

---

# Pennsylvania Department of Education

---



COMMONWEALTH OF PENNSYLVANIA  
**DEPARTMENT OF EDUCATION**  
333 MARKET STREET  
HARRISBURG, PA 17126-0333

## **Student Services Report** **Wednesday, August 20, 2008**

**Entity:** Nazareth Area SD  
**Address:** One Education Plaza  
Nazareth, PA 18064-0000  
**Phone:** (610) 759-1170 Ext: 1111  
**Contact Name:** Victor Lesky

## Organization Description

# FOCUS ON LEARNING    BUILD CHARACTER    SHAPE THE FUTURE

### NAZARETH AREA SCHOOL DISTRICT

One Education Plaza Nazareth, Pennsylvania 18064-2397  
Phone 610-759-1170 Fax: 610-759-9637 [www.nazarethasd.k12.pa.us](http://www.nazarethasd.k12.pa.us)

- The Nazareth Area School District is located near the eastern border of Pennsylvania, in Northampton County.
- The District is immediately north and west of the cities of Bethlehem and Easton, and includes the Boroughs of Nazareth, Stockertown, and Tatamy, and the Townships of Bushkill, Upper Nazareth, and Lower Nazareth.
- There are approximately 45,000 residents in the School District with increases in populations expected due to new housing construction.
- The School District is a combination of rural and suburban areas with farming, industrial, and professional work sites throughout the area.
- The School District enrollment is approximately 5,700 students within three elementary schools, a middle school, and a high school.
- The elementary schools include grades K-5, with an enrollment of 2,000.
- The middle school houses grades 6, 7, and 8, with an enrollment of 1,233 students, and the high school, with grades 9, 10, 11, and 12, has an enrollment of 1,640 students.
- In school year 2009-2010, the district will be reconfigured to have three K-3 Elementary Schools, one Grades 4-6 Intermediate School, one Grade 7-8 Middle School and one grade 9-12 High School.
- The 2008-2009 budget totals \$61,671, 70100, with a real estate tax of 44.24 mills of assessed value, a real estate transfer tax of .5%, and an earned income tax of .7%.
- Information regarding the School District can be obtained by accessing the District website - [www.nazarethasd.k12.pa.us](http://www.nazarethasd.k12.pa.us)

## **Focus of the School District**

- The mission statement of the Nazareth Area School District is to Focus on Learning, Build Character, and Shape the Future.
- The emphasis at the elementary level is on linguistic and numeric literacy, with exploratory studies in the middle school, and post-secondary education, workforce preparation, along with diverse advanced placement and elective offerings in the high school.

- Curriculum is aligned with Pennsylvania Academic Standards.
- Student progress on the standards is monitored, used for instruction, and communicated to parents.
- Pennsylvania Standardized Assessment Tests are given in grades 3 through 8, and 11, in addition to PSAT, SAT, and ACT exams given at the high school level.
- Nazareth students consistently score above the state averages and above the NCLB targeted percentages for students scoring proficient or advanced, with the exception of the IEP subgroup.
- Technology is used extensively for instruction and data management.
- The Nazareth Area Blue Eagle Foundation develops, promotes, and finances programs to enhance the quality of education and provides our community with extended learning opportunities within the District.
- The Nazareth Memorial Library supplements libraries in each school.
- The majority of students pursue post-secondary education at local colleges, such as Northampton Community College, Lafayette, Lehigh, Moravian, Muhlenberg, DeSales, Cedar Crest, Kutztown and East Stroudsburg, which are easily accessible to the Nazareth community, in addition to other colleges and universities.

## Core Purpose

### Mission

#### Focus on Learning

#### Build Character

#### Shape the Future

It is the mission of Nazareth Area School District to provide students with a comprehensive, challenging, standards-based educational program, which includes a **focus on learning**, the **building of character**, the development of skills and competencies necessary to be successful in life and to **shape the future**. The program will be delivered in a safe and orderly environment and will include a pre-K —12 articulated curricula, research-based classroom best practice, and the integration of technology. The district will work collaboratively with all stakeholders to efficiently and effectively use school and community resources responsibly.

### Vision

#### VISION

The Nazareth Area School District has a vision focused on excellence in student learning which utilizes challenging curriculum, dynamic instruction, technology, the workplace and community. Our students will become collaborative, competitive, resourceful, and constructive citizens. Our community values of responsibility, honesty, appreciation for diversity and a strong work ethic will be central in our schools. The community, students, and teachers will work together to demonstrate life-long learning.

## Shared Values

### OUR BELIEFS

1. We believe education is a lifelong process to prepare all students to become responsible, contributing citizens of an ever-changing global society.
2. We believe instructional strategies should recognize diverse learning styles and needs of all students and challenge all students to develop to their fullest potential.
3. We believe the responsibility for education should be shared among students, parents, educators and the community.
4. We believe that assessment is an ongoing process which measures, reinforces, and guides instruction using a variety of methods with high expectations for all.
5. We believe all students and staff should be provided with a safe and secure school environment.
6. We believe that by holding students to high academic standards they will be equipped with the necessary knowledge, communication skills and attitudes to pursue further education and/or enter the workplace.
7. We believe all students can learn and that learning is a shared responsibility in a community of lifelong learners.
8. We believe in the inherent worth of every individual and that everyone in our community deserves to be treated with dignity and respect. This belief forms our standard of social conduct.
9. We believe that the community is made up of diverse individuals living in a competitive environment working together for the betterment of the entire community.

### Current Student Services

Service	Comment
Psychological Services	<p>The District employs 4 certified school psychologists . The school psychologist serves as a member of the special education multidisciplinary evaluation team and conducts psychological testing as a part of the evaluation process, when appropriate. The school psychologist is also available to consult with staff and parents in planning appropriate IEPs to meet the special needs of children and to assist regular education teachers with the implementation of strategies to improve learning and behavior. Duties of the school psychologist include but are not limited to the following:</p> <ul style="list-style-type: none"><li>* Evaluate students based on Chapter 14 or Chapter 16 regulations.</li><li>* Write Evaluation Reports to determine the student's strengths, needs, and need for service.</li><li>* Communicate those results to the Multidisciplinary Team including the parent.</li><li>* Assist in the development of the initial IEP.</li><li>* Conduct preschool transition assessments/meetings.</li><li>* Conduct reevaluations based upon determined timelines or the need for a change in program.</li><li>* Assist with developing interventions through Response to Intervention Teams and pre-referral intervention services.</li><li>* Collaboratively work with providers of other services such as Speech and Language Therapists, Occupational Therapists, and Physical Therapists.</li><li>* Conduct Functional Behavioral Assessments to develop appropriate intervention plans.</li><li>* Assist with interpreting assessment and/or behavioral data.</li></ul> <p>Consult with teachers to modify instruction to meet student needs.</p>

