

Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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HARRISBURG, PA 17126-0333

Student Services Report **Tuesday, July 22, 2008**

Entity: Franklin Regional SD

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Organization Description

The Franklin Regional School District is comprised of the communities of Export, Murrysville, and a portion of Delmont and covers thirty-eight square miles in southwestern Pennsylvania. The municipalities each have suburban and rural areas in this Westmoreland County district. The District is situated about twenty miles east of Pittsburgh with easy access to Route 22, the Pennsylvania Turnpike, Interstate 70, and Interstate 79.

There are 22,264 people residing in the Franklin Regional School District. Approximately thirty percent of the population is under 24 years of age, fifty-five percent is aged 25 to 65, and fifteen percent is over the age of 65. Although the median household income is \$59,902, median incomes vary from \$64,071 in one area to \$28,350 in an adjacent borough where forty-four percent of the residents receive social security benefits and approximately three percent of the families are living below the poverty level. This disparity creates concentrated pockets of need. Ninety-four percent of this district's inhabitants are white, four percent are Asian/Pacific Islander, one percent is black, and one percent are Hispanic.

The District is comprised of a senior high school, a middle school, and two elementary schools in a campus setting plus one elementary school that is located approximately 2.5 miles off campus. Each of the five buildings has been renovated and/or enlarged within the past thirteen years with attention to providing the infrastructure necessary to support technology applications. Every building has a media center, individual teacher workstations, and at least one computer lab.

Total enrollment for the 2007-2008 school year is 3,779 students. Student enrollment has remained relatively stable for the past six years. Ninety-three percent of the students in the district attend Franklin Regional schools and seven percent attend private or parochial schools. Average class size is twenty-two (22) in the elementary and twenty-three (23) in the secondary level. Ninety-four percent of the senior high students select college preparatory or academic courses and six percent pursue vocational-technical education. Post graduation surveys show that ninety-two percent of our students from the most recently graduated class chose to attend a two or four-year college/university and eight percent entered military service or the work force.

Historically students have performed above the state average in mathematics, reading and writing on the PSSA tests. The PSSA's are administered in Grades 3, 4, 5, 6, 7, 8, and 11 in reading and mathematics. Writing performance is assessed in Grades 5, 8 and 11 and the newly designed PSSA science assessment will be given in grades 4, 8, and 10. The District has made Adequate Yearly Progress according to the State's yardstick each year that the students' performance has been measured towards the Federal No Child Left Behind (NCLB) goal of having 100% of our students Proficient or beyond by the year 2014. The Terra Nova assessment is administered to all students in Grade 2, and the District is piloting administration of the assessment in a selected population in Grades 9 and 10 in an effort to gather more data to support instructional decisions designed to improve student achievement.

SAT scores for the class of 2008 show an average of 560 in verbal and 586 in math which represents an increase of approximately twenty-five points on each test during the past eight years. Twelve Advanced Placement courses are offered at the Senior High School. Last year, one hundred thirty-four students elected to take the AP exams with ninety percent earning scores of three (3) or higher. Approximately forty-five percent of the graduating seniors have taken calculus as a part of their high school program and sixty-three percent have taken physics or additional higher level science courses. Diverse offerings in business applications, technology education, computer science, and the practical and fine arts enrich the academic program. One and one-half percent of the professional employees have earned doctorates and sixty percent have master level degrees. Thirty-two

percent of the District's employees are males and sixty-eight percent are females. The professional staff includes two hundred seventy-four teachers.

Core Purpose

Mission

We, the Franklin Regional School community, strive for excellence, learning, achievement and citizenship in all we do.

Vision

Excellence: We are committed to excellence. Students, staff, administrators and community volunteers work every day to make our schools more vibrant, rigorous, creative, adaptable, fun and future-oriented.

Learning: Learning is a multi-faceted, life-long process and the focus of all we do. We enable all of our community members to develop knowledge, skills and self-awareness and make learning central to their lives.

Achievement: We are committed to learning and doing. We promote, recognize and value accomplishments in the many and diverse endeavors of our community members.

Citizenship: We act with integrity and in an ethical, responsible and tolerant fashion. In this way, we promote each person's ability to be a productive, contributing, thoughtful and socially responsible member of our local and global communities.

Shared Values

1. Everyone can learn.
2. Everyone deserves to be valued and respected.
3. Everyone is a contributing partner in the educational process.
4. Everyone is entitled to an environment that promotes high expectations and accountability through challenging and meaningful work.
5. Everyone is encouraged to embrace a lifelong quest for learning.
6. Everyone is responsible for the effective utilization of resources.
7. Everyone is encouraged to understand the importance, contribution, and impact of diversity in our global society.
8. Everyone is entitled to and shares responsibility for maintaining a safe, supportive environment.

Current Student Services

Service	Comment
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K-12 School Counseling Services	The K-12 school counseling program is a comprehensive and integral part of the overall educational program. The counseling program offers research-based and relevant opportunities K-12 to develop the academic, career and social-emotional skills necessary to become competent adults. All of our professional school counselors have a Masters Degree in School Counseling and are certified in PA. Three of our counselors also hold National Certification. Currently, the district employs four senior high counselors for 1270 students; three counselors at the Middle School for 900 students; and five elementary counselors for 1600 students. All twelve counselors are under the supervision of one Director of K-12 Counseling.
K-12 Health Services	The K-12 health services program is provided by certified school nurses and licensed registered nurses. All of our five school buildings have 100% coverage during the school day. Our program provides basic health services for our students and information to parents or guardians about their child/s health needs. The district employs three certified school nurses and four licensed registered nurses as health room nurses.
K-12 Student Assistance Program-SAFE Program	A comprehensive K-12 SAP called SAFE provides prevention, intervention, and postvention for all students, as needed, to address barriers to learning and school success. There are five SAFE Teams, one in each school building.
Excela Behavioral Health-SAFE Mental Health Liaisons	We work with three different mental liaisons in our SAFE Program. One sits on our senior high team; one on the middle school team and one on the three different elementary teams. These three individuals do all the mental health assessments that are referred by the SAFE Teams.
Saint Vincent College Prevention Projects	The Prevention Projects works with us to provide the most effective Alcohol, Tobacco and Other Drugs and Violence Prevention services. They do in-class presentations in our K-3 grade classrooms. All of our SAFE Teams have been trained by the St. Vincent group. They also offer thematic workshops to all SAFE Team members.
School Psychologist	We have 1.2 IU licensed and certified school psychologists who assess and provide intervention for students experiencing problems attaining educational achievement to their learning potential.
Southwestern Pa Human Services Inc-Behavioral Health	SPHS does all of our Drug and Alcohol Assessments. In addition, they provide out-patient Drug and Alcohol treatment.
School Resource Officer--SRO	The district maintains an agreement with the Murrysville Police Department that includes a full time SRO on campus.
Juvenile Probation Officer--JPO	The district maintains a Memorandum of Understanding with the Westmoreland County Juvenile Probation Office for a part time JPO on campus to support students on probation.
Westmoreland County Children's Bureau	The district maintains a working relationship with the Children's Bureau in the reporting of suspected child abuse and neglect. All district counselors and nurses receive yearly updates and workshop opportunities offered by the Bureau

