

Franklin Regional SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

3210 School Rd
Murrysville, PA 15668
(724)327-5456
Superintendent: Dr. Gennaro Piraino, Jr.
Director of Special Education: Dr. Richard E. Regelski, Jr.

Planning Process

The Franklin Regional School District engaged in a collaborative process to complete the Comprehensive Plan that encouraged participation and dialogue among key people and groups within the school community. The District worked with multiple established groups within the District to review the plan and to provide input into the process. Groups included the Curriculum Committee of the School Board, the Act 48 Committee, the Teacher Leaders, and the Administrative Team. The members of these groups have a variety of backgrounds and experiences and include school directors, parents, community members, business community members, teachers, educational specialists, and administrators. The Comprehensive Plan Committee members were chosen by the administrative team, the Board of Directors, and the Franklin Regional Educational Association.

The Franklin Regional School District adopted five Foundational Planks that guide District work and provide vision for the future. The Foundational Planks include:

1. A safe and healthy educational environment by serving as effective stewards of all district resources and capital assets
2. A world-class educational system that develops college and career-ready students
3. Improved performance and growth levels in all areas - academic, artistic, and athletic
4. Outstanding customer service, family partnerships, stakeholder relationships, and community engagement through communication that is professional, responsive, clear, and timely
5. Fiscal integrity, efficiency, and governance effectiveness in all operational areas

During the Comprehensive Planning process, participants considered the required elements of the Comprehensive Plan template and used them to evaluate the current District programming. Participants provided feedback and input to shape the final version of the Franklin Regional School District Comprehensive Plan. Participants provided input in person during meetings and electronically between meetings. The Franklin Regional School District Comprehensive Plan Draft was approved by the Board of Directors for display and feedback from the community before final approval.

Mission Statement

The Franklin Regional School District Mission Statement is:

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

Vision Statement

The Franklin Regional School District Vision is:

Excellence: We are committed to excellence. Students, families, staff, administrators, and community partners work every day to make our school environment more vibrant, rigorous, creative, adaptable, and fun.

Learning: We are committed to learning as a multi-faceted, life-long process and the focus of everything we do. We expect everyone to develop knowledge, skills, and self-awareness.

Achievement: We are committed to growth in academics, the arts, and athletics. We promote, recognize, and value our accomplishments.

Citizenship: We act with integrity and in an ethical and responsible manner. In this way, we promote each person's ability to be a productive, contributing, thoughtful, respectful, and socially responsible citizen.

Shared Values

The Franklin Regional School District's Shared Values are:

1. Everyone is expected to act with honesty and integrity.
2. Everyone can learn.
3. Everyone deserves the opportunity to be valued and respected.
4. Everyone is a contributing partner in the educational process.
5. Everyone is entitled to an environment that promotes high expectations and accountability through challenging and meaningful work.
6. Everyone is expected to embrace a lifelong quest for learning.
7. Everyone is responsible for the effective use of resources.
8. Everyone is expected to appreciate the importance, contribution, and impact of diversity in our global society.
9. Everyone is entitled to and shares responsibility for maintaining a safe, supportive environment.
10. Everyone is expected to learn to engage in dialogue and discuss differences with civility.

Educational Community

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 boroughs and municipality each have suburban and rural areas in this Westmoreland County district. The District is situated approximately twenty miles east of Pittsburgh with easy access to state Route 22, the Pennsylvania Turnpike, Interstate 70, and Interstate 79.

There are 22,947 people living in the Franklin Regional School District (2010 data). Approximately 28% of the population is under 24 years of age, 53% is aged 25 to 65, and 19% is over the age of 65. Although the median household income is \$80,298, median incomes vary from \$87,107 in one area to \$35,357 in an adjacent borough where approximately 13% of the families are living below the poverty level. This disparity creates concentrated pockets of need. The District's inhabitants are 94% white, 4% Asian, 1% Hispanic, less than 1% black, and less than 1% Native American.

The District is comprised of a senior high school, a middle school, and three elementary schools. The senior high school, middle school, and two of the elementary schools are located in a campus setting and the third elementary school is located on a second campus approximately 2.5 miles from the main campus. Every building has a library media center, computer labs, and infrastructure to support additional technology. The school buildings have not had major renovations in recent years. At the beginning of the 2018-2019 school year, the staff in the District included 253 professional staff, 19 administrative staff, 92 support staff, and 40 maintenance and custodial staff.

