
Pennsylvania Department of Education



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DEPARTMENT OF EDUCATION

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

Student Services Report

Wednesday, February 22, 2012

(Last Approved: Tuesday, January 13, 2009)

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Educational Community

The East Penn School District is located in eastern Pennsylvania in the southern part of Lehigh County. The District encompasses 45.4 square miles and is composed of Alburdis, Emmaus, and Macungie Boroughs and Lower Macungie and Upper Milford Townships. The school district serves students in seven elementary schools, two middle schools, and one high school. The K-12 enrollment in October 2011 was 8011 which included 3532 elementary, 1918 at the two middle schools and 2561 at the high school. There are approximately 541 faculty members.

Community Profile

The East Penn School District is located in the Lehigh Valley's metropolitan area which has a total population of a half million people. With proximity to New York City, Philadelphia, the Pocono Mountains and the New Jersey shore, East Penn is an ideal location that is experiencing residential and business growth.

Students and Programs

The K-12 enrollment in October 2011 was 8011 which included 3532 elementary, 1918 at the two middle schools and 2561 at the high school. The Pennsylvania Department of Education has projected continued growth.

East Penn is noted for its academic excellence. Of the Class of 2011, 55% are attending four-year colleges or universities, 24% are attending two-year colleges and 3% are attending business, nursing or technical schools for a total of 82% seeking higher education. Nineteen advanced placement courses and 20 honor courses are offered at the high school. There are classes for special needs students and academically gifted on all levels.

Student activities include dramatics and musical performances as well as an active club program. At the secondary level, 25 varsity and 23 junior varsity sports are offered with over one-third of the students participating.

Staff:

The East Penn staff consists of approximately 541 professional and 422 support members. Nearly 83% of the teachers hold a master degree or beyond. Another 10% has at least 24 credits beyond their bachelor degree. In addition to attending many workshops and conferences each year, every professional employee participates in various workshops and training activities through the Employee Development Program to enhance their particular skills. Members of our professional staff are resource persons for state, national and international conferences, adjunct college professors and published writers and researchers.

Elementary

The elementary curriculum focuses on the development of mental, physical, emotional and social abilities. A strong emphasis is placed on basic skills in language arts and mathematics, but the development of independent thinking and problem solving skills is also encouraged.

A variety of grouping strategies is used for instructing students in language arts and mathematics. Team-teaching approaches are used in some elementary schools. Enrichment and remediation are available to meet the needs of individual students.

*Kindergarten registration: Entrance age for admission to kindergarten is 5 years old before September 12. Birth certificate and proof of immunization are required at registration. Hearing and speech/language screening are offered as part of the kindergarten process.

*Kindergarten programming is conducted on a half-day basis with a full-day option available in some buildings for students who demonstrate academic need. The curriculum includes reading readiness, mathematics, science, social studies, language development, art and music, physical fitness, library, opportunities for social growth and the development of good work habits.

*Elementary curriculum (grades 1-5) includes language arts, mathematics, science, social studies, health and safety, physical education, penmanship, art, vocal and instrumental music and library education. Use of computers and associated educational technology are integrated into the various subject areas.

*The PSSA are given in grades 3 to 8 and 11.

*Special education programming includes life skills, learning support and emotional support classes in grades K-5. A gifted support program is offered in grades 1-5.

Middle and High School

The instructional program emphasizes the development of content areas skills as well as critical thinking and problem solving. Individual and small group counseling is provided to help students develop a self-awareness of their talents and interests. Additionally, counselors provide a full range of services aimed at helping students attain personal, educational and career goals.

*The Middle School curriculum includes language arts, mathematics, social studies, science, world languages, wellness/fitness, art, music, technology education, family and consumer science, keyboarding/introduction to word processing, and vocal and instrumental music. Honors level courses are offered for some subjects.

*The Senior High curriculum includes required and elective offerings in computer science, wellness/fitness, art, music, technology education, family and consumer science, driver education and vocal and instrumental music. Honors and advanced placement courses are offered in English, social studies, math, science, world languages and computer science. Additionally, the East Penn School District is a participating member of Lehigh Career and Technical Institute. Students at the high school may elect to attend the institute and pursue a large variety of program offerings.

*Special education includes an academically gifted program, as well as learning support classes, emotional support classes and life skills support classes.

*Testing in the secondary program includes the PSSA, the Keystone Exams, semester exams, AP exams and PSAT/SATs.

*Co-curricular activities include clubs, intramural and interscholastic sports, plays and musicals, opportunities to participate in student government and jazz and vocal ensembles.

Mission

The East Penn School District will provide a learning environment in which students become problem solvers, collaborators, and critical thinkers.

Vision

The East Penn School District will empower students to maximize their individual potential and become lifelong learners and contributors to a global society.

Shared Values

1. We believe education is an ever-changing lifelong process and people need to view themselves as life-long learners.
2. We believe students have a shared responsibility for their own learning.
3. We believe students of today will live in a different future and we must prepare them to confront new challenges.
4. We believe the East Penn School District must continue to provide an excellent program that addresses the educational needs of all students in a safe and supportive environment.
5. We believe a commitment to continuous improvement is essential to achieve the mission of the East Penn School District.
6. We believe the collaboration between the home, the school district, and the community has a direct correlation to the quality of the educational system and the experience of each student.
7. We believe a strong foundation of experiences leads to constructively contributing citizens who understand the effects of their actions.
8. We believe that a strong and effective education system is essential to both the survival and prosperity of a democratic society.
9. We believe that the East Penn School District must manage financial assets in an efficient manner that is fiscally responsible to all members of the community.

Strategic Planning Process

December 2007 to February 2008

Conduct internal and external needs assessment:

Needs were determined through the use of three survey instruments. A Parent/Guardian Survey (conducted by Futuristics Research, Inc.), Staff Survey (conducted by JB Associates) and Student Focus Discussion Groups (conducted by the Schlechty Group).

January 14, 2008

Board resolution to:

1) authorize the superintendent to undertake a revision of the strategic plan; 2) appoint internal facilitators; 3) authorize the board president to appoint two representatives to the Steering Committee; 4) ensure that the steering committee represent the entire EPSD community to the greatest possible extent; 5) establish progress on the strategic plan as a standing Board Agenda item.

Send letter to all current Steering Committee members asking if they would like to continue. East Penn Education Association and Act 93 appoint their own. Principals select one student from each grade 8, 9, 10, and 11.

East Penn Press display ad for community volunteers for the Steering Committee.

January 28, 2008

Confirmation and Board appointment of Steering Committee.

February 5 and 19, 2008 Steering Committee meetings

Initial meetings of Steering Committee—Tuesday, February 5 and February 19, 2008.

February 5 - The Superintendent of Schools, welcomed the members of the Steering Committee and outlined the process to be followed over the course of the next seven months. He discussed the surveys that were completed by various stakeholders that impacted the direction of the strategic plan.

The internal facilitators reviewed the charge of the committee; procedures (consensus, all are equals, all ideas are important, etc.); the timeline, and the key components of the current Strategic Plan.