Gateway Rehabilitation Center	The Center's mission is to enable people affected by or at risk of addictive diseases and other mental and emotional disorders to lead healthy and productive lives through prevention, education, treatment and research. The FRSD networks with Gateway in the areas of prevention, treatment and education.
Blackburn Center	The Blackburn Center Against Domestic and Sexual Violence provides awareness/prevention education on sexual assault, domestic violence and issues related to family and interpersonal violence. We schedule these programs on a yearly basis.
Westmoreland Intermediate Unit #7	Provides support for our special education students. In addition, provides itinerant services such as speech, hearing, vision, physical therapy, and occupational therapy.
Alternative Ed Program-Senior High School	We operate a local alternative education program for high school students as an early intervention to dropping out.
Franklin Regional Community Youth Commission	Our youth commission is an early intervention program used by our local magistrate before placing students in the juvenile justice system.
Secondary Peer Mediation	We operate a formal peer mediation program, grades six through twelve. Peer mediators are trained in our Middle School and continue through-out their high school experience. The program has been extremely successful in helping same age group students resolve disputes between and among their peers.
Western Psychiatric Hospital Star Program	STAR stands for Services for Teenagers at Risk. The majority of our suicide assessment and hospitalizations are done at Western Psych.
Western Psychiatric COPE Program	The COPE Program is an eating disorder clinic.
The Caring Place	The Caring Place is dedicated to children, adolescents and their families who have lost a loved one.

Needs Assessment

Based on the survey results and all the open discussions of the Strategic Planning Committee and subcommittees, the following areas were identified for our Student Services Department to consider helping to improve: SCHOOL CLIMATE and having all student learning conducted in a SAFE ENVIRONMENT.

The Student Services Department will initiate the K-12 exploration of the Olweus Bullying Prevention Program. This Bullying Prevention Program is a universal intervention for the reduction and prevention of bully/victim problems. The program is not curriculum based but rather a change in school culture.

At first we will target are students in the elementary and middle school. All students will participate in most aspects of the program. Additional individual interventions will be targeted at students who are identified as bullies or victims of bullying.

Next year, we will administer an anonymous questionnaire to assess the nature and prevalence of bullying at each school. The formation of a Bullying Prevention Coordinating Committee will also take place to help coordinate all aspects of our program. We will also investigate how to incorporate the Olweus Program into the senior high.

We hope to show the following results:

- * a substantial reduction in bullying and victimization
- * a significant reduction in students reporting general antisocial behavior such as vandalism, fighting, theft, truancy, harassment ,etc.
- * significant improvements in the "social climate" of the individual buildings, as reflected in students' reports of improved order and discipline, more positive social relationships, and more positive attitude toward school and work.

Action Plan - Narratives Developmental Services

Academic Developmental Domain

The standards and competencies of academic development are the responsibility of many different people; for school counselors do not work in isolation. They are integral to the total educational program. They provide proactive leadership to engage all those entrusted with student growth in the delivery of programs and services to help students achieve academic success in school. Counselors, teachers, administrators and parents all work together to support the student's development as a confident learner.

At the elementary level, counselors serve as partners in education, interfacing daily with all school personnel including all grade level teachers, teachers of special needs students, parents and all school specialists to ensure that the school environment is conducive to learning and that our young children feel safe, secure and connected in a school of caring adults. Knowing that the elementary years encompass the first formal school experiences for most students, counselors promote and provide diverse opportunities for each and every student, advocating for ongoing positive instructional experiences enabling every student to build skills in all academic areas and progress successfully. The counselors collaborate with all members of the school team to identify and support student specific strengths and needs. They assist with designing and providing the appropriate interventions, supports and enrichments to meet individual student needs. Working under the premise that all students are capable of learning and performing at levels of proficiency in accordance with their development, elementary counselors facilitate the student's first experiences with the assessment process of standardized testing and provide the interpretation of results for appropriate academic planning to enhance student performance.

Counselors provide support for individual student achievement through the SAFE process, meeting with individual students or groups to enhance study skills, organization skills or develop a plan of strategies to improve learning, resulting in a positive introduction to their academic future.

At the middle school level, counselors meet with regular and special education teachers daily during IDT time to discuss student academic progress, current needs, and/or concerns. Counselors meet informally with students as needed to develop individualized academic plans and complete planner checks. To improve the skills needed to be successful and motivate students to succeed, counselors conduct study skills/ organizational groups. Counselors consult on an as needed basis with the administration, hearing specialist, vision specialist, English as a second language teacher, school nurse, speech therapist, occupational therapist, physical therapist, psychologists and community counselors and therapists regarding student concerns. Since early adolescents face unique and diverse challenges, both personally and developmentally, that may have impact on

academic achievement, middle school counselors work as a team member to create a caring, supportive climate and atmosphere whereby young adolescents can achieve academic success. As a parent resource, counselors coordinate team meetings with teachers and parents to collect data, brainstorm, and select strategies that will help children grow academically. The middle school counselor enhances the learning process and promotes student academic achievement thus helping students reach their full academic potential to become productive, contributing members of society.

At the senior high level, counselors meet on a formal basis with each individual student each year to discuss academic planning, extracurricular activities and goal setting for the future beyond high school. Informal meetings continue on an as needed basis. During classroom presentations counselors explain the permanent record/transcript and emphasize the importance of time management and work ethic in becoming a successful learner. Counselors also consult with teachers, parents and other professional staff to identify and address barriers to learning. Throughout the year counselors serve as members of every IEP team meeting and ER (evaluation report) meetings. In addition the counseling center maintains a list of peer and adult tutors and facilitates the introduction between student and tutor. During the senior year, the counselor-student relationship culminates in a close co-ordination of the post-secondary and scholarship application process.

Career Development Domain

At the elementary level, the importance of introducing children to the elements and excitement of career development and the world of work is recognized. Counselors increasingly facilitate and plan with teachers at each grade level to provide high interest early career experiences for the elementary student across the curriculum. Developmentally appropriate multi-modal experiences are designed for classroom presentations to identify careers and jobs and to develop an awareness of personal abilities, learning styles and interests. The foundation for a successful future is connected to student responsibility, work effort at school and good decision-making skills. Students are encouraged to recognize and develop their strengths and abilities, interests and hobbies. Literature and other resources are shared with students to introduce careers, follow their interests and investigate career information in the upper elementary grades.

At the Middle school level, students focus primarily on "Career Awareness and Preparation." At this stage of development, it is appropriate for students to further explore interests and engage in dialogue with teachers, counselors, and classmates about job titles, careers, higher education, and planning for the future.

As part of the transition process to the high school, students have the opportunity to learn about expectations specifically emphasizing the importance of developing strong study and organizational skills and selecting coursework based on interests and strengths. The Middle School Counselors in conjunction with the Murrysville Women's Club provide all students with an annual Career Day. Students participate in presentations focusing on three careers of his or her choosing. In addition, Career Cruising and COINS (Career Interest Booklet) are used to deliver the career curriculum. The following lessons are or will be provided at each grade level:

Grade 6- My First Resume activity- Students will use this as a tool to facilitate discussion about personal traits and strengths

Grade 7- Career Vocabulary activities- Students will become familiar with common job titles and other career terminology

Grade 8- Career Portfolio activity- Students will complete an interest inventory and begin a Career Cruising electronic career portfolio, which will follow each student to the High School

Middle School students are given opportunities to discover their own natural talents and abilities, seek information relative to a career path, gain knowledge about employment opportunities, and continue to plan for their future.

