



EAST STROUDSBURG AREA SCHOOL DISTRICT



PUPIL SERVICES PLAN

Foreword

According to the National Association of Pupil Services Administrators, pupil services consist of those programs and services that support the overall instructional mission of the school district by ensuring that students attain the knowledge and competencies necessary to derive the maximum benefit from the instructional program.

This document represents a plan for the implementation of a comprehensive and integrated K-12 program of student services based on the needs of students. Its purpose is to serve as a framework for conceptualizing Pupil Services in the East Stroudsburg Area School District.

The school district and its community are grateful to the East Stroudsburg Area School District Board of School Directors for supporting this program with the necessary personnel and resources.

A special thank you is given to the Pennsylvania Association of Pupil Services Administrators (PAPSA) for their many years of work, experience and leadership in the field of pupil services. The PAPSA *Pupil Services Position Paper (February 2006 Revision)*, which is made available to all Pennsylvania school districts, served as a framework for this plan, and much of the information included herein originated from PAPSA resources.



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Introduction

Pupil services are an integral part of the educational process. Pupil services include school counseling, health services, psychological services, special education, social work, and other programs such as homebound instruction, student assistance, and home education.

Pupil Services staff members address a myriad of issues including addressing mental and physical health-related concerns, emotional and social concerns, special learning needs, career/educational planning, help in developing positive self-esteem and interpersonal relations, help in addressing excessive absenteeism, and school safety issues.

The educational system includes the family and the community. The entire community determines the environment in which families and schools exist. Collaboration is essential, involving community and school leaders, agencies, institutions and parents/guardians, because student needs must be met in school, community and family settings. The entire community is greatly affected by, and needs to support, its young people. Pupils have complex needs and interests, which extend beyond the educational system. Each student has unique characteristics. Cultural, physical, social and emotional factors are all important.

Pupil services respond to the changing environment in which children live and develop, and new pressures on communities, families and schools have resulted in more at-risk students now than in the past. As a result, pupil service now includes more collaborative work with other professionals and community agencies.

Indeed, the diversity within pupil services encourages a team approach. The team focuses upon the child as a learner. Issues and problems may differ between the elementary and secondary levels; however, the basic operating procedures and team processes are essentially the same. Analysis of data, consensus building, action planning, and monitoring student progress are essential elements of any team's operation. The team makes recommendations and decisions regarding the student's eligibility for support services, alternative educational programs, and/or other appropriate interventions within the school and community.

Pupil services staff provides the following:

- medical, social, developmental and educational history
- cognitive, physical, affective and behavioral assessment and evaluation
- interpretations of information contained in students' school records
- development of intervention plans
- monitoring of student progress
- liaison for community referrals
- facilitation of student and parent groups
- structured follow-up for each student

Other areas of critical interest to pupil services staff include:

- Chapter 15/Section 504 issues, including identification, developing service agreements, and monitoring.
- Special education issues, including transition planning, incarcerated youth, discipline, behavior management, assessment and identification, early intervention, and legislative and legal decisions.
- Pre-referral Intervention/Student Assistance Program issues, including pre-referral procedures, intervention design, and expanded programs.
- Community issues, including liaison, coordinated services, effective use of resources, and school-based community services.

East Stroudsburg Area School District Mission Statement

East Stroudsburg Area School District, a diverse and rapidly growing community, nurtures within all students a commitment to excellence and life-long learning which prepares them to become creative, productive and responsible citizens in a continually changing and challenging world.

East Stroudsburg Area School District... Creating the Future!

Pupil Services Mission Statement

To Ensure that all students have an opportunity to succeed in school, East Stroudsburg Area School District pupil services staff develops, maintains and delivers a comprehensive program of services to effectively address barriers to learning through creating supportive, positive school environments that optimize student achievement and well-being.