The current enrollment for the 2018-2019 is 3,454 students. Student enrollment declined slightly over the last few years, however it is rebounding above projections with the 2018-2019 Kindergarten class. Of the school age children in the district, approximately 95% attend the Franklin Regional School District and approximately 5% attend private or parochial schools, charter schools, or are homeschooled. The average class sizes at the elementary level are between 19-23 students and at the secondary level between 22-28 students. At the high school, 95% of students select academic courses and 5% pursue vocational or career education. Post-graduation survey data from the graduating class of 2018 indicated that 82% of students planned to attend 4-year colleges and universities, 12% planned to attend 2-year colleges or vocational schools, 5% moved directly into the workforce, and 1% entered military service.

Historically, students have performed above the state average in mathematics, English language arts, and science on the Pennsylvania System of School Assessment and the Pennsylvania Alternate System of Assessment. Longitudinal student achievement data shows consistent achievement levels in specific cohorts of students as well. The Franklin Regional School District students also perform above the state averages in the Algebra I, Biology, and Literature Keystone exams and the number of students scoring advanced on these assessments is increasing each year.

The graduating class of 2019 showed an average of 570 in Reading and 580 in Math on the Scholastic Aptitude Test (SAT). Of the 248 students who took the SAT, 28 students scored in the top decile, 54 students scored in the top quintile, 51 students scored in the second quintile, and 51 students scored in the third quintile. Eighteen (18) Advanced Placement (AP) courses are officially recognized at Franklin Regional Senior High School. During the 2017-2018 school year, 300 students took a total of 626 AP exams with 71% earning scores of three or higher on the exams. The number of qualifying scores earned by students on math, science, and English AP exams increased by 79% in 2017-2018 compared to previous years due in part to a partnership with the National Math and Science Initiative. The national average is only a 7% year to year increase. Students in high school also have opportunities for apprenticeships, internships, college in high school, and dual enrollment. During the 2017-2018 school year, 379 high school students took 727 college in high school classes from the Westmoreland County Community College, LaRoche College, the University of Pittsburgh, and Rochester Institute of Technology. This opportunity saved participating district families approximately \$1,138,411 by participating in College in High School classes due to credit pricing for the program. During the 2018-2019 school year, Franklin Regional Senior High School increased its College in High School classes to 22 and added Point Park University as a partner.

Planning Committee

Name	Role
Dr. Ted Benning	Administrator
Dr. Rob Buffone	Administrator
Tina Gillen	Administrator
Jim Heck	Administrator
Zach Kessler	Administrator
Marlena Lang	Administrator
Andrew Leviski	Administrator
Joan Mellon	Administrator : Professional Education
Linda Miller	Administrator
Jon Perry	Administrator
Dr. Gennaro Piraino	Administrator
Dr. Mary Catherine Reljac	Administrator : Professional Education Special Education
Brad Schrecengost	Administrator : Professional Education
Dr. Tawnia St. Amant	Administrator
Ron Suvak	Administrator

Cara Zanella	Administrator
Jane Tower	Board Member
Jennifer DiFulvio	Building Principal : Professional Education Special Education
Michael Caruso	Business Representative : Professional Education
Jill Cooper	Business Representative : Professional Education
Connie Cauvel	Community Representative : Professional Education
Jamie Falo	Community Representative : Professional Education
George Harding	Community Representative : Professional Education
Carol Siefken	Community Representative : Professional Education
Marissa Fenwick	Ed Specialist - School Counselor : Professional Education
Ami Zachetti	Ed Specialist - School Counselor : Professional Education
Beth Frydrych	Ed Specialist - School Nurse
Michael Cowen	Ed Specialist - School Psychologist : Special Education
Dr. Linda Brecht	Elementary School Teacher - Regular Education : Special Education
Stephanie Lynn	Elementary School Teacher - Regular Education
Addie Martz	Elementary School Teacher - Regular Education : Professional Education
Kim Ord	Elementary School Teacher - Regular Education : Professional Education
Pam Seymour	Elementary School Teacher - Regular Education
Midge Shigle	Elementary School Teacher - Special Education : Professional Education
Jesse Carnevali	High School Teacher - Regular Education
Dr. Rebecca Connelly	High School Teacher - Regular Education
Stefanie Guffey	High School Teacher - Regular Education : Professional Education
Alicia Leopold	High School Teacher - Regular Education : Professional Education
Laurie Sweitzer	High School Teacher - Special Education : Special Education
Matthew Mager	Middle School Teacher - Regular Education

