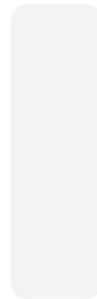
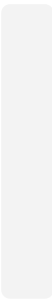


EHS OPEN HOUSE and Act 158 Information

Fall 2024



Open House - WELCOME!

5:30 - 6:00 Introductions

6:00 - 8:00 Teachers are Available in Classrooms

6:00- 6:30 - Administrator Meeting and Greet in HIVE

6:30 - 8:00 - Community Tables in the HIVE



Our EHS Admin Team

EHS Principal

Principal for Acad. Affairs

SS Principal A- Fau

SS Principal Faz-Lap

SS Principal Lar-Rob

SS Principal Rod-Z

Supervisor of Special Ed

Athletic Director

Activities Director

School Resource Officer

Ms. Beth Guarriello

Ms. Lorie Gamble

Mr. Marc Zimmerman

Mr. Jordan Fortier

Dr. Rodd Luckenbill

Ms. Nicole D’Emilio

Dr. Dan Cullen

Ms. Rebecca George

Ms. Carrie Okken

Officer Craig Blose

Our EHS Counseling Team

Student Last Names

A- Cameron

Campbell-Dunn

Dunton- Gross

Grossi-Justesen

K- Mackaravitz

Mackiewicz-O'Brien

O'Donnell-Roth

Rounds-Strobl

Strydesky-Z

Counselor

Mr. Wood

Ms. Baranek

Ms. Demchak

Ms. LaBar

Ms. Spotts

Ms. Grim

Ms. Brinker

Ms. Greene

Ms. Burk

THIS YEAR at EHS: STUDENT SKILL BUILDING GROUPS

During the 24/25 SY, skill building groups will be offered to students of all grades. Topics may vary depending on interest and need. The goal of these focus groups are to support student's growth in a particular area such stress management, study skills, healthy relationships, or conflict resolution.

If you have any questions, please don't hesitate to reach out to Amy Williams abwilliams@eastpennsd.org.

- **Stress Management**
- **Study Skills**
- **Healthy Relationships**
- **7 Healthy Habits**
- **COPE**
- **Grief/Loss**
- **Conflict Resolution**
- **Art for Relaxation**
- **Vaping Cessation**
- **Life Skills:**
- **Digital Citizenship**

THIS YEAR at EHS: ATTENDANCE- Use Safe Arrival or Paper Notes

<https://www.eastpennsd.org/safearrival/>

THIS YEAR at EHS: Focusing on Well Being and Safety, Preserving Instructional Time, and the Best Teaching and Grading Practices for all students

Hornet Homeroom - “Homebase” for each student, Community Building Activities each week, HR teacher is part of the student’s support team along with the Counselor and Assistant Principal

- ***All Days but Thursdays*** - Remediation, Make-Up Work, Tutoring, Enrichment
- ***Thursdays*** - Hornet Huddle Community Building Activities
- ***New Student Mentoring Program***- will take place during Homeroom once a month for all new students

Syllabus in Each Class - to help clarify academic expectations including ***Second Chance Learning, Grading Categories, Minimum and Maximum Number of Grades in each course, Late Policy, Assignments***, etc.

Safety - Locked classroom doors, Students must enter and leave through the main office during the school day, Clearing hallways to ensure students are in class, Hall Pass changes, Vape Detectors, New Room Numbers, Electronic Device Expectations

Mental Health Supports - School Psychologists and Counselors, LVHN School Based Counseling, Community In School Counseling, Support Groups for a variety of topics, Electronic Device Expectations

THIS YEAR at EHS: Focusing on Well Being and Safety, Preserving Instructional Time, and the Best Teaching and Grading Practices for all students

[Electronic Device Expectations](#) - in Student / Parent Handbook and Student Information Form

THIS YEAR at EHS: Focusing on Well Being and Safety, Preserving Instructional Time,
and the Best Teaching and Grading Practices for all students

[Second Chance Learning Opportunities:](#) in Student / Parent Handbook and Student Information Form

THIS YEAR at EHS: Focusing on Well Being and Safety, Preserving Instructional Time, and the Best Teaching and Grading Practices for all students

Consistent [Late / Make-Up Work Expectations](#) - in Student/Parent Handbook and Student Information Form

2 Types of Graduation Requirements

1. East Penn School District Requirements: 21 Credits out of 32 "spots"

MINIMUM DEPARTMENT CREDITS:

English	4.0
Social Studies	4.0
Mathematics	3.0
Science	3.0
Arts/Humanities	2.0
Physical Education	1.0
Health	0.5
Driver Education	0.25
FCS	0.5
STEM	0.5
Electives or LCTI	2.25

2. Pennsylvania Department of Education Requirements: ACT 158

Student Support Services



- School Counselors and Psychologists
- Student Support Groups
- Student Advisors
- EHS Wellness Website
- Angel Network
- SAP (Student Assistance Program)
- Lehigh Valley Health Network School Based Counseling- **work through school counselors**
- CARON Foundation -**work through school counselors**
- Communities In Schools

Activities and Athletics

CLUBS- There is something for everyone!

