Student Services Report
Monday, January 04, 2010
(Last Approved: Monday, January 04, 2010)

Entity: East Stroudsburg Area SD
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Educational Community

East Stroudsburg Area School District is located along the Delaware in the Pocono Mountains of Northeastern Pennsylvania. The School District spans approximately 214 square miles in northeastern Monroe County and southern Pike County. The School District is comprised of the East Stroudsburg Borough and the townships of Smithfield, Middle Smithfield, and Price, all in Monroe County and the townships of Lehman and Porter, both in Pike County. ESASD is 85 miles north of Philadelphia, and 80 miles west of New York City. Although it is found in an area that in many respects is considered rural, the District has many characteristics of a suburb and much of its population has an urban flavor. Such diversity is also evidenced in the socio-economic and ethnic make-up of the community. This highly diverse populous is comprised of professionals, some of whom reside in upscale neighborhoods, a large middle class, and the economically challenged who reside in low-income housing projects and small pockets of depressed areas not more than a few blocks in size. With a current enrollment of 8079 students, the district has 40.1% of its students on free and reduced lunch with three elementary buildings having over 50% of their students in a low economic status. The student body is comprised of 53.6% Caucasian, 22.2% African American, 21.5% Hispanic and 2.7% Asian/Pacific Islander. Approximately 5% of these students are English Language Learners.

The District also possesses a great deal of diversity in both its workforce and the means of employment available within its borders. East Stroudsburg University is located within the boundaries of the District as is the Pocono Medical Center and the majority of Monroe County's medical businesses. However, the most prominent commercial endeavor within the limits of the District is tourism and its related services. Many resorts are located within the District's boundaries, offering a wide range of activities such as golf, skiing, swimming, and the enjoyment of many outdoor activities as can be found in the District's share of the Delaware Water Gap National Recreation Area. The District also possesses light industry and a significant share of Monroe County's retail trade.

During the past two years, the district has leveled off in enrollment growth. Whereas in the past, the East Stroudsburg Area School District hired an average of 50 to 75 professional and support staff each year, we are currently averaging approximately 20 to 30 new professional and support staff each year. Due to the decline in student population and the current economic crisis, the district has reduced its professional workforce by 60 teachers, mainly through attrition and nonrenewals of temporary professional employees (TPEs). The school district has reduced its professional staff from approximately 728 professional employees in 2006 to the current number of 668, including elementary and secondary classroom teachers, counselors, librarians, administrators and administrative support personnel. All of the professional and support personnel that are engaged in supporting the delivery of instruction are highly qualified as defined by the requirements
of NCLB, with 97.4% of the professional staff possessing Pennsylvania certification in their current teaching assignment.

Currently, there are six (6) elementary, two (2) intermediate, and two (2) high schools in the District, housing approximately 8061 students for the 2008-2009 school year, a decline of approximately 100 students. Despite the decline in enrollment, the district continues to experience a high transiency rate. In 2007-2008, for example, we had 1330 new enrollments and 1324 withdrawals, including approximately 650 graduates. Each of these facilities provides students access to library facilities and classrooms that have access to the internet and are equipped to support students' attainment of the academic standards. Each school has at least one full-time librarian, with the exception of our two smallest elementary schools, J. M. Hill and Smithfield, that will be sharing a librarian beginning with the 2009-2010 school year. The delivery of instruction is also supported through the integration of technology, supported by the Director of Instructional Technology and three (3) Instructional Technology Integrators.

The school district also operates a variety of programs designed to meet the individual needs of learners, including math and literacy coaches at the elementary, intermediate, and high school levels, Response to Intervention (RtI) at the elementary level, Student Assistance Programs (SAP) and Child Study Teams at the intermediate and high school levels, remedial programs, and extended learning opportunities through school-day and extended-day tutorial programs. The district also has a gifted program (K-12), and accelerated programs, including a variety of Advanced Placement courses. Through the Dual Enrollment grant, many of our juniors and seniors have had the opportunity to take college courses. Students also have the opportunity to attend the Monroe County Career and Technical Institute to pursue a career pathway.

During the 2008-2009 school year, the district opened a new elementary school (East Stroudsburg Elementary School) that currently houses approximately 823 students due to a realignment of our students among Smithfield, Middle Smithfield, Resica and J. M. Hill Elementary Schools. All of our elementary schools are now K-5. Renovations to Smithfield Elementary School were completed for the 2007-2008 school year. Expansions and renovations to East Stroudsburg High School South are in their final stages of a five-year process, with an anticipated completion date of mid-September, 2009. Middle Smithfield Elementary is currently being renovated and expanded, with an anticipated completion date for October, 2010.

Bushkill Elementary School, built in 1998, was designed to meet the changes occurring in our diverse community in terms of both the growth and educational needs of our students. A centrally-located atrium promotes a interest and curiosity in plants, flowers and animals. Bushkill Elementary School is located on Bushkill Mountain and is part of our North Campus. The building has 50 classrooms with several small-group classrooms to accommodate 637 students in grades K-5. All students are bussed to Bushkill Elementary School. Eighty-four professional and non-professional staff provide educational services for our diverse student body. Bushkill has a population that is 52.3% economically disadvantaged. The school is equipped with the latest technology
including high-speed networked Internet access, telephone systems, satellite television, white boards with video projectors, computers that are Internet ready in every classroom, and four mobile computer labs. In addition to the 34 classrooms, the building contains music rooms, an art room, a library media center, and a multi-purpose room that serves as the cafeteria, physical education facility, and auditorium. Outside facilities include practice baseball/softball fields, football/soccer fields, two playgrounds, and plenty of open space. The mission of Bushkill Elementary School, a culturally diverse, rapidly growing, united community, is dedicated to creating a sound foundation in shaping each student to become a positive, respectful, well-rounded citizen on a lifelong journey of success.

J.M. Hill Elementary School, built in 1934 with a major addition completed in 1993. Original hardwood floors help create a warm caring environment for learning. The building has 34 classrooms with several small-group classrooms to accommodate an enrollment of 366 students in grades K-5. Since J. M. Hill is located in the borough of East Stroudsburg, 40% of the students walk to and from school. Fifty-seven professional and non-professional staff provide educational services for our divers student body. The school is equipped with the latest technology, including high-speed network Internet access, telephone systems, cable television, two interactive whiteboards with video projectors, one teacher and two student Internet-ready computers in each classroom, two mobile computer labs, and one stationary computer lab. In addition to the 34 classrooms, the building contains administrative offices, a music room, an art room, a library media center, a cafeteria, and a physical education facility that also serves as an auditorium. Outside facilities include practice baseball/softball fields, a soccer field, and a playground. The mission of J.M. Hill Elementary is to prepare all students to maximize their individual potential and demonstrate their mastery of defined knowledge and skills. Our goal is to empower students to become contributing members of a diverse society.