February 19 — The Superintendent introduced a short video entitled; “Student Vision of Today.” The members of the committee were divided into four groups. They were asked to discuss the professional journal articles that were sent to them in late January and list key concepts that should be considered when developing the strategic plan. Using the information gained from the small group discussion, work began on the Vision and Mission Statements. Finally, the committee members were asked to take time before the next meeting to review the goals and objectives of the current Strategic Plan and determine what elements should be carried over into the next plan.

March 4, 2008 Steering Committee Meeting

Steering Committee developed Belief Statements.

Using the high frequency rating developed by the group in February, the Steering Committee again broke into small groups to continue working on the Vision and Mission Statements by reviewing and discussing the Belief Statements from the previous Strategic Plan.

March 18, 2008 Steering Committee Meeting

Steering Committee voted on Vision and Mission Statements.

The suggested Vision and Mission Statements were developed as a result of the committee's discussion during the past two meetings. By a vote of 18 Yes; 1 No the following Vision Statement was adopted:

The East Penn School District will empower students to maximize their individual potential and become lifelong learners and contributors to a global society.

By a vote of 14 Yes; 6 No, the Steering Committee adopted the following Mission Statement:

The East Penn School District will provide a learning environment in which students become problem solvers, collaborators and critical thinkers.

The committee was divided into four small groups and asked to report back to the whole committee, their work on the two Belief Statements. The committee then voted on the proposed changes/decision of each Belief Statement.

Adopted Belief Statements

1. We believe education is an ever-changing lifelong process and people need to view themselves as life-long learners. 20 Yes, 1 No
2. We believe students have a shared responsibility for their own learning. 19 Yes; 2 No
3. We believe the student of today will live in a different future and we must prepare them to confront new challenges. 21 Yes; 0 No
4. We believe the East Penn School District must continue to provide an excellent program that addresses the educational needs of all students in a safe and supportive environment. 20 Yes; 1 No
5. We believe a commitment to continuous improvement is essential to achieve the mission of the East Penn School District. 21 Yes; 0 No
6. We believe the collaboration between the home, the school district, and the community has a direct correlation to the quality of the educational system and the experience of each student. 20 Yes; 1 No
7. We believe a strong foundation of experiences leads to constructively contributing citizens who understand the effects of their actions. 16 Yes; 5 No
8. We believe that a strong and effective educational system is essential to both the survival and prosperity of a democratic society. 20 Yes; 1 No

The members of the committee were asked to review, before the April 1st meeting, the action plans from the previous Strategic Plan and think about what should be included in the new plan.

April 1, 2008 Steering Committee Meeting

A member of the committee proposed an additional Belief Statement. It read:

We believe that the East Penn School District must set and achieve aggressive productivity improvement targets by producing measurably higher achievement in its students for each dollar it spends.

There was an extensive debate regarding the statement. Some felt the statement was too business oriented while others stated that there should be a relationship between achievement and the district spending plan. A vote was taken and the proposed statement was defeated by a vote of 3 Yes; 20 No.

The Steering Committee was divided into six groups and assigned two goals. Their charge was to modify the goal or abandon the goal completely. After extensive work, the following goals were adopted.

Adopted Goals

1. The East Penn School District will provide a curriculum that includes a broad array of learning experiences and opportunities. 22 Yes; 0 No
2. The East Penn School District will encourage and promote community involvement and collaborative partnerships. 18 Yes; 4 No
3. The East Penn School District will foster professional growth and provide opportunities to enhance the performance of the entire employee team so as to be consistent with students, educator, building and district needs.
4. The East Penn School District will maintain a healthy, safe, secure, and supportive environment in all facilities to accommodate and enhance the learning process. 22 Yes; 0 No
5. The East Penn School District administrative team and the teachers will regularly evaluate and enhance the comprehensive annual student assessment program. 22 Yes, 0 No
6. The East Penn School District will set and achieve standards to establish our school district as a leader in education. 21 Yes; 1 No

At this point, the Steering Committee agreed to stop and resume working on April 15th.

April 15, 2008 Steering Committee Meeting

The meeting began with the introduction of the new Director of Information Technology.

The committee member proposed a modified version of the previously proposed Belief Statement. It read:

We believe that the East Penn School District must manage financial assets in an efficient and effective manner that is fiscally responsible to all members of the community.

After a brief discussion a vote was taken. The 9th Belief Statement was adopted by a vote of 12 Yes and 2 No.

Three versions of Goal #3 were introduced. The following goal was adopted by a vote of 14 Yes; 0 No.

The East Penn School District will foster professional growth and provide opportunities to enhance the performance of the entire employee team so as to be consistent with student, educator, building and district needs.

Goals 7, 8 and 9 were read and after some discussion, changes were suggested and the goals were modified.

7. The East Penn School District will continue to research, develop and implement its current and future technology plan to enhance student learning and foster new opportunities. 12 Yes; 6 No
8. The East Penn School District, in an effort to improve the overall vitality of the school district, will develop and implement a consistent approach to decision making. 17 Yes; 1 No
9. The East Penn School District will develop, routinely monitor, and review a district-wide Master Plan based on demographic trends, regulations, and the overall quality of existing buildings and facilities. The plan will include a set of prioritized short and long term facility enhancement projects. 18 Yes; 0 No.

April 29, 2008

Steering Committee Meeting

The Educational Technology Sub-Committee, led by the Director of Information and Technology, shared the sub-committee's work with the Steering Committee, by reviewing the objectives that were related to Goals: 2, 3, 4, 5, 6, 7, and 8.

The Special Education Sub-Committee, led by the Special Education Supervisor for the Middle Level, shared the sub-committee's work with the Steering Committee, by reviewing the objectives that were related to Goals: 1, 2, 3, 5, 6, 7, and 8.

A Steering Committee member questioned why a gifted education component was not addressed in the plan. One of the internal facilitators said she would contact PDE to find out where the gifted and talented objectives should be placed in the plan.

May 21, 2008

Steering Committee Meeting

The Special Education Sub-committee, led by the Supervisor for the Middle Level, presented the report for Gifted Education.

The Teacher Induction Sub-committee, led by the Director of Curriculum and Instruction, presented the report. Objectives related to Goals 3, 6 and 8 were shared.

May 28, 2008

Steering Committee Meeting

The Professional Education Sub-committee report, led by the Director of Curriculum and Instruction, presented the report. Objectives related to Goals 2, 3, 6, 7, and 8 were shared.

May 29, 2008

The Special Education Report was submitted to the Pennsylvania Department of Education.

June 3, 2008

Steering Committee Meeting

The Academic Standards and Assessment Sub-committee report was presented by the Director of Curriculum and Instruction. Objectives related to Goals 1, 2, 3, 5, were shared.

The Student Services Sub-committee report was presented by the Director of Pupil Personnel Services. Objectives related to Goals 1, 2, 3, and 4 were shared.