ATHLETICS- stop by or call the Athletic Office with any questions



Check out the forms tab for additional info:

<https://www.eastpennsd.org/athletics-activities/forms-documents/>

Special Education

Special Education Administrative Team

Ms. Jody Freed - Director of Special Education

Mrs. Carli Harrell - Supervisor of Special Education - Specialized Programs

Dr. Daniel Cullen - Supervisor of Special Education - Emmaus High School

Programs & Services

- Transition Services & Supports - Partner CLIU 21
- Autistic Support
- Emotional Support
- Learning Support
- Enhanced Learning Support



ACT 158- Graduation Requirements for ALL Students

For students graduating in 2023 and beyond, five pathways exist for meeting state high school graduation requirements:

- Keystone Proficiency
- Keystone Composite
- Career and Technical Education (CTE) Concentrator
- Alternative Assessment
- Evidence-Based



01

Keystone Pathway

Act 158 – Pathways to Graduation

In accordance with Act 158 of 2018, students must meet statewide graduation requirements in one of five ways.

- **Option 1** - Keystone Proficiency Pathway: Scoring proficient or advanced on each Keystone Exam - Algebra 1, Literature, and Biology.

02

Keystone Composite Score

Option 2 - Keystone Composite Pathway: Earning a composite score of 4452 on the three Keystone Exams, while achieving at least a proficient score on at least one of the three exams and no less than a basic score on the remaining two.

03

Career and Technical Pathway

Successful completion of locally established grade-based requirements for academic content area associated with each Keystone Exam on which the student did not achieve proficiency and one of following:

- Attainment of an established score on an approved alternate assessment:
 - SAT score of 1010
 - PSAT score of 970
 - ACT score of 21
 - Armed Services Vocational Aptitude Battery Exam (ASVAB): minimum score (31) to gain admittance to a branch of the armed services in the year the student graduates
- Attainment of an established score on an Advanced Placement (AP) Program in an academic content area associated with each Keystone exam in which the student did not achieve at least a proficient score
- Successful completion of a dual enrollment course in an academic content area associated with each Keystone exam in which the student did not achieve at least a proficient score
- Successful completion of a pre-apprenticeship program; or
- Acceptance to an accredited 4-year nonprofit institution of higher education and evidence of the ability to enroll in college-level coursework

03

Career and Technical Pathway

LCTI Provides Updates Annually

Passing grade for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency

And

- Attainment of an industry-based competency certification related to the CTE program of study

Or

- Demonstration of a high likelihood of success on an approved industry-based competency assessment

Or

- Readiness for continued meaningful engagement in the CTE program of study.

04

Alternate Assessment Pathway

Option 4 - Evidence-Based Pathway:

Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and demonstration of three pieces of evidence consistent with the student's goals and career plans, including one of the following:

- Attainment of an established score on an SAT subject test or an Advanced Placement Program Exam
- Acceptance to an accredited 4-year nonprofit institution of higher education and evidence of the ability to enroll in college-level coursework
- Attainment of an industry-recognized credential through LCTI
- Successful completion of a concurrent enrollment or postsecondary course; and **Two** additional pieces of evidence, including:
 - One or more of the options listed above
 - Satisfactory completion of a service learning project; attainment of a score of proficient or advanced on a Keystone Exam; a letter guaranteeing full-time employment; a certificate of successful completion of an internship or cooperative education program; or satisfactory compliance with the NCAA's core courses for college-bound student-athletes with a minimum grade point average (GPA) of 2.0

04

Alternate Assessment Pathway

Passing grade for academic content associated with each Keystone Exam on which the student did NOT achieve proficiency

And *(one of the following)*

- Attainment of an established score on an approved alternate assessment (SAT, PSAT, ACT, ASVAB)
 - PSAT = 970
 - ACT = 21
 - ASVAB = 31
 - SAT = 1010
- Attainment of an established score on an Advanced Placement Program in an academic content area associated with **each** Keystone Exam on which the student did not achieve at least a proficient score;
- Successful completion of a concurrent enrollment course in an academic content area associated with **each** Keystone Exam in which the student did not achieve at least a proficient score;
- Successful completion of a pre-apprenticeship program;
- Acceptance in an accredited 4-year nonprofit institution of higher education and evidence of the ability to enroll in college-level coursework.