East Stroudsburg Elementary is the newest and largest elementary school in the East Stroudsburg Area School District. ESE opened in August of 2008 and is located off of Route 447. This beautiful, three-story elementary school consists of 58 classrooms and small and large group instruction areas to accommodate an enrollment of 823 students in grades K-5. All students are bussed to and from East Stroudsburg Elementary School. In addition to the 58 classrooms, the building contains a multi-pupose room, a fully functional cafeteria, library media center, art room, music lab, physical education facility, computer lab, and two mobile computer labs. The school is equipped with the latest technology, including high-speed network Internet access, telephone systems, cable television and televisions in every classroom, whiteboards with video projectors, one teacher and two student Internet-ready computers in each classroom, two mobile computer labs, and one stationary computer lab. Outside facilities include open space on
which a playground is projected to be built during the summer of 2009. A highly motivated staff consisting of 96 professional and non-professional staff has brought their knowledge and creativity from the five other elementary schools within the East Stroudsburg Area School District. East Stroudsburg Elementary School believes in a well-rounded curriculum that includes music to contribute to higher academic achievement. This belief gives us the opportunity to pilot the Keys to Achievement Program with our primary elementary students. The computer-based program guides students through lessons with the help of personal keyboards and headset stations. East Stroudsburg Elementary School is a diverse school community which is dedicated to creating a learning environment where all students optimize their potential. We will achieve this goal through the development and implementation of high quality standards-driven instruction. Civic, social and technological skills will be cultivated in a nurturing environment to meet the challenges of our changing world. Welcome to ESE Where We Strive for Excellence!

Middle Smithfield Elementary School, built in 1934, has undergone multiple renovations with the final expansion project currently underway and scheduled to be completed in the fall of 2010. Middle Smithfield prides itself on its Character-based learning environment. Middle Smithfield is located on Route 209 in Middle Smithfield Township and is a feeder school for our North Campus. All students are bussed to and from Middle Smithfield Elementary School. Seventy-six professional and non-professional staff provide educational services for our diverse student body, which currently represents a 52% minority population rate. Middle Smithfield consists of 41 classrooms and small group instruction areas to accommodate an enrollment of 614 students in grades K-5. In addition to the 41 classrooms, the building contains a multi-purpose room, a fully functional cafeteria, a library media center, music room, art room, physical education facility and administrative offices. The school is equipped with the high-speed network Internet access, telephone systems, one interactive white board with a video projector, one teacher and two student Internet-ready computers in each classroom, three mobile computer labs, and one stationary computer lab. At the conclusion of the renovation project, Middle Smithfield will be equipped with the latest technology, including Cisco Network Infrastructure, partial wireless access, cable television, and a large group instruction area. Each classroom will be equipped with a television. Outside facilities include baseball/softball fields, soccer fields, and a playground. Middle Smithfield Elementary, using the talents, strengths and creativity of students, parents, and community will work to provide a positive character-based learning environment that respects the varied academic, cultural, social and emotional needs of its students.

Resica Elementary School was built in 1997. The arts are, and have always been, an essential component to instruction at Resica Elementary. Our staff views the arts as motivational tools and instruments through which they are able to broaden children’s understanding, skill, and knowledge. Through the integration of arts and technology, our
teachers strive to enhance each student's problem-solving skills and engage students in creative thinking. It is our mission to provide a host of artistic experiences in order to address the diverse learning needs of all students, while striving to exceed our state's high academic standard. Essential to the overall success of our students is their desire to appreciate and respect all individuals in our building and community. It is through our ongoing dedication to honoring positive behavior and choices that our children grow to recognize the everlasting impact that random acts of kindness have on our society. Resica Elementary School creates and promotes a community of respectful, responsible, and success-oriented learners by developing the diverse intelligences of all students through the sciences, technology and the arts.

The original Smithfield Elementary opened in 1927 as the Smithfield Consolidated School. Since then, several additions have been made to the original structure, providing additional classrooms, a multi-purpose rooms and administrative office and health suite. A formal dedication of the new two story addition and the renovation of the original building was held on September 14, 2007 as part of the “Smithfield Township Community Days.” To accommodate the growth that the district has experienced, a major construction and renovation project began in June 2005 and concluded in June 2007. The construction project provided a two-story addition that includes additional classrooms, as well as new multi-purpose room, library, administrative and guidance offices and health suite. All of the attached and stand alone modular classrooms were removed as part of the project. The project also involved a complete renovation of the existing structure and enhancements to the playground and parking areas. The expansion and renovation of Smithfield Elementary provided an up to date facility that compliments the quality program already in place. A staff of 50 professional and support level staff assigned to Smithfield Elementary serve approximately 320 students in Kindergarten through grade five. The building is also home to three Colonial Intermediate Unit # 20 classrooms and two District operated specialized special education classes. In addition to the core instructional program, the school offers supplemental services, including ESL, Reading and Special Education. Smithfield Elementary students may participate in a variety of intramural activities, enrichment and tutorial programs, and clubs that provide opportunities for them to interact in a positive and rewarding environment. The school has a very supportive Parent Teacher Organization that provides a variety of services and programs which enhance the classroom instruction.

The John T. Lambert Intermediate School opened in September of 1992 and located on Milford Road. There are about 1,040 students, 90 faculty members, 61 support staff and 3 administrators in the JTL complex which service students in grades 6-8. Before the district split in 2000, there were more than 1,700 students in the school. Our school is very proud of our excellence in academics, evergrowing athletic programs, and cultural
performing arts. We are also very proud of the community service in which we participate. Each team selects an integrated service learning project each year. These projects have earned honorable mention for Excellence in Education awards through Intermediate Unit 20. In the past we have made teddy bears and pillows for children who lost a parent during 9/11, we have contributed to numerous charities such as Angel's Closet through the work of Student Government and Students against Substance Abuse (SASA) clubs, and we utilize local business such as Shawnee Mountain with our ski program. We are a school which embraces our diversity and uniqueness in the Pocono Mountains. Teamwork is a very important part of JTL. Our hard work, dedication, and communication with residents in East Stroudsburg makes us a community oriented school. Thankfully, for our wonderful faculty and students, our school is standing strong and will continue to stay that way for years to come. J.T. Lambert is dedicated to shaping and directing a diverse population of early adolescents, providing the bridge to young adulthood and preparing them to become life-long learners and self-confident, productive members of society.

Lehman Intermediate School officially opened in 2000, houses approximately 882 students from Monroe and Pike counties in grades 6-8, and is located on the 400-acre north campus along with East Stroudsburg High School North and Bushkill Elementary School. There are 90 faculty members, 39 support staff and 2 administrators in the Lehman complex. Lehman Intermediate School's physical plant is approximately 220,000 square feet and contains about seventy classrooms, family and consumer science and technology education facilities, a library, 1.5 gymnasiums, a weight room, athletic offices and locker rooms, a natatorium, a health suite, a cafeteria, and administrative and guidance offices. The three-story design of the building facilitates a team structure that is key to the East Stroudsburg Area School District's intermediate school philosophy. Students receive all instruction from approximately 120 professional educators and support personnel in the CORE subjects (English, Reading, Math, Social Studies, and Science) within their grade level team while EXPLORATORY subjects (Physical Education, Health, Foreign Languages, Sewing, Cooking, Wood Shop, Graphic Arts, Library Skills, Art, Music and Skills for Adolescence) and electives (Band and Chorus) are also offered during the six-day cycle. Computer Literacy is integrated into the classroom via a plethora of activities and comprehensive projects in unison with CORE and EXPLORATORY subjects. A vast and unique number of specialized programs in the form of after-school clubs and extra-curricular activities are also offered on a daily basis throughout the school year. The calendar for the school year is designed so that the first student day of the school year is designated as Day One, the second day as Day Two, and so on through Day Six. After the sixth day, the cycle begins anew with Day One. Holidays, staff development days, and snow days are not counted in the six-day cycle, only days when classes are in session for students. Lehman Intermediate School is especially proud to say that the school has made Adequate Yearly Progress (AYP) for six (6) consecutive years.
East Stroudsburg Senior High School North is located on the North Campus of our district in Lehman Township, Pike County of Northeastern Pennsylvania. The school was built in 1999 and houses 1345 students from Pike and Monroe County. There are 108 faculty members, 44 support staff and 4 administrators. Although it is located in an area that is considered rural, the school has many characteristics of a suburban school and much of its population has an urban flavor. Through the Classrooms for the Future Grant, 21 core area teachers have gone through the training to become Classrooms for the Future teachers. These teachers each have access to a projector, interactive white board, teacher laptop, cart of 30 laptops, a printer/scanner, set of speakers, video camera and digital cameras. Our school philosophy indicates that our primary purpose is to prepare thinking and responsible citizens for life in an ever-changing and complex society. We are a school dedicated to a strong culture for learning. We have worked to increase student achievement and are dedicated to providing multiple opportunities for our students and school community to become successful learners. East Stroudsburg High School North benefits from partnerships with the PTA, Booster Clubs, and other members of our community who provide resources, experiences, and interactions for students and staff. East Stroudsburg High School North nurtures within each student a commitment to lifelong learning which prepares them to become creative, productive and responsible citizens in a continually changing world.

