, which encircles Shamokin Dam borough, represents the Selinsgrove Area School District's population and economic center.

The Selinsgrove Area School District is traversed by two heavily traveled east and west highways, namely U.S. Route 522 and Pennsylvania Route 35. Both of these highways lead into the Susquehanna Trail U.S. Route 11-15, a limited access highway which handles a north-south flow of traffic between Harrisburg and Williamsport.

The School District's countryside is a succession of rolling hills and these hills form promontories from which the Susquehanna Valley may be viewed as a vast panorama of scenic beauty. Residents have access to several recreational opportunities for boating, fishing, swimming, golfing, including Lake Augusta formed by the Fabridam located on the Susquehanna River at Shamokin Dam and the Susquehanna Valley Country Club. In Selinsgrove Borough a Parks and Recreation Committee oversees five playgrounds, Selinsgrove Area Recreation Incorporated operates a swimming pool and the Rotary Club of Selinsgrove maintains the Rotary Field with play fields for soccer, softball, and baseball.

Selinsgrove, which is situated at the confluence of Penns Creek and the Susquehanna River, was an important trading post in early colonial times. After the canal along the river was put into operation, Port Trevorton, Selinsgrove, Hummels Wharf and Shamokin Dam became places from which trade emanated throughout the region. A railroad bridge spanning the river at Port Trevorton brought a steady stream of coal from the coal fields in Northumberland County.

The river trade plus the rich farm lands bordering the river proved to be an incentive encouraging a hardy stock of early settlers to come into the region. These immigrants were largely Germans coming from the Palatinate, and thus the area has a strong flavor of German and Dutch culture. Their interest has usually centered in what is practical and contributes to the good life.

Likewise in the region, there was an early establishment of the Freeburg Academy and the Moyer School of Music, both of which attracted students from the entire state. These institutions flourished during the later half of the nineteenth century and were replaced by the public high school. Further evidence of a desire for education can be seen in the establishment of the Susquehanna Missionary Institute, which later became Susquehanna University.

The population in the region since early colonial times has remained a people who are predominately of Pennsylvania Dutch extraction. Industrial and commercial expansion has brought an increasing percentage of people who are of different cultural backgrounds, thus, creating a change to the cultural patterns of the community. The social structure of the community is largely lower middle class with a sprinkling of upper middle class. The lower middle class would be the blue collar workers and these would be the majority. The business and professional people would probably fall into the upper middle class category and area relatively small group. In the rural section of the area there is a group of economically and culturally deprived people.

The strong Pennsylvania Dutch heritage will continue to be a part of the local community tradition but it is slowly losing its preeminence as people from other areas of the state move to the expanding residential community.

Schools

Approximately 3,000 students are enrolled in the Selinsgrove Area School District. The district is composed of five buildings with the following configurations: Jackson-Penn Elementary which is our Kindergarten Village, Selinsgrove Elementary for grades 1-2, Selinsgrove Area Intermediate School which is a grades 3-5 building, Selinsgrove Area Middle School which houses grades 6-8, and Selinsgrove Area High School serving grades 9-12. The buildings are located on a campus setting with the exception of Jackson-Penn Elementary, which is approximately one mile from the other buildings. The closeness of the buildings allows for opportunities to share facilities and programs.

Physical Plant

Jackson-Penn Elementary School was constructed in 1954 and no additions have been made to its original one-story structure. Currently, two modular classrooms are needed to accommodate the enrollment assigned to the school, along with one additional modular unit for use as a library.

The building along with three modular units was designated our Kindergarten Village in 2006. The school encompasses an architectural area of 16,978 square feet, the smallest square footage of all elementary schools in the district. The building contains 8 classrooms, multipurpose room, health room, and general office on a 10.7-acre site.

Selinsgrove Elementary School was constructed in 1962, and has not been renovated or altered since the original construction. The school encompasses an architectural area of 40,700 square feet on a 12.2-acre site. The building is a sprawling single-level structure providing complete educational facilities for grades one and two. The building includes 19 classrooms, kitchen/multipurpose room, administration suite, health room, faculty rooms, and library.

The Selinsgrove Area Intermediate School provides educational opportunities for students in grades three through five. The facility was opened in September of 1997. The building has 117,000 square feet. It is located directly behind the middle school. The facility has a stage/multipurpose room, a gymnasium, library, and computer labs. The building was designed as a state of the art facility providing internet access to all rooms, as well as, an internal video studio, which is used to do morning announcements to all rooms.