At the senior high level, counselors actively assist and guide students with identifying strengths, skills, and abilities relative to potential career goals. A group presentation is delivered in the computer lab for grades 9 -11. The students are directed to the website www.careercruising.com to continue the career search program started at the middle school. They take a self-assessment, which matches them into different careers. In addition, the students create their own portfolio on the website, which can be accessed and managed anytime. Following the group presentation, each student meets with his/her counselor individually. At the meeting, students set goals with their counselor to create an academic plan that corresponds with post-secondary goals/career plans. Counselors organize and facilitate the group and individual sessions each year creating a comprehensive approach to career development.

Personal/Social Developmental Services

During the elementary years, students develop the personal and interpersonal skills needed for life, including attitudes about self, family, peers and their connection to the social world around them. Elementary counselors help to develop a positive foundation by presenting effective K-5 classroom lessons and implementing strategies focusing on the understanding of self and others. A wide variety of activities are designed for students to be able to identify and communicate their feelings, learn and practice positive peer relationships and building effective social skills at each developmental age and grade.

A positive regard and caring for all persons is taught and modeled as the cornerstone for effective relationship and skill building in the elementary. Classroom counseling lessons are taught and experiences are provided in all grades and include the following additional topics: cooperation, making and keeping friends, celebrating and respecting differences and recognizing different points of view. A proactive approach is offered to learn about and practice conflict resolution and for students to be able to identify teasing and bullying behaviors distinguishing between appropriate and inappropriate responses. Substances (tobacco, alcohol and drug) use and abuse prevention is taught through the comparison of basic facts vs. myths concerning harmful effects and the development of a healthy body. Counselors respond to individual student and family problems, concerns and crisis offering helps and strategies to empower students to cope with stressors and focus on personal growth and achievement. The elementary counseling program is child-centered to meet the growing needs of the elementary student and to bridge each student's personal/ social development into adolescence.

In the personal/social domain at the Middle School level, students are provided opportunities to develop interpersonal, anti-bullying, and conflict management skills as well as to develop empathy and understanding for the diversity in school. The student focus is to develop respect for self and others and effective interpersonal skills in order to become responsible, contributing members of society. Classroom counseling lessons are taught in grades 6, 7, & 8. In Grade 6, lessons help students identify the characteristics of bullying behavior, as well as helpful and harmful responses to such behavior. Middle School counselors help students distinguish between passive, aggressive, and assertive responses and the possible outcomes of each response. In grade 7, the anti-bullying message is continued through the teaching of various strategies in addition to the discussion of different types of bullying such as sexual/ethnic harassment and cyber bullying. In grade 8, classroom lessons focusing on problem solving and the extreme outcomes of bullying are explored. All classroom lessons focus on developing individual empowerment, which assists in creating a climate of caring in school. The Middle School becomes a peaceful school in which students feel safe physically, socially, and emotionally; and a peaceful climate is a place where student achievement is high.

Middle School counselors also meet individually with students to develop personal/social skills through teacher, support personnel, parent, administrator, and self-referrals. The Middle School counseling program provides support to students in need as well as in crises and offers services to meet those needs. Counselors also organize a variety of small group experiences that empower students to overcome barriers to their personal/ social development. The students at the Middle School have access to a wide variety of responsive services.

At the senior high level the standards and competencies of the personal/social domain are imbedded within the curriculum of every department. Personal responsibility for decision-making, mutual respect for others, and co-operation both inside and outside the classroom are emphasized at all grade levels. When students have specific concerns within the personal/social domain, counselors are available for individual counseling and problem solving. In addition, classroom guidance presentations and group counseling are provided in response to identified needs including but not limited to anti-bullying, healthy relationships, and effective communication. The counseling department also has a formal Peer Mediation program that is being used as a model for the development of additional programs in Western Pennsylvania school districts.

DEVELOPMENTAL SERVICES

Elementary Services Grades K-5

Classroom lessons are presented by the elementary counselors to meet academic, social/emotional, physical/health needs of each age/grade. This proactive/preventative practice provides students with information, strategies and active participation to prepare for and deal with developmental situations. Typically 8-9 lessons are presented in the following topics appropriate for the grade level:

- Identify & communicate feelings
- Develop social skills: cooperation, manners, making friends and peer relationships and celebrating/respecting differences
- Recognize different points of view
- Learn and practice conflict resolution and decision making skill building
- Identify steps in the prevention of teasing and bullying
- Understand facts vs. myths and the effects of tobacco, alcohol, drugs and use prevention. Demonstrate how to say "No" to substances
- Recognize stress and factors that cause it and how to cope with stress in healthy ways
- Understand learning styles, barriers to learning and identifying good study skills and habits. Student responsibility for behavior and school work is modeled
- Look at personal safety and space. Distinguish between appropriate and inappropriate behaviors
- Investigate personal interests in relation to careers and jobs, introducing a variety of careers

Group/classroom presentations are also designed and planned to meet the timely and developmental needs of a class or grade levels and individuals or small groups of students as requested by principal, teachers, parents and students. See Appendix A.

Individual counseling is offered to students who may need extra support to manage school and events and factors in and out of school. Some examples: school phobia/phobias, separation anxiety, peer relationships, family problems and school-related issues.

Crisis management for serious and sudden problems that affect students and their families is provided for such issues/concerns as: child abuse, homelessness, death, divorce, trauma or illness, acts of violence or natural disasters and war. School counselors work with the student and their families making appropriate and necessary referrals to SAFE Team and outside agencies/organizations for continued help.

Group support is provided to students on a daily, weekly, monthly basis for academic or social/emotional concerns and prevention. Groups are designed and scheduled to meet the following developmental needs:

- Learn and apply study skills necessary at each level.
- Provide support in specific academic/subject areas.

Counseling groups:

- Welcome, orientate and assist "New Students".
- Foster increased self-confidence and teach students to take responsibility for their actions.
- Assist with establishing and maintaining positive peer relationships.
- Reinforce the development of effective coping skills for dealing with problems.

"Lunch Bunch" is a successful program developed by the elementary counselors to establish the student-counselor relationship and meet developmental needs in a proactive fashion. While eating lunch with the school counselor, students discuss daily events at school and share ideas for school success, and at the same time practice positive peer social skills.

Counselors organize and collaborate to offer ongoing help to meet the physical and developmental needs of students and their families. "Holiday Help" programs, food drives, delivery of needed items and linking families with provider services are some examples of the continuum of assistance.

Interventions and the appropriate developmental strategies for improving academic performance for students are offered by the counselors. Assistance may be delivered in the classroom, individually and in small groups. Some interventions preclude referrals to SAFE and others are the result of recommendations made by the SAFE Team.

Learning positive social skills, tolerance and acceptance of others go hand-in-hand with strategies to make friends and build positive relationships with peers and adults. Opportunities to learn, model and practice these developmental skill steps are designed and offered continually on the elementary level by the counselors.

Mediation and conflict resolution strategies are taught, modeled and practiced with students at each developmental stage to promote positive problem-solving and relationship building for life.