East Stroudsburg Senior High School South is located in the borough of East Stroudsburg. Approximately 6% of the student body walk to school. The school was originally built in 1959 and houses nearly 1500 students. There are 120 faculty members, 98 support staff and 4 administrators. Since then, several additions have been made to the original structure, providing additional classrooms, multi-purpose rooms, administrative office and health suite, a black box theatre, an additional large gymnasium, and a board room. The first renovation occurred in 1989. The second renovation was recently completed in 2009 with an official dedication ceremony taking place on September 15, 2009. As part of the renovation, the stadium was updated to include five (5) additional playing fields, a turf field and new visitors' bleachers. The new turf field was funded partially by grants and donations secured by the Purple and White Club. The turf field was officially dedicated at a ceremony on September 25, 2009. An eight-lane all weather track will be completed in October, 2009. An additional three-story classroom space was added. The old Bunnell building and the North Courtland administration center were demolished as part of the renovation process. The school is equipped with the high-speed network Internet access, telephone systems, interactive white board with a video projector and televisions, internet-ready computers in each classroom, several mobile computer labs, and three stationary computer.
labs. Through the Classrooms for the Future Grant, 13 core area teachers have gone through the training to become Classrooms for the Future teachers. These teachers each have access to a projector, interactive white board, teacher laptop, cart of 30 laptops, a printer/scanner, set of speakers, video camera and digital cameras. Our school philosophy indicates that our primary purpose is to prepare thinking and responsible citizens. East Stroudsburg High School South has a rich history of student accomplishments both inside and outside of the classroom. We strive to live our motto of "Be the Best You Can Be" by recognizing ourselves as a cooperative family that includes staff, students, parents, and community members. Our belief in the power of Purple Pride has enriched us. We are a caring, harmonious school community that empowers and enriches all who enter our doors. Although we are a rapidly growing district, we take pride in our old-fashioned, small town values of cherishing each person's uniqueness and celebrating our diversity. East Stroudsburg Area Senior High School South, serving a diverse and growing student population, acts as a catalyst to prepare students to fulfill their innate potentials and become creative, productive, and responsible citizens in a changing global community.

Mission

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!

Vision

The East Stroudsburg Area School District vision is reflected throughout the District. Our mission statement describes the community we serve, and our responsibility to prepare for a challenging future. Our belief statements describe what can be expected of the District and how community involvement affects those endeavors.

The future vision of East Stroudsburg Area School District includes a comprehensive plan of facility management and use in order to accommodate our dramatic, changing and transient population. We envision the academic program evolving through a standards-based environment utilizing differentiated instruction, career-related activities, multi-sensory approaches, creative use of technology, continued school-to-community outreach, and an extensive commitment to exemplary learning.

Shared Values

We believe that:

- All students can learn.
- Effective communication is essential to the learning process.
- All eligible students have the right to receive an education in a safe and caring environment.
• Diversity is essential for the success of our educational program and our community.
• Motivation is essential for learning.
• Clear and consistent discipline for all creates a positive school community.
• It is critical that all members of the educational community should be treated with mutual respect.
• School, family, and community partnership is vital to student self confidence, performance and success.
• A fundamental understanding of technology is imperative.
• Continuous evaluation and revision of our educational system is our commitment to our beliefs.
• Financial support of education is a meaningful investment in the entire community.
• The ability to adapt to educational requirements and district obligations is essential to our changing world.

Strategic Planning Process

eStrategic Planning Process

The first step in the process was receiving training from the Colonial IU 20 on November 14, 2005.

The District Strategic Steering Plan Committee was established with representation from the educational and administrative staff, students, parents, community members, clergy, and business owners from the East Stroudsburg Area School District. The strategic planning initiative was chaired by the Assistant Superintendent for Special Projects.

The initial meeting of the District Strategic Steering Plan Committee was held on November 15, 2005. During that session, an overview of the Strategic Planning process was presented. We assessed where we are and where we want to be. The existing Mission/Vision/Belief Statements were reviewed and refinements made to reflect the changes in our District. We created a perceptual survey to gather more input from the community and staff. The time for subsequent meetings included, December 12, 2005, January 19, 2006, January 21, 2006, March 6, 2006, March 13, 2006, April 5, 2006, May 17, 2006, May 30, 2006, June 14, 2006, July 27, 2006, September 11, 2006.

Evaluate and interpret the data for possible changes to the plan.

From that work, sub-committees emerged to brainstorm goals and objectives to meet the needs of the District over the next five years. Important issues included increased student achievement in mathematics, communication arts, science, improvement of facilities, positive public relations and strengthened communication, professional education, teacher induction, and integration of technology into the daily life of students and staff.

Create a timeline for completion.

Meet with sub-committees

Board approval of the Strategic Plan was received in September of 2006 and the plan was submitted to PDE for approval.

The District Strategic Steering Plan Committee will continue to convene throughout the next five years to monitor and implement the plan. Revisions and adjustments will be made throughout that time period, based on the needs of the District.
Several meetings took place in 2007 and 2008 with the planning authors to monitor the progress of the Strategic Plan. In 2009 the online Strategic Plan redesign was released for school entities to begin monitoring and updating.

Planning authors met the first Tuesday of every month beginning in February of 2009. The entire planning committee is scheduled to meeting on June 24, 2009 and July 23, 2009 to discuss the mid-point review. The Strategic Plan’s Mid-Point Review will go before the School Board for approval in August, 2009 prior to submittal to PDE on September 30, 2009.

District personnel responsible for student services participated in Chapter 12 training in December, 2009.