The Selinsgrove Area Middle School presently accommodates the educational program for grades six through eight. The Selinsgrove Area Middle School was built in 1974. The building has 138,640 square feet of instructional and support space. The sprawling, split-level, open-plan structure is typical of design for schools constructed in the early 1970's including development of Pods for team planning and implementation of integrated curriculum. The 15.9-acre level terrain site and the adjoining high school facility accommodate intramural, interscholastic, and community activities.

The Selinsgrove Area High School, serving grades 9-12, is the only high school in the district. Constructed in 1936, the facility received additions/renovations in 1942, 1954, 1968, and 1984. The school encompasses 148,225 square feet and occupies a generous 38-acre site with adequate external playing fields, especially when considering the adjoining middle school acreage.

Core Purpose

Mission

The Selinsgrove Area School District is committed to providing quality education for life-long learning.

Vision

We envision the Selinsgrove Area School District to be a premier, exemplary student-centered organization where everyone shares the commitment to the education and development of each student.

Our graduates will be problem solvers, critical thinkers, self-directed learners, effective communicators, collaborative workers, quality employees, proficient users of technology, and contributing members of a global society.

Shared Values

1. We believe all students can learn and succeed given appropriate standards-based curriculum and research-based instruction.
2. We believe staff and physical facilities should provide a supportive, safe, and secure environment in which to learn.
3. We believe each student is unique and the educational experience should encourage and develop creativity and imagination.
4. We believe educational excellence must be supported by continuous evaluation of facilities and resources, effective instructional practices, and proficient use of technology.
5. We believe education is a life-long pursuit and students must be equipped with the skills for success to meet the challenges of an ever-changing global society.
6. We believe in dedication to excellence and high academic expectations while maintaining fiscal responsibility.
7. We believe academic excellence is achieved through quality instruction supported by continuous, focused staff development which models life-long learning.
8. We believe education should promote character development, ethical behavior, and a positive self-image leading to being responsible citizens.
9. We believe effective leadership at all levels is essential to the success of our educational program.
10. We believe encouragement and support of innovation, flexibility, and creativity is necessary in order to successfully adapt to change.
11. We believe that the school, students, family, and community should have shared responsibility and shared decision-making in the educational process through collaboration and communication.
12. We believe excellence in all areas is identifiable, measurable, achievable, and worthy of pursuit.

Current Student Services

Service	Comment
Gaudenzia Counseling Services	Provides drug and alcohol counseling for students identified through the student assistance team.
Susquehanna University	Provides help for identified students in a variety of ways including tutoring and mentoring.
Central Susquehanna Intermediate Unit	Provides support for special education students. Also provides itinerant services such as social worker, vision, speech, hearing and physical therapists.

Bethesda Alternative Education Program	Provides an educational setting for disruptive students.
Geisinger Medical Center	Provides training for counselors. Also provides student services including mental health.
Children & Youth	Provides support for students and families.
SUN Child Development Center	Provides daycare for students who have children.
Career Link	Provided job training and jobs for students who are eligible.
Sylvan Learning Center	Provides tutoring for students.

Needs Assessment

Based on the survey results from community, students, and staff, the following areas were identified for improvement in student services:

- Increased career planning activities to better prepare and inform students.
- Improved programs to address special students learning needs.
- Additional supports for students struggling academically.
- Promoting a better understanding and appreciation of diversity.
- Improve on grade/building level transitions for students.

Action Plan

Developmental Services

A. Counseling

The district offers a comprehensive developmental counseling program from K-12. The counselors meet with classes on a regular basis with students in grades K-8. These sessions deal with a range of topics designed for all students addressing developmental issues at each age level. Other major activities in the developmental counseling perspective include:

- orientations for all students
- academic counseling
- monitoring of student academic performance and progress
- career development

B. Health

The district has a dedicated nurse at each building to appraise and monitor normal development of students. This includes specified screenings such as height, weight, body mass index, vision, hearing, and scoliosis screening. Developmental health services also coordinate with the district wellness policy and implementation.

C. Psychological

The district has two full-time psychologists who provide psychological counseling for identified exceptional students. They also participate in the RTI/IST process to assess student development and make suggestions for classroom and curricular adjustments.

D. Social Work

Social workers facilitate small group and individual activities focusing on prosocial skills.

Diagnostic, Intervention and Referral Services

An integrated approach is utilized to perform diagnostic and intervention strategies to help each individual student succeed in the school program. Team decisions are made regarding student placement in programs such as Title I, enrichment/gifted, special education and referral to additional support systems such as RTI, student assistance program and community support services.