Belief Statements

As educators, pupil services personnel share the goals and objectives of all educators and are guided by the following beliefs:

- Pupils are viewed holistically; that is, they are human beings with complex needs and interests which extend beyond the educational system. Cultural, physical, social and emotional factors are all important.
- Each student has unique characteristics.
- Child development is an orderly developmental process.
- Pupils are in a constant state of change which requires adaptability and flexibility on the part of all educators.
- Schools do not function in isolation but are part of an increasingly complex social structure which demands more of the learner than just the mastery of cognitive skills.
- An effective education results in a person who can adapt to as well as contribute to the changing environment.
- Learning is a lifelong process.
- An effective education develops:
 - self-understanding and a feeling of self-worth.
 - an understanding of others and an appreciation of the worth of all people.
 - the knowledge, skills and attitudes necessary for successful personal and family living.
 - the knowledge and practices necessary to maintain physical and emotional well-being.
 - the knowledge, skills and attitudes necessary to become a self-supporting member of society.

General Information

Pupils have complex needs and interests, which extend beyond the educational system. Each student has unique characteristics. Cultural, physical, social and emotional factors are all important.

Pupil services respond to the changing environment in which children live and develop, and new pressures on communities, families and schools have resulted in more at-risk students now than in the past. As a result, pupil service now includes more collaborative work with other professionals and community agencies.

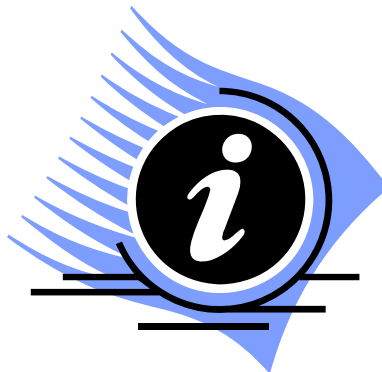
Indeed, the diversity within pupil services encourages a team approach. The team focuses upon the child as a learner. Issues and problems may differ between the elementary and secondary levels; however, the basic operating procedures and team processes are essentially the same. Analysis of data, consensus building, action planning, and monitoring student progress are essential elements of any team's operation. The team makes recommendations and decisions regarding the student's eligibility for support services, alternative educational programs, and/or other appropriate interventions within the school and community.

Pupil services staff provides the following:

- medical, social, developmental and educational history
- cognitive, physical, affective and behavioral assessment and evaluation
- interpretations of information contained in students' school records
- development of intervention plans
- monitoring of student progress
- liaison for community referrals
- facilitation of student and parent groups
- structured follow-up for each student

Additionally, pupil services include career/educational planning, help in developing positive self-esteem and interpersonal relations, help in addressing excessive absenteeism, as well as addressing mental and physical health-related concerns, special learning needs, and school safety issues. Other areas of critical interest to pupil services staff include:

- Chapter 15/Section 504 issues, including identification, developing service agreements, and monitoring.
- Special education issues, including transition planning, incarcerated youth, discipline, behavior management, assessment and identification, early intervention, and legislative and legal decisions.
- Pre-referral Intervention/Student Assistance Program issues, including pre-referral procedures, intervention design, and expanded programs.
- Community issues, including liaison, coordinated services, effective use of resources, and school-based community services.



Conceptual Framework

Pupil services provided by the East Stroudsburg Area School District include:

Developmental Services - Direct services are provided by pupil services staff and are designed for all students. As per the Chapter 12 Regulations of the Pennsylvania State Board of Education Subsection 12.41(b), developmental services include counseling, psychological services, health services, home and school visitor services and social work services that support students in addressing their academic, behavioral, health, personal and social development issues. They include activities and processes to facilitate the normal development of students, such as:

- Orientation
- Academic Guidance
- Health Appraisals
- Attendance Monitoring
- Career Development
- Wellness
- Student Evaluation

Diagnostic, Intervention and Referral Services - As required by the Chapter 12 Regulations of the Pennsylvania State Board of Education Subsection 12.41(b), pupil services staff use diagnostic services to identify barriers that limit a student's success in school. Intervention services actively engage pupil services staff in activities planned to eliminate specific barriers to student success. Pupil services staff may arrange for referrals to other school-based or school-linked professionals or may refer parents and guardians to appropriate community-based services for assistance. Services in this area include:

- Counseling
- Assessment
- Intervention
- Placement
- Community Referral

Consultation and Coordination Services - Consultation services are used by pupil services staff, in partnership with parents or guardians, to obtain assistance to address barriers and issues that are outside the scope of the pupil services professional. Consultation and coordination services may be used to assist in the diagnosis, intervention or referral of students who face barriers to success. Coordination services connect school resources with other available resources to assist students in meeting their educational objectives [Chapter 12 Regulations of the Pennsylvania State Board of Education Subsection 12.41(b)]. These services include:

- Case Management
- Community Liaison
- Consultation
- Home/Family Communication
- Staff Development
- Parent Education

Other Services – Pupil services staff perform a wide variety of other functions in the school district, such as:

- Record Maintenance
- Research/Evaluation
- Policy Recommendations

Description of Services

I. Developmental Services

Direct services are provided by pupil services staff and are designed for all students. They include activities and processes to facilitate the normal development of students.

Orientation

Information is provided to groups of students to ease the transition into new situations. Examples include new student, elementary, middle school, and high school orientations.

Academic Counseling

Students are assisted in course selection, determining appropriate placement, and matching various styles of learning to appropriate instruction.

Student Evaluation

A system is in place to monitor student performance and progress and to develop a plan when a particular individual is experiencing frustration and academic failure.

Health Appraisals

Periodic appraisals are conducted to monitor normal development and to determine the absence of disease. Such appraisals include height, weight, vision, hearing, scoliosis, body mass index and dental hygiene.

Attendance Monitoring

Attendance patterns are reviewed. Regular attendance is encouraged and reinforced. If nonattendance becomes an issue, appropriate referrals are made.

Career Development

Total development of the student includes the ability to make appropriate postsecondary plans. Competencies are developed in areas of self-knowledge career planning, and educational/vocational development. Pupil services assist in accomplishing these goals through individual or group counseling and instruction in the use of technology-assisted career exploration.

Wellness

Initiating and promoting programs and activities for all students which develop positive coping skills and support healthy behaviors are functions of the pupil services staff. For more information regarding student wellness see Board Policy No. 246 and its administrative regulations in the Index. Board policies are also available at the school office or library or online at www.esasd.net.

II. Diagnostic, Intervention and Referral Services

Direct services to individual students are provided in the schools. These services are handled by the pupil services staff in each school and are designed to help each student succeed in the school program.

Counseling

Counseling of individuals and groups occurs in a variety of contexts. Examples are personal and social development, educational planning, and coping with specific life situations.

Assessment

Assessments through interviews, observation, testing and surveys may be used to identify specific strengths and weaknesses and to determine appropriate educational interventions and services.

Intervention

When an assessment indicates the need, appropriate intervention services may be provided to the student by school staff or by other professionals as arranged by the school team. Child Study Teams, Student Assistance Teams, or other types of intervention teams are most frequently involved in providing this service for students who are exhibiting signs of depression, chemical abuse, academic difficulties, or other behaviors that are harmful. Also included in this category is the management of crisis situations in the school, including the coordination of community support services in the school in the time of crisis.

Placement

Pupil Services staff members are usually responsible for placing students in the educational setting that is most appropriate for meeting the students' needs. In addition to regular education schedule changes, this could involve placement in a special education program, Title I program, ESL program, homebound instruction, alternative education, specialized tutoring, or Chapter 15/Section 504 services.

Community Referral

When the needs of a student extend beyond the available services of the school, referral to community resources may be appropriate. Community agency support, medical services, or residential services may result from such referrals. School assessment and intervention services are explored before such referrals are made.

III. Consultation and Coordination Services

Some activities do not involve direct services to students; rather they are designed to facilitate the development and progress of students by consultation with school staff and parents or by coordination with other agencies or individuals.

Case Management

Services must be coordinated and responsibility assigned for each student. A pupil services staff or team member may be assigned the role of case manager for every student receiving services.

Community Liaison

Pupil services extend into the community to discover, promote and draw upon local resources which provide services to students.

Consultation

By virtue of their expertise in human relations, pupil services staff may advise in the areas of curriculum development, instructional processes, human growth and development, learning and behavior issues, and other emerging issues.

Home/Family Communication

Pupil services staff facilitate communication and coordination between home and school through such activities as home visitation, parent conferences, and providing workshops or information sessions.