	<ul style="list-style-type: none"> <li>* Provide crisis intervention services.</li> <li>* Assist in Manifestation Determination hearings.</li> <li>* Conduct short-term counseling.</li> <li>* Participate on the Student Assistance Program teams.</li> <li>* Provide professional development for staff in a variety of areas.</li> <li>* Assist in the development of Chapter 15 plans.</li> <li>* Maintain confidentiality.</li> <li>* Remain current with new developments in the field of School Psychology as well as the changes in state and federal regulations.</li> <li>* Actively participate in School Psychology Department Meetings.</li>   <li>* Initial Evaluations: (Approximately 20 hours/case for special education and 8 hours for gifted education)</li> <li>* Referral processing</li> <li>* Classroom Observation</li> <li>* Testing</li> <li>* Information Gathering</li> <li>* Report Writing</li> <li>* MDT Meeting</li> <li>* IEP Meeting</li>   <li>* Reevaluations: (Approximately 6 hours [more if additional assessment is required]/case)</li> <li>* Information Gathering</li> <li>* Classroom Observation</li> <li>* Report Writing</li> <li>* Reevaluation Meeting</li> <li>* MDT/IEP Meeting</li> </ul>
<p>School Health Services</p>	<p>All district Health Rooms are staffed by certified nurses during school hours. The certified school nurse (CSN) is an RN who also has a BS degree in Nursing, and completed additional course work required for Certification in School Nursing. Two of the associate nurses are Registered Nurses (RN) and one is a Licensed Practical Nurse (LPN). Our district's CSN's must also provide nursing services for our private and parochial schools, therefore, the school nurse assistants cover the building when the CSN's are at the private and parochial schools. Duties of the school nurses include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>* Provide school emergency care for in-school injuries and illness</li> <li>* Write policies for first aid and emergency management</li> <li>* Receive regular in-service</li> <li>* Assist in developing regular in-services for nurse associates and other designated staff</li> <li>* Conduct yearly updates of emergency numbers, health conditions, and immunization information</li> <li>* Identify health risks for students</li> <li>* Interpret student health concerns for "need to know staff members"</li> <li>* Provide mandated health screenings</li> <li>* Develop written policies, procedures and standards for mandated screenings</li> <li>* Review policies, procedures and standards on a yearly basis and update as needed</li> <li>* Perform or supervise the nurse associates to perform mandated screenings</li> <li>* Record all information in student records</li> </ul>

	<ul style="list-style-type: none"> <li>* Refer all screening concerns to parents/guardians</li> <li>* Identify student health/learning concerns and initiate solutions</li> <li>* Complete referrals for any student demonstrating a failed screening or having a parent/teacher concern</li> <li>* Develop a system to monitor health room visits/concerns to identify those students with excessive visits</li> <li>* Establish ties with IST, SAP, school psychologists, and school counselors</li> <li>* Assist in monitoring attendance concerns</li> <li>* Refer students/families to appropriate medical and social agency resources</li> <li>* Develop Individual Health Plans for chronically ill/health impaired students</li> <li>* Provide appropriate health education</li> <li>* Provide informal health education</li> <li>* Act as resources for classroom teachers</li> <li>* Ensure students have mandated immunizations</li> <li>* Enforce state immunization mandates and comply with all state health regulations</li> <li>* Refer students/families to appropriate immunization clinics</li> <li>* Develop a system to monitor students' immunization needs</li> <li>* Follow AAP and Department of Health guidelines</li> <li>* Assist with audit of student immunization records</li> <li>* Correct any deficiencies found during audits</li> <li>* Assist in providing a safe, healthy school environment</li> <li>* Participate as members of the school crisis team</li> <li>* Report non-compliance with district smoke-free environment</li> <li>* Assist in development of wellness program for staff and students</li> <li>* Alert administration of any conditions or concerns in buildings which may impact on student health</li> <li>* Maintain clean, well-stocked health rooms</li> <li>* Participate as members of the District Health and Safety Committee</li> <li>* Deliver medication in a safe, supportive environment</li> <li>* Develop and enforce medication policy, procedure and standard which complies with current state nursing, health, and education guidelines.</li> <li>* Keep medication under lock and key.</li> </ul>
<p>School Counseling Services</p>	<p>The District has 3 certified school counselors at the elementary level, 3 certified school counselors at the middle school level, and 5 certified school counselors at the high school level. The role of the School Counselor is to assist all students in acquiring the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span. How much time is spent in the various aspects of School Counseling differs at the different level of service depending upon the age group being served. School Counselors are engaged in the following:</p> <ul style="list-style-type: none"> <li>*Interact with each student on the caseload at least once during the year.</li> <li>* Provide in-class school counseling services.</li> <li>* Provide group-counseling services.</li> <li>* Provide social/emotional counseling.</li> <li>* Provide academic counseling.</li> <li>* Provide career counseling.</li> <li>* Provide crisis intervention.</li> <li>* Conduct peer mediation.</li> <li>* Conduct screenings for gifted referrals.</li> <li>* Consult with administrators, teachers, School Psychologists, School Nurses, other Counselors, military recruiters, Juvenile Probation, and</li> </ul>

	<p>outside agencies.</p> <ul style="list-style-type: none"> <li>* Maintain contact with parents for specific concerns.</li> <li>* Provide information to parents on parenting skills.</li> <li>* Contact parents when students are failing.</li> <li>* Contacts with Children and Youth and Emergency Services.</li> <li>* Organize outside agency counseling services.</li> <li>* Review new student records and develop schedules.</li> <li>* Assist in coordinating the Second Step Program.</li> <li>* Coordinate the PSSAs in the buildings.</li> <li>* Review PSSA scores to place students in standards math and English.</li> <li>* Function as the LEA at IEP and GIEP meetings.</li> <li>* Develop and monitor Chapter 15, Section 504 plans.</li> <li>* Coordinate psychiatric evaluations.</li> <li>* Participate on Instructional Support Teams.</li> <li>* Participate in Functional Behavioral Assessments.</li> <li>* Assist in the development of behavioral intervention plans.</li> <li>* Attend curriculum team, department, and crisis management team meetings.</li> <li>* Conduct classroom observations.</li> <li>* Provide building tours for new and prospective students</li> <li>* Coordinate instruction for students on Homebound Instruction</li> <li>* Coordinate alternative education placements</li> <li>* Make schedule changes.</li> <li>* Coordination of Johns Hopkins Program</li> <li>* Participate on the Student Assistance Program team.</li> <li>* Develop, coordinate, and monitor Peer Tutoring program.</li> <li>* Provide daily check-ins for students experiencing severe difficulties.</li> <li>* Record keeping.</li> <li>* Coordinate transportation for change of placements.</li> <li>* Coordinate academic intervention programs.</li> <li>* Coordinate with other schools in district as students transition from one building to the next.</li> <li>* PSAT, SAT, and ASVAB classroom presentations.</li> <li>* Write graduation plans.</li> <li>* Write college recommendation letters.</li> <li>* Coordinate distance-learning class.</li> <li>* Process college applications.</li> <li>* Develop web pages.</li> <li>* Plan PA Governors School of Excellence Presentations.</li> <li>* Coordinate Financial Aid Night.</li> <li>* Coordinate visit to Career Institute of Technology.</li> <li>* Coordinate ESOL evaluations for new students.</li> <li>* Proctor college representative visits.</li> <li>* Provide College CHOICES for students in the evening.</li> <li>* Track students in out-of-district placements.</li> <li>* Select students for summer programs, honors, and awards.</li> <li>* Assist administrators and police in drug search.</li> <li>* Register juniors for Northampton County College courses during evening program.</li> <li>* Continue professional development.</li> </ul>
English as a Second Language (ESL)	<p>The District has 2 certified ESL teachers. The program varies from the elementary level through the high school level. Instruction is provided through pull out services and consultation with regular education teachers. ESL teachers also conduct assessment for the identification of students eligible for the program.</p>