June 10, 2008

Steering Committee Meeting

Objectives related to Goals 8 and 9 were presented by the Superintendent of Schools. Steering Committee members will continue to review the plans as they are submitted to the Pennsylvania Department of Education.

The Steering Committee will meet periodically to review the progress of the work done to implement the Plan.

July 2, 2008

The Special Education Plan was approved by the Pennsylvania Department of Education.

July 14, 2008

The East Penn Board of School Directors approved the 2008-2014 Strategic Plan Vision, Mission, and Belief Statements.

July 25, 2008 to August 25, 2008

Public review of the final drafts of all Plans. Plans were available on the East Penn School District website.

September 8, 2008

School Board approved the 2008-14 Strategic Plan.

September 25, 2008

Strategic Plan submitted to the Pennsylvania Department of Education

October 17, 2011**Steering Committee Meeting****Midpoint Review**

All Plans (Academic Standards/Assessment, Professional Education, Educational Technology, Special Education, and Student Services) were shared with members. Key administrators explained the work done since the approval of the Plan in 2008. They also shared the work that will be done from 2011 to 2014.

The Steering Committee approved the Midpoint Review.

October 24, 2011**Midpoint Review**

All Plans (Academic Standards/Assessment, Professional Education, Educational Technology, Special Education, and Student Services) were shared with members. Key administrators explained the work done since the approval of the Plan in 2008. They also shared the work that will be done from 2011 to 2014.

November 14, 2011**Midpoint Review**

All Plans were reviewed by the East Penn Board of School Directors. The Board approved the Midpoint Review.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Mirabella, Thomas	East Penn School District	Administrator	East Penn School District

Current Student Services

Service/Resource	Description
Academic Development	In the academic area, counselors work with students on their ability to acquire the attitudes, knowledge and skills that contribute to effective learning in school. This includes organizational skills, time-management, communication skills, as well as a variety of work-oriented skills, such as developing dependability, productivity and initiative. Counselors work with students and their families on an individual basis to develop action plans to deal with the above issues. At the middle school and high school levels the guidance counselors work with the educational teams to complete a Career Cruising activity to assist with the Transition Plans for those students who are 14 years of age or older.
Academic Guidance	Academic guidance is offered to all students and varies according to grade level. Academic guidance activities include: course offerings, dual enrollment options,

	credit recovery, prerequisite requirements for course or college admissions.
Alternative Education	Placements and continued liaisons.
Assessment Services	Evaluation of students under Chapter 14 (Special Education eligibility). Functional Behavioral assessments. Interpretation of outside evaluations. Early Intervention evaluations. Evaluation of students under Chapter 16 (Gifted). Evaluation of students under Chapter 15 (Protected Handicap). Evaluation of students addressed through RtI. Consultation with administration/professional staff.
Building-Based Activities	Response to Instruction and Intervention (RtII) data management Staff/Parent in-service on emotional growth and development, mental health and autism Building-level Safe Schools Committee Crisis Management Q-Teams Consultation with grade-level teams regarding behavioral/instructional interventions/supports TeenScreen Interventionist, Positive Behavior Support Teams Assist with universal screening activities
Career Choices	Career awareness is a focus at the elementary level. Initial skill development includes facing challenges, developing a work ethic and moving toward becoming an independent and life-long learner. The middle school program takes a more in-depth approach to career exploration. The focus includes developing an awareness of personal abilities, interests and motivations to achieve future career goals with success and satisfaction. Students develop the skills to locate, evaluate and interpret career information. At the high school level, students focus on assessing and modifying their educational plans to support their career choices. Job readiness and employability skills are emphasized through internship, mentoring, shadowing and other work experience programs. Students begin to understand that the changing work place requires life-long learning and new skills designed for the future. Every guidance counselor at the 11th grade level meets individually with each student to discuss career and/or college plans. The guidance program in the high school assists students in becoming responsible adults who can develop plans based upon self-understanding of needs,

	<p>interests and skills. Education and career plans are reviewed in accordance with student's post-graduation educational and occupational goals. The high school counselors also assist teachers in coordinating career education learning units in the classroom. The high school counselors support the program through college and industry visitations and through professional development.</p>
<p>Career Development</p>	<p>Magazines, Newspapers and Workbooks: Careers and Colleges, Grades 10, 11, 12 Pennsylvania Career Guide, Grades 10, 11, 12 Pennsylvania Careers, Grades 10, 11, 12 Labor Market Job Guide, Grade 12 Exploring Careers, The ASVAB Workbook, Grade 11 Speakers: Post-Secondary School Representatives, Grades 11, 12 Assessments: Self-directed Search, Grade 9 Armed Services Aptitude Battery, Grade 11</p>
<p>Community Service</p>	<p>Special education administrators, counselors. The home and school visitor and psychologists work collaboratively with Lehigh County Mental Health/Mental Retardation to assist students identified with various disabling conditions. Many interagency meetings are held to assure that school and community services are coordinated and can wrap-around the needs of the student. Many of the services provided are due to students who have mental health issues. The district communicates with the psychiatric departments of area hospitals and treatment centers. The district also coordinates instruction for students who are in area partial hospitalization programs, day treatment facilities and drug and/or alcohol rehabilitation facilities. Many private behavioral health organizations provide therapeutic staff support and/or behavioral specialist support for families in their homes and in the community. The school often will inform families about these services and assist in accessing these services when possible. The guidance counselors, in conjunction with the home and school visitor, serve as the extension of families and students into the community to promote and utilize resources, which provide specialized services beyond the scope of the regular school activities. This team works with such agencies such as Children & Youth</p>

	Services, Juvenile Probation, CASSP and various mental health providers to help students and families address issues that may be impeding educational success.
Community Services	MH/MR evaluations and consultation. Children & Youth Services. Probation Office. CAASP
Consultation	Consultation with administration/professional staff. Instructional Support Teams. Student Assistance Teams. Early Intervention transition (preschool) Transition to adult life
CONSULTATION/COORDINATION SERVICES - COUNSELING	
CONSULTATION/COORDINATION SERVICES - HEALTH SERVICES	
CONSULTATION/COORDINATION SERVICES - HOME AND SCHOOL VISITOR (SCHOOL SOCIAL WORKER)	
CONSULTATION/COORDINATION SERVICES - PSYCHOLOGICAL SERVICES	
Crisis/Threat Assessments	Evaluation for at risk students. Family/Staff support. Crisis postvention of student/staff tragedy. Consultation with administration/professional staff.
Curriculum	Elementary: Classroom-based lessons are presented to various grades/classes based on agreement among counselor, principal and Student Services Director. Career Awareness Curriculum through the Career Pathways Program. Secondary: Peer Mediation Program in 6-9th grades Career Pathways - Guidance Instruction in 6th, 7th and 8th grades. College visits for grades 10 to 12. College field trips for grades 10 to 12. PSAT/SAT preparation.
Data Teams	These teams meet at least annually to analyze the school aggregate data and to determine if there is any system and/or school-wide action planning required assuring that all students are successful.
DEVELOPMENTAL SERVICES - COUNSELING	
DEVELOPMENTAL SERVICES - HEALTH SERVICES	
DEVELOPMENTAL SERVICES - HOME & SCHOOL VISITOR (SCHOOL SOCIAL WORKER)	
DEVELOPMENTAL SERVICES - PSYCHOLOGICAL SERVICES	
DIAGNOSTIC/INTERVENTION SERVICES - COUNSELING	