Staff Development

Pupil services staff seek to acquire the most current information in their field to enlarge their own knowledge bases and skills and to share their expertise with other staff. This role may take the form of advising administration or providing in-service and other training to administrators and staff.

Parent Education

Promoting student progress requires that parents be well informed about the parental role in student success. Pupil services staff may conduct parent seminars or clinics on a variety of subjects.

IV. Other Services

Record Maintenance

An accurate set of school records is kept for all students. Pupil services responsibilities include the monitoring, collection, maintenance and dissemination of records as well as the protection of the confidentiality of the records.

Research/Evaluation

Research and evaluation are ongoing responsibilities of pupil services. They involve activities such as attitude surveys, follow-up studies, and analysis of student test performance. They may include a review of group performance records to develop longitudinal data or a formalized research project.

Policy Recommendations

Pupil services staff assist in the development of policies and procedures in areas that directly affect students.

School Environment Assessment

Pupil services staff monitor the school environment for the physical safety and social and emotional health of students and staff.



Removing Barriers to Learning

To ensure that all students have an equal opportunity to succeed at school, the long range aims of educational leaders and in particular of pupil services administrators must include the development of a comprehensive component to effectively address barriers to learning and teaching. Not only will this enable students to learn and teachers to teach, it will create supportive, positive environments that maximize learning and well-being and help strengthen families and communities.

To achieve all this requires:

- Formulating policies and procedures that support a comprehensive, multifaceted and cohesive approach for addressing barriers to learning and teaching as an essential component of school improvement and then fully integrating the component into school improvement planning.
- Working to coordinate and integrate all school resources bring used for student/learning supports and all community resources that are relevant to student well-being.
- Rethinking infrastructure and establishing new mechanisms to facilitate the development, ongoing planning, implementation, evaluation and sustainability of the component for addressing barriers to learning (and promoting healthy development).

Below are several identified barriers to learning:

- Excessive absence and tardiness.
- Lack of engagement in classroom learning.
- Bullying and harassment.
- Inadequate family involvement in children's schooling and attendance.
- Pregnancy and sexually transmitted disease.
- Dropping out of school.
- Misbehavior and resulting suspension/expulsion.
- Substance abuse issues.
- Mental and physical health issues.



The role of pupil services in removing barriers such as those defined above involves adhering to a set of standards no less rigorous than the academic standards which are in effect within the classroom. The following standards, as did much of the content of this section, come from information provided by the University of California at Los Angeles (UCLA) Center for Mental Health in Schools. The ESASD adopts these standards for pupil services staff, programs and services.

Specific Standards for a Learning Support Component:

- Standard 1a: Continuous enhancement of regular classroom strategies to enable learning.
- Standard 1b: Continuous enhancement of programs and systems for a full range of transition supports.
- Standard 1c: Continuous enhancement of programs and systems to increase and strengthen home and school connections.
- Standard 1d: Continuous enhancement of programs and systems for responding to, and where feasible, preventing school and personal crises.
- Standard 1e: Continuous enhancement of programs and systems to increase and strengthen community/agency involvement and support.
- Standard 1f: Continuous enhancement of programs and systems to facilitate student and family access to effective services and special assistance as needed.

The following standards require active involvement by Pupil Services staff in cooperation with administration, instruction, home and community.

- Standard 2: Establishment of an integrated infrastructure framework for a comprehensive plan for addressing barriers to learning and teaching.
- Standard 3: Appropriate resource use and allocation for developing and maintaining the components of the plan.
- Standard 4: Staff development for developing and maintaining the components of the plan.
- Standard 5: Formative and summative evaluation and accountability are fully integrated into all planning and implementation.

Relationships to Other Programs and Services

Pupil services are an integral part of the educational process in its involvement with initiatives which may extend beyond the roles already described herein. While Section 12.41 of State Board Regulations (pertaining to student services) establishes the four basic components of pupil services as counseling, health, psychology and social work, other programs, such as attendance and child accounting, homebound instruction, home education, homeless, student assistance, and safe and drug-free schools and communities, are administered through the school district's Office of Pupil Services.

Also, a high degree of interaction between special education personnel and pupil services staff has resulted in an organizational plan where the programs for exceptional children are part of the Office of Pupil Services. Chapter 15/504 Service Plans also fall within the responsibility of the Office of Pupil Services.