Brianne Messer	Middle School Teacher - Special Education : Professional Education Special Education
Heidi Scriven	Middle School Teacher - Special Education : Professional Education Special Education
Rachel Eaton	Parent : Professional Education
Paula Fetsko	Parent : Professional Education
Lisa Hnath	Parent : Special Education
Dr. Richard E. Regelski, Jr.	Special Education Director/Specialist : Professional Education Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Accomplished
Career Education and Work	Developing	Accomplished
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
Early Childhood Education: Infant-Toddler→Second Grade	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Non Existent	Non Existent
School Climate	Non Existent	Non Existent

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

The Franklin Regional School District is in the process of updating its curriculum to reflect updates in the standards and some realignment in instructional responsibility for certain standards areas. There is a robust curriculum process that includes a myriad of teachers, administrators, and, at times, outside experts. Many curricular areas have participated in "Unpacking the Standards" and needs assessments. Some are currently participating in formal curriculum writing. Others are preparing curriculum documents for board approval and/or writing curriculum maps.

Interpersonal Skills standards were removed from the Standards Aligned System with the explanation from the Pennsylvania Department of Education that they had not gone through

any formal review process. The District had not implemented the Interpersonal Skills standards when they were removed from the Standards Aligned System. Additionally, the District does not conduct formal assessments of School Climate, but does use anecdotal building data to gather information as appropriate.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Accomplished
Career Education and Work	Developing	Accomplished
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Non Existent	Non Existent
School Climate	Non Existent	Non Existent

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

The Franklin Regional School District is in the process of updating its curriculum to reflect updates in the standards and some realignment in instructional responsibility for certain standards areas. There is a robust curriculum process that includes a myriad of teachers, administrators, and, at times, outside experts. Many curricular areas have participated in "Unpacking the Standards" and needs assessments. Some are currently participating in formal curriculum writing. Others are preparing curriculum documents for board approval and/or writing curriculum maps.

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Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Accomplished
Career Education and Work	Developing	Accomplished
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Non Existent	Non Existent
School Climate	Non Existent	Non Existent
World Language	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

The Franklin Regional School District is in the process of updating its curriculum to reflect updates in the standards and some realignment in instructional responsibility for certain standards areas. There is a robust curriculum process that includes a myriad of teachers, administrators, and, at times, outside experts. Many curricular areas have participated in "Unpacking the Standards" and needs assessments. Some are currently participating in formal curriculum writing. Others are preparing curriculum documents for board approval and/or writing curriculum maps.

Interpersonal Skills standards were removed from the Standards Aligned System with the explanation from the Pennsylvania Department of Education that they had not gone through any formal review process. The District had not implemented the Interpersonal Skills standards when they were removed from the Standards Aligned System. Additionally, the District does not conduct formal assessments of School Climate, but does use anecdotal building data to gather information as appropriate.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Accomplished
Career Education and Work	Developing	Accomplished
Civics and Government	Developing	Developing

PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Non Existent	Non Existent
School Climate	Non Existent	Non Existent
World Language	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

The Franklin Regional School District is in the process of updating its curriculum to reflect updates in the standards and some realignment in instructional responsibility for certain standards areas. There is a robust curriculum process that includes a myriad of teachers, administrators, and, at times, outside experts. Many curricular areas have participated in "Unpacking the Standards" and needs assessments. Some are currently participating in formal curriculum writing. Others are preparing curriculum documents for board approval and/or writing curriculum maps.

Interpersonal Skills standards were removed from the Standards Aligned System with the explanation from the Pennsylvania Department of Education that they had not gone through any formal review process. The District had not implemented the Interpersonal Skills standards when they were removed from the Standards Aligned System. Additionally, the District does not conduct formal assessments of School Climate, but does use anecdotal building data to gather information as appropriate.

Adaptations

Elementary Education-Primary Level

Checked answers

- Arts and Humanities
- Science and Technology and Engineering Education

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

- Arts and Humanities
- Science and Technology and Engineering Education

Unchecked answers

None.

Middle Level

Checked answers

- Arts and Humanities
- Science and Technology and Engineering Education

Unchecked answers

None.

High School Level

Checked answers

- Arts and Humanities
- Science and Technology and Engineering Education

Unchecked answers

None.