Counselors assist the principal and teachers with conflict resolution between students and reinforcement of rules and discipline appropriate to the student's developmental age/grade, helping students to learn about the relationship between rules, safety and respect for others.

Conferences with parents and teachers/specialists are scheduled by counselors to report and monitor students' ongoing developmental progress.

Counselors contribute to the overall developmental environment of the elementary school by promoting a positive learning atmosphere in a multitude of ways. Some examples are: creating motivating bulletin boards and displays, daily presence in the halls/doors to greet and dismiss students as well as at lunch/recess. Counselors assist with student activities, programs, special events, promotions and student initiatives.

Promote a healthy lifestyle and choices by coordinating all the informational activities during the annual "Red Ribbon Week." The

dangers of substance use and abuse of tobacco, alcohol and other drugs (legal and illegal) are also reinforced and presented in format conducive to the elementary student.

Orientation to the district and school is provided to new students and their families by the counselor on an individual basis as they register, tour the building, answer inquiries by phone or during Orientation Days.

Counselors assist with obtaining, reviewing and interpreting records of new students to meet their developmental needs through appropriate placement, scheduling and educational planning.

Counselors assist with the appropriate placement, scheduling and educational planning of all students to meet their developmental needs based on the interpretation of student data.

Student/family referrals to the SAFE Team are facilitated by the counselor along with the required data collection and forms/paperwork when a student is not making academic, behavioral or social/emotional developmental progress or when other factors impede learning and/or development.

Individual student behavioral plans are developed and monitored by counselors at teacher, parent or SAFE Team request to meet student needs and promote improved academic performance.

To meet the developmental needs of the student, counselors are active participants in the special education process. Counselors develop and deliver interventions prior to referral to SAFE and/or MDE. The counselor attends the ER, IEP and GIEP and "504" conferences, often serving as the LEA.

Research the student's needs and design "504" Agreement and facilitate the "504" conferences with parents, teachers and specialists.

Collaboration with educational specialists (speech/language therapists, reading specialists, nurses, OT/PT therapists, LS and LSS teachers, special education director and school psychologist) is daily and ongoing to determine and monitor the developmental needs of students.

Elementary counselors recognize the importance of introducing the elements of career development with students. Counselors increasingly facilitate and work with teachers at each grade level to provide experiences for the elementary student across the curriculum to:

Identify careers and jobs. Provide some developmentally appropriate multi-modal experiences to interest and inspire students.

Develop an awareness of personal abilities, skills and interests

Investigate the world of work

Learn and practice decision-making steps

Understand what goals are and how to set them and work to reach them

Identify, develop hobbies and advocational interests

Introduce how to use resources to locate career information

Coordinate and facilitate *Terra Nova* and *PSSA* standardized testing for students. Advise and assist teachers concerning appropriate accommodations/adaptations for identified students. Counselors provide student accommodations and train teachers to administer tests and offer suggestions to meet developmental age/grade.

Research and provide principal, teachers and parents with updated information, suggestions and statistics concerning "best developmental practices" (instruction, behavior plans/ modification and social/emotional patterns, school readiness, retention, etc.).

Middle School Services Grades 6-8

Participate in on-going professional activities

Yearly scheduling presentations and individual follow-up

Prepare counseling information to include in 'e-Eavesdropper'

Periodic monitoring of student behaviors/interactions during lunch

Periodic scheduling of "lunch bunches"

Attend IDT periods to check-in with teachers regarding student progress, concerns, needs, etc.

Attend Orientation Day to ease transition for new students to the district; in addition, provide tours for all students

Prepare seasonal bulletin boards with counseling messages

Schedule and facilitate St. Vincent's Project Alert Grade 6 presentations and Booster sessions for Grade 7

Begin set up of career portfolio utilizing Career Cruising

Prepare counseling information newsletters.

Decide on building's participation of National "mix it up" day.

Coordinate/prepare for PSSA testing for reading, math, writing and science.

Schedule staff orientations regarding testing procedures, accommodations and test security

Package and return all tests and materials.

Visit elementary schools with principal or vice-principal to talk with current fifth graders about the middle school and course selection.

Assist principal and vice principal with grade level scheduling meetings to answer current middle school students' questions regarding scheduling choices for following school year.

Attend evening "parent information" meetings regarding scheduling questions for following school year.

Make arrangements for high school counselors to present to eighth graders (topic — high school scheduling)

Gather student interest areas for career day, schedule sections, make room assignments, prepare schedule, make teacher assignments, and communicate with Women's Club committee. Set up for Career Day. Complete last minute details, and manage the day's needs and events.

Train and oversee peer mediators and/or student ambassadors with student scheduling process.

Assist with transition day planning

Collect tutor names and prepare summer tutor list for parents.

Prepare for Awards Day (i.e., Presidential Education Award, Ambassadors Award, Prudential nomination certificates, Junior National Young Leaders nomination certificates).

Gather teaching materials; shift to appropriate grade level counselor.

10-12 days of classroom lessons at each grade level for every student.

Senior High School Services Grades 9-12

Yearly scheduling presentations and individual follow-up

Annual eighth grade parents' orientation night

Classroom presentations in the computer lab; See Appendix C.

Students participate in career exploration using the website www.careercruising.com. Students complete the career interest inventory and create an individual, electronic portfolio.

Students meet individually with their assigned counselor to create a four-year academic plan related to career interests. The plan is sent to parents along with a letter introducing the parents to the SHS counseling services.

Student and family receive a copy of *Get a Jump*, a resource book that addresses college & career planning, in addition to personal/social developmental concerns.

During 10th grade scheduling season, students hear a presentation from the Vo-Tech schools' recruiters and are provided the opportunity to tour those schools.

Students continue to refine their career pathways using CareerCruising.com.

Students complete a short-version of the Holland's Interest Self-Assessment Inventory to match their personality type to specific career clusters.

Students meet individually with their assigned counselor to review the academic record to date, select appropriate courses for 11th grade, and discuss extra-curricular activities and the PSSA/PSAT/SAT testing schedule. Families receive a copy of notes from this meeting in addition to the magazine *PA Next*.

Interns/counselors present an anti-bullying lesson.

Students create an account on Collegeboard.com, continue to refine their career pathways on CareerCruising.com, and learn how to compose an activities resume.

Students meet individually with their assigned counselor to select appropriate courses for 12th grade and discuss post-secondary options consistent with individual interests, achievement, aptitude, and abilities. Families receive a copy of notes from this meeting along with the FR Selection Index (Appendix C) and a resource packet with information regarding testing, post-secondary applications, and financial aid.

Counselors present a Post-Secondary School Search Seminar for Parents in late January.

Students meet individually with their assigned counselor to review graduation credits and create a Senior Year Action Plan that details a timeline for Post-Secondary School applications, further testing, and offers information on financial aid and scholarship information.

Students and counselors continue to meet on an as-needed basis to complete Post-Secondary School applications.

Senior students are provided the opportunity to participate in semester internships and/or College-in-High-School courses.

Students are given the opportunity to meet with visiting college/career/military recruiters.

Counselors host the PHEAA Financial Aid Night for parents in November.

The school website's link to The Counseling Corner is updated weekly with information regarding scholarships, career seminars, and job/internship/summer opportunities.