Gifted Program	The District provides a gifted education program for all identified students. There are 1.5 teachers at the elementary level, 1 at the middle school level, and .25 at the high school level. At the elementary level, the program is delivered through a pull-out model. At the middle school level, the program is delivered during a 45 day scheduled class as well as self-selected activities and inclusion activities. At the high school, a gifted seminar is offered at each grade level and students determine whether or not to participate when they develop their schedules.
Dual Enrollment Classes	The District provides high school students with the opportunity to take dual enrollment courses thereby attaining college credit transferable to further educational institutions.
Homebound Instruction	Homebound Instruction is provided to students at the recommendation of the treating professional.
Student Assistance Program (SAP)	Student Assistance Programs are in place both at the Nazareth Area Middle School and the Nazareth Area High School for students' support. The trained teams consist of school counselors, school psychologists, school nurses, teachers, and administrators. Additionally, seventeen members of the elementary staff have received elementary SAP certification. At the elementary level, the SAP process is put into place as part of the general student referral process.
Federal Programs Title I	Title I funds support a full time reading specialist for students in grades 1 and 2 and a .5 teacher for math who provide pull out services for students in grade 2 at Shafer Elementary.
Reading Specialists	The District has a certified reading specialist in each of its 3 elementary buildings and one at the middle school. Reading specialists conduct both group and individual reading assessments, serve on the IST/RTI teams, and serve on the building data analysis teams.
Math Specialists	The District has a certified math specialist in each of its 3 elementary buildings and one at the middle school. Math specialists conduct both group and individual math assessments, serve on the IST/RTI teams, and serve on the building data analysis teams.

## Needs Assessment

The Nazareth Area School District supports input from its stakeholders. Such information is provided in the spirit of improving programs and services. In providing such information, the communicator understands that all recommendations must be considered against many variables.

The School Psychologists, School Counselors, and School Nurses distributed a needs assessment that has been used in the development of our strategic plan to frame recommendations for the future.

The following needs have been identified:

### **School Nurses:**

School Safety: A foundation of learning is safety and security. Attendance and academic performance are closely linked to how safe students perceive the school environment to be.

Healthy Living: According to the NASN the diet of the average student is less than ideal. The risks for development of “adult” diseases at early ages, such as Type II Diabetes and high cholesterol are increasing in young children. Regular physical activity has been demonstrated to build and maintain healthy bones and muscles as well as reduce risks for the major chronic diseases that affect the US. Additionally, feelings of depression and anxiety are reduced with



regular physical activity.

**School Psychologists:**

Compliance with new state and federal regulations: With the timeline change from 60 school days to 60 calendar days and no increase in staff, there is a need to revamp the procedures to facilitate the collection of data, complete assessments, and provide consultation based on the outcome.

**School Counselors:**

**Elementary:**

Align counseling services with Response to Intervention to improve student performance: Use of research-based interventions/curriculum in counseling will lead to more consistency of care, better identification students with mental health issues, and overall higher academic achievement.

**Middle School:**

Restructure group counseling services to fit the needs of the students: A better alignment between the groups offered and the groups needed will help students improve study skills, coping skills, and management skills to enhance self-advocacy and self-identification of needs.

Career Standards: To fulfill the requirements of the Career Standards, we need to design and implement career awareness based on the adopted State Career standards.

**High School:**

Improve transition of students from alternative placements back to the home school: With planned strategies to ensure successful transition to home school, we can assure higher probability of success behaviorally, academically, and socially.

**Action Plan - Narratives**

**Developmental Services**

**Psychological Services**

Services provided to all students as part of their normal development

<b>Team Consultation</b>	School psychologists must understand the vital importance of collaboration. Not only must they be able to communicate, but they must be able to clearly present and disseminate information to diverse audiences such as parents, teachers, school counselors, school nurses, administrators, policy makers, and fellow school psychologists in a variety of contexts.
<b>Research and Planning</b>	The school psychologist is involved in research and planning including behavior management programs, school improvement and evidence-based interventions. They frequently collaborate with regular education staff members to provide both direct and indirect support to students.
<b>Instructional Support Team/RTI Team</b>	The school psychologist participates on the Instruction Support Team/Response to Intervention Team to assist in gathering, analyzing, and interpreting individual and group data and to assist the teams in the design and implementation of research-based

interventions.

### **Health Services**

Services provided to all students as part of their normal development

<b>Develops health services</b>	As the health care expert within the school, the school nurse assesses the overall system of care and develops a plan for assuring that health needs are met. This leadership role includes developing a plan for responding to emergencies and disasters and training staff to respond appropriately. It also involves the appropriate delegation of care within applicable laws and current standards of professional practice. Delegation to others involves initial assessment, training, competency validation, supervision and evaluation by the school nurse. The school nurse acquires and maintains current knowledge and competency in school nursing practice through continuing education activities on a regular and ongoing basis.
<b>Develops health policies</b>	As the health care expert within the school system, the school nurse takes a leadership role in the development and evaluation of school health policies. The school nurse participates in and provides leadership to coordinated school health programs, crises/disaster management teams, and school health advisory councils. The school nurse promotes nursing as a career by discussions with students as appropriate, role modeling, and serving as a preceptor for school nurses or as a mentor for others beginning school nursing practice. Additionally, the school nurse participates in measuring outcomes or research, as appropriate, to advance the profession and advocates for programs and policies that positively affect the health of students, ensures quality of services, or impacts the profession of school nursing.
<b>Promotes Healthy Practices</b>	<p>The school nurse provides for the physical and emotional safety of the school community. The school nurse monitors immunizations, assures appropriate exclusion from and re-entry into school, and reports communicable diseases as required by law. The school nurse provides leadership to the school in implementing precautions for blood borne pathogens and other infectious diseases. The school nurse also assesses the physical environment of the school and takes actions to improve health and safety. Such activities may include an assessment of the playground, indoor air quality evaluation, or a review of patterns of illness or injury to determine a source of concern. Additionally, the school nurse addresses the emotional environment of the school to decrease conditions that may lead to bullying and violence and/or an environment not conducive to optimal mental health and learning.</p> <p>School nurses support and, when appropriate, provide leadership for community and school health programs that promote wellness, reduce risky behaviors and improve school climates.</p>

<b>Health Curriculum and Wellness Programs</b>	The school nurse provides valuable input to the curriculum committee, as needed, concerning the health curriculum. The school nurse plays an integral role in the development of the district wellness program
<b>Disaster and Emergency Preparedness</b>	The school nurse plays an essential role in the district plan for emergency preparedness.
<b>Compliance with health requirements</b>	<p>The school nurses, in cooperation with the school physician and school dentist, conduct periodic appraisals to monitor normal development and to determine the absence of diseases.</p> <p>This program will include the following components:</p> <ul style="list-style-type: none"> <li>* Αννυαλ πωσιον σγρεενινγσ γραδεσ K-12.</li> <li>* Annual height, weight and body mass index grades K-12.</li> <li>* Annual hearing screenings K, 1, 2, 3, 7, 11 and those with known ear problems.</li> <li>* Physical examinations grades K, 6 and 11, and upon original entry in PA school.</li> <li>* Scoliosis screening grades 6, 7.</li> <li>* Dental examinations grades K, 3 and 7, and upon original entry into PA school.</li> <li>* Skilled nursing assessment, treatment, medication administration.</li> <li>* Maintenance of Immunization and health records K — 12.</li> </ul>