### Strategic Planning Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
<th>Membership Category</th>
<th>Appointed By</th>
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<tbody>
<tr>
<td>Agolino, Jennifer</td>
<td>Reading Specialist - Bushkill Elementary</td>
<td>Elementary School Teacher</td>
<td>Assistant Superintendent for Curriculum &amp; Instruction</td>
</tr>
<tr>
<td>Arnold, Michelle</td>
<td>Principal-J.M. Hill Elementary</td>
<td>Administrator</td>
<td>Sharon Laverdure, Assistant Superintendent for Special Projects</td>
</tr>
<tr>
<td>Barton, Sharon</td>
<td>Teacher-High School North</td>
<td>Secondary School Teacher</td>
<td>Assistant Superintendent for Special Projects</td>
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<td>Benjamin, Theresa</td>
<td>Assistant Principal - HS South</td>
<td>Administrator</td>
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<td>Borosh, Brian</td>
<td>Director of Instructional Technology</td>
<td>Administrator</td>
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<td>Bove, Sheila</td>
<td>Gifted Teacher-J.T. Lambert Intermediate</td>
<td>Secondary School Teacher</td>
<td>Assistant Superintendent for Curriculum &amp; Instruction</td>
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<td>Branigan, Jeanne</td>
<td>Nurse</td>
<td>Ed Specialist - School Nurse</td>
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<td>Burrus, John</td>
<td>Smithfield Elementary Principal</td>
<td>Administrator</td>
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<td>Calpin, MaryAnn</td>
<td>Teacher-J.T. Lambert Intermediate</td>
<td>Secondary School Teacher</td>
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<td>Casciotta, Marialena</td>
<td>Director of Pupil Services, K-5</td>
<td>Administrator</td>
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<tr>
<td>Catrillo, Ann</td>
<td>High School South English Teacher, Department Chair</td>
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<td>Catrillo, Michael</td>
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<td>Ellis, Susan</td>
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<td>Espinoza, Marilyn</td>
<td>Secondary Ed Math Coach/Parent</td>
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<td>Elementary School Teacher</td>
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<td>Forsyth, Eric</td>
<td>Director of Administrative Services</td>
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<td>Fuller, Joshua</td>
<td>Teacher-High School North</td>
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<td>Grayuski, Tom</td>
<td>Parent/Community Member/Business Representative</td>
<td>Community Representative</td>
<td>Assistant Superintendent for Special Projects</td>
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<td>Gress, Heather</td>
<td>Teacher - J.M. Hill Elementary</td>
<td>Elementary School Teacher</td>
<td>Assistant Superintendent for Curriculum &amp; Instruction</td>
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<td>Gress, Robert</td>
<td>Court of Clerks-Monroe County, School Board Member, Parent</td>
<td>Business Representative</td>
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<tr>
<td>Harris, Deborah</td>
<td>District Math/Science Coach</td>
<td>Elementary School Teacher</td>
<td>Assistant Superintendent for Curriculum &amp; Instruction</td>
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<td>Harriton, Gerta</td>
<td>Community Member</td>
<td>Community Representative</td>
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<td>Hays, Bet</td>
<td>Board Member</td>
<td>Board Member</td>
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<td>Heath, Rachael Ph.D.</td>
<td>Superintendent</td>
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<td>Hopkins, Lynda</td>
<td>Director of Pupil Services 9-12</td>
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<td>Hudak, Ariel</td>
<td>Student</td>
<td>Other</td>
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<td>Huffman, Carol</td>
<td>HS School-to-Work Coordinator</td>
<td>Secondary School Teacher</td>
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<td>Jean-Noel, Ralph</td>
<td>Student</td>
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<td>Keltt, Yvette</td>
<td>Parent/Community Member</td>
<td>Parent</td>
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<td>Kerstetter, Eric</td>
<td>J.T. Lambert Intermediate Assistant Principal</td>
<td>Administrator</td>
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<td>Kirkwood, Arlene</td>
<td>Teacher-Smithfield Elementary</td>
<td>Elementary School Teacher</td>
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<td>LaBar, Guy</td>
<td>Parent</td>
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</tr>
<tr>
<td>Lavelle, Joe</td>
<td>Business Representative/Community Member</td>
<td>Business Representative</td>
<td>Assistant Superintendent for Special Projects</td>
</tr>
<tr>
<td>Laverdure, Sharon</td>
<td>Assistant Superintendent for Special Projects</td>
<td>Administrator</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Lee, Kate</td>
<td>Special Education Consultant</td>
<td>Special Education Representative</td>
<td>Director of Pupil Services 9-12</td>
</tr>
<tr>
<td>Lehmann-Deming, Donna</td>
<td>IST/RTI Teacher - J.M. Hill Elementary</td>
<td>Elementary School Teacher</td>
<td>Assistant Superintendent for Curriculum &amp; Instruction</td>
</tr>
<tr>
<td>Linne, Martha</td>
<td>J.M. Hill Elementary Teacher</td>
<td>Elementary School Teacher</td>
<td>Assistant Superintendent for Special Projects</td>
</tr>
<tr>
<td>Lord, Kristin</td>
<td>Reading Specialist - HS South</td>
<td>Secondary School Teacher</td>
<td>Assistant Superintendent for Special Projects</td>
</tr>
<tr>
<td>Meachem, Mike</td>
<td>Parent/Community Member</td>
<td>Parent</td>
<td>Assistant Superintendent for Special Projects</td>
</tr>
<tr>
<td>Meinking, Courtney</td>
<td>Teacher-Smithfield Elementary Teacher</td>
<td>Elementary School Teacher</td>
<td>Assistant Superintendent for Curriculum &amp; Instruction</td>
</tr>
<tr>
<td>Mitchell, Dan</td>
<td>Teacher-Bushkill Elementary</td>
<td>Elementary School Teacher</td>
<td>Assistant Superintendent for Special Projects</td>
</tr>
<tr>
<td>Palio, Lois</td>
<td>High School South Principal</td>
<td>Administrator</td>
<td>Assistant Superintendent for Special Projects</td>
</tr>
<tr>
<td>Prefontaine, Annelle</td>
<td>Director of Federal Programs &amp; Grants</td>
<td>Administrator</td>
<td>Assistant Superintendent for Special Projects</td>
</tr>
<tr>
<td>Reese, Michelle</td>
<td>East Stroudsburg Elementary Teacher</td>
<td>Elementary School Teacher</td>
<td>Assistant Superintendent for Special Projects</td>
</tr>
<tr>
<td>Reichert, Eric</td>
<td>Guidance Counselor-Lehman Intermediate</td>
<td>Ed Specialist - School Counselor</td>
<td>Assistant Superintendent for Special Projects</td>
</tr>
<tr>
<td>Rusk, Dan</td>
<td>Teacher-Bushkill Elementary</td>
<td>Elementary School Teacher</td>
<td>Assistant Superintendent for Special Projects</td>
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<tr>
<td>Shearouse, James</td>
<td>Director of Maintenance</td>
<td>Administrator</td>
<td>Assistant Superintendent for Special Projects</td>
</tr>
<tr>
<td>Staples, Wanda</td>
<td>Secretary-Smithfield Elementary Teacher</td>
<td>Community Representative</td>
<td>Assistant Superintendent for Special Projects</td>
</tr>
<tr>
<td>Steigerwalt, Jan</td>
<td>District Math Coach</td>
<td>Elementary School Teacher</td>
<td>Assistant Superintendent for Curriculum &amp; Instruction</td>
</tr>
<tr>
<td>Stevens, Kim</td>
<td>Director of Pupil Services, 6-8</td>
<td>Administrator</td>
<td>Assistant Superintendent of Special Projects</td>
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<tr>
<td>Tirjan, Lisa</td>
<td>District Math Coach</td>
<td>Middle School Teacher</td>
<td>Assistant Superintendent for Curriculum &amp; Instruction</td>
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<tr>
<td>VanWinkle, Catherine</td>
<td>Teacher-High School North</td>
<td>Secondary School Teacher</td>
<td>Assistant Superintendent for Special Projects</td>
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<td>Waters, Faith</td>
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<td>Community Representative</td>
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<tr>
<td>Welch, Susan</td>
<td>Special Education Teacher-Resica</td>
<td>Special Education</td>
<td>Assistant Superintendent</td>
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</table>
Current Student Services