HEALTH SERVICES

The Franklin Regional Health Services Department recognizes that health and success in school are interrelated. The Health Services staff provides mandatory medical examinations and annual health screenings. The current planned services include vision screening (K-12); hearing screening (K, 3, 7, 11); growth/Body Mass Index (BMI) (K-12); scoliosis screening (6, 7); dental screening (K, 3, 7) and physical examination (K, 6, 11).

Our nursing staff is also involved with the development and execution of policies and procedures related to health promotion, disease prevention and specialized nursing procedures to identify and manage barriers to student learning. The nurses provide administration and management of medication at school. The current plan provides for administering medication stored in the Health Room; obtain orders from medical doctors and parent consent for the medication; monitor asthma contracts and diabetic care plans; and insulin administration.

PSYCHOLOGICAL SERVICES

Our school psychologist makes classroom observations of pupil behavior and performance when parents, teachers, counselors, nurses, administrators and building student assistance teams make student referrals recommending a multi-disciplinary team evaluation. The initial screening steps are vital in order to help the psychologist determine a plan of action and/or appropriate testing program to administer. This assessment of student development helps the classroom teacher make curricular adjustments and accommodations.

DIAGNOSTIC, INTERVENTION AND REFERRAL SERVICES

The Franklin Regional Student Services staff use diagnostic services to identify barriers that limit a student's success in school. Our intervention services actively engage our Student Services staff and SAFE/SAP teams in activities planned to reduce or eliminate specific barriers to student success. Finally, our Student Services staff arrange for referrals to other school-based professionals or to appropriate community-based services for assistance.

Elementary Services Grades K-5

Participate in and/or coordinate scheduling of team meetings for students receiving services through: Remedial/Resource Reading, "504" Agreements, ER, IEP, and GIEP.

Provide, gather and complete student informational data, records and narratives to document individual student academic, social/emotional and behavioral performance/progress, needs and concerns for student's "504", ER, IEP, and GIEP.

Participate in weekly scheduled SAP/SAFE Team meetings. Schedule individual student initial and progress monitoring SAFE meetings with parent/s and school team as recommended.

Provide required completed forms compiling/updating student information, records, and data for requested referrals for: MDE, Psychiatric evaluation, SAFE and MH/SAP evaluation.

Recommend, refer and complete with parent input, Level I screenings for SAFE students, i.e. vision, hearing, speech/language, auditory processing, OT/PT and health concerns.

Complete classroom observations documenting student academic and behavioral performance for referral processes and progress monitoring.

Facilitate, develop and deliver interventions in orchestration with teachers, parents and specialists to meet student needs and follow recommendations for those individual students referred to SAFE.

Conduct and schedule student, teacher and parent interviews and meetings, as requested, required and as needed to gather information to determine student needs.

Facilitate teacher, parent and student self-referrals for Gifted/SAL screening, gather student data and coordinate completion of all the required referral forms.

Administer and score the required level standardized achievement tests to students and/or review and interpret results of student standardized achievement tests to complete gifted/SAL referrals.

Continue to meet (daily, weekly, monthly) to collect and provide updates regarding student concerns with school district and IU diagnostic and therapeutic specialists: School Psychologist, Speech/Language therapist/s, OT/PT therapists, school nurses, Reading Specialists, ESL/ELL teacher, LS and LSS teachers and Supervisor of Special Education.

Review and interpret student records; share pertinent information with teachers.

Develop and provide input, interventions and assist with implementation of behavior plans for specific students.

Assist principal, specialists, teachers/staff with identifying and resolving student issues, needs, and problems.

Provide counseling and support for students with behavior/discipline issues.

Support students with attendance concerns.

Collect data and complete student referral form/s for FRSD Fast Forward Program requested by parent, teacher and/or SAFE Team.

Review and interpret student Fast Forward scores/results for parents, teachers to make recommendations for educational planning for students.

Administer DIBELS testing, regular and SWAT approach.

Review and interpret DIBELS scores/results for parents, teachers to make recommendations for educational planning for students.

Administer screening test to registering Kindergarten students prior to K.

Coordinate and facilitate the annual administration of required PSSA standardized testing to all students in the following grades:

Grade 3 - Reading and Math

Grade 4 - Reading, Math and Science

Grade 5 - Writing, Reading and Math

Coordinate and facilitate the yearly administration of the Terra Nova standardized tests in Reading and Math for all students in **Grade 2**.

Coordinate and facilitate the yearly administration of the Math/Science Collaborative (MSP) standardized tests for students in **Grade 4**.

Plan, coordinate and administer the necessary and required accommodations during standardized testing (PSSA and Terra Nova) with students.

Coordinate, schedule and administer makeup testing for required standardized tests (PSSA and Terra Nova) for students.

Design and implement "504" Service Contract Agreement Plans for qualifying students to meet individual needs/diagnosis as requested by parents in accordance with the law.

Assist principal and teachers with Accelerated Math testing of individual students as requested by parents and/or recommended by teachers. Discuss Math program and screening/assessment process and Accelerated Math guidelines with inquiring parents.

Participate in building level administrator/counselors/teacher meetings regarding student concerns.

Develop and conduct specific student support groups (i.e. social skills group, study skills group, siblings with disabilities group, bereavement group, COA group) as needed.

Provide academic support to individual students delivering interventions in and out of the classroom, including study, test taking and tutorial help, goal setting for academic improvement and organizational assistance.

Assist families, obtaining information and complete necessary forms/referrals concerning tutoring and remedial programs, enrichment programs, summer camps and groups to meet individual student needs.

Assist with specific schedule changes; i.e., need for academic support (remedial reading, LS, LSS), ESL support, or accelerated math, Fast Forward, instrumental instruction, tutoring, OT/PT and Speech therapy.

Check quarter student progress; locate struggling students and meet to implement a plan to recover and improve conferring with student, teacher and parent for input and cooperation.

Assist fifth grade students and parents with questions regarding scheduling for next year based on student strength, needs and preferences.

Provide counselor narrative information to Learning Support and Life Skills teachers to include in student's re-evaluation reports for following school year.

Report all SAP/SAFE data online as required.

Provide SAFE Progress Review and recommendations at the end of the school year for each referred student.

Compile recommendations for student placement decisions for following school year for the building principals.

Middle School Services Grades 6-8

Participate in IEP and 504 meetings.

Facilitate house/teacher meetings (i.e.; IDT's) regarding class and needs of students.

Review/interpret new student records; share pertinent information with teachers.

Continue to meet with hearing, vision, ESL, nurse, speech therapist, OT, and PT regarding student concerns.

Participate in SAFE Team meeting every Monday.

Facilitate SAFE process; complete all paperwork (i.e. include MDE requests, Fast Forward referrals).

Assist with delivering interventions suggested in SAFE.

Hold individual sessions with students with different needs (self-referrals, teacher/parent referrals, planner check-ins) provide support for academic, emotional, and personal issues.

Assist students in mediations as needed.

Schedule parent/teacher meetings as needed

Attend IDT periods to check-in with teachers regarding student progress, concerns, and needs.

Respond to parent phone consults.

Make and write-up requested observations.

Assist in developing behavior plans for specific students.

Assist principal and vice-principal with identifying and resolving student issues, needs, and problems.