DIAGNOSTIC/INTERVENTION SERVICES -
HEALTH SERVICES

DIAGNOSTIC/INTERVENTION SERVICES -
HOME & SCHOOL VISITOR (SCHOOL SOCIAL
WORKER)

DIAGNOSTIC/INTERVENTION SERVICES -
PSYCHOLOGICAL SERVICES

District-Based Activities

Strategic Planning Committee Safe
Schools Committee Assessment
Committee Flight Team assistance Bully
assessment TipLine for violence-free
schools Staff training / Professional
development Participation in policy-making
committee district-wide Response to
Intervention (RtI) Steering Committee

Ethical and Legal Activities

Practice with appropriate ethical,
professional and legal standards Adhere to
all Due Process guidelines Current with
research and best practices

Group Counseling

Students are referred for small group
counseling on an as-needed basis. A
teacher, parent, counselor or administrator
can refer students. Small group topics may
include: coping skills, anger management
skills, social skills, study skills, children of
divorce or separated parents.

IEP / Chapter 15 Teams

Federal and State laws mandate that
students with disabilities have teams
convene at least once per year to develop
individualized programs and/or to provide
accommodations to students with special
needs. Secondary counselors are an
integral part of all secondary IEP meetings
and 504 meetings.

Individual Counseling

Students receive individual counseling on
an as-needed basis for a variety of
reasons. Teachers, parents, counselor,
administrator or students themselves may
refer directly to counselors for services or
through the Student Assistance Program
team members. Individual topics may
include: coping strategies, peer
relationships and conflict resolution,
effective social skills, depression and
anxiety, substance abuse education,
school adjustment, decision-making skills,
divorce, eating and body image concerns,
individual/family/school crisis intervention
and communication skills.

Individual or Group Counseling

The high school counselors work with
students, parents/guardians, teachers,
administrators and members of the

community through a program of direct and indirect services. Individual, small group, personal and crisis counseling are available to students. Consultation services concerning student behavior and academic progress are provided for parents/guardians, teachers and administrators. Referrals to other professionals in the school district or to agencies and institutions outside of the district are made as required or requested. The high school counselor supports the over-all educational program through consultation and committee work.

Individual Student Planning

The indirect service of Career Education Curriculum includes structured developmental experiences presented through the classroom teacher. The curriculum emphasizes decision-making, self-understanding and career exploration and preparation. Individual Planning includes counseling activities to assist all students plan, monitor and manage their own learning as well as their personal and career development. Individual student education/career plans are developed in collaboration with parents/guardians. Individual planning uses test interpretation, advisement and the identification of career goals. Responsive Services includes counseling, consultation and referral activities to meet the immediate needs and concerns of students. Responsive services include personal counseling, crisis counseling, agency referral and consultation for parents/guardians, teachers and other professionals. System Support includes activities that maintain and enhance the high school guidance program. Components of system support include staff relations, committee work and professional development. Within the areas of counseling and guidance, the high school counselors enter into professional relationships with three segments of the school community: students, school staff members and parents/guardians. Consistent with the rights of the individual and the obligations of the high school counselors as a professional, the counseling relationship and resulting information are considered confidential Records and discussions of personal issues will be handled in a confidential manner. Records will be kept in the sole

	possession of the maker of the record and will not be accessible or revealed to any other person.
Instruction Support / Child Study Teams	These teams represent the elementary, middle school and high school teams. The teams work with teachers to identify students at-risk academically due to learning, social and emotional concerns and to provide appropriate strategies and/or interventions to work with the students.
Instructional Support Team	The guidance counselor is an integral member of the Instructional Support Team (IST). The counselor's involvement includes providing strategies to help students and parents in various areas of concerns. These areas include, but are not limited to: motivation, study skills, self-esteem, organizational skills, anger management and decision-making skills. The IST provides the student, teacher and the parents with techniques and strategies to help the child to be a more successful and productive student.
Intervention Services	Behavioral Intervention Plans. 504 Chapter 15 accommodations. Structured observations. IEP components that provide learning/behavioral changes. Manifestation determinations. Consultation with administration/professional staff, Positive Behavior Support teams and Grade level teams.
Mental Health	Liaison with hospitals and agencies. Coordinate after care plans. Consultation with families/therapists. Individual/Small group counseling.
Orientation Activities	Orientation activities are provided K-12 to students and parents in an effort to assist understanding of program options, tour facilities and to introduce the staff. In addition to orienting students, the guidance staff also works with parents to guide them in understanding of academic offerings and school resources. Curriculum, support services and logistics are discussed at each individual level. Activities can include 9th grade parent information nights, tours of facilities for new students, individual entry conferences and review of academic and extra-curricular activities.
Personal Social Development	In the personal social development area, counselors work with students at appropriate developmental levels to help

	<p>them acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others. Counselors may need to assist students in identifying and expressing feelings, distinguishing between appropriate and inappropriate behavior and identifying their own strengths, assets or areas that need to be further developed or improved. Counselors assist students in personal goal setting, decision-making and conflict resolution. Counselors support the many and varied characteristics that are presented in a public school setting. These can include: assisting students to overcome a variety of barriers including socio-economic difficulties, changing family structures, mental health conditions, chronic health conditions and the normal challenges facing students as they develop.</p>
Prevention Programs	<p>Each building has prevention programs for students at risk of failing and promoting diversity, school safety or improving psychological well being.</p>
Records	<p>It is recognized that there are many resources in the community that may be able to assist our students and their families in overcoming academic and/or social and emotional barriers to learning. The district works collaboratively with many public and private agencies. Whenever an East Penn School District staff members initiates contact with another agency, consent to exchange information is secured. This consent, which needs to be signed by the parent, follows the guidelines of the Family Educational Rights and Privacy Act (FERPA). It assures that information concerning a student's record will not be shared with agencies outside of school without prior parental permission.</p>
Research and Planning	<p>Research and planning including behavior management programs, school improvement and evidence-based interventions.</p>
Social/Emotional Skills	<p>At the elementary level, the focus is on developing personal awareness, work habits and social skills necessary to be a productive member of the class as well as a productive member within the cooperative group/team structure. Elementary students develop positive attitudes towards self and others. They are</p>

encouraged to understand appropriate behaviors and consequences of decisions and choices that they make. They are encouraged and assisted in developing friendships, which allow for accepting individual differences in others. Conflict resolution skills are also addressed. Social/emotional skills are reinforced through practice to assist students in developing an awareness of what is required to be successful in an academic environment and ultimately in the work setting. The middle school supplements the foundation laid at the elementary school level by teaching time management, organizational skills, goal setting and learning how to balance the over-all demands of the academic program. At the high school, counselors assist students in understanding and developing their personal strengths, interests and aptitudes. All of this information leads to the selection of a career pathway, integrating the student's specific areas of interest. Elective choices and curricular choices are made based on the student's academic and post-secondary goals and their individual achievement levels.