Programs and procedures dealing with "drop out" prevention, alternative education, substance abuse prevention, pregnant and parenting teens and other "at risk" students are often dealt concurrently with curriculum issues, administrative issues, and pupil services issues. The various departments responsible for these issues network and collaborate closely in such situation.





School Counseling Services

School counselors serve a vital role in helping to maximize student achievement. Incorporating leadership, advocacy and collaboration, counselors promote equity and access to opportunities and rigorous and rewarding educational experiences for all students, safeguarding the human rights of all members of the school community while supporting a safe learning environment. Collaborating with other stakeholders to promote student achievement, school counselors address the needs of all students through prevention and intervention programs that are a part of a comprehensive school counseling program.

School counseling services concern the educational, emotional and social development of all students in relation to their total school experience. School counseling is a process of helping people by assisting them in making decisions and changing behavior. School counselors work with all students, school staff, families and members of the community as an integral part of the education program. School counseling programs promote success through a focus on academic achievement, prevention and intervention activities, advocacy, and social/emotional and career development.

School counselors provide services to students, parents/guardians, school staff and the community in such areas as developing a school guidance curriculum, individual student planning that will help students to establish personal goals and develop future plans, responsive services that are preventative and/or interventive methods that meet students' immediate and future needs (e.g., individual or group counseling, consultation with parents/guardians and school staff, referrals to other school support services or community resources, peer helping, and providing information), and system support through involvement in staff development, consultation, collaboration, program management, and operations.

School counseling services are an important part of the school program, consisting of a coordinated plan involving pupils, parents and all members of the professional staff, as well as numerous specialists. Although the counselor plays a major role in developing and implementing a plan of guidance, the cooperation and active participation of teachers and administrators are essential for an effective program. The classroom teacher, because of the direct involvement with students on a daily basis, also plays an essential role. The school administration provides the climate and helps set appropriate guidelines and conditions for an effective program. Parents/Guardians and community are informed regarding the school's program of counseling services, and great efforts are made to develop understanding between home and school for the benefit of the student. The counselor is the key figure in the program, working directly with students and serving as a resource person for parents, teachers and administrators to help children and youth meet their developmental needs. The center of the school guidance program is the individual student for whom the counselor strives to provide a meaningful educational experience.

For more information, please see Board Policy No. 112 in the Index. Board policies are also available at the school office or library or online at www.esasd.net.

Health Services

The primary purpose of school health services in the East Stroudsburg Area School District is to protect, promote and improve the health status of students enabling them to optimize their educational experience. To learn effectively, students must have good health.

Through observation, identification, education, management and prevention of student health problems, the school health program provides learning experiences for students and encourages positive attitudes toward individual and community health. Professional school health personnel develop a working relationship with families and community agencies. Working together, the school, home, and community protect, promote and improve the health of students.

Through the utilization of health education and problem solving, school health services strives to accomplish its mission of assisting students to appropriately manage their health problems and make positive health and lifestyle choices. With education as its focus, the school district's dental hygiene services program provides students with dental hygiene services and dental health education.

A comprehensive health record is kept for each student in the School district. All school district students are weighed, measured and vision screened annually. Hearing testing is done annually for students in kindergarten through grade 3, grade 7, grade 11, for all students with known hearing losses, and all students new to Pennsylvania schools. Students in grades 6 and 7 are mandated by the Pennsylvania Department of Health to be examined for scoliosis. Information regarding scoliosis screening is sent to parents/guardians via the nurse's office.

The school district addresses its students' health and wellness needs with a comprehensive approach that includes health screenings, physical activity, nutrition and education. Every year, the school nurses measure each student's height and weight, which is a reflection of their growth. Along these lines, the PA Department of Health is requiring that this information be calculated as a BMI (Body Mass Index) percentile. BMI percentile is a ratio of height, weight, age and gender. Remember, healthy children come in all sizes and shapes, and BMI percentile is used as a guideline to help assess whether a student may be overweight or underweight. A high or low BMI percentile may be a sign of a potential health problem. For example, a student who is overweight may have an increased risk of developing heart disease or diabetes. Similarly, a student who is underweight may have an increased risk of heart problems, loss of bone mass, and anemia. It is important to note that the BMI percentile is only a screening tool. Many factors, including sports participation, family history or stage of puberty, can influence the BMI percentile. Therefore, it is important that parents share the results with the student's health care provider who can best evaluate that student's overall health. As with all student health information, any growth screening results will be kept strictly confidential. If anyone has any questions regarding BMI screenings, they should contact the school nurse.