<table>
<thead>
<tr>
<th>Service/Resource</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access Services</td>
<td>The district employs an Access Program Coordinator whose responsibility it is to coordinate the school-based, federally funded ACCESS Program to facilitate special education services. Through this program, the district provides necessary contracted services, one on one support, first aid/CPR and AED training, computers and software as well as other educational resources and specialized learning tools for students with IEPs.</td>
</tr>
<tr>
<td>Alternative Education</td>
<td>The District has participated in the Alternative Education grant to provide alternative education programs for disruptive youth so they may receive the intense support needed to return to the school environment as a productive student. Although the grant was eliminated for the 2009-2010 school year, the District is continuing this program for students with more intense needs. The District also employs an Out-of-District Placement Coordinator to serve as liaison and participates in meetings to ensure student supports are in place. This individual also maintains constant communication with the parents and visits the alternative education settings on a regular basis.</td>
</tr>
<tr>
<td>Child Study Team (CST)</td>
<td>Child Study Team Process</td>
</tr>
<tr>
<td></td>
<td>The following shall be adhered to in the implementation of the Child Study Team (CST) process:</td>
</tr>
<tr>
<td></td>
<td>• When a need has been identified, a Child Study Team Teacher Referral form is completed by a teacher/nurse/guidance counselor and submitted to the appropriate building level administrator.</td>
</tr>
<tr>
<td></td>
<td>• The appropriate grade level administrator, at least two (2) school days prior to the CST meeting, will submit referrals and requests for agenda items to the assigned building administrator in charge of CST operations for the building.</td>
</tr>
<tr>
<td></td>
<td>• The building administrator in charge of CST operations will create an agenda and ensure that applicable student files are assembled for review at the CST Meeting.</td>
</tr>
</tbody>
</table>
|                           | • The building administrator in charge of CST operations will ensure that someone is designated to keep a record of meeting proceedings. Such a record should include highlights of the discussion of agenda items, actions that will be taken to address those items, and pertinent follow-up information. If deemed appropriate, the CST may request that a Student Instructional Strategies Form (Grades 6-12) be completed by applicable staff
• Emergency items can be discussed by the CST at any time.

• When they see a need to refer a student to the CST, building administrators may disseminate the Student Instructional Strategies Form (Grades 6-12) to appropriate staff members for completion.

• CST meetings should be held at each high school and intermediate school on at least a monthly basis.

Counseling  The District provides guidance counselors at all levels who are available for both individual and group counseling. Counselors run groups on such topics as Eating Disorders, Grief, Anger Management etc. Counselors are knowledgeable about community agencies and refer students or coordinate services as needed.

DARE Program  Until the 2009-2010 school year, Stroud Area Regional Police provided a DARE officer to implement a DARE (Drug and Alcohol Resistance Education) program in our elementary schools. Grade 5 students participated in a 12-week program and DARE officers presented classroom lessons on bullying and other topics. Due to the economy, Monroe County no longer offers this service. Bushkill Elementary School is located in Pike County and the program has continued in that school.

Extended Day Tutoring  Through the EAP grant, the district continues to offer extended day tutoring at all buildings K-12. The grant also supports paraprofessionals to tutor at the secondary level during the school day.

Extra-curricular/Interscholastic Activities  The district offers a variety of after-school clubs and intramural programs in addition to athletics and co-curricular activities to appeal to diverse needs and talents.

Foreign Student Exchange Program  The District participates in Foreign Student Exchange Programs to promote cultural diversity and enrichment.

Free/Reduced School Meals Program  The District participates in the School Meals Program and has both a breakfast and lunch program. This provides services to more than 50% of the student population to help ensure proper child nutrition and promote learning.

Guidance Services  School guidance 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 guidance 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 guidance 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 in helping children and youth to meet their developmental needs. The center of the school guidance program is the individual student for whom the counselor hopes to provide a meaningful educational experience.

Health and Wellness

The district has a Health and Wellness policy. There are committees at each of the 10 schools that plan health and wellness activities to provide students with skills and knowledge regarding healthy choices to lead a healthy lifestyle. Buildings conduct activities, such as, Jump Rope for Heart, Relay for Life, Dodgeball Tournaments and other activities to encourage both physical activity and community involvement.

Home School Visitor

The District employs school police officers who serve as home school visitors under the PA School Code to enforce compulsory attendance requirements and help ensure student welfare.

Homebound

The District provides Homebound to students with medical needs supported by a physician's statement that the condition prevents them from attending school.

Homeless Liaison

The District provides a homeless liaison whose role it is to provide enrollment assistance and financial aid through Title I and other charitable resources to children and families protected under the McKinney-Vento Act. The District arranges transportation for students experiencing homelessness. These services often include migrant students and immigrant families.

In-School Tutoring

Students are provided with tutoring opportunities during the school day to address skill deficits, in addition to their typical instructional classes.

Instructional Support and Student Assistance

The district utilizes the Instructional Support Team (IST) model at the elementary level, to assist with the implementation of RTII. The intermediate and secondary levels utilize the Child Study Team as well as the Student Assistance Program (SAP) teams to provide interventions and supports to students who are having difficulties, either academically, socially, or behaviorally.

Mandated Reporting

The District annually trains new employees and administrators on their roles as mandated reporters as regards to suspected student/child abuse.

Mass Notification System

The District subscribes to a mass notification system that notifies parents by phone or email of emergencies, inclement weather, conferences, special events, their children's absence from school, etc.

Nursing Services

As part of the educational team, the East Stroudsburg Area School District nurses coordinate the resources of the family, school and community to help the student achieve optimum health and academic success. The district sponsored several H1N1 clinics during the fall of 2009. For the past several years, the district has sponsored a mobile dentist program at each of its 10 schools as
well as non-public schools in our area. The district's dental hygienist screens, evaluates and refers students in K-3, 5 and 7. In grade 3 the dental hygienist conducts classroom lessons on dental hygiene. The district also offers physicals at several locations throughout the district for students interested in playing sports. We do mandated physicals for K, 6, 11 and all new students. The district offers scoliosis screening in grades 6 and 7. School nurses conduct vision screenings annually along with heights and weights. Parents receive BMI letters. Hearing screenings are conducted annually in grades 1, 3, 5, 7 and 11. School nurses follow doctors' orders for dispensing medication and provide episodic care to students as needed on a daily basis. School nurses are a liaison to community services for families in need. School nurses participate in IEP meetings, Student Assistance team meetings, Chapter 15 accommodation plans etc. to keep students healthy and in class. Our school nursing program provides a systemic approach that includes supports to enable our students to attend school and learn.

<table>
<thead>
<tr>
<th>OCR Compliance</th>
<th>The District assigns one of its employees to serve as OCR compliance officer. This supports student learning by helping to ensure access to programs, services, and facilities for all students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paraprofessionals</td>
<td>The District employs paraprofessionals to assist with one on one support or provide classroom support as needed to ensure implementation of specially designed instruction.</td>
</tr>
<tr>
<td>Parenting and Pregnant Teens</td>
<td>Until the grant was eliminated in the 2009-2010 school year, the district contracted to provide services for parenting and pregnant teens.</td>
</tr>
<tr>
<td>Psychologist</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>School psychologists provide consultation, staff development, psychological evaluation and counseling services.</td>
</tr>
<tr>
<td>Response to Instruction and Intervention (RTII)</td>
<td>Each elementary school has a RTII core team that has focused on achievement in Reading for the 2008-2009 and 2009-2010 school year. The team is expanding to include Math. Students receive</td>
</tr>
</tbody>
</table>

interventions based on their learning needs. An intervention and enrichment period has been built into the schedule. Secondary teams are receiving training on this approach.