### School Counseling Services

Services provided to all students as part of their normal development

<b>Orientation activities</b>	Orientation activities are provided K-12 to Nazareth students and parents in an effort to assist understanding of program options, tour facilities, and to introduce the staff. In addition to orienting students, the guidance staff also works with parents to guide them in understanding of academic offerings and school resources. Curriculum, support services, and logistics are discussed at each individual level. Activities can include parent information nights, tours of facilities for new students, new student groups, working with the Eagle Ambassadors' "buddy" program, individual entry conferences and review of academic and extra-curricular activities.
<b>Transition activities</b>	Transition activities occur at all levels to navigate the developmental stages of each student. This includes transitions from pre-school to school aged programs, from elementary to middle school, middle to high school, and high school to post-secondary options. Activities include parent and student orientations, and sharing of information from each level's sending counselor to receiving counselor. Information shared includes academic profile in addition to any social and emotional

	<p>concerns. Student tours and peer to peer interaction and sharing sessions are also provided.</p>
<b>Academic guidance</b>	<p>Academic guidance is offered to all students and varies according to grade level. Academic guidance activities include: course offerings, dual enrollment options, tutoring programs, and prerequisite requirements for course or college admissions.</p>
<b>Standardized Testing</b>	<p>The standardized testing process for PSSA administration are coordinated by the school counselor in cooperation with building administration and staff support. Training of staff as well as insuring that students receive appropriate accommodations are tasks the school counselor addresses. Information is sent home to parents prior to testing. Results are sent home when received from the State.</p> <p>Additional testing is given when deemed necessary.</p> <p>Current assessments include:</p> <p>The Pennsylvania System of School Assessment (PSSA) for reading and mathematics is administered to students in Grades 3 - 8, and 11.</p> <p>The Pennsylvania System of School Assessment (PSSA) for writing is administered to students in Grades 5, 8, and 11.</p> <p>The Pennsylvania System of School Assessment (PSSA) for science is administered to students in Grades 4, 8, and 11.</p> <p>4Sight Benchmark Assessments in Mathematics and Reading are given in grades 3 through 10th grades.</p> <p>The DIBELS assessment is given to all students in grades K-5.</p>
<b>Social/Emotional Skills</b>	<p>The elementary school counselor focuses on developing the student's personal awareness, work habits, and social skills necessary to be a productive member of the class as well as a productive member within the cooperative group/team structure. Elementary students develop positive attitudes towards self and others. They are encouraged to understand appropriate behaviors and consequences of decisions and choices that they make. They are encouraged and assisted in developing friendships, which allow for accepting individual differences in others. Conflict resolution skills are also addressed. Social/emotional skills are reinforced through practice to assist students in developing an awareness of what is required to be successful in an academic environment and ultimately in the work setting.</p>

	<p>The middle school school counselor supplements the foundation laid at the elementary school level by teaching time management, organizational skills, goal setting, and learning how to balance the overall demands of the academic program. The emphasis of their activities is on mediating social interactions, assisting students in taking responsibility for their actions, and teaching leadership skills.</p> <p>The high school school counselor continues to build on the foundation laid in prior grades and assists students in understanding and developing their personal strengths, interests and aptitudes. All of this information leads to the selection of a career pathway; integrating the student's specific areas of interest. Elective choices and curricular choices are made based on the individual student's academic and post-secondary goals and their individual achievement levels.</p>
<b>Career awareness</b>	<p>Total development of the student includes the ability to make post-secondary plans. Competencies are developed in areas of self-knowledge, career planning, and educational/vocational development. Pupil services staff assists in accomplishing these goals through individual or group counseling and instruction in the use of technology-assisted career exploration.</p> <p>Career awareness is a focus at the elementary level. Initial skill development includes facing challenges, developing a work ethic, and moving toward becoming an independent and life-long learner.</p> <p>The middle school program takes a more in depth approach to career exploration. The focus includes developing an awareness of personal abilities, skills, interests, and motivations to achieve future career goals with success and satisfaction as well as helping students to understand the connection between course selection and career goals. Students develop the skills to locate, evaluate, and interpret career information.</p> <p>At the high school level, students focus on assessing and modifying their educational plans to support their career choices. Job readiness and employability skills are emphasized through internship, mentoring, shadowing, and other work experience programs. Students begin to understand that the changing work place requires life-long learning and new skills designed for the future. The high school counselors assist students in becoming responsible adults who can develop plans based upon self-understanding of needs, interests, and skills. Education and career plans are reviewed in accordance with students' post-graduation educational and occupational goals.</p>
<b>Individual Counseling</b>	<p>Students receive individual counseling on an as needed basis for a variety of reasons. Teachers, parents, counselors, administrators, or students themselves may refer the student for services. Individual topics may include: study skills, coping strategies, anger management, peer</p>

	<p>relationships and conflict resolution, effective social skills, depression and anxiety, substance abuse education, school adjustment, decision-making skills, divorce, eating and body image concerns, individual/family/school crisis intervention, and communication skills.</p> <p>In addition to the district counselors, a counselor from the Valley Youth House provides one-on-one services to students one day a week in each building.</p>
<b>Group Counseling</b>	<p>At the elementary and middle school, group counseling is provided on an as needed basis. Teachers, parents, counselors, administrators, or students themselves may refer the student for services. Small group topics may include: coping skills, anger management skills, problem-solving, social skills, study skills, and children of divorce or separated parents.</p>

### Diagnostic, Intervention and Referral Services

#### Psychological Services

Strategies to use for helping students that are experiencing problems

<b>Assessment</b>	<p>The school psychologist is well versed in a variety of assessment methods, including formal and informal test administration, behavioral assessment, curriculum-based measurement, interviews, ecological or environmental assessment, as well as assessment methodologies to define a student's problems and needs, to assess current status, and to measure the effects of a problem-solving process.</p>
<b>Evaluation Services</b>	<p>The school psychologist performs evaluation services including eligibility for special education services and gifted education. The psychologist consults as the expert on issues involving disability characteristics, social-emotional development and mental health issues.</p> <p>The school psychologist is responsible for gathering data, interviews and observations to construct an evaluation or reevaluation report. This process involves an MDT meeting, a written report, an a recommendation regarding eligibility and strategies the student needs to achieve success.</p>
<b>Programming and Placement</b>	<p>The school psychologist is able to match the student's needs with an appropriate program and is able to assist in the development of</p>

	the specially designed instruction and/or classroom strategies required.
<b>Counseling Services</b>	The school psychologist provides intervention services including psychological counseling to help resolve problems that interfere with learning. The counseling may be in the form of individual or group counseling.
<b>Risk and Threat Assessment</b>	The school psychologist understands the impact of social/emotional issues on students and is able to evaluate a student for risk factors then communicate the student's needs to the parent. The school psychologist is able to provide referral sources for the parent.