A. Counseling

Counseling of individuals and groups occurs in a variety of contexts. Examples are personal and social development, educational planning, and coping with specific life situations. Counselors also refer individuals and families to outside resources and agencies as appropriate.

B. Health

Initial screening results are used to refer students to outside health care professionals as needed. Grant funding for some services such as vision/glasses is available along with the use of free dental services for eligible students.

C. Psychologist

Coordinate student testing/evaluation to determine appropriate educational services and interventions.

Consultation and Coordination Services

The district works cooperatively within and among agencies and service providers to meet the needs of all students. For identified students, a case manager is assigned to help with coordination of services. The district strives to establish relationships with various agencies and organizations to meet the needs of our students and families. Some of these presently are mental health agencies, law enforcement, institutions of higher education, private providers, Career Link and Sylvan learning to name a few.

Training for instructional staff on services provided and available for students occurs on an ongoing basis as well as how agencies can aid the teacher in the instructional process to benefit all students.

Student Assistance Program

The student assistance program operates at the middle and high school levels, grades 6-12. The team is made up of representatives from the student services team including guidance counselors, nurses, psychologists, teachers, administrators, and agency representatives. The team meets at least once weekly to evaluate referrals from peers, staff, or self-referrals. Information is gathered and based on the data, students may be referred to community services, scheduled for counseling, or referred to a facility. Parental involvement is a beneficial piece to servicing students but is not mandatory to put supports in place. Students are monitored for progress following initial referrals.

Communication

1. Communication with parents/guardians regarding educational programs and opportunities occurs through multiple means. The district utilizes its web site, www.seal-pa.org, student handbooks, newsletters, and a parent communication system, School Reach, to call/email parents.
2. The district is in the process of implementing a career counseling component K-12. Presently career related activities are sporadic and career assessments are only done at one grade level. Results of this assessment are sent home to parents.
3. Parents are contacted regarding student health needs directly from the school nurse typically via phone call. A follow up letter is then sent.

4. The district follows the regulations stipulated in the Protection of Pupil Rights Amendment (PPRA) and sends notices home to parents/students regarding the nature and reason for surveys along with the opportunity to opt out of participation. For annual surveys, notice is sent home the beginning of the school year. For one time surveys, the notice is sent home prior to the survey date.

5. Communication between home and school is the key component of our educational system and is therefore included in all of our action plans either directly or indirectly. Our parents and community need to be informed of changes and new initiatives in our educational program as well as progress toward existing goals. We also need to work on realizing that communication is a two way street. We need to provide more opportunities to hear from parents and community.

Strategic Planning Process

The Selinsgrove Area School District began the strategic planning process in October, 2006. The steering committee was composed of representatives from all constituent groups providing representation from each aspect of the Selinsgrove community. The steering committee worked on determining the mission, vision, and belief statements which would be the guiding principals behind all further aspects of the strategic plan. The steering committee then began collecting and examining data of all types to determine what the District's strengths and challenges were. Once they were identified, goals were established to guide the work of the sub committees which met to develop each plan focused on student achievement.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
April Metzger	Selinsgrove Area School District	Middle School Teacher	Teacher's Association
Chad Cohrs	Selinsgrove Area School District		Superintendent
Cheryl Badman	Selinsgrove Area School District	Parent	Donna Wagner
Cynthia O'Hora	Selinsgrove Area School District	Board Member	School Board
Cynthia Vennie	Selinsgrove Area School District		Superintendent
Dan Campbell	Selinsgrove Area School District	Secondary School Teacher	Teacher's Association
Donna Gavitt	Selinsgrove Area High School	Secondary School Teacher	Teacher's Association
Donna Wagner	Selinsgrove Area School District	Parent	Chad Cohrs
Dr. Frederick Johnson	Selinsgrove Area School District		Superintendent
Eric Rowe	Selinsgrove Area School District	Board Member	School Board
Kathy Hummel	CSIU		District
Leola Gaugler	Selinsgrove Area School District		Teacher's Association
Lorinda Krause	Selinsgrove Elementary	Administrator	Superintendent
Peter Geipel	Technology Coordinator		Superintendent

Chris Lupolt	School Counselor	Ed Specialist - School Counselor	Chad Cohrs
Barb Hayes	School District	Ed Specialist - School Psychologist	Chad Cohrs
Missy Bechtel	School District	Ed Specialist - School Nurse	Chad Cohrs

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 â€“ 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 â€“ 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

- Wellness Policy