**School Police and Security Officers**
The District employs School Police and Security Officers who provide a presence throughout the school district. This promotes a safe campus environment around the clock. Security officers are stationed in each of our 4 secondary buildings. Each elementary school has a student monitor who greets and signs in all visitors. All buildings are locked and require visitors to buzz in, sign in, show identification, and obtain a visitor's badge.

**School to Career Coordinator**
The high schools share a school-to-career coordinator who assists students with career planning, job shadowing, apprenticeships and internship opportunities. She also coordinates dual enrollment and enrichment opportunities for students to earn college credit. In partnership with Northampton Community College and ESU, the district also offers career fairs and workshops.

**School-wide Effective Behavior Support (SWEBS)**
The district is in the beginning stages of planning for training of core teams in the School-wide Effective Behavior Support Model (SWEBS). One elementary school (J. M. Hill) is in its 2nd year of implementation. One elementary school (East Stroudsburg Elementary) has completed training and is preparing to implement SWEBS in January, 2010. Bushkill Elementary School is currently training its core team and plans to implement SWEBS in September of 2010. Other school buildings are in the planning stages and have not yet determined an implementation date. This is a 3-5 year process in order to implement SWEBS district-wide.

**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).

| Teen Screen | The district contracts with an agency to conduct teen screen surveys at the high school level through the health classes to identify students who are at risk of suicide. Those students whose surveys warrant further attention are scheduled to meet with contracted agency counselors to determine if a referral for intensive follow up is advisable. School personnel follow up with parents to communicate findings and recommendations regarding their child's needs. |
| Truancy Intervention/Drop Out Prevention Program | The district subscribes to a mass notification system that enables us to notify parents daily by phone and email when their child is absent. The message also reminds them of the compulsory attendance laws and procedures for submitting notes when absent. This is particularly beneficial for our parents who work in the city.

The district has a three-tiered approach to truancy intervention.

When students have four unexcused absences, parents receive a letter requiring them to contact the school either by phone or in person to discuss excessive absences. At level one of the process, the school and parents work together to support the child, either through counseling, assistance from Children and Youth, referral to a community agency, or simply reviewing procedures to ensure compliance with compulsory attendance laws. Additional unexcused absences result in a second letter sent to parents requiring them to attend an intervention meeting at Judge Muth's office. In attendance is Judge Muth, a school administrator, and a representative from Children and Youth. Discussion revolves around what is happening and how the school or C&Y can support them. After the 2nd meeting, if excessive absences continue, the parents is issued a citation and need to go before the magistrate who makes a final determination. Ongoing supports and interventions continue.

At the high school level, the district implemented a Virtual Academy to try to recapture drop outs and facilitate the completion of online courses for students with financial or family obligations, school phobia, and other issues.

| Weller Health Education Center | The district partnered with the Weller Health Education Center to develop and implement a survey to students in grades 9-12 to identify health-risk behaviors. The survey was administered to 1556 students in grades 9-12 during May, 2009. All parents of students in grades 9-12 who attend the district's high schools were informed about the content of the survey in advance so they could make an informed decision as to whether or not their child(ren) would be permitted to participate. Parents who wished to could opt-out of the |
survey for their child(ren). The district will use the results of this survey to develop educational programs to curtail these behaviors. Through a grant with Sanofi Pasteur, the Weller Health Education Center will be providing age-appropriate preventive health education programs to address issues that surfaced in the survey. They will also meet with focus groups of students during the 2009-2010 school year.

Needs Assessment

Reflections

- **Needs Assessment ESHS-N**

  Strength Last Modified: 12/22/2009
  East Stroudsburg High School North completed their Supports for Inclusive Practices: An Evidence-based Self-Assessment on March 4, 2009. The team consisted of administrators, regular education teachers, special education teachers, parents and students. Representatives from IU20 facilitated this self-assessment. Leadership for Inclusive Schools emerged as the strongest area, receiving a 3 for full implementation in all areas.

  Concern Last Modified: 12/22/2009
  One area that the team felt was still in an exploratory stage was 5.3 under family and community involvement. There is a need to work on strategies to facilitate positive peer relationships.

  Identified High Priority Cause:
  Due to the size of the district and limited professional development days, it has been difficult to implement core team training on school-wide effective behavior support (SWEBS) in all ten buildings simultaneously. Each building is in a different stage of planning, preparation and implementation of SWEBS. The district now has a planning committee and a 3-5 year plan for implementation district wide. The district will continue to focus on school climate and structure. With a transient population, we also need programs to make new students and parents feel welcome.

- **ESHS-N Needs Assessment Action Plan**

  Strength Last Modified: 12/22/2009
  The team has created an action plan to address school climate and structure. This will include researching, developing and implementing a school-wide effective behavior support system and visiting high schools where this model is in place. The team has begun focus group discussions with students who have a history of chronic discipline problems.

- **Lehman Intermediate Need Assessment**

  Strength Last Modified: 12/22/2009
  Lehman Intermediate School conducted a needs assessment in April, 2009. The school core team has representatives from regular education teachers, special education teachers and parents. Representatives from IU20 facilitated the self-assessment.
Leadership for Inclusive Schools emerged as the strongest category.

- **Lehman Intermediate Needs Assessment Part 2**

  **Concern Last Modified: 12/22/2009**
  The team identified a need to create an effective school-wide approach to positive behavioral support. This area is ranked as still being in the exploratory stage.

  **Identified High Priority Cause:**
  
  Due to the size of the district and limited professional development days, it has been difficult to implement core team training on school-wide effective behavior support (SWEBS) in all ten buildings simultaneously. Each building is in a different stage of planning, preparation and implementation of SWEBS. The district now has a planning committee and a 3-5 year plan for implementation district wide. The district will continue to focus on school climate and structure. With a transient population, we also need programs to make new students and parents feel welcome.

- **Lehman Needs Assessment Action Plan**

  **Strength Last Modified: 12/22/2009**
  Lehman Intermediate School staff have created an action plan to address School Climate and Structure. This will include researching, designing and implementing a school-wide effective behavior support system. It will also include reviewing and creating protocol for students returning from alternative education settings as well as students new to the district.

  **Concern Last Modified: 12/22/2009**
  The team identified a need to focus on developing an effective school-wide behavior support system. It also includes developing a protocol for students returning from alternative education settings or new to the school.

  **Identified High Priority Cause:**
  
  Due to the size of the district and limited professional development days, it has been difficult to implement core team training on school-wide effective behavior support (SWEBS) in all ten buildings simultaneously. Each building is in a different stage of planning, preparation and implementation of SWEBS. The district now has a planning committee and a 3-5 year plan for implementation district wide. The district will continue to focus on school climate and structure. With a transient population, we also need programs to make new students and parents feel welcome.

- **Resica Needs Assessment**

  **Strength Last Modified: 12/22/2009**
  Resica Elementary School completed their Supports for Inclusive Practices: An Evidence-based Self-Assessment on April 30, 2009. The team consisted of administrators, regular education teachers, special education teachers, parents and students. Representatives from IU20 facilitated this self-assessment. Leadership for Inclusive Schools emerged as the strongest area, receiving a 3 for full implementation in all areas.