05

Evidence-Based Pathway

Option 5 - CTE Pathway:

For Career and Technical Education (CTE) Concentrators, successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and attainment of an industry-based competency certification related to the CTE Concentrator's program of study or demonstration of a high likelihood of success on an approved industry-based competency assessment or readiness for continued meaningful engagement in the CTE Concentrator's program of study.

05

Evidence-Based Pathway

Passing grade for academic content areas associated with each Keystone Exam on which the student did NOT achieve proficiency **and** demonstration of three pieces of evidence consistent with the student's goals and career plans

Including one of the following:

- Attainment of an established score on an Advanced Placement Program Exam
- Acceptance to an accredited nonprofit institution of higher education other than a 4-year institution
- Attainment of an industry-recognized credential;
- Successful completion of a concurrent enrollment or postsecondary course;

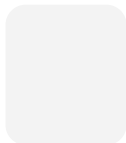
And two additional pieces of evidence, including one or more of the options listed above, or:

- satisfactory completion of a service learning project;
- attainment of a score of proficient or advanced on a Keystone Exam;
- a letter guaranteeing full-time employment;
- a certificate of successful completion of an internship or cooperative education program;
- satisfactory compliance with the NCAA's core courses for college-bound student athletes with a minimum grade point average (GPA) of 2.0.

Students with Individualized Education Plans

Students with an IEP will take the Keystone examination once for each content area assessed.

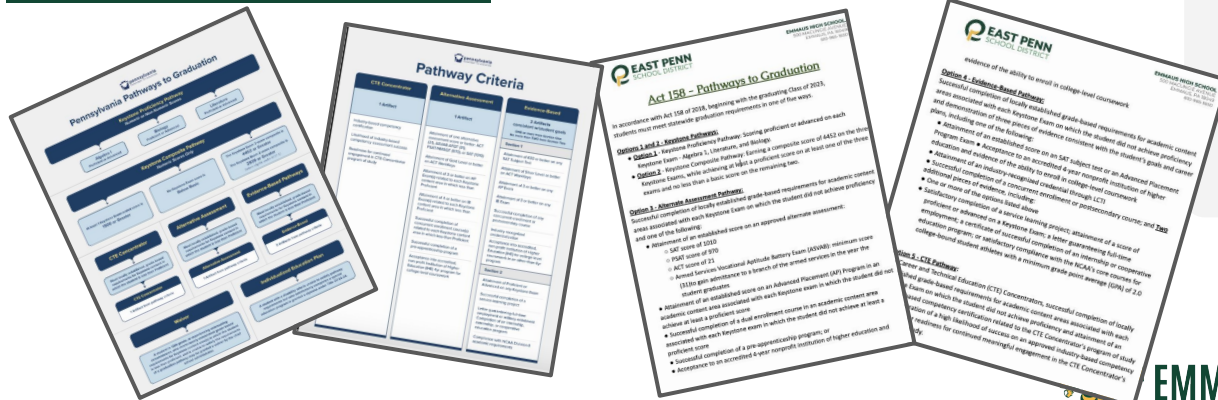
If the student did not score proficient on the Keystone, the IEP team will design a graduation pathway in the Postsecondary Education and Training Goal section of the IEP.



Links to Sample Documents:

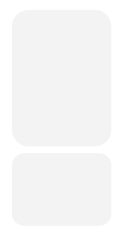
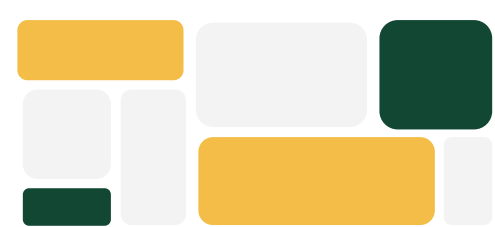
- [Letter for Full Time Employment](#)
- [Non-conditional Acceptance Letter](#)
- [Service Learning Project Application](#)
- [Written Confirmation of Acceptance](#)

HANDOUTS IN LOBBY:



The process is easy and we are here to help you succeed!





THANK YOU