The state of Pennsylvania requires that each child have a physical examination: (1) upon original entry into school in the Commonwealth; (2) while in sixth grade; and (3) while in eleventh grade. Parents/Guardians who choose to have their children examined in school by the school physician will be notified of the time and date of the examination. Parents/Guardians are encouraged to be present during the examination. Parent/Guardian notification of these physical examinations will be mailed to the home.

Any child of school age may furnish school officials with a medical report of an examination done at his/her expense by his/her family physician. For all students enrolled at the beginning of the school term, this report shall be submitted on or before November 1 of the school term in which it is required. For those students newly enrolled after the start of the school term, this report shall be submitted within sixty (60) days of the date of enrollment. School districts are allowed to accept reports of private physical and dental exams completed within

one year prior to a student's entry into the grade where an exam is required. School Board policy states that students who fail to complete and/or submit acceptable evidence of required medical examinations within the appropriate time period will not be admitted to school the following school year unless and until acceptable proof of compliance is received.

Parents/Guardians will be contacted if a referral to a physician is needed after school screenings. If a parent/guardian informs school officials of financial inability to have a physician render treatment or care, school officials will advise the parent/guardian of the possible availability of public assistance.

Students who participate in the school district's athletic programs are required by PIAA regulations to have a physical examination before participation. For fall sports, the physical exam must be done after June 1. For winter and spring sports, the physical exam must be done no more than six (6) weeks prior to the beginning of each season's practice. School athletic physical exam dates are announced through the athletic office. In lieu of a school examination, students may submit an athletic physical exam form and a PIAA card completed by their family physician. This information must be submitted to the school before a student-athlete is allowed to practice.

Students are also required to have on file a report of dental examination at the following times: (1) upon original entry (kindergarten, first grade or transfer); (2) while in third grade; and (3) while in seventh grade. Parents/Guardians and their students are encouraged to provide reports of private dental exams. However, East Stroudsburg Area School District offers the services of a school dental hygienist, with signed parental permission, to provide a dental screening and prepare the required report. Dental screenings will be conducted throughout the school year as the dental hygienist moves from school to school. Parents/Guardians will be informed when the dental hygiene services program begins in their child's school.

For more information regarding health services and use of medications in school, please see Board Policy Nos. 209 and 210 in the Index. Board policies are also available at the school office or library or online at www.esasd.net.



Psychological Services

The school psychologist has developed into an eclectic function within the educational environment. School psychologists provide a comprehensive support system for special education services to students with challenging needs including assessment, consultation, counseling and program implementation. Presently, the East Stroudsburg Area School District contracts with the Colonial Intermediate Unit #20 for psychological services.

The Evaluation Report (ER) is the process by which the school psychologist formalizes the identification of the student's needs for special education services via the team process, which includes the parent(s)/guardian(s). Collaboration is the focal point for gathering information and making assessments.

The school psychologists serve as a crisis intervention team to provide immediate and effective short-term intervention in acute crisis situations. Situations covered are those deemed to have implications for affecting a significant portion of the school population beyond the victim. Such situations may include, but not be limited to, the aftermath of suicide, sudden death, etc.

School psychologists provide consultation, staff development, psychological evaluation and counseling services.





Special Education

The education of children with disabilities is one of the most important responsibilities of public schools. Before initial special education services can be provided to a student at East Stroudsburg Area School District, an evaluation of the student must be administered. This involves the use of educational diagnosticians, certified school psychologists and others with expertise in the suspected area of disability. A typed report is prepared pulling together all the relevant information and is shared with the parents/guardians, usually at a school-based meeting.