  **Concern Last Modified: 12/22/2009**
The needs assessment indicated a need to develop and implement an effective school-wide approach to positive behavioral support. There is inconsistency in tolerance level from classroom to classroom.

**Identified High Priority Cause:**

Due to the size of the district and limited professional development days, it has been difficult to implement core team training on school-wide effective behavior support (SWEBS) in all ten buildings simultaneously. Each building is in a different stage of planning, preparation and implementation of SWEBS. The district now has a planning committee and a 3-5 year plan for implementation district wide. The district will continue to focus on school climate and structure. With a transient population, we also need programs to make new students and parents feel welcome.

**District Level Needs Assessment**

**Strength Last Modified: 12/22/2009**

The district conducted a district level needs assessment on September 22, 2008. The core team consisted of the superintendent, assistant superintendent, directors of pupil services, a building principal from each level, a regular education teacher and a special education teacher from each level and parents. Representatives from Pattan and IU20 facilitated the self-assessment. The following strengths were identified:

1. The District mission statement demonstrates an inclusive school philosophy.
2. The District has a consistent proportion of students in general education classrooms for the majority of the day across age levels.
3. The District has the capacity to service the majority of its students and is below the state average for alternative education placements.
4. The District has layers of special education and administrative staff to support instructional planning.
5. The District has a good relationship with our intermediate unit.

**District Level Needs Assessment Summary**

**Concern Last Modified: 12/22/2009**

Each building has its own program for behavior, such as Character Education and rewards for good behavior; however, there is no consistency between and among buildings.

**Identified High Priority Cause:**

Due to the size of the district, it is difficult to provide core team training on school-wide effective behavior support at the same time. Until now, there has not been a systematic plan in place to accomplish this task. The district is in various stages of implementing this training and this approach within the ten buildings. Safety and school structure are priority goals.
• Student Health Risk Behavior Survey

Strength Concern Last Modified: 12/23/2009

The results of this survey given to students in grades 9-12 with an opt-out provision will be used to develop preventative programs. This is a definite strength as 1556 students completed the survey and the district is able to identify priorities. Students reported not feeling safe at school at 3 times the national average and being a victim of dating violence at 2 times the national average. Depression and suicide idealization arose as concerns among the 10th grade students who took the survey. Although students reported sexual activity, the number reporting that they used birth control and protected themselves from STD was above the national average. Although 50% of the students reported bullying and harassment, this was below the national average of 77%.

The district partnered with the Weller Health Education Center to develop and implement a survey to students in grades 9-12 to identify health-risk behaviors. The survey was administered to 1556 students in grades 9-12 during May, 2009. All parents of students in grades 9-12 who attend the district's high schools were informed about the content of the survey in advance so they could make an informed decision as to whether or not their child(ren) would be permitted to participate. Parents who wished to could opt-out of the survey for their child(ren). The district will use the results of this survey to develop educational programs to curtail these behaviors. Through a grant with Sanofi Pasteur, the Weller Health Education Center will be providing age-appropriate preventive health education programs to address issues that surfaced in the survey. They will also meet with focus groups of students during the 2009-2010 school year.

The district sent a team to the PDE roll out of the Standards-aligned System (SAS) and has developed a plan for implementation. There will be a systematic approach to student achievement and student wellness following the SAS and the Resiliency Model. Three schools completed the self assessment for inclusive practices during the 2009-2010 school year and have developed action plans. Three additional schools are currently completing the self-assessment. There is a district goal to develop and implement school-wide effective behavior support programs at all schools. The district has partnered with the Weller Center to develop and implement a survey to identify at-risk behaviors. Based on the results of this survey at the secondary level, health and physical education teachers, as well as representatives from Weller Center, will develop and implement educational programs and services to address areas of concern. There is a district-wide emphasis on parent involvement, parent educational programs, and parent communication through Connect Ed messaging system, parent training programs, and online resources through our website. The district is also focusing on the whole child approach ensuring that every child is healthy, safe, engaged, supported and challenged. The district has implemented Response to Instruction and Intervention (RTII) at the elementary plans and is currently investigating secondary RTII models. Each building has a crisis team and character education program.

Action Plan

Goal: Mathematics

Description: East Stroudsburg Area School District students will demonstrate ongoing improved achievement in mathematics and meet the proficiency requirements necessary to meet adequate yearly progress (AYP) as measured by the annual statewide PSSA assessments.
**Strategy: Student Need**

**Description:** Develop and implement an instructional plan to meet student needs in mathematics utilizing various forms of data, including nationally normalized State and local standardized assessments, and other local assessments.

**Activity: Current and Best Practices**

**Description:** Research and disseminate information about best practices in data driven instructional decision making.

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>Timeline for Implementation</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duggins, Irene</td>
<td>Start: 1/1/2007 Finish: Ongoing</td>
<td>$25,000.00</td>
</tr>
</tbody>
</table>

**Status:** In Progress — Upcoming

<table>
<thead>
<tr>
<th>Date</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/6/2007</td>
<td>Monitoring: - Touch Math and Touch Money at elem - Investigations at elem - Redesigned flow of math classes at Middle level: Pre-Algebra offered in sixth, ALG offering in 7th, ALG II offered (distance learning) in 8th - Classrooms of the Future</td>
</tr>
<tr>
<td>8/7/2007</td>
<td>The Math Coaching Initiative will be continued, with funding approved through the Accountability Block Grant. Coaching positions are established, with assignments for Kdg./Grade 3, Grades 1 and 2, Grades 4 and 5, Grades 6-8, and Grades 9-12. The Penn Literacy Network will be offering a series of three-day trainings for classroom teachers. These trainings will focus on sheltered instruction for ELLs in the regular classroom. The first three-day workshop will be offered in November 2007. Participants will be selected by building principals no later than October 1, 2007. The Investigations Program has been adopted as an instructional resource in kindergarten through grade 5. An important feature of the program involves the integration of literature into mathematics instruction. These resources have been cross-referenced in the K-5 Mathematics curriculum. In July 2007, Ann Catrillo, English Chairperson at High School-South and Marilyn Espinoza, 9-12 Math Coach participated in the Training-of-Trainers for the Reading Apprentice Program. These individuals will share information regarding the Reading Apprentice Program with department colleagues at a combined department meeting for the English and Mathematics departments. Following the meeting each of the trainers will identify a cohort of teachers that will be trained in the techniques and strategies from the Reading Apprentice Program. This collegial training and interaction will provide content area teachers with the skills necessary to integrate teaching of critical reading skills into their subject area instruction, continuing throughout the school year as part of the High School-South's School Improvement Program. During the Staff Development sessions scheduled for October 8, 2007, teachers of grades two and three will be trained in the use of Thinking Maps. This training will focus on the introduction of key graphic organizers that will support instruction, using concepts and strategies that are essential to learning throughout the various curricula. Future trainings will be scheduled in phases for all grade levels and subjects. Best instructional practices will also be shared with high school teachers by the Technology coaches funded through the &quot;Classrooms for the Future&quot; and &quot;Getting-to-One&quot; grants.</td>
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A cohort of teachers from all four secondary schools in the district were trained in the Reading Apprenticeship model in July, 2008 and throughout the 2008/09 school year. These teachers represent every core content area of the curriculum and will serve as building leaders as the Reading Apprenticeship model continues during the 2009/10 school year. All department chairs have been inserviced about this model and the participants have shared strategies at department meetings. Literacy and math coaches have modeled content-specific best practices and strategies of the program in secondary classrooms. Training opportunities for teachers will be offered in the Summer, 2009.