### School Health Services

Strategies to use for helping students that are experiencing problems

<b>Care for Injury and Acute Illness</b>	The school nurse provides care to students and staff who have been injured or who present with acute illness. Care may involve treatment of health problems within the scope of nursing practice, communication with parents for treatment, and referral to other providers. In conducting assessments and interpreting results, school nurses consider factors such as cultural and language backgrounds, educational experiences, family priorities, health and developmental history, and current student and family concerns. School nurses do not make decisions or recommendations based solely on quantitative data.
<b>Care for Chronic Conditions</b>	The school nurse uses the nursing process to assess, plan, implement and evaluate care for students with chronic health conditions. This care should begin with the development of a nursing care plan (also known as an individualized health care plan) that should include an emergency action plan.
<b>Administering Medication</b>	The school nurse is responsible for medication administration and management and the performance of health care procedures that are within the scope of nursing practice and are ordered by an appropriately licensed health care provider. This includes appropriate storing of medication in the health room, obtaining parental consent and medical orders for medication, and monitoring use of self-administered medication.
<b>Screening and Referral</b>	In order to address potential health problems that are barriers to learning or symptoms of underlying medical conditions, the school nurse engages in screening activities. Screening activities may include vision, hearing, postural, body mass index or other screening. Health screening activities are conducted according to current professional standards of practice, school district policies and procedures, and legal mandates. School nurses communicate with families to provide notice of screening activities, to provide notice of

	findings requiring further action, and to ascertain the status of referrals.
<b>Medical and dental examinations</b>	The school nurse collaborates with the school physician and the school dentist on the implementation of medical and dental examinations, follow up with parents regarding school physician and school dentist recommendations, and obtains private examination information for students not requesting a school physical or dental examination.
<b>Communication of information</b>	<p>The school shares health screening, findings and recommendations of the school physician and school dentists, notification of BMI information, referrals following nursing assessment for complaints of illness or injury with parents. The school nurse also communicates with parents of at risk students and all parents if there are any special health concerns in the school environment.</p> <p>The school nurse provides staff communication to inform teachers of health conditions of students that may affect behavior, attendance, appearance or academic performance with information of signs and symptoms, treatment and prognosis and classroom management strategies.</p> <p>The school nurse utilizes communication as a positive strategy to achieve nursing goals.</p>
<b>Promotes a healthy school environment</b>	<p>The school nurse provides for the physical and emotional safety of the school community. The school nurse monitors immunizations, assures appropriate exclusion from and re-entry into school, and reports communicable diseases as required by law. The school nurse provides leadership to the school in implementing precautions for blood borne pathogens and other infectious diseases. The school nurse also assesses the physical environment of the school and takes actions to improve health and safety.</p> <p>Such activities may include a review of patterns of illness or injury to determine a source of concern. The school nurse disseminates information about health practices and behaviors that promote educational success and risk factors that adversely affect educational success. The school nurse counsels parents on when students should and should not be sent to school regarding health concerns. Additionally, the school nurse addresses the emotional environment of the school to decrease conditions that may lead to bullying and violence and/or an environment not conducive to optimal mental health and learning.</p>

### School Counseling Services

Strategies to use for helping students that are experiencing problems



<b>Academic Development</b>	In the academic area, counselors work with students on their ability to acquire the attitudes, knowledge, and skills that contribute to effective learning in school. This includes organizational skills, time-management, communication skills, as well as a variety of work oriented skills such as developing dependability, productivity, and initiative. Counselors work with students and their families on an <b>individual basis</b> to develop action plans to deal with the above issues. School counselors work with teachers and administrators to analyze data, assist in course selection, and determine need for tutoring.
<b>Personal social Development</b>	<p>In the personal social development area counselors work with students at appropriate developmental levels to help them acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others. Counselors may need to assist students in identifying and expressing feelings, distinguishing between appropriate and inappropriate behavior, and identifying their own strengths, assets, or areas that need to be further developed or improved. Counselors assist students in personal goal setting, decision making, and conflict resolution.</p> <p>Counselors support the many and varied characteristics that are presented in a public school setting. These can include assisting students to overcome a variety of barriers including socio-economic difficulties, changing family structures, mental health conditions, chronic health conditions, and the normal challenges facing students as they develop.</p>
<b>Instructional Support/RTI Teams</b>	Through teaming the school counselor is able to network with fellow professionals in channeling resources to students who require them. The teams look first to see if there is a systemic problem that needs to be addressed within the school structure. By participating in data analysis and action planning teams, the school counselor can assist in working with teachers to identify students at-risk academically due to learning, social, and emotional concerns to provide appropriate strategies or interventions for students.
<b>Student Assistance Teams</b>	This secondary based program is designed to assist students who may have barriers to their learning as a result of mental health issues and or drug and or alcohol abuse. At the elementary level, school counselors have been trained in the student assistance model and implement the strategies when necessary through the instructional support/RTI teams.
<b>IEP/ Ch. 15/GIEP Teams.</b>	Federal and state laws mandate that students with disabilities convene at least once per year to develop individualized programs and or to provide accommodations to students with special needs. School counselors may act as the local agency education representative on IEP/GIEP team meetings. School counselors are the case-managers for Chapter 15 504 plans.
<b>Consultation</b>	School counselors work with students, parents/guardians, teachers,

	administrators, and members of the community through a program of direct and indirect services. Individual, small group, personal and crisis counseling are available to students. Consultation services concerning student behavior and academic progress are provided for parents/guardians, teachers, and administrators. Referrals to other professionals in the school district or to agencies and institutions outside of the district are made as required or requested.
<b>Risk and Threat Assessment</b>	The school counselor understands the impact of social/emotional issues on students and is able to evaluate a student for risk factors then communicate the student's needs to the parent. The school psychologist is able to provide referral sources for the parent.

**Consultation and Coordination Services**

**Psychological Services**

Services for students that are experiencing chronic problems  
Partnerships with community organizations

<b>Therapy/Agency Communication</b>	The school psychologist acts as a liaison between the school and outside service agencies providing service to students and families.
<b>Home/Family Communications</b>	The school psychologist works closely with parents to help them understand the educational system and how schools can support their children.
<b>Referral to Outside Agencies</b>	The school psychologist will often make referrals to private therapists, agencies, or medical personnel based on the interaction with the student.
<b>Staff Development</b>	The school psychologist provides information to staff regarding learning styles, behavior management, and disabilities to help them understand and address issues that arise in the classroom.

**School Health Services**

Services for students that are experiencing chronic problems  
Partnerships with community organizations

<b>Liaison with Community and Health Care</b>	The school nurse collaborates with the student, family, school staff, community, and other providers in the formation of overall goals, time lines, and decisions related to care and the delivery of services.
---	---

<p><b>Providers</b></p>	<p>The school nurse participates as the health expert on Individualized Education Plan and 504 teams and on student assistance teams. The school nurse reviews health records and shares pertinent information that could pose a barrier to learning and social development, providing medical definitions and explanations of medications and diagnosis to the team and the impact they may have on learning. The school nurse is an advocate for students. When in the role of case manager, the nurse communicates with the family through telephone calls, assures them with written communication and home visits as needed, and serves as a representative of the school community.</p> <p>The school nurse assists individual students in developing appropriate skills to advocate for themselves based on age and developmental level.</p> <p>The nurse also communicates with community health care providers and community health care agencies while assuring appropriate confidentiality, develops community partnerships, and serves on community coalitions to promote the health of the community.</p> <p>The school nurse may take on additional roles to meet the needs of the community.</p>
<p><b>Care and Case Management for children with chronic health problems</b></p>	<p>The school nurses use the nursing process to assess, plan, implement and evaluate care for students with chronic health conditions when applicable.</p>
<p><b>Medical services</b></p>	<p>Most of the coordination and consultation with outside agencies involves individual students. Parents often alert the school as to a health related condition that requires follow-up by the school. This may be as straightforward as providing documentation for the condition so that medication can be administered in school. It may also require a formal Service Agreement which identifies the condition and the necessary accommodations that are required to allow the student to access educational services. The school nurse may need to communicate with the student's doctors and or with a variety of support groups for chronic medical conditions in order to support the student.</p>
<p><b>Emergency Procedures</b></p>	<p>The school nurse consults in the development of a crisis plan to assist in the evacuation of a school for all students and for students with physical disabilities in the case of an emergency.</p> <p>School nurses need to be involved in all levels of disaster preparedness in schools. (Mitigation, Planning, Response and Recovery)</p>