Standardized Testing

The Pennsylvania System of School Assessment (PSSA) for reading and mathematics is administered to students in grades 3 to 8 and 11. The Pennsylvania System of School Assessment (PSSA) for writing is administered to students in grades 5, 8 and 11. The Pennsylvania System of School Assessment (PSSA) for science is administered to students in grades 4, 8 and 11. School counselors coordinate standardized testing in cooperation with building administration and staff support. Information is sent home to parents prior to testing. Results are sent home when received from the PA Department of Education. Additional tests are given when deemed necessary. Parents interested in additional information regarding their child's results on such testing should contact the guidance counselor to arrange a conference.

Student Assistance Program

The Student Assistance Program (SAP) was piloted in 1984, funded by seed money from the PA Department of Health's Office of D&A programs with hopes of developing a more structured means by which to address growing concerns with

drug and alcohol issues. In 1986-87 the scope of the SAP process was expanded to incorporate focus on mental health issues. The PA School Code (Sections 1547 and 12.16, BEC for Counseling for Support Services and BEC for Compulsory Attendance and Truancy Elimination) discusses requirements for the Student Assistance Program. During this time period, the Secretary of Education published SAP guidelines, the Commonwealth of Pennsylvania developed a statewide SAP training system and approved provider and the PA Department of Health and Welfare provided additional funding for the program. By 1996, most public high schools and middle schools had SAP programs. The Basic Education Circular 15-1547 dated 9/1/97 reframed the mission of SAP as a systematic process using effective and accountable professional techniques to mobilize school resources to remove barriers to learning. This mission remains as the guiding force behind the SAP process today. Since its inception in 1984, the Student Assistance Program is serving at-risk students struggling to overcome issues of alcohol or drug use, depression and/or other mental health problems that present a barrier to their education. The program's goal is to engage in the identification of a barrier, collaborate with parents, provide a referral for further evaluation if needed and link the student and his/her family to necessary school and community-based supports. The SAP team does not engage in diagnosis, referral for treatment or discipline as a means to address the issue at hand. The SAP Program utilizes a systematic team approach by which professionals from various disciplines within the school and liaisons from community agencies work together. These professionals are trained and certified to identify barriers to learning and, in collaboration with families, strategize to refer identified students for assistance to enhance their school success. The Student Assistance Program Model consists of four phases: 1) Referral, 2) Data Collection, 3) Intervention and Recommendation and 4) Support and Follow-Up. During the Referral Phase, the problem behaviors are identified through an initial fact finding

phase and a referral to the SAP team is made. Referrals may be initiated by any individual who has contact with the student, including peers, parents, teachers, administrators and counselors. The SAP team gathers information from teachers and parents during the Data Collection Phase. The four domains for data to be collected are academic, behavioral, attendance and health. This data collection is accomplished through the distribution of checklists that focus on observable behavior to administrators, teachers, guidance counselors and the school nurse. Once completed and collected, the team will evaluate the findings to determine the need for the continuation of the SAP process. If it is deemed necessary that the SAP process continue, the parent/guardian of the child in question will be notified of the SAP referral and a meeting will be requested with the student and parent to discuss the SAP findings. The next phase of the SAP process, Intervention and Recommendation, involves cooperative planning and intervention. During this phase, the parent plays an integral role as a team member and must give permission for the SAP process to continue. Together, the SAP team develops a plan that typically involves a referral to an outside agency for behavioral health assessment to determine the severity of any behavioral barriers to learning and to determine if there is a mental health drug and alcohol or co-occurring disorder. In Lehigh County, evaluation and referral services are conducted by the Adolescent Central Intake Unit. The Adolescent Central Intake Unit provides mental/behavioral health assessments, as well as D&A evaluations, to evaluate the risk level, determine the needs of the student and facilitate an appropriate referral. The Intake Unit also serves as the behavioral health liaison to SAP teams in Lehigh County, attending SAP team meetings at all middle schools and high schools in the county. During the Support and Follow-Up Phase, the SAP team continues to work with and support the student and their family. Follow-up includes monitoring, mentoring and motivating for academic success. This phase also includes statistical data collection. Current Program The East Penn

	<p>School District has SAP-trained personnel that are available to help students at the secondary schools. The SAP team consists of administrators, teachers, counselors and community representatives. Students are referred to the program by any concerned individual: peers, teachers, counselors, administrators, parents or a self-report. Concerned individuals can speak to any SAP team member in person, send an email to the SAP team or complete a referral form. SAP teams meet regularly in each secondary building. The teams follow the four-step process described by the Student Assistance Program (SAP) Guidelines. School-based resources to address identified barriers include personal counseling, group counseling and academic assistance. Groups are offered for various topics on an as-needed basis. Topics include social skills, drug and alcohol information, bereavement, aftercare and decision-making. Groups are always co-facilitated with two trained adults. During the 2006/07 school year, Lehigh County processed 2250 referrals to the Student Assistance Program. Of that number, 312 cases were processed in the East Penn School District. There is a current and future need for Student Services staff and teachers to explore and receive training in an elementary SAP model. Changing student population and continued exposure to the direct and indirect consequences of drug and alcohol abuse are factors that are clearly affecting elementary students' academic achievement.</p>
<p>Student Assistance Program Teams</p>	<p>This program is designed to assist students who may have barriers to their learning as a result of mental health issues and/or drug and/or alcohol abuse. Traditionally a secondary-based program, the elementary level, including counselors will need to receive formal training in the elementary SAP model in the context of a changing IST and Rtl model.</p>
<p>Teaming</p>	<p>There are many activities that are devoted to identifying students who may have challenges and providing them with appropriate supports and services. Through teaming the counselors are able to network with fellow professionals in channeling resources to students who</p>