Explanation for any standards checked:

The Franklin Regional School District expanded on the Arts and Humanities standards specifically in Art, Music, and World Language. In Art and Music, the District used the National Arts Standards during curriculum development to supplement the Pennsylvania Arts and Humanities standards. That National Arts Standards are far more specific and rigorous for these subject areas. In World Language, the District used the American Council on the Teaching of Foreign Languages World-Readiness Standards for Learning Languages to supplement the Pennsylvania Arts and Humanities standards. The World-Readiness Standards for Learning Languages are far more specific and rigorous for world language instruction. Additionally, the Franklin Regional School District expanded upon the Science and Technology and Engineering Standards by implementing Project Lead the Way (PLTW) courses in grades Kindergarten through high school. The PLTW courses expand on the Pennsylvania standards and provide more specificity for instructional design.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
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Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

The Franklin Regional School District curriculum review process includes planned courses of study prepared by teams of teachers for each course offered K-12. The planned course curriculum documents outline the standards addressed, the course content progression, the expected learning outcomes and objectives for the students, the methods and types of assessment that will be used to measure progress towards achievement of the standards, and the instructional materials to support the course delivery. The curriculum documents outline the relationships between the planned course and its unit of study to the academic standards. Almost all curricular areas are undergoing some portion of curriculum review to update and better refine curricular plans. Newer curriculum documents include the standards, big ideas, essential questions, learning goals, eligible content, assessments, and resources.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

All standards areas are developing or accomplished at this time.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

The Franklin Regional School District curriculum review process includes planned courses of study prepared by teams of teachers for each course offered K-12. The planned course curriculum documents outline the standards addressed, the course content progression, the expected learning outcomes and objectives for the students, the methods and types of assessment that will be used to measure progress towards achievement of the standards, and the instructional materials to support the course delivery. The curriculum documents

outline the relationships between the planned course and its unit of study to the academic standards. Almost all curricular areas are undergoing some portion of curriculum review to update and better refine curricular plans. Newer curriculum documents include the standards, big ideas, essential questions, learning goals, eligible content, assessments, and resources.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

All standards areas are developing or accomplished at this time.

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

The Franklin Regional School District curriculum review process includes planned courses of study prepared by teams of teachers for each course offered K-12. The planned course curriculum documents outline the standards addressed, the course content progression, the expected learning outcomes and objectives for the students, the methods and types of assessment that will be used to measure progress towards achievement of the standards, and the instructional materials to support the course delivery. The curriculum documents outline the relationships between the planned course and its unit of study to the academic standards. Almost all curricular areas are undergoing some portion of curriculum review to update and better refine curricular plans. Newer curriculum documents include the standards, big ideas, essential questions, learning goals, eligible content, assessments, and resources.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

All standards areas are developing or accomplished at this time.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional	Accomplished

time to be devoted to achieving the academic standards are identified.	
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

The Franklin Regional School District curriculum review process includes planned courses of study prepared by teams of teachers for each course offered K-12. The planned course curriculum documents outline the standards addressed, the course content progression, the expected learning outcomes and objectives for the students, the methods and types of assessment that will be used to measure progress towards achievement of the standards, and the instructional materials to support the course delivery. The curriculum documents outline the relationships between the planned course and its unit of study to the academic standards. Almost all curricular areas are undergoing some portion of curriculum review to update and better refine curricular plans. Newer curriculum documents include the standards, big ideas, essential questions, learning goals, eligible content, assessments, and resources.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

All standards areas are developing or accomplished at this time.

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

In the Franklin Regional School District, the goal of planned instruction is to help all students to minimally reach the standards aligned curriculum, with an emphasis on moving students beyond established state standards as much as possible. To do this, planned instruction regularly incorporates accommodations and modifications based on student learning needs. Accommodations are used more frequently, with the goal of leveling the playing field for students and providing access to the regular, grade level curriculum in a meaningful way that honors student learning needs. Modifications are used when necessary, but as sparingly as possible since modifications may change the curricular goals. At times, it is important to change the curricular goals and meet students at their instructional levels. When this is necessary, instructional plans focus on how to propel students forward to reach the grade level standards aligned curricular goals.

Teachers regularly meet in professional learning communities and instructional teams to study the curriculum, student performance, and student strengths and needs. Frequently,

teachers collaboratively craft instructional plans that include options for accommodations and modifications for students in need of them. The professional learning communities process is recursive, thus providing regular feedback loops for teacher dialogue regarding the effectiveness of instructional practices and time to plan for adjustments, if necessary.