**School Counseling Services**

Services for students that are experiencing chronic problems  
Partnerships with community organizations

<b>Records</b>	<p>The Nazareth Area School District appreciates that there are many resources in the community that may be able to assist our students and their families in overcoming academic and or social and emotional barriers to learning. The student services department works collaboratively with many public and private agencies. Whenever a Nazareth staff member initiates contact with another agency, consent to exchange information is secured. This consent which needs to be signed by the parent follows the guidelines of the Family Education Rights and Privacy Act or (FERPA). It assures that information concerning a student's record will not be shared with agencies outside of school without prior parental permission.</p>
<b>Referrals</b>	<p>The school counselor connects students and their families to community resources able to address their varied needs. The school counselor acts as a liaison between the school and outside service agencies providing service to students and families. The district has accumulated a directory of agencies and professionals available.</p>
<b>Community Services</b>	<p>The special education administrator, school counselors, and school psychologists work collaboratively to assist students identified with various disabling conditions. Many interagency meetings are held to assure that school and community services are coordinated and can wrap around the needs of the child. Many of the services provided are due to students who have mental health issues. The district communicates with the psychiatric wards of area hospitals. It also coordinates instruction for students that are in partial hospitalization programs, day treatment facilities, drug and or alcohol rehabilitation facilities. Many private behavioral health organizations provide therapeutic staff support and or behavioral specialist support for families in their homes and in the community. The school counselor often will inform families about these services and assist in accessing these services when possible.</p> <p>The school counselors and administrators serve as an extension for families and students into the community to promote and utilize resources which provide specialized services beyond the scope of the regular school activity. They work with agencies such as Children and Youth Services, Juvenile Probation, and various mental health providers to help students and families address issues that may be impeding educational success. Additionally, school counselors often coordinate fund raising activities for those in need.</p>

## **Introduction**

The Student Assistance Program (SAP) was piloted in 1984, funded by seed money from the PA Department of Health's Office of D&A programs with hopes of developing a more structured means by which to address growing concerns with drug and alcohol issues. In 1986-1987 the scope of the SAP process was expanded to incorporate focus on mental health issues. The PA School Code (Sections 1547 and 12.16, BEC for Counseling for Support Services, and BEC for Compulsory Attendance and Truancy Elimination) discuss requirements for the Student Assistance Program. During this time period, the Secretary of Education published SAP guidelines, the Commonwealth of Pennsylvania developed a state-wide SAP training system and approved providers, and the PA Department of Health and Welfare provided additional funding for the program. By 1996, most public high schools and middle schools had SAP programs. The Basic Education Circular 15-1547 dated 9/1/97 reframed the mission of SAP as a *systematic process using effective and accountable professional techniques to mobilize school resources to remove barriers to learning*. This mission remains as the guiding force behind the SAP process today.

Since its inception in 1984, the Student Assistance Program and its member teams have been dedicated to serving at-risk students struggling to overcome issues of alcohol or drug use, depression, and/or other mental health problems that present a barrier to their education. The program's goal is to engage in the identification of a barrier, collaborate with parents, provide a referral for further evaluation if needed, and link the student and his/her family to necessary school and community-based supports. The SAP team does not engage in diagnosis, referral for treatment, or discipline as a means to address the issue at hand.

The SAP Program utilizes a systematic teach approach composed of professionals from various disciplines within the school and liaisons from community agencies. These selected professionals are trained and certified to identify barriers to learning and, in collaboration with families, strategize for and/or refer identified students for assistance to enhance their school success.

### **Four Phases of the Student Assistance Program Model**

The Student Assistance Program Model consists of four phases: (1) Referral, (2) Data Collection, (3) Intervention and Recommendation, and (4) Support and Follow-up.

During the Referral Phase, the problem behaviors are identified through an initial fact finding phase and a referral to the SAP team is made. Referrals may be initiated by any individual who has contact with the student including peers, parents, teachers, administrators and counselors.

The SAP team gathers information from teachers and parents during the Date Collection Phase. The four domains for data to be collected are academic, behavioral, attendance and health. This data collection is accomplished through the distribution of checklists that focus on observable behavior to administrators, teachers, guidance counselors and the school nurse. Once completed and collected, the team will evaluate the findings to determine the need for the continuation of SAP process. If it is deemed necessary that the SAP process continue, the parent/guardian of the child in question will be notified of the SAP referral and a meeting will be requested with the student and parent to discuss the SAP findings.

The next phase of the SAP process, Intervention and Recommendation, involves cooperative planning and intervention. During this phase, the parent plays an integral role as a team member and must give permission for the SAP process to continue. Together, the SAP team develops a plan that typically involves a referral to an outside agency for behavioral health assessment to determine the severity of any behavioral barriers to learning and to determine if there is a mental health drug and alcohol or co-occurring disorder. In Northampton County, drug and alcohol assessments are conducted by Lehigh Valley Drug and Alcohol Intake Unit. Mental health assessments are done by the school-based mental health professionals from Valley Youth House when funding permits or by Northampton County Mental Health when funding does not permit. Evaluations are conducted to determine the risk level of the student, the needs of the student, and the facilitation of an appropriate referral. The coordinator from Valley Youth House serves as the behavioral health liaison to SAP teams in Northampton County, attending SAP team meetings at all middle schools and high schools in the county.

During the Support and Follow-Up Phase, the SAP team continues to work with and support the student and their family. Follow-up includes monitoring, mentoring, and motivating for academic success. This phase also includes statistical data collection.

### **NASD Program**

The Nazareth Area School District has a Student Assistance Program (SAP) at the high school and a Looking at Issues Necessary for Kids Success (LINKS) team at the middle school. Both teams are comprised of teachers, administrators, school nurses, school counselors, and school psychologists specifically trained to provide intervention which may include administration of student self-assessment, teacher discussions, parent conference, referral and case management after-care services. Additionally, seventeen elementary teachers, administrators, and counselors have gone through the Elementary Student Assistance Program training. At the elementary level, the SAP process is handled by the Instructional Support Team which has SAP trained members.

The teams ensure that students experiencing barriers to learning related to substance abuse and mental health problems are identified and linked to appropriate supportive services in the school and community. The process of referral, team planning, intervention and recommendation, and support and follow-up is used by both teams.

A student may be referred to the SAP Team by friends, family, teachers, or may self-refer. All SAP meetings are held with in strict confidence. At the high school, referral forms can be obtained in the main office and in the counseling office. At the middle school, a mail box is provided in the mail office for teacher referrals; there are boxes in each of the grade levels for student referrals. In addition, parents can communicate this need to the school through a phone call or school visit. Parents are informed of the process through the student handbook.

SAP teams meet on an ongoing basis. Data is reviewed by the SAP team at a regular team meeting. Parents are notified that the student has been referred to the SAP team and can provide input. A counselor from the Valley Youth House is a member of the SAP teams and can provide counseling services. School-based resources to address identified barriers include personal counseling, group counseling, and academic assistance. Groups, offered

on an as-needed basis, focus on topics including self-esteem, social skills, drug and alcohol information, aftercare, grief and loss, children of alcoholics, decision-making, and eating disorders. Recommendations for drug and alcohol or mental health assessments are determined by the SAP team. At each phase of the process, students are monitored and progress is continually reviewed.