	<p>require them. The teams look first to see if there is a systemic problem that needs to be addressed within the school structure. By participating in data assessment and action planning teams, school counselors can assist in developing support groups and/or make recommendations to the administration as to ways to assist student's academic, social and emotional growth.</p>
<p>The home and school visitor understands the influence of socioeconomic status, gender, culture, disability and sexual orientation on educational opportunities for students.</p>	
<p>The home and school visitor understands how emphasizing student's strengths and protective factors can enhance educational success.</p>	
<p>The home and school visitor assesses problems and determines the level of intervention needed.</p>	
<p>The home and school visitor assists students and families to empower them to gain access to and effectively use formal and informal community resources.</p>	
<p>The home and school visitor develops and implements comprehensive school-based and school-linked programs that promote student health and mental health. The home and school visitor coordinates community resources that support student success. The home and school visitor will develop and coordinate partnerships with community agencies and services to build effective collaborative programs for students and families. The home and school visitor will develop local coalitions to promote student success. The home and school visitor initiates and supports activities to overcome barriers and gaps in services. The home and school visitor provides training programs for parents, teachers, school personnel and community agency staff in areas addressing prevention, intervention and remediation factors that affect student's success in school. The home and school visitor will work with individuals, groups and organizations that have diverse interests, but whose common purpose is to develop programs or systems of care that support and enhance the health, social and emotional well-being and safety of students. The home and school visitor will advocate for students and their families in a variety of situations. Mediation and conflict resolution are used both to undo the results of non-productive encounters among students, parents and school and agency personnel and to build positive, collaborative relationships. The home and school visitor supports educational initiatives that</p>	<p>Facilitates child-specific interagency/problem-solving meetings. Serve as a liaison between students, school personnel and community agencies. Case-management of student cases. Create positive working relationships with community-based agencies for the purpose of efficiently utilizing these services for students and their families and developing the relationships required to co-locate services within the school community (Valley Youth House; Family Answers; Lehigh Valley Drug & Alcohol Intake; Private therapists; Provider 50 agencies; Lehigh County Probation; Lehigh County Office of Children & Youth; Lehigh County Office of Mental Retardation/Mental Health; Center for Humanistic Change; Providers of community services. Provide information to school personnel and families through the Community Resource Booklet. Provide information to school personnel and families on summer activities, camps and programs. Build the school district's capacity by creating partnerships with business and community stakeholders. Create a local coalition that will participate in a number of initiatives including truancy intervention, decreasing underage drinking and developing prevention programs at address at risk behaviors. Communicate</p>

emphasize prevention, early intervention, parent education and involvement, service integration and partnerships.

and collaborate with existing systems of services to address needed growth and change in current services, funding, etc. Provide staff development regarding current community resources, eligibility and how to access services. Continue partnership with the Center for Humanistic Change to provide parent education programs. Continue partnership with Penn State Cooperative Extension to offer parent education programs. Create a family guide on how to access behavioral health services. Develop Community Resource booklet distributed to guidance counselors, psychologists and special education supervisors. Created set of instructions to accompany Medical ACCESS application Support of the following initiatives: 1) Strengthening Families through Penn State Cooperative Extension; 2) Strong Families through Family Answers; 3) Parent education programs through the Center for Humanistic Change and Penn State Cooperative Extension; 4) Family Intervention Program through Valley Youth House; 5) Truancy Intervention through Valley Youth House; 6) SHAPE funded by C&Y; 7) Family Intervention funded by C&Y.

The home and school visitor is knowledgeable about how family dynamics, health, wellness and mental health; and social welfare policies, programs and resources in the community affect student's success in the school environment.

The home and school visitor links students and families to community health, mental health and social services to promote student educational success.

The home and school visitor participates in the interdisciplinary team to bring home, school and community perspectives to the interdisciplinary process.

The home and school visitor uses multiple methods to gather data to assess the needs, characteristics and interactions of students, families, school personnel, individuals and groups in the neighborhood and community; and collects information to assess the biological, medical, psychological, cultural, sociological, legal and environmental factors that affect student's learning.

Interview students, family members, school personnel. Obtain appropriate releases to coordinate gathered information. Serve as liaison between students, parents, school personnel and community agencies. Consult with school personnel on regular basis via phone calls and informal meetings. Meet monthly with building level teams to provide consultative service as well as to receive student/family referrals. Link students/families to school and community-based resources. Provide

students and families with information and assistance to access appropriate resources: 1) Insurance coverage for uninsured children; 2) How to access CHIP/MA; 3) Housing, material assistance, financial supports; 4) Behavioral health/therapeutic interventions; 5) Providers of services.

The home and school visitor utilizes knowledge about child development and biological factors to understand the student's ability to function effectively in school.

Consult and collaborate with school personnel to identify students who are encountering significant barriers to learning and work to link students/families to school and community-based resources Case-management of student cases: organizing, coordinating and sustaining activities and services designed to optimize the functioning of students and/or families Serve as liaison between students, school personnel and community agencies Provide families with information and assistance to access appropriate community-based resources (MH/MR, Medical Assistance, financial assistance, support groups, etc.)

The school nurse assists students, families and the school community to achieve optimal levels of wellness through appropriately designed and delivered health education.

Provides age-appropriate lessons on an individual and classroom basis on health related topics, including but not confined to: personal hygiene, infection control, growth and development, drug/alcohol use and personal safety. Plans and presents health related materials to parents through materials sent home with students, school web-based links, parent/teacher meetings, school orientations and community events. Provides training to staff on health/safety related topics, including universal precautions, communicable diseases and emergency protocol. Acts as preceptor for students enrolled in accredited nursing programs. Acts as resource person for staff regarding health related materials and information

The school nurse collaborates with members of the community in the delivery of health and social services, and utilizes knowledge of community health systems and resources to function as a school-community liaison

Collaborates with health care providers in the area in developing treatment plans for students and interagency cooperation. Provides health screening at community events. Collaborates with local Emergency Management personnel. Refers to appropriate health care agencies or social service providers (Examples: Sacred Heart Hearing Clinic, Shriner's Hospital, American Lung Association, Association for the Blind & Visually Impaired, Lion/Lioness Club and area Food Banks).

	<p>Communicates with local government officials when health care resource is deficient or absent. Participates in statewide Health Alert Network. Participates in state-wide immunization record keeping system.</p>
<p>The school nurse collaborates with other school professionals, parents and caregivers to meet the health, developmental and education needs of clients.</p>	<p>Communicates with parents, caregivers, health care providers and district staff within the confines of laws pertaining to confidentiality, through face-to-face meetings, telephone, e-mail, fax and written communication in order to manage health care concerns that impact the learning process. Participates in IST, IEP, 504 and SAP meetings as health care expert in the school environment. Develops Individual Health Care Plans and Emergency Care Plans, in collaboration with parents, health care providers and district staff, based on assessed need of students within the school environment and communicates this plan to appropriate personnel. Collaborates with Health/Wellness teachers to meet State Standards for health education in grades K-12. Refers to and consults with Children & Youth Protective Services as indicated by State law and in collaboration with guidance services. Consults and collaborates with Pennsylvania Department of Health personnel in managing communicable disease outbreaks and immunization compliance. Contributes to Coordinated School Health Newsletter. Participates in school/community partnerships such as: Take Back Our Children, Health/Wellness Forum, Play All Seasons Program, Coordinated School Health Committee and IU School Nurse Advisory Board. Participates in monthly district-wide school nurse meetings.</p>
<p>The school nurse contributes to nursing and school health through innovations in practice and participation in research or research-related activities.</p>	<p>Participates in local, state and national school nurse organizations through membership and conference attendance and presentations. Collects and stores data in a systematic manner in order to determine trends and/or emerging health problems.</p>
<p>The school nurse contributes to the education of the client with special health needs by assessing the client, planning and providing appropriate nursing care and evaluating the identified outcomes of care.</p>	<p>Manages and provides care for chronic health conditions. Develops individualized health care plans and/or emergency care plans. Provides educational materials and appropriate referrals to student and/or parent on health problem/disability.</p>

The school nurse establishes and maintains a comprehensive school health program.