Instruction

Instructional Strategies

Checked Answers

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching

Unchecked Answers

- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Administrators

Unchecked Answers

- Building Supervisors
- Department Supervisors
- Instructional Coaches
- Not Reviewed

Provide brief explanation of LEA's process for incorporating selected strategies.

The Franklin Regional School District administrators regularly conduct formal classroom observations using the approved Pennsylvania Department of Education model and process. Administrators are also aware of curriculum pacing, standards aligned expectations, and professional learning community dialogue. This knowledge informs the formal observation process and helps to ensure standards aligned instruction and consistency between classrooms, grades, subjects, and/or programs. These formal walkthroughs are used along with other materials to provide annual instructional evaluations for teachers.

Building level administrators regularly conduct instructional walkthroughs for quick snapshots of classroom work. Additionally, the entire Educational Leadership team including the Superintendent, Assistant Superintendent, Director of Special Education, and all building principals/assistant principals converge on each school periodically throughout the year to conduct team walkthroughs. The purpose of these walkthroughs is to focus on instructional practices in one building and engage in dialogue as an entire educational leadership team about the observed classrooms. This dialogue helps the team to norm their thinking regarding instruction, view instruction in different classrooms for consistency and alignment to standards, understand strengths and needs in order to provide continued

coaching and professional development, and assess implementation of professional development goals.

New teachers who are participating in the induction program work with mentors who regularly provide peer coaching. New teachers and mentors also conduct peer observations in each other's classroom. The professional learning community structure that exists in all buildings also lends itself to peer dialogue and sharing and capitalizes on the strengths of a team in order to provide rich instruction for students.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

The Franklin Regional School District does not employ instructional coaches, however building level administrators do serve as instructional leaders and engage in coaching dialogue with their teachers. Lesson plans are reviewed by administrators at the building level because the district does not employ building supervisors, department supervisors, or instructional coaches. At times, peers may share their lesson plans and request peer feedback.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

All instructional practices are being implemented in greater than 50% of classrooms or fully. The listed items exist in most district classrooms, but instructional practices continue to grow and further refinement will increase implementation throughout the district. All levels K-12 have flexible instructional time dedicated to intervention and/or enrichment built into their schedules.

Elementary Education-Intermediate Level

Instructional Practices	Status
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Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

All instructional practices are being implemented in greater than 50% of classrooms or fully. The listed items exist in most district classrooms, but instructional practices continue to grow and further refinement will increase implementation throughout the district. All levels K-12 have flexible instructional time dedicated to intervention and/or enrichment built into their schedules.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

All instructional practices are being implemented in greater than 50% of classrooms or fully. The listed items exist in most district classrooms, but instructional practices continue to grow and further refinement will increase implementation throughout the district. All levels K-12 have flexible instructional time dedicated to intervention and/or enrichment built into their schedules.

High School Level

Instructional Practices	Status
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Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

All instructional practices are being implemented in greater than 50% of classrooms or fully. The listed items exist in most district classrooms, but instructional practices continue to grow and further refinement will increase implementation throughout the district. All levels K-12 have flexible instructional time dedicated to intervention and/or enrichment built into their schedules.

Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

The Franklin Regional School District uses a rigorous process in an effort to recruit and assign the most effective and highly qualified teachers to its classrooms. When there is a teaching position opening, it is advertised internally for interested candidates, externally through our website and, for critical positions, through other means such as newspapers, professional journals, higher education departments, recruiting fairs, and job listing websites. The Human Resources department initially reviews applications for qualifications and basic screening criteria, then administrators further screen applications and choose a pool of candidates for interviews. External candidates are subjected to a first round phone interview, with successful candidates being invited for a second round face-to-face interview. In the third round, internal candidates and external candidates teach a demonstration lesson to a group of students and interview with administrators who observe the lesson and conduct a post-conference following the lesson. Successful candidates from this round move on to a fourth round with the Superintendent, Assistant Superintendent, and hiring supervisor(s) to make the final choice for the position. If, at any time, the candidates do not seem to meet the requirements or needs of the position or the District, the hiring process is reopened with a new group of candidates.

The administrative team carefully considers teacher qualifications, strengths, and experiences when assigning teachers to classes and student groups. Classroom assignments are even more carefully considered for students who are below proficiency or are at risk of

not graduating. Additionally, teachers regularly collaborate for students who are at risk, thus increasing the number of professionals focusing on students in need.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	28.50	28.50	28.50
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	4.00	4.00	4.00
Science	3.00	3.00	3.00
Physical Education	3.00	3.00	3.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.00	1.00	1.00
Electives	6.50	6.50	6.50
Minimum % Grade Required for Credit (Numerical Answer)	62.00	62.00	62.00

Graduation Requirement Specifics

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following: *Checked answers*

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:

- I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
 - Not Applicable. Our LEA does not offer High School courses.