Through the process, confidentiality is maintained for all SAP referrals, contacts and treatment plans. The SAP team remains an ongoing source for parental support at an extremely stressful time. On average, the Nazareth Area School District processes 65 referrals to the Student Assistance Program.

SAP Services are provided at no cost to the student or their family.

### **Communication**

Communication to parents, guardians and students is the key to providing quality educational opportunities. Nazareth Area School District facilitates open communication of information regarding instructional programs through a variety of methods. Orientations for new students and transitioning students are provided at the beginning and throughout the school year as needed. At the middle and high schools, an organization known as the Eagle Ambassadors, helps to orient new students to the schools. Open houses and parent teacher conferences are conducted at all levels to review yearly instructional programs and expectations with parents and students. School counselors, administrators and educational specialists provide parents and guardians with specific information regarding instructional programs on an individual basis either because of a demonstrated need or at parental request. Educational opportunities are outlined and explained on our district's website, on the individual schools' websites, in a high school publication entitled "NAHS Course Selection Guide", in student handbooks, in newsletters that are sent home, in flyers that advertise and inform parents of specific programs occurring throughout the year and on our school calendar. Parent meetings are held periodically throughout the year to highlight and review upcoming opportunities for students.

Students in Nazareth Area School District are provided with ongoing exposure and instruction in career awareness and selection primarily through our developmental guidance program grades K-12. In the elementary grades, exposure and awareness is the focus. Students are encouraged to develop a positive work ethic and move toward becoming an independent learner. Exposure to careers is provided through the regular instructional curriculum as well as through guidance classes. At the middle level, students begin to identify career choices by developing an awareness of personal abilities, skills, and interests. Students are introduced to Career Cruising, a web-based career exploration program encompassing interest inventories, through portfolio and career searching capabilities. Each student completes an inventory at the middle level. A careers curriculum is offered to 8th grade students for 45 days during the year. Learning for Life, a program set up through the Boy Scouts, brings in people to speak with 8th grade students on a monthly basis during the social studies class. At the high school level, school counselors play an integral role in coordinating and counseling students regarding individual career exploration. Information and assistance is provided on an individual and group basis to aid students in career and post secondary placement decisions. Choices, a web-based program is available for students; Choices is an engaging online education and career exploration system that provides extensive libraries of education, career and recreation articles in an interactive magazine-style format.

Information in regard to student's health needs is communicated to parents through the district's website, calendar, and individual mailings. Topics of such mailings include BMI physical requirements and reports, health screenings, and various additional health concerns such as lice, tetanus boosters and flu shots. Additionally, the nursing staff provides preventive information such as flu prevention and good hygiene to parents in newsletters and mailings. The district's nursing staff communicates regularly with parents by phone or e-mail as individual situations warrant. The nursing staff is available on back to school nights and parent teacher conferences to discuss health room programs and supports available. The nursing staff is always available to parents who may have concerns regarding their children's needs.

Parents are informed of the nature and scope of the surveys and of their relationship to the educational program of their child, consistent with section 445 of the General Education Provisions Act regarding protection of pupil rights . The District's Student Rights/Responsibilities Policy ensure that "No student shall be required, without written parental consent for students under eighteen (18) years of age or written consent of emancipated students or those over eighteen (18) years, to submit a survey, analysis, or evaluation that reveals information concerning: political affiliations; mental and psychological problems potentially embarrassing to the student or family; sexual behavior and attitudes; illegal, antisocial, self-incriminating and demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged and comparable relationships, such as those with lawyers, physician, and ministers; income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program."

However, such survey, analysis or evaluation may be conducted on a wholly voluntary basis, provided that the student and parent have been notified of their rights and of their right to inspect all related materials. Surveys are often posted on the schools' websites and responses are voluntary and often anonymous.

The above listed activities are supported through the district's established goals, most specifically goal #5 - Enhancing Student Services. They are also an integral part of the district's action plans supporting student services and enhancing communication.

## Action Plan

### **Goal: Enhance Student Services Continuum**

*Description:* Enhance Student Services Continuum

### **Strategy: Design and implement career awareness based on the adopted State Career standards**

*Description:*

*Activities:*

Activity	Description	
To implement the Middle School Based Career Pathways Model	Research and construct a career pathways model that will link with the High School Program that will build a foundation for successful career choices as well as course selection for the high school and that will enhance a career awareness program through a sequential comprehensive curriculum.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Rosemary Mentasana	Ongoing	\$0.00

### **Strategy: Ensure collaboration among grade levels**

*Description:* Coordination of student services across grade levels, ensuring smooth transitions



between grade levels

*Activities:*

Activity	Description	
Provide ongoing analysis of student services and transition K-12	To review, update and further develop a comprehensive program of support services for all services, to include the following needs: - Developmentally appropriate K-12 counseling program - Continuum of physical and mental health services - Plan for consistent transfer of student information from grade level to grade level	
Person Responsible	Timeline for Implementation	Resources
Rosemary Mentasana	Ongoing	\$0.00

**Strategy: Fully implement the Response to Intervention process**

*Description:* The Nazareth Area School District staff will effectively implement the process, identification of students, and the proper managing of scientifically based practices to increase student achievement.

*Activities:*

Activity	Description	
To coordinate implementation of RTI across three elementary buildings.	- To adopt a similar process for the coordination of RTI across the 3 buildings. - To collect and analyze data to drive decision-making - To implement interventions with fidelity - To ensure that students have access to academic and behavioral intervention early in their education experience.	
Person Responsible	Timeline for Implementation	Resources
Rosemary Mentasana	Ongoing	\$0.00

**Strategy: Healthy Living**

*Description:* Prevention:

- Education of students on physical and emotional benefits of eating a balanced diet and engaging in daily exercise.

Intervention:

- Consult with food services department on establishment of balanced meal servings;  
- Integrate nutrition into teacher lesson plans;  
- For students below the 5th percentile or above the 95% percentile, coordinate efforts with parents at achieving optimal nutritional intake and daily activity; Coordinate with physical education instructor the establishment of food and exercise journals with students.

*Activities:*

Activity	Description
To make information available and provide assistance in the establishment of healthy school nutrition environments, reduce	- To provide nutrition education and standards emphasizing the value of nutrition awareness, portion control and vending machine options - To offer information on the relationships between

childhood obesity and prevent diet related chronic diseases.	nutrition, activity and a strong healthy body and mind. - To coordinate with food services to allow access to a variety of nutritious and appealing meals that accommodate the health and nutrition needs of all students. - To provide counseling and psychological services to improve students' mental, emotional and social health. Food's relationship to one's perception of their appearance and self esteem is a very important aspect in the lives of many students and adults. - To provide opportunities for school staff to improve their health status through health assessments, health education and health related fitness activities. - To allow for family/community involvement through establishment of health advisory councils and coalitions.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Rosemary Mentesana	Ongoing	\$0.00

**Strategy: Multidisciplinary Evaluations - To complete all MDEs within the new 60 calendar-day timelines**

*Description:*

*Activities:*

<b>Activity</b>	<b>Description</b>	
To comply with Pennsylvania State Standards and Regulations	The need for timely comprehensive assessments to identify the strengths and needs of students for educational programming purposes to be completed in accordance with the shortened timelines and without adding staff requires the district to have new procedures in place to facilitate the collection of data, completion of assessments, and provision of consultation based on the assessment outcomes.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Rosemary Mentesana	Ongoing	\$0.00

**Strategy: Student Safety**

*Description:* Providing all students with the knowledge and skills to lead healthy lives and creating and ensuring safety in school is essential for all students to be able to learn. Through observations and assessments of students' behavioral and physical health status, school nurses are in a unique position to identify signs of child abuse, depression, and harassment so that appropriate intervention can occur. Should injuries occur, school nurses can offer onsite assessment and first aid, and provide referrals as needed.