Counsel students who have disciplinary problems

Support students with attendance concerns

Review activity eligibility (i.e., sports participation); provide student support.

Respond to crisis situations as they arise.

Participate in building level administrators/counselors meetings regarding "key" student concerns (goal: meet monthly as a group).

Continue specific support groups (i.e. organizational groups, social skills group, bereavement group, COA group).

Check input from summer school grades; finalize student placement decisions.

Fix last minute scheduling problems and conflicts.

Meet with peer mediators and/or ambassadors regarding first school service project — assisting new students. Introduce peer mediators and/or ambassadors to new students; provide big brother, big sister check-ins. Facilitate 8th grade peer mediators to prepare announcements, posters, introductions, and how to access peer mediation.

Train peer mediators in the mediation process.

Begin "new student" groups.

Attend gifted IEP meetings.

Assist families obtaining scholarship information for the F.U.N. program —after school for middle school students.

Assist with specific requests for schedule changes (i.e., need for academic support, seminar support, or math support).

Check quarterly student progress; identify and meet with struggling students to develop academic plans/goal setting.

Make "Holiday Help" calls. Collect Holiday Help. Distribute and deliver Holiday Help.

Check in with new students regarding quarter grades.

Collect and prepare paperwork for new gifted referrals.

Discuss failures with house teachers; begin to schedule parent conferences or phone conferences with parents of struggling students.

Submit to building principal nominations for Junior Young Leaders Conference.

Assist learning support teachers and life skills teacher with scheduling appropriate testing rooms and accommodations.

Schedule and administer make-ups for the writing, reading, math, and science PSSA.

Complete counselor-designed PSSA workshops (i.e., stress management, testing tips.).

Assist middle school students with questions regarding scheduling for next year.

Submit counselor information to learning support teachers to include in student's re-evaluation reports for following school year.

Assist principal, math department, math teachers with parent questions regarding math placement recommendations for following school year (i.e. recommendations for seventh grade concrete algebra and eighth grade extended algebra).

Begin state reporting (SAFE data).

Participate in learning support IEP's

Compile recommendations for student placement decisions for following school year (building principal).

Compile and share information for high school counselors on eighth grade students.

Make final parent notifications of failures and summer school and tutoring options.

Have summer school information available to parents.

Share recommendations for student placement decisions to building principal.

Senior High School Services Grades 9-12

Diagnostic services, which are detailed in the Elementary and Middle School descriptions, continue at the Senior High level, focusing on new students and previously unidentified students. They include:

Referrals for Special Education testing

Referrals for SAFE team (Student Assistance Program); weekly attendance at SAFE team meetings

Referrals for Alternative Education

Referrals to Peer Mediation Program

Referrals for Peer Tutoring Program or other tutoring options (community)

Parent/teacher/counselor meetings to identify barriers to student success

Quarterly Attendance Review to identify students whose absences create a barrier to learning

Referrals to the Children's Bureau

Referrals to outside agencies following D&A issues/mental health issues for appropriate assessments

Review PSSA scores for curricular placement

HEALTH SERVICES

The Franklin Regional Nursing staff provides annual health screenings and will provide mandatory medical examinations. Our nurses communicate the results to our students' parents/guardians. They also make recommendations to parents/guardians when necessary referrals need to be made. The staff provides communication to inform teachers of health conditions of students which may affect attendance, academic performance or behavior. Information pertaining to signs and symptoms, treatment and prognosis is also provided. Our three certified school nurses are members of their individual building(s) SAFE Team. The health information, especially explanations of medications and diagnosis, is invaluable in helping the SAFE Team in making recommendations to parents.

SCHOOL PSYCHOLOGIST SERVICES

The school psychologist provides diagnostic, intervention and referral services for students who are experiencing problems attaining educational achievement correlating to their learning potential through the use of a wide variety of assessment methods and procedures. The psychologist participates in SAFE and IEP meetings in making recommendations for students with extensive needs who require referral to community resources. The psychologist also assists in the design and implementation of interventions with individual students or groups of students.

CONSULTATION AND COORDINATION SERVICES

The Franklin Regional Student Services staff has meaningful knowledge of student behavior. This knowledge is used to complement teacher efforts in identifying student needs/barriers to learning through objective and subjective information: to help create a more positive classroom climate and to assist in the development of experiences that emphasize self understanding and enhance educational and career development. Consulting strengthens interventions and can prevent certain student behaviors.

Elementary Services Grades K-5

Consult/communicate with outside agencies involved with particular students, in addition to coordinating requested paperwork/data from agencies, such as Children's Hospital, SSI, Westmoreland Case Managements, CASSP, Office for the Homeless, foster care and behavioral health agencies.

Respond to crisis situations as they arise with students and families.

Daily contact, communication, collaboration & consultation with parents concerning academic and social/emotional questions and concerns, family issues (i.e., death, divorce, custody) and information regarding referrals and processes (SAFE/SAP, MDE, IEP, 504, GIEP).

Respond to parents during Open House and presentations as requested.

Schedule & facilitate (coordinate materials) visits from organizations/agencies providing information/instruction to students: : Parent Wise - Bee Kind Program, Kindergarten; St. Vincent's Primary Prevention Program, Grades 1-3; Blackburn Center - Personal Safety Program, Grades K, 3, 4 & 5

Consult and visit with Middle School principal, vice-principal and counselors to collect/provide student data for student transition.

Communication/consultation and coordination of requested student data with private psychiatrists, psychologists and physicians

Consultation/communication and referral to CYS (Children & Youth Services)/Children's Bureau as mandated by law, including the completion of required documentation

Consultation/communication with other school districts concerning transferring students to collect/provide student records.

Consultation with mental health liaison and collaboration of necessary records/reports

Frequent consultation with FRSD Supervisor of Special Education and School Psychologist

Daily consultation/collaboration with the School Nurses as to student health issues and needs and attendance

Consultation with the School Resource Officer

Daily, weekly consultation/collaboration with Grade level teachers, Reading Specialists, Special Education teachers (LS, LSS), ESL/ELL teacher and special subject teachers concerning ongoing student needs and referrals

Frequent verbal and written communication/consultation with Speech/Language therapist/s, OT/PT therapist/s, Hearing and Vision therapists and Alternative PE therapist concerning student needs and referrals

Consultation with the IU (Intermediate Unit — Westmoreland) concerning student needs and referrals for a variety of services

Communications with building cafeteria personnel, lunch/playground aides, volunteer tutors, bus drivers, door greeters and custodial staff concerning student needs.

Daily and ongoing consultation/communication with students to meet individual and group needs.

Participate in on-going professional development activities and consultation.

Communicate grading; interpret student standardized test scores and other evaluative results to parents, teachers and students.

Meet, greet and interview parents registering students for Kindergarten and assist with the registration process.

Provide consultation and required test administration training for teachers for the annual PSSA and Terra Nova standardized assessments.

Consult with community organizations, agencies and faith-based service groups as to available services to relay information to our students' families, make referrals and link resources/services to meet the needs (basic, environmental, health, intellectual, social/emotional) of our students.

Middle School Services Grades 6-8

Participate in on-going professional activities.

Consult/communicate with outside agencies involved with particular students, in addition to coordinating requested paperwork from these agencies.

Respond to crisis situations as they arise.

Open consultation with parents.