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X			X	
Career Education and Work		X			X	

Civics and Government		X				
PA Core Standards: English Language Arts		X				X
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				X
PA Core Standards: Mathematics		X				X
Economics		X				
Environment and Ecology		X				
Family and Consumer Sciences		X				X
Geography		X				
Health, Safety and Physical Education		X				X
History		X				
Science and Technology and Engineering Education		X				
World Language		X				X

Methods and Measures

Summative Assessments

Summative Assessments	EEP	E EI	ML	HS
End of Unit Assessments	X	X	X	X
Pennsylvania System of School Assessment (PSSA)		X	X	
Pennsylvania Alternate System of School Assessment (PASA)		X	X	X
Keystone Exams			X	X
Finals				X

Benchmark Assessments

Benchmark Assessments	EEP	E EI	ML	HS
Dynamic Indicators of Basic Early Literacy (DIBELS)	X	X		
STAR 360	X	X		

Formative Assessments

Formative Assessments	EEP	E EI	ML	HS
Pre-Assessments	X	X	X	X
Entrance and Exit Slips	X	X	X	X
Progress Monitoring Probes	X	X	X	X
Questioning Strategies	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEL	ML	HS
Classroom Diagnostic Tests				X

Validation of Implemented Assessments

Validation Methods	EEP	EEL	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review	X	X	X	X
Building Supervisor Review				
Department Supervisor Review				
Professional Learning Community Review	X	X	X	X
Instructional Coach Review				
Teacher Peer Review	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

The Franklin Regional School District teachers develops common assessments by working in professional learning communities. These common assessments are regularly reviewed by the professional learning communities as well as periodically reviewed by other teacher peers and administrators. Additionally, teacher leaders assist departments in identifying and developing assessment measures that are varied and standards aligned. Conversations regarding assessments also occur at professional learning community meetings, during building meetings, and during specific instructional or professional development initiatives.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

The Franklin Regional School District does not use locally administered assessments for accountability purposes. Instead, the district participates in the Pennsylvania System of School Assessment (PSSA) and Keystone Exams.

Collection and Dissemination

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

Assessment data informs instruction with multiple data points providing a rich background for instructional decisions. Summative assessment data from state assessments (PSSA, PASA, Keystone, NOCTI, Skills-Based Assessments, and Advanced Placement) is initially organized, analyzed, and disseminated by the district administrative team. Teacher groups

then further analyze the data during professional learning community meetings and departmental/grade level meetings, specifically looking for trends and individual student needs. High school teams also use data from final examinations during department and professional learning community meetings.

Benchmark assessment data is organized by administrators, teacher leaders, and individual teachers for use in instructional decision making. Special attention is given to established benchmarks and how to work with students below the benchmarks as well as how to work with students who are above the benchmarks and need to be challenged in classes. Formative assessment data is collected, analyzed, and used by individual teachers and professional learning communities to make instructional decisions on a regular basis. Diagnostic assessment data is collected, analyzed, and disseminated by teacher leaders, individual teachers, building administrators, and district administrators.

Data is a specific focus of professional learning community meetings and is a regular featured topic at administrative meetings. Professional development involving data analysis protocols helps administrators and teachers to view data in similar ways with an emphasis on instructional decision-making.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

Information from assessments is critical to identify student achievement levels, especially those who are not demonstrating proficiency. As teachers analyze data in professional learning communities, they ask four main questions:

1. What is it we want/expect our students to learn?
2. How do we know when they have learned it?
3. How will we respond when they don't learn it?
4. How will we respond when they already know it?

When students are not demonstrating proficiency, assessment data may indicate specific areas of need, thus providing information for teachers as to what content may need to be reviewed or retaught to students. Additionally, teacher knowledge of students, their learning needs, and their learning styles informs the planning process.