*Activities:*

<b>Activity</b>	<b>Description</b>
To establish procedures for short and long term responses to crises, disasters and injuries that effect the school community.	<ul style="list-style-type: none"> <li>- To establish a written plan for responding to crises, disasters, and associated injuries</li> <li>- To prepare to implement the school's plan in the event of a crisis</li> <li>- To have short-term responses and services established after a crisis</li> <li>- To have long-term responses and services</li> </ul>

	established after a crisis	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Rosemary Mentesana	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>	
To implement health and safety education.	<ul style="list-style-type: none"> <li>- To implement unintentional injury and violence prevention curricula</li> <li>- To provide adequate staffing and resources</li> </ul>	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Rosemary Mentesana	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>	
To integrate school, family, and community efforts to prevent unintentional injuries, violence, and suicide	<ul style="list-style-type: none"> <li>- To educate, support, and involve family members in child and adolescent unintentional injury, violence, and suicide prevention</li> </ul>	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Rosemary Mentesana	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>	
To provide a physical environment, inside and outside school buildings, that promotes safety and prevents unintentional injuries and violence.	<ul style="list-style-type: none"> <li>- To conduct safety and hazard assessments</li> <li>- To maintain structures, playground and other equipment, school buses, and physical grounds</li> <li>- To supervise all students during all student activities</li> <li>- To ensure that the school environment is free from weapons</li> </ul>	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Rosemary Mentesana	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>	
To provide health, counseling and psychological services to meet the physical, mental, emotional, and health needs of all students.	<ul style="list-style-type: none"> <li>- To coordinate school —based counseling, psychological and health services</li> <li>- To establish links with community resources, and identify providers to bring services into the schools</li> <li>- To identify and provide assistance to students who have been injured, who have witnessed violence, who have been victims of violence or harassment, and who are being victimized or harassed</li> </ul>	

	<ul style="list-style-type: none"> <li>- To assess the extent to which injuries occur on school property</li> <li>- To develop and implement emergency plans for assessing, managing</li> </ul>	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Rosemary Mentesana	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>	
To provide regular staff development opportunities for all school personnel to effectively promote safety and prevent unintentional injury, violence, and suicide, and support students in their efforts to do the same.	<ul style="list-style-type: none"> <li>- To ensure that all staff are knowledgeable about unintentional injury, violence, and suicide prevention and the skills to prevent injuries and violence at school</li> <li>- To train and support all personnel to be positive role models for a healthy and safe lifestyle</li> </ul>	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Rosemary Mentesana	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>	
To provide safe physical education and extracurricular physical activity programs.	<ul style="list-style-type: none"> <li>- To develop, teach, implement, and enforce safety rules</li> <li>- To ensure that spaces and facilities for physical activity meet recommended safety standards for design, installation, and maintenance</li> </ul>	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Rosemary Mentesana	Ongoing	\$0.00

### **Strategic Planning Process**

Nazareth Area School District (NASD) began the process for the 2008-2014 Strategic Plan during the 2006-2007 school year by conducting a Needs Assessment. Surveys were developed by Education Dynamics Inc. after conducting focus groups with several stakeholder groups. The survey data was displayed by education Dynamics and analyzed by administration and stakeholder groups.

The next step during the 2007-2008 school year was to review progress on the previous Strategic Plan. The review began with the administrative team and Teacher Leader Council and was followed with a review by the NASD Education Committee of the Board and by the NASD Advisory Committee, composed of representatives from administration, teachers, parents, business and community.

Multi-year student performance data was reviewed in addition to the survey results and goals were established.

### **Strategic Planning Committee**

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Celin, Vickie	Nazareth Area HS	Ed Specialist - School Counselor	Rosemary Mentesana, Director of Pupil Services

Counselors	District	Ed Specialist - School Counselor	Rosemary Mentesana, Director of Pupil Services
Drugatz, Tammy	Shafer Elementary School	Ed Specialist - School Counselor	Rosemary Mentesana, Director of Pupil Services
Famularo, Michelle	Nazareth Area MS	Ed Specialist - School Counselor	Rosemary Mentesana, Director of Pupil Services
Gridley, Joshua	Lower Nazareth ES	Ed Specialist - School Counselor	Michael Santos, Principal
Hoch, Jill	Nazareth Area HS	Ed Specialist - School Nurse	Rosemary Mentesana, Director of Pupil Services
Mentesana, Rosemary	District Office - Pupil Services	Administrator	Victor Lesky, Superintendent
Nurses	District	Ed Specialist - School Nurse	Rosemary Mentesana, Director of Pupil Services
Pritchard, Mary	Nazareth Area HS	Ed Specialist - School Psychologist	Rosemary Mentesana, Director of Pupil Services
Psychologists	District	Ed Specialist - School Psychologist	Rosemary Mentesana, Director of Pupil Services
RTI Coordinators	District	Other	Rosemary Mentesana, Director of Pupil Services
Santos, Michael	Lower Nazareth ES	Administrator	Victor Lesky, Superintendent

### **Assurance for the Collection, Maintenance, and Dissemination of Student Records**

By checking each of the boxes below, the local education agency assures compliance with the requirements of 22 PA Code Chapter 12 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE (electronic mail may be directed to ra-chapter12@state.pa.us).

The Local Education Agency (LEA) assures the following:

- The LEA has a local plan, including policies and procedures, in place for the collection, maintenance, and dissemination of student records in compliance with §12.31(a) and §12.32
- The plan shall be maintained in compliance with §12.31(b) and made available to PDE in compliance with §12.31(c)

### **Assurance for the Operation of Student Services and Programs**

By checking each of the boxes below, the local education agency assures compliance with the requirements of 22 PA Code Chapter 12 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE (electronic mail may be directed to ra-chapter12@state.pa.us).

The Local Education Agency (LEA) assures that there are local policies and procedures in place that address:

- Free Education and Attendance (in compliance with §12.1)

- ☑ School Rules (in compliance with §12.3)
- ☑ Discrimination (in compliance with §12.4)
- ☑ Corporal Punishment (in compliance with §12.5)
- ☑ Exclusion from School, Classes, Hearings (in compliance with §12.6, §12.7, §12.8)
- ☑ Freedom of Expression (in compliance with §12.9)
- ☑ Flag Salute and Pledge of Allegiance (in compliance with §12.10)
- ☑ Hair and Dress (in compliance with §12.11)
- ☑ Confidential Communications (in compliance with §12.12)
- ☑ Searches (in compliance with §12.14)
- ☑ Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. §§ 780-101 - 780-144)

The LEA acknowledges that the above policies shall be maintained locally and be made available to the public upon request. The policies are not to be submitted to the Commonwealth except upon specific request by PDE.

In addition, the LEA assures the following:

- ☑ The Student Services Report complies with §12.41(b), §12.41(c), and §12.42 (consistent with the Early Intervention Services System Act (11 P.S. §§875-101 - 875-503)
- ☑ Consistent with §445 of the General Education Provisions Act (20 U.S.C.A. §1232h), parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (in compliance with §12.41(d))
- ☑ Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with §12.41(e))

## **Supporting Documents - Attachments**

• •