Participates in the review and development of school district policy related to health/wellness, safety and disaster planning. Participates in annual review of Standing Orders for approval by the Chief School Physician. Collects, records and assures the confidentiality of health related student data in the form of paper records and electronically stored records. Monitors compliance with State-required health examinations and screenings at the appropriate grade level. Manages first aid and clerical inventory for health room. Assesses need for and advocates health promotional activities for the school community. (Examples: school vegetable gardens, walking clubs, Play All Seasons Fitness Program, breakfast programs).

The school nurse identifies, delineates and clarifies the nursing role, promotes quality of care, pursues continued professional enhancement and demonstrates professional conduct.

Assesses need for and advises administration of personnel needs to assure safe and appropriate delivery of student health care. Assesses need for additional equipment or facilities in order to provide safe and comprehensive care to students. Communicates these needs to administration. Assesses need for and advises administration on programs to improve delivery of health services (Examples: mobile dentist program, student/staff flu vaccine clinics). Participates in building and district level committees related to health/wellness and safety as the health expert. Advises administration on laws, regulations and standards pertaining to the practice of the professional nurse. Orients and trains new health room personnel. Participates in Instructional Support, Student Assistance, IEP and 504 meetings. Participates in district career development activities to promote the profession of nursing. Participates in and initiates professional development activities appropriate to nursing.

The school nurse uses a systematic approach to problem solving in nursing practice.

Manages all health-related concerns on school property of an acute, chronic or emergency related nature presented by students, families and employees of the district utilizing a systematic approach. Utilizes the nursing process: 1) assessment of signs, symptoms and epidemiology of presenting problem; 2) establishing a nursing diagnosis; 3) identifying outcomes; 4) planning intervention; 5) implementing the plan; and

The school nurse uses effective written, verbal and non-verbal communication skills.	<p>6) outcome evaluation.</p> <p>Develops and reviews all health related written communications between home and school for clarity and ease of comprehension. Utilizes district Language Line services to communicate with families whose primary language is other than English. Utilizes IU translation services to provide written correspondence to families who primary language is other than English. Establishes communication system within health room to assure confidential and accurate exchange of information among health room staff.</p>
The school nurse utilizes a distinct clinical knowledge base for decision-making in nursing practice.	<p>Remains current in knowledge of signs, symptoms and epidemiology of health concerns presented by student and staff. Provides care and referral for injury and/or acute physical, emotional, mental or social concerns. Manages and administers medication. Manages and provides treatments and procedures as authorized by a licensed health care provider. Conducts health related screenings, refers for further assessment and case manages students with potential abnormalities in vision, hearing, growth and development (BMI, scoliosis). Monitor student immunization status and enforces State-immunization requirements. Reviews all health related reports and examinations submitted to the school for existing or potential barriers to learning. Conducts surveillance activities for presence of communicable disease in the school and makes appropriate reports to health authorities. Monitors environmental safety by tracking injuries on school property and providing measures for protection from communicable diseases. Delegates duties to others within confines of the law and assessment of competency. Assesses and refers students for drug/alcohol use.</p>
Transition Activities	<p>Transition activities occur at all levels to navigate the developmental stages of each student. These include transitions from pre-school to school aged programs, from elementary to middle school, middle to high school and high school to post-secondary options. Activities include parent and student orientations including problem solving skills needed to transition, sharing of information from each level's sending counselor to receiving counselor.</p>

Information shared includes academic profile in addition to any social and emotional concerns. Student tours and peer-to-peer interaction and sharing sessions are also provided.

Needs Assessment Reflections

There are currently no reflections selected for this section.

All Student Services staff met as whole group in March of 2008 to review current strategic plan goals and accomplishments in light of a new format and requirements of the current strategic planning process. The prominent need that was discussed was the need to improve overall communication that will enable all student services staff to be aware and involved in the several component parts of the department's resources, goals and planned initiatives. Related to this was the clear need to involve community-based agencies and individuals in the district's efforts to support students in their effort to perform academically.

Action Plan

Goal: 1. Curriculum

Description: The East Penn School District will provide a curriculum that includes a broad array of learning experiences and opportunities.

Strategy: Student Services will provide a clear program of services that is reflective of regulatory and professional best practices and standards.

Description: The program of services is reviewed annually.

Activity: Student Services areas will articulate clear set of services.

Description: Protocols and procedures have been developed and are located on the district website.

Person Responsible	Timeline for Implementation	Resources
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Mirabella, Thomas	Start: 1/1/2009 Finish: Ongoing	-
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Status: In Progress — Upcoming

Activity: Student Services will adjust services using internal and external feedback.

Description: As program evaluations are presented to the Student Services Office, the committee will look to see where revisions need to be made.

Person Responsible	Timeline for Implementation	Resources
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Mirabella, Thomas	Start: 1/1/2009 Finish: Ongoing	-
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Status: In Progress — Upcoming

Activity: The district will provide a comprehensive counseling program.

Description: A complete manual has been developed regarding all services related to school counseling, K-12.

Person Responsible **Timeline for Implementation** **Resources**

Mirabella, Thomas	Start: 1/1/2009 Finish: Ongoing	-
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Status: Complete

Goal: 2. Community Involvement and Partnerships

Description: The East Penn School District will encourage and promote community involvement and collaborative partnerships.

Strategy: Student Services will establish a forum to coordinate all services in collaboration with relevant community-based resources.

Description: This is completed through the Home and School Visitor.

Activity: Structure will provide process for decision-making about adoption, evaluation of initiatives/programs.

Description: Programs will be re-evaluated on an annual basis.

Person Responsible **Timeline for Implementation** **Resources**

Mirabella, Thomas	Start: 1/1/2009 Finish: Ongoing	-
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Status: In Progress — Upcoming

Activity: Student Services representatives will develop structure for proposed forum.

Description: Monthly Student Services meetings.

Person Responsible **Timeline for Implementation** **Resources**

Mirabella, Thomas	Start: 1/1/2009 Finish: Ongoing	-
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Status: In Progress — Upcoming

Goal: 3. Professional Education

Description: The East Penn School District will foster professional growth and provide opportunities to enhance the performance of the entire employee team, to be consistent with student, educator, building and district needs.

Strategy: Diverse professional disciplines within Student Services staff require diverse professional growth opportunities.

Description: The Student Services Office supervises district nurses, counselors, psychologists, and the Home School Officer.

Activity: Appropriate professional development activities will available to Student Services staff.

Description: These are addressed through our professional development sessions, which are tailored to meet the needs of specific groups.

Person Responsible Timeline for Implementation Resources

Mirabella, Thomas	Start: 1/1/2009 Finish: Ongoing	-
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Status: In Progress — Upcoming

Goal: 4. Healthy, Safe, Secure, and Supportive Environment

Description: The East Penn School District will maintain a healthy, safe, secure, and supportive environment in all facilities to accommodate and enhance the learning process.