Schedule and facilitate St. Vincent's dates for Project Alert Grade 6 and 8 presentations and Booster sessions for Grade 7.

Visit elementary schools with principal or vice-principal to talk to elementary counselors/principals/teachers; collect student data; discuss transition issues.

Communication with private psychiatrists/psychologists

Consultation with probation office

Consultation with school resource officer

Consultation with CYS

Consultation with drug and alcohol liaison and mental health liaison

Consultation with school psychologist

Consultation with school nurse

Consultation with hearing, vision, ESL teacher, OT, PT, and speech therapist

Senior High School Services Grades 9-12

Communication with private psychiatrists/psychologists

Consultation with probation office

Consultation with D&A liaison and mental health liaison

Consultation with school psychologist

Consultation with school nurse and L.S. teachers

Consultation with ESL teacher

Consultation with college and military recruiters

Consultation with outside agencies, i.e.; St. Vincent Prevention Project, Blackburn Center, etc.

Open House consultation with parents

Communications with students, teachers, principals, and parents to discuss students in jeopardy of not meeting graduation or grade level requirements

Consultations with School Resource Officer

Attendance at IEP meetings

HEALTH SERVICES

Once again, our nurses are members of their building(s) SAFE Team. They act as advisors to staff and families with regard to medical and immunization services. They help coordinate all emergency procedures, provide information sheets on common

childhood illnesses, and direct the Task Force concerning any communicable disease outbreaks. At least one nurse sits on the Wellness Committee and on the Safety Committee.

SCHOOL PSYCHOLOGIST SERVICES

The psychologist provides consultation and coordination of services for our students with chronic problems who require multiple services. This includes case management and home communication. Many times staff development and parent education are provided.

STUDENT ASSISTANCE PROGRAM

The Franklin Regional School District has operated a student assistance program since 1981 at our high school and middle school. Initially, our program, named SAFE, was primarily devoted to drug and alcohol intervention, prevention and aftercare. However, it didn't take long before we needed to develop a program to mobilize school resources to remove any and all barriers to student learning.

Of course, when the problem was beyond the scope of the school, SAFE assisted the parent and student with information for them to access services within the community. Five years ago, we expanded SAFE into our three elementary buildings. Currently, we have a SAFE team at each of our five building levels. Each team has membership to include the building principal (s), school counselor(s), school nurse and several classroom teachers. The SAFE team works with three different mental health liaisons and one county liaison from drug and alcohol services. Also, the Director of K-12 Counseling attends each building SAFE team meeting. Our School Resource Officer (SRO) and Juvenile Probation Officer attend the SAFE meetings, when needed. All members of each of the five SAFE teams have completed the required training from a Commonwealth-approved trainer. In addition, each team engages in professional development and team maintenance sessions to enhance the effectiveness of our SAFE program.

Each SAFE team meets weekly and accepts referrals of students having difficulty with their learning or school success. The referrals are generated from parent/guardian, teachers, other staff members, self referral or from any concerned individual. All of the referrals for our learning support program must initially go through SAFE.

Once a referral is received, the SAFE team reviews the referral and a team member is assigned to make contact with the parent/guardian in order to obtain written permission to proceed and keep the lines of communication open. Through the collection of data from various sources, including an interview with the child, the team develops a plan for intervention.

The recommendations for intervention include both in-school and out-of-school resources. The parent is involved in every stage of the process and has full access to all school records under the applicable state and federal laws and regulations.

SAFE team members take their responsibility seriously to educate school staff, board members, parents, students and community about its role, responsibilities and limitations in dealing with problems affecting student learning. All segments of our community should be aware that the SAFE teams do not make a diagnosis or suggest a treatment plan for the referred child. SAFE does not replace the parent's decision-making responsibility relative to the resolution of their child's/children's problems.

COMMUNICATION

The Franklin Regional School District utilizes various means for communication of information to students, parents/guardians and other community members. Our Franklin Regional website houses all of our Policies and Procedures, Course of Studies Handbook, registration information and links to many other departments. The Counselors do an almost daily update of useful information such as career information, college planning, financial aid, testing schedules, etc. Links are provided to more career searches, college searches, career inventories, scholarship searches and much more. In addition to the information available on the website, parent information sessions are scheduled throughout the school year; periodic newsletters, e-mail newsletters, student handbooks (with a parental signature page) and a yearly school calendar also provide a wealth of information.

Health-related information and services are shared via the website, individual school handbooks, individual school newsletters, the school calendar and various District mailings. All individual information from the yearly screenings (Body Mass Index, height, weight, etc.) are sent yearly through the U.S. mail.

Guidelines for the Protection of Pupil Rights are available in the school calendar and on the District website. When the District chooses to utilize a survey, each parent is provided with notification of the survey and an opportunity to review the survey and/or request that their child not participate in the survey. The notification of the survey can be done through a District mailing, typed newsletter and/or announcement on the District website or through the media.

Communication is the key to the success of any school district. Our parents and community need to be informed as to how we are progressing toward existing goals and of how they learn about changes and new initiatives. We must continually look for ways to improve communication. This past school year (2007-2008), a notification system utilizing the electronic means of the phone was implemented at our senior high school. Initially, it is being used for attendance purposes, but in the near future will be used for emergency notifications and school events.

ACTION PLAN

Goal: DIVERSE AND CHALLENGING CURRICULA

Description: To maintain and improve upon a diverse and challenging curricula by providing positive learning opportunities for all students, consistently delivered K-12, using best teaching practices as measured by students' performance on local and standardized assessments.

Strategy: "Best Practices"

Description: Identify, incorporate and support the use of "Best Teaching Practices."

Activities:

Activity	Description	
Implementation of the Olweus Anti Bullying Program	Exploration in using the Olweus Program K-12. Administration of a school-wide anonymous questionnaire to assess the prevalence of bullying at each school. Formation of a Bullying Prevention Coordinating Committee	
Person Responsible	Timeline for Implementation	Resources
Allan Mikach	Ongoing	\$3,000.00

Strategic Planning Process

The Strategic Plan for the Franklin Regional School District was developed cooperatively through the active participation of representative members of the faculty, administration, support staff, school directors, parents, community and business partners. The Strategic Planning Steering Committee met 4 times to consider the work completed by the core team of administrators as well as the work of the sub-committees appointed by the steering committee. Specific information concerning the meetings, including minutes and persons present, are on file at the District offices and were shared with all members of the Strategic Planning Steering Committee. On April 23, 2008, the committee met for a final time to review the planned document and reached consensus on the proposed composition of the plan. The approved plan was sent to the Board of School Directors for review in May, 2008. The plan was then distributed to the public libraries, placed on the school district's web site, and made available in the offices of all school buildings for inspection by the public for 30 days. In June 2008, the Board of School directors voted to approve the plan. The plan was submitted to the Pennsylvania Department of Education in August 2008.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Chanoski, Susan	Heritage and Sloan Elementary School Nurse	Ed Specialist - School Nurse	Ed. Specialists
Kelly, Doug	Sloan Elementary School Counselor	Ed Specialist - School Counselor	Ed. Specialists
Mellon, Joan	FRHS Assistant Principal	Administrator	Administration
Mikach, Allan	FR Director Counseling Services	Administrator	Administration
Scott, Kristin	Newlonsburg Elementary Counselor	Ed Specialist - School Counselor	Ed. Specialists
Yingling, Herb	FR School Board	Board Member	FR School Board
Williams, Susan	FRHS Counselor	Ed Specialist - School Counselor	FR Ed Specialists
McCann, Danielle	FRHS Counselor	Ed Specialist - School Counselor	FR Ed Specialists
McClure, Robert	FRHS Counselor	Ed Specialist - School Counselor	FR Ed Specialists
Zachetti, Ami	FRHS Counselor	Ed Specialist - School Counselor	FR Ed Specialists