Narratives

Developmental Services

The District has a Guidance Curriculum with lessons to help students develop skills and knowledge based on their developmental level. Guidance counselors are in place in every building to address all students’ academic, person/social and career development needs. These life skills are also integrated throughout the curriculum.

The District has school nurses in every building as well as an itinerant nurse to cover absences. A K-12 Health Curriculum and Wellness Policy promote health and safety and inform students of normal development. Nurses monitor compliance with immunization and conduct annual screenings.

Each building has a crisis team and practices disaster and emergency preparation drills or tabletop discussions. The District has an emergency response vehicle.

The district is currently in the beginning stages of implementing School Wide Effective Behavior Support. J.M. Hill is in the second year of implementation of a universal program for all students, and is in the process of beginning the next level of intervention— individual rewards. East Stroudsburg Elementary just completed the core staff training during the Fall of 2009 and will be implementing the basic level of intervention for all students in January 2010. Bushkill Elementary is currently receiving the core team training during 2009-2010, and plans to begin implementation of the basic level of intervention for all students in September 2010. The other buildings are in various planning stages of the process. This is a 3-5 year plan, with the intent of a district-wide implementation of School Wide Positive Behavior Support in all school buildings at some point in the future. The district also utilizes guidance counselors to provide classroom lessons on bullying.

Diagnostic Services

The District contracts with IU20 for school psychologist services in order to provide evaluation services for special education. The school psychologist also assists our school guidance counselors in times of crises. The District also contracts with other agencies to provide psychiatric and mental health diagnostic 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.

**Intervention and Referral Services**

The District utilizes the Instructional Support Team model at the elementary level to identify student learning and behavioral needs and provide tiered interventions in accordance with the RTII model. An intervention and enrichment period has been integrated into the daily schedule and teams meet regularly to discuss progress. The intermediate and secondary level utilize a Child Study Team approach to provide interventions and services to students with academic and behavioral needs. At the intermediate level there is a built-in personal academic improvement period to address student skill deficits and needs. The District also provides interventions and referral services through the Health Services and Guidance departments for families in order to link them to community services. The District attempts to identify children who are eligible for services as per child find regulations and collaborates with IU20 and Pocono Healthy Community Alliances in order to provide early intervention services.

The intermediate and high school levels have student assistance program (SAP) teams which meet on a monthly basis to discuss concerns regarding student academic, social, emotional, and behavioral needs. The elementary school follows the instructional support model. Community agencies, such as Monroe County Drug and Alcohol Commission, are partners in this mission and provide linkages as well as individual and group counseling when required. SAP teams communicate with families regarding concerns for their child and partner with the family as well as community agencies to meet the needs of the student.

A referral for the student assistance program for grades 6-12 can be made by any staff member, student, parent, or community member who recognizes a concern for a district student. The referral is then discussed by the SAP team members at a monthly meeting to determine appropriate interventions and recommendations. The family is contacted by a member of the SAP team to address their concerns and request permission for student participation. If the family agrees, they are invited to a team meeting to discuss appropriate support, community linkages, and follow up to meet the needs of the student. At the elementary school level, this process is coordinated by the guidance counselor following the instructional support team model.

**Student Assistance Program**

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).

Communication

The District subscribes to a mass notification system that enables us to notify parents by phone and email about such things as parent conference, school events, safety situations, H1N1 clinics, inclement weather etc. The District communicates with parents via annual publications such as a school calendar and student handbook. These resources are also available on the district website. Other information provided on the District website includes various services available, contact information, board policies, board agendas and minutes, linkages to the community, instructional resources, educational subscription sites, program of studies, curriculum information, registration packets, student success, forms, and individual school building programs and activities. The District publishes a newsletter three times a year. Building administrators publish monthly newsletters for their individual buildings. The District also publishes annual child find and gifted education notices in the local newspaper. Throughout the year, there are mailing to parents, such as report cards and testing information.

The District has an online report card system that gives parents of students in grades 6-12 24-7 access to students' progress, long-term projects, grades, and missing assignments. Plans are in place to make this available for grades 3-5 in the near future. The District also offers parent trainings and informational sessions throughout the year in addition to parent teacher conferences twice a year.

The District subscribes to Career Cruising software for students in grades 6-12. This program is available to parents and students 24/7. It is utilized to assist students and families in identifying career interests and requirements, along with location of programs in that area of interest. Career Clusters and career pathways are part of the Program of Studies at the high school level. Students develop an educational plan. A school-to-work coordinator provides opportunities for job shadowing and internships. The local Monroe County Career and Technical Center sends teachers to our intermediate schools to discuss their program. Counselors also conduct career lessons in the elementary and intermediate level. Eighth grade students develop a career portfolio and each grade level has a career service learning or career project. At the high school level, all students complete a career planning program. Students create videos of opportunities at MCTI and these videos are projected on the morning news. Parents are invited to open house activities at the MCTI. High school guidance counselors sponsor financial aide nights, college nights, scheduling orientations etc. Administrators offer new student orientation sessions. The District offers parent trainings and informational sessions throughout the year. High school students participate annually in career fairs.
The District Health Services staff provides annual vision, height, weight and BMI screenings. Reports are sent to the family with recommendations if there are concerns in any area. District nursing staff also communicates with families regarding episodic care and required immunizations. The District conducts annual physicals for students interested in sports as well as to accommodate the required physicals for students in K, 6 and 11 as well as any new students. This information is communicated via email and website notification. Flyers, school marquees, and mass notification systems are also used to keep parents informed.

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Consultation and Coordination Services

Consultation and Coordination Services

The district's guidance counselors at all levels meet with students individually and/or in a group as situations arise. Counselors K-8 also provide classroom lessons on decision making, dealing with bullies, anger management, social skills, etc. Counselors also act as a liaison between families and community agencies in order to provide the linkage for appropriate programs and services for students. The District also collaborates with IU20 as well as several other alternative education sites in order to provide appropriate educational programming for students with significant needs. The District also utilizes the IU20 and MHMR in order to provide school-based hospitalization programming for students with significant mental health needs. The District guidance counselors, along with IU20 school psychologists, provide individual and group counseling sessions in times of crises. In addition, the District contracts with the Monroe Country Drug and Alcohol Commission (D&A) to provide a linkage and representatives on our intermediate and high school student assistance teams. The D&A Commission also provides counseling services to students referred by the SAP team as appropriate. The District also works cooperatively with local community agencies, including but not limited to MHMR, OVR, Provider 50 and Monroe County D&A Commission. District health and/or guidance services may refer families to these agencies. The District may also request permission from families to include these community agency representatives in team meetings in order to provide appropriate services for students.

Student Assistance Program

Student Assistance Program

A referral for the Student Assistance Program can be made by any staff member, community member, parent or student who has a concern regarding a district student. The SAP Team at the intermediate and secondary level will discuss the referral at the monthly meetings and identify interventions and recommendations for the student. A member of the SAP team will then contact the family to request permission to continue the process. If the family agrees, the parent is invited to a meeting to discuss appropriate support and follow-up. At the elementary level the guidance counselor facilitates the process using the instructional support team model.

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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)
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 - Attachment

- Student Wellness Policy #246