Strategy: Student Services will enhance existing supports, reflecting regulatory and professional best practices standards.

Description: Student Services continues to work collaboratively with the Office of Curriculum and Instruction and the Office of Technology to meet these needs.

Activity: Health Services staff will develop services in context of changing needs of students and staff.

Description: In conjunction with the Health, Wellness, and Fitness, and the district nurses, current trends will be examined.

Person Responsible Timeline for Implementation Resources

Mirabella, Thomas	Start: 1/1/2009 Finish: Ongoing	-
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Status: In Progress — Upcoming

Activity: Safe School Steering Committee (SSSC) will act to maintain physical safety and security.

Description: EPSD will continue to implement the recommendations from our last Safe Schools Audit by the State of Pennsylvania.

Person Responsible Timeline for Implementation Resources

Mirabella, Thomas	Start: 1/1/2009 Finish: Ongoing	-
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Status: In Progress — Upcoming

Activity: The district will promote and environment that supports psychosocial well-being for all students and staff.

Description: The district is continually updating our SAP practices through the Lehigh County SAP Consortium.

Person Responsible Timeline for Implementation Resources

Mirabella, Thomas	Start: 1/1/2009 Finish: Ongoing	-
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Status: In Progress — Upcoming

Goal: 6. Leader in Education

Description: 6. The East Penn School District will set and achieve standards to establish our school district as a leader in education.

Strategy: Student Services will achieve standards that will establish the district as a leader in education.

Description: Student Services continues to review state and federal guidelines regarding student service activities and expectations.

Activity: Programs or initiatives will reflect standards set by professional organizations or accepted best practices.

Description: EPSD continues to utilize local, state, and federal resources, which provide research-based programs on meeting the needs of all students.

Person Responsible Timeline for Implementation Resources

Mirabella, Thomas	Start: 1/1/2009 Finish: Ongoing	-
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Status: In Progress — Upcoming

Narratives

Developmental Services

Developmental services provided by Student Services staff are broad and are intended to promote appropriate cognitive, emotional, physical and social development. All activities will be oriented towards enabling students to access the general education curriculum and removing barriers that may interfere with student achievement. Student Services staff will interact with a wide range of district staff and community-based individuals and agencies to accomplish this.

School counselors will continue to provide developmentally appropriate services in the context of a comprehensive counseling plan fashioned on best practices models such as the American School Counselors' Association (ASCA) national model. School Nurses will continue to provide required school-based services. In addition, Health Services staff will address the changing student population's overall health needs by providing education to students on appropriate topics on an individual and classroom wide basis. Similarly, the Family Services Coordinator will work for the benefit of students, providing developmentally appropriate education, primarily to parents, through a variety of modalities. Psychologists and Student Assistance

Program staff will also interact with district staff providing information about normal development across domains with an emphasis on behaviors that represent aberrations. Psychologists especially will be more involved in the training and implementation of school-wide, classroom-wide and student specific behavior support plans.

Diagnostic, Intervention and Referral Services

Student Services staff will continue to be very involved in these services. It is anticipated that all Student Services staff will be more involved in the referral function when a single forum is established to coordinate all student services with community-based services. Improved knowledge of respective services and easy access for East Penn families to services will be a primary goal of this forum. Clearer specification of counseling services will be available when a comprehensive counseling plan is adopted. Nurses and Health Room Aides will continue to provide diagnostic, intervention and referral services with improved relations with the general community of health care providers. The district's Home and School Visitor will be better able to assist all staff in enhancing the district's collective ability to appropriately recognize and refer students and families to the correct community-based agencies when appropriate. Psychologists will continue to be trained on Response to Intervention (RtI) principles and techniques as the district moves to this model of assessment of student learning. This group will be able to provide a broad background to building level teams as they learn to manage, interpret and plan from available data on groups and individual students. Additionally, an awareness of Student Assistance principles at the elementary level will assist in better identifying students who are affected by D&A abuse or serious mental health difficulties. Clear roles and expectations will be necessary as different forums exist or change roles in the coming years (IST, RtI, Elementary SAP).

Consultation and Coordination Services

All Student Services staff will be at least indirectly involved in the forum detailed in the district's Goal # 2. This forum will allow for improved knowledge, utilization, planning and evaluation of a wide variety of services to which district staff and families will have access. Knowing that the members of this forum are placed in all schools and interacting with faculties and other staff members will assure that coordination of services will more likely occur.

Student Assistance Program

The district's formalized Student Assistance Program (SAP) is currently functioning in the two middle schools and the high school. In each of these schools, the team conforms to the most recent guidelines and directives from the Bureau of Community and Student Services. The SAP teams have embraced the principle of "removing barriers" to students' achievement. Teams are comprised of teachers, administrators, counselors and community-based Drug and Alcohol Intake Unit staff. They meet regularly to process referrals following prescribed agendas. Team members meet with parents and students to review data collected and options for students based on the data and parent input. Team members will continue to provide valuable information to school staffs that has proven to increase positive outcomes for students who are referred or need to be referred.

At the elementary level, existing Instructional Support Teams practice the principles of SAP; identifying students who may be affected by D & A abuse and serious mental health difficulties. The Home and School Visitor participates in monthly IST meetings and acts as a liaison among school, parents and appropriate community-based agencies. The district is scheduled to have functioning Response to Intervention (RTI) principles in place in all elementary schools by the end of the 2009-2010 school year. Universal screening and school-wide positive behavior supports will assist staff in identifying students in need of SAP-like linkages. This, in combination with the

district staff receiving training on Elementary SAP from local providers (Project Care, Center for Humanistic Change) will assist in this important function. All members of existing teams will need clear knowledge and direction regarding teams' roles and responsibilities.

Communication

Students and parents are informed about instructional programs through a variety of ways. The district's website is frequently updated with new items that complement topics like access to all curricula. Any web-based information is available upon request in written media. Each school has its own website that provides building specific information available to anyone. Paper newsletters are used as well as web-based newsletters. Many teachers use individual websites on which parents and students can find pertinent classroom-based information like curricula, syllabuses, lesson plans, grades and assignments.

The district is involved in Career Pathways as an initiative to provide valuable information to all students, elementary through high school, about the world of work and career options. This will continue with many opportunities for students and parents to become aware of career-oriented information via several modes.

Health information is provided to families primarily through the Health Services staff, which currently consists of eight certified school nurses and fourteen licensed Health Room Aides. Frequent mailings and other publicity about routine developmentally oriented topics are communicated to parents. Also, any current important health issues are communicated to parents via flyers, newsletters, written letters or child specific phone calls (e.g., latest information on MRSA during 2007-2008).

Students and parents are reminded at least yearly through multiple methods of the requirements regarding pupil rights regarding student assessments. This includes citation of the appropriate district policy. The Superintendent must approve any research that is proposed involving any district students.

Strategic Plan Goal # 8 addresses the topic of improved communication.

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

- East Penn SD Student Wellness Policy
- East Penn SD Student Wellness Policy Guidelines