Klimchock, Patrice	Heritage Elementary Counselor	Ed Specialist - School Counselor	FR Ed Specialists
Quiggle, Anna	Heritage Elementary Counselor	Ed Specialist - School Counselor	FR Ed Specialists
Wurzel, Laura	Sloan Elementary Counselor	Ed Specialist - School Counselor	FR Ed Specialists
Coiner, Brian	FRMS Counselor	Ed Specialist - School Counselor	FR Ed Specialists
Loyal, Kristi	FRMS Counselor	Ed Specialist - School Counselor	FR Ed Specialists
Pundai, Debi	FRMS Counselor	Ed Specialist - School Counselor	FR Ed Specialists
Showman, Sandra	FRMS and Newlonsburg School Nurse	Ed Specialist - School Nurse	FR Ed Specialists
Pianetti, Sandra	FRHS School Nurse	Ed Specialist - School Nurse	FR Ed Specialists

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 - Attachment

- Franklin Regional Student Wellness Policy

4308 Student Wellness

The Franklin Regional School District recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development and readiness to learn. The Board is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education, and regular physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices that support student achievement.

To ensure the health and well-being of all students, the Board establishes that the District shall provide to students:

- A comprehensive nutrition program consistent with federal and state requirements.
- Access at reasonable cost to foods and beverages that meet established nutritional guidelines.
- Physical education courses and opportunities for developmentally appropriate physical activity during the school day.
- Curriculum and programs for grades K-12 that are designed to educate students about proper nutrition and lifelong physical activity, in accordance with State Board of Education curriculum regulations and academic standards.

The Superintendent shall provide (annually) an assurance that District guidelines for reimbursable meals are not less restrictive than regulations and guidelines issued for schools in accordance with federal law.

Wellness Committee

The Board shall appoint a Wellness Committee comprised of at least one (1) of each of the following: School Board member, district administrator, district food service representative, student, teacher, school nurse, parent/guardian, member of the public and other individuals selected by the Board.

The Wellness Committee shall serve as an advisory committee regarding student health issues and shall be responsible for developing and recommending to the Board a Student Wellness Policy that complies with the law.

The Wellness Committee may examine related research and laws, assess student needs and the current school environment, review existing Board policies and administrative regulations, and raise awareness about student health issues. The Wellness Committee may make policy recommendations to the Board related to other health issues necessary to promote student wellness.

The Wellness Committee may survey parents/guardians and/or students; conduct community forums or focus groups; collaborate with appropriate community agencies and organizations; and engage in similar activities, within the budget established for these purposes.

The Wellness Committee shall provide periodic reports to the Superintendent or designee regarding the status of its work, as required.

Nutrition Education

The goal of nutrition education is to teach, encourage and support healthy eating by students. Promoting student health and nutrition enhances readiness for learning and increases student achievement.

Nutrition education will be provided within the sequential, comprehensive health education program in accordance with State Board of Education curriculum regulations and the academic standards for Health, Safety and Physical Education and Family and Consumer Sciences.

Nutrition education shall provide all students with the knowledge and skills needed to lead healthy lives.

Nutrition education lessons and activities shall be age-appropriate.

A lifelong lifestyle balance shall be reinforced by linking nutrition education and physical activity.

The staff responsible for providing nutrition education shall be properly trained and prepared and shall participate in appropriate professional development. Criteria shall be developed to measure "properly" and "appropriate."

Nutrition education shall extend beyond the school environment by engaging and involving families and communities.

Physical Activity

District schools shall strive to provide opportunities for developmentally appropriate physical activity during the school day for all students.

In addition to planned physical education, age-appropriate physical activity opportunities such as recess, before and after school activities, lunchtime activities, clubs, intramurals, and interscholastic athletics shall be provided to meet the needs and interests of all students.

Physical activity breaks shall be encouraged for elementary students during classroom hours.

After-school programs shall provide developmentally appropriate physical activity for participating children.

District schools shall partner with parents/guardians and community members to institute programs that support physical activity.

Students and the community shall have access to physical activity facilities outside school hours.

Physical Education

Quality physical education instruction that promotes lifelong physical activity and provides instruction in the skills and knowledge necessary for lifelong participation shall be provided.

A sequential physical education program consistent with State Board of Education curriculum regulations and Health, Safety and Physical Education academic standards shall be developed and implemented.

A comprehensive physical education course of study that focuses on providing students the skills and the knowledge and confidence to participate in lifelong, health-enhancing physical activity shall be implemented.

Safe and adequate equipment, facilities and resources shall be provided for physical education courses. Appropriate professional development shall be provided for physical education staff.

Physical education classes shall have a teacher-student ratio comparable to those of other courses.

Without comprising safety, students shall be active for as much time as possible during a physical education class. Documented medical conditions and disabilities shall be accommodated during class.

Other School-Based Activities

Drinking water shall be available during all meal periods and throughout the school day.

Students shall have access to hand washing or sanitizing before meals and snacks.

Nutrition professionals who meet criteria established by the District shall administer the school meals program.

Access to the food service operation shall be limited to authorized staff.

Nutrition content of each day's school meals shall be available to students and parents/guardians daily.

To the extent possible, the District shall utilize available funding and outside programs to enhance student wellness.

The District shall provide appropriate training to all staff on the components of the Student Wellness Policy.

Administrators, teachers, food service personnel, students, parents/guardians, and community members shall be encouraged to serve as positive role models through District programs, communications and outreach efforts.

The District shall support the efforts of parents/guardians to provide a healthy diet and daily physical activity for children by communicating relevant information through various methods.

Nutrition Guidelines

All foods available in District schools during the school day shall be offered to students with consideration for promoting student health and reducing childhood obesity.

Foods provided through the National School Lunch or School Breakfast Programs shall comply with federal nutrition standards under the School Meals Initiative.

Where competitive foods are provided, we encourage the use of foods that comply with the Nutritional Standards for Competitive Foods in Pennsylvania Schools.

Competitive foods are defined as foods offered at school other than through the National School Lunch or School Breakfast Programs. The Franklin Regional School District will implement the PDE Nutrition Standards for Competitive Foods in Pennsylvania Schools as adopted in August, 2007.

Safe Routes to School

The District shall cooperate with local municipalities, public safety agency, police departments, and community organizations to develop and maintain safe routes to school.

Applicable Laws and Regulations:

Policy History:

Adopted: **8/21/06**
Amended: **9/24/07**
Effective: **9/24/07**

Reason for last amendment: **Implementation of PDE Nutrition Standards for Competitive Foods in Pennsylvania Schools**

References: Child Nutrition and WIC Reauthorization Act of 2004 – P.L. 108-265 Sec. 204