Students found eligible for special education are provided a free, appropriate public education and are entitled to receive specialized instruction, which could include modifications to the content of the regular education curriculum, or modifications in the manner in which the curriculum is provided. For example, for children with severe disabilities, this can mean the teaching of basic living skills such as toileting, dressing and feeding, that other children bring with them to school. Other students may need the regular education curriculum adapted or modified in its approach in order to take into account varied learning needs. Eligible students are also entitled to the related services necessary for them to benefit from their instructional program. Related services can include transportation to and from school, as well as such developmental, corrective and other supportive services as may be needed by the student. Included also are physical, occupational and speech therapy, as well as supports such as counseling, health services, and specialized physical education. Additional personnel, as deemed appropriate, may also be part of a student's program.

The elements of each student's program are spelled out in a document called an Individualized Education Program (IEP), developed at a meeting involving the student's parent(s)/guardian(s), the student's teacher and others who will be providing services, and individuals familiar with the student. The IEP must describe annual goals and provide for a means of measuring the student's progress on a regular basis. The school district also programs for student transition from early intervention programming into school-age programs, as well as developing postsecondary goals, as described in the student's IEP

The school district emphasizes a team approach to the education of all students, regardless of need. Should a parent/guardian have a concern regarding the education of a student with a disability, he/she is encouraged to meet with the team of individuals involved in the education of his/her child in order to answer any questions and/or resolve any areas of concern or dispute. Formal due process hearing procedures can also be used to resolve disputes between the family and school officials regarding the evaluation, program or placement of the student.

For more information, please see Board Policy No. 113 in the Index. Board policies are also available at the school office or library or online at www.esasd.net. Also, please fee free to contact the East Stroudsburg Area School District's Special Education Office at (570) 424-8500 extension 1901.

Chapter 15/Section 504

In compliance with state law (22 Pa. Code Chapter 15) and federal law (Section 504 of the Rehabilitation Act of 1973), the East Stroudsburg Area School District will provide to each protected handicapped student, without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. Section 504 is a federal statute that prohibits discrimination on the basis of handicap in programs and activities receiving or benefiting from federal financial assistance. Chapter 15 is the corresponding state law.

In order to qualify as a protected handicapped student, the child must be of school age with a physical or mental disability which substantially limits or prohibits participation in or access to an aspect of the school program. The services and protections for "protected handicapped students" under Chapter 15/Section 504 are distinct from those applicable to all eligible or exceptional students enrolled (or seeking enrollment) in special education programs. The school district has prepared a guide (please see Index) to assist faculty and administrators to address students' needs under Chapter 15/Section 504.

For further information on the evaluation procedures and provisions of services to protected handicapped students, contact the Special Education Office at (570) 424-8500, extension 1903.

For more information, please see Board Policy No. 113.4 in the Index. Board policies are also available at the school office or library or online at www.esasd.net.



Student Assistance

The student assistance program provides appropriate counseling and support services for students who are at risk for potentially harmful behaviors. The program is designed to assist school personnel to identify issues, including alcohol, drugs, mental health, abuse and others, that pose a barrier to a student's learning and school success. Student assistance is not a treatment program, it is a systematic process to mobilize school resources to remove learning barriers.

When the problem is beyond the scope of the school, the student assistance program assists the parent/guardian and the student with information so they may access services within the community. Student assistance team members do not diagnose, treat or refer for treatment; but they may refer for an assessment for treatment. It is the right of the parent(s)/ guardian(s) to be involved in the process and to have full access to all school records under applicable state and federal laws and regulations. Involvement of the parent(s)/guardian(s) in all phases of the student assistance program underscores the parental role and responsibility in the decision-making affecting their child's education, which is the key to the successful resolution of problems.

The core of the program is a professionally trained team, including school staff and liaisons from community agencies, who process issues based upon the state guidelines, professional standards and policies and procedures adopted by the local board of directors.

Many issues can impact upon a child's performance in school; however, it is neither the mission of the school nor its responsibility to resolve all problems that impact upon school performance. Student assistance team members are trained to identify problems, determine whether or not the presenting problem lies within the responsibility of the school and make recommendations to assist the student and the parent(s)/guardian(s).

For more information, please see Board Policy No. 236 in the index. Board policies are also available at the school office or library or online at www.esasd.net.





How to Help Your Child by Being His/Her Best Advocate

The key to helping your child is to have a good relationship with your child's teachers. Begin at your initial meeting with school staff. Meet the teachers and tell them of any special needs or concerns. Seek their advice on how all can work together to best meet your child's needs.

Communicate regularly with your child's teachers. This helps you to know what is going on during your child's day. Keep the teachers informed of any happy news or problems in your child's home life to show them that you trust them and believe in this partnership.

Ask for help. Ask the teachers they have noticed your concerns. Work together to best address your child's needs.

Show your appreciation for your child's teacher through compliments for a job well done. Everyone appreciates a compliment.

Be active in your child's school. Join the PTO or PTA and attend school events. Volunteer to help. Use parent-teacher conferences as an opportunity to show the staff how much you care. Helping your child is often a simple matter of helping your child's teachers.

The parent-teacher partnership is a crucial link for the well-being of your child. Nurture this partnership to ensure a successful educational experience for your child.

For further information, try Parents Anonymous at (800) 448-4906 or at www.parentsanonymousofpa.org.

Appendix

(Section 12.41-12.42 State Board Regulations)

Section 12.41 Student services.

(a) Each school entity shall prepare a written plan for the implementation of a comprehensive and integrated K-12 program of the student services based on the needs of its students. The plan shall be prepared and revised in accordance with the timeframes and procedures described in sections 4.13(a), (b), (d), (e) and (f) (relating to strategic plans). Services offered by community agencies in public schools shall be coordinated by and under the general direction of the school entity. The plan shall include policies and procedures for emergency care and administration of medication and treatment under the Controlled Substance, Drug, Device and Cosmetic Act (35 P.S. sections 780-101 – 780-144) and guidelines issued by the Department of Health. The Department of Health guidelines are available from the Division of School Health, Department of Health, P. O. Box 90, Harrisburg, PA 17108.

(b) While the variety of student services offered will differ from school to school depending upon its size and the needs of its students, the following categories of services shall be provided by each school entity in planning its student services:

(1) Developmental services for students that address their developmental needs throughout their enrollment in school. Developmental services include school counseling, psychological services, health services, home and school visitor services and social work services that support students in addressing their academic, behavioral, health, personal and social development issues.

(2) Diagnostic, intervention and referral services for students who are experiencing problems attaining educational achievement appropriate to their learning potential. Diagnostic services are used by student services staff to identify barriers that limit a student's success in school. Intervention services actively engage student services staff in activities planned to reduce or eliminate specific barriers to student success. Student services staff may arrange for referrals to other school-based or school-linked professionals or may refer parents and guardians to appropriate community-based services for assistance.

(3) Consultation and coordination services for students who are experiencing chronic problems that require multiple services by teams or specialists. Consultation services are used by student services staff, in partnership with parents or guardians, to obtain assistance to address barriers and issues that are outside the scope of the student services professional. Consultation and coordination services may be used to assist in the diagnosis, intervention or referral of students who face barriers to success. Coordination services connect school resources with other available resources to assist students in meeting their educational objectives.

(c) Student services shall:

(1) Be an integral part of the instructional program at all levels of the school system.

(2) Provide information to students and parents or guardians about educational opportunities of the school's instructional program and how to access these opportunities.

(3) Provide career information and assessments so that students and parents or guardians might become aware of the world of work and of a variety of career options available to individual students.

(4) Provide basic health services outlined in Article XIV of the Public School Code for students and information to parents or guardians about the health needs of their children.

(d) When student assessments using individual surveys are administered, parents or guardians shall be informed of the nature and scope of the surveys and of their relationship to the educational program of their child, consistent with the requirements of the Protection of Pupil Rights Amendment (20 U. S. C. section 1232h). Parents or guardians or the student if they are 18 years or older shall have the right to refuse to participate in the survey via procedures established by the school entity.

(e) Persons delivering student services shall be specifically licensed or certified as required by statute or regulation.

(f) The Department will provide guidelines and technical assistance to local education agencies in planning student services.

Section 12.42 Student assistance program.

School entities shall plan and provide for a student assistance program under Act 211 of 1990 (Public Law 1362).