Class time is available for students who need additional supports, whether through small group or flexible group arrangements or through additional instruction. Additionally, at all levels in the District, K-12, there is additional time during the day for student intervention and/or enrichment. During these times, students fluidly move within instructional groups

to receive support in areas of need, thus providing more time and additional instruction to help them to reach proficiency. Frequently, special education teachers and reading support teachers also provide additional support either in class or during pull out sessions. More intensive interventions are also available for students who need significant instruction to move toward proficiency.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Aggregate assessment results are not as beneficial for instructional analysis and improvement compared to assessment results reported out by Pennsylvania assessment anchor or standards-aligned learning objective. As a result, assessment data is usually broken down into these components for use in the classroom. Professional learning communities regularly discuss instructional practices, sharing what is working for students with each other. Teachers also flexibly group students to tailor instructional practices. Objectives related to Pennsylvania assessment anchors, eligible content, or standards-aligned learning are articulated in lessons and the mastery of these objectives by individual students is carefully watched, measured, and recorded. Students who do not meet the objectives receive additional instruction or different strategies. This modification and adaptation occurs fluidly and promptly to increase student mastery and respond to the needs of the learners.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

All identified strategies are currently in use in Franklin Regional School District.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
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Course Planning Guides			X	X
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports		X	X	X
Website		X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Televised Board of School Directors Meetings	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

The Franklin Regional School District distributes information regarding summative assessments in multiple ways. The methods for distribution differ depending on the summative assessment and the grade level(s) of the students. Aggregate Pennsylvania System of School Assessment (PSSA) data and Keystone data are sometimes distributed during meetings such as Parent Teacher Organization meetings and Academic Advisory Council meetings within the District. Data is also shared, at times, with the community during televised school board meetings. The televised board meetings are covered by the local media. When individual student results are sent home, letters explaining the assessments accompany the results. Additionally, information is sometimes included in school newsletters. The District regularly directs the public to Pennsylvania Department of Education websites and other test-related websites, with explanations provided in meetings with how to navigate the websites and how to understand the data. Information, as appropriate, is included on the Franklin Regional School District website as well. During individual meetings, data is frequently used to inform educational planning. At the high school level and occasionally at the middle school level, information regarding specific Keystone exams and other summative assessments is often included in course planning guides. The district calendar includes dates for summative assessments and tests mandated by the Pennsylvania Department of Education.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

Course planning guides at the elementary level do not usually include summative assessment information for the public. As the curriculum review process continues, this information may be incorporated into the documents. The summative assessments at the elementary level are not state required tests, but rather are district created chapter and unit assessments. This information is usually not relevant for the local media or websites, but it is regularly shared with parents. The District does not issue press releases on summative assessment information since local media outlets cover the Board meetings. The Director of Development and Communications, however, works with the media to answer questions regarding summative assessments and provide any requested information.

Safe and Supportive Schools

Assisting Struggling Schools

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

At all levels, the Franklin Regional School District meets the annual student achievement targets and has for multiple years. Even so, each year school administrators and teacher leaders review school achievement data, behavioral data, and other important indicators. Each school identifies areas of success and areas for improvement. These areas are shared with the administrative team and teachers, and frequently discussed with parents and the Board. The successes and challenges guide professional development, curricular work, and other district programming initiatives. Improving each school's results is a responsibility shared by the entire educational and support team in the district. Planning occurs at the district, building, and often at the individual teacher team level to improve annual student achievement targets and challenges. Action plans are developed, monitored, and evaluated by district personnel.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEl	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs				
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

Explanation of strategies not selected and how the LEA plans to address their incorporation:

The Franklin Regional School District does not currently have formal school-wide positive behavioral programs, but does have many program elements in all schools.

The Franklin Regional School District does jointly employ a School Resource Officer (SRO) who is primarily stationed at the high school building. The SRO also supports other buildings and is regularly seen at them. Additionally, the Murrysville Police Department provides support to all of our buildings, frequently visiting and maintaining collaborative contact with key personnel. The District just hired a Director of Safety and Security and is working to establish its own police force.

Screening, Evaluating and Programming for Gifted Students

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

The Franklin Regional School District complies with the standards and regulations set forth in Chapter 16 of the Pennsylvania School Code for identified gifted students by the Commonwealth of Pennsylvania. Gifted support services are provided to mentally gifted students in kindergarten through twelfth grade that are consistent with their individual needs, outstanding abilities, and potential for performing at high levels of achievement. The District conducts awareness activities through information on the District and school websites, information in student handbooks, parent informational meetings, individual conferences, and annual notices published in the newspaper of record.

Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

The District uses multiple criteria for identification of students. A three-level pre-screening profile is used for preliminary screening. Level I includes the analysis of data from standardized achievement tests, report card information and teacher observation using the Hawthorne Gifted Evaluation Scale (2). Students who meet Level I criteria advance to Level II. Level II involves the administration of the Kaufman Brief Intelligence Test (K-BIT). Students who meet the combined Level I and Level II criteria advance to Level III (Gifted Multi-Disciplinary Evaluation or GMDE). Level III involves the request for Permission to Evaluate from the parent. If permission is granted, the district conducts a GMDE. Level III includes individual psychological testing by a school psychologist. Based upon the review of multiple criteria, a Gifted Written Report (GWR) is developed by the gifted multidisciplinary team (GMDT) to determine eligibility for gifted services. Parents may, in writing, request a GMDE once per school year.

Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

Mentally gifted is defined as "outstanding intellectual and creative ability, the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program." The term mentally gifted includes a person

who has an IQ of 130 or higher and other factors (listed below) that indicate gifted ability. Gifted ability cannot be based on IQ scores alone. If the IQ score is lower than 130, a child may be admitted to gifted programs when other conditions strongly indicate gifted ability.

The other factors to be considered include:

- Achievement test scores that are a year or more above grade level
- Observed or measured acquisition/retention rates that reflect gifted ability (i.e. how quickly a child learns new concepts or information, and how long he or she remembers it)
- Achievement, performance, or expertise in one or more academic areas that demonstrate a high level of accomplishment
- Higher level thinking skills
- Documented evidence that intervening factors are masking gifted ability

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

The District acknowledges that students who have been identified as mentally gifted are required to receive free, appropriate instructional programs to meet their educational needs. The programming for identified students includes acceleration through curriculum compacting and advancing levels and/or enrichment in the regular classroom and/or through the approved gifted curriculum.

Developmental Services

Developmental Services	EEP	E EI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements -i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X

Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X
Transition Teams	X	X	X	X

Explanation of developmental services:

The Franklin Regional School District uses internal transition processes to support students as they matriculate from grade level to grade level, building to building. The counseling department helps to organize many of the transition activities and works in conjunction with other professionals to monitor the developmental needs of the students.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X
Individual Academic Plans for Success (Designed by School Teams as needed)	X	X	X	X
Individual Health Care Plans (as needed)	X	X	X	X

Explanation of diagnostic, intervention and referral services:

The Franklin Regional School District uses a myriad of strategies to provide diagnostic, intervention, and referral services to students. The health services department provides for the daily health needs of all students and individual supports as necessary. Additionally, the health services department works proactively with students, parents, teachers, and other personnel to assist students in need of special considerations. The counseling department offers a robust array of services for students as well, providing for individual and group needs. Individual counseling is organized as necessary for students at any level. Small group counseling for coping with life situations and personal and social development include sessions on family groups, social skills, stress and anxiety, organizational skills, study skills, test-taking skills, and coping skills. Students participate in small group

counseling sessions with parent permission.

The Franklin Regional School District uses an enhanced student assistance process (SAP) to intervene with students who are experiencing academic, behavioral, or social difficulties. The SAP team in each building is coordinated by the Supervisor of Support Services and includes counselors, teachers, administrators, nurses, and a dedicated liaison from Westmoreland County. This liaison is stationed in the District and assists teams during regularly scheduled meetings as well as during times of crisis. This collaborative process supports problem-solving and connects students with additional supports.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

The Franklin Regional School District consults and coordinates with many community partners and enjoys strong relations as a result of the collaborative approach to supporting our students. A liaison from Westmoreland County is stationed full-time within the District and supports teams to support students. The special education department develops individualized student programming to meet student educational, social, and developmental needs, frequently collaborating with community agencies for additional opportunities for students.

Communication with families is critical to the success of all of these services. Parents are viewed as partners and are critical to successful coordination for students. The Franklin Regional School District is regularly recognized by community groups for strong communication with families, especially in providing information regarding how processes work and additional services that may be appropriate for students.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides			X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Parent Teacher Organization Meetings	X	X	X	X
Building-Level Academic Advisory Council Meetings	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Health Reports Cards mailed annually	X	X	X	X
Phone Calls	X	X	X	X
Printed Materials distributed at Registration	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Monthly

Elementary Education - Intermediate Level

- Monthly

Middle Level

- Monthly

High School Level

- Monthly

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

The Franklin Regional School District offers a variety of programs and services to meet the diverse needs of students. Even though the District has performed well and has surpassed the standards required by the Pennsylvania Department of Education, it recognizes that there are always ways to improve its services. The District employs a professional learning community (PLC) model district-wide, providing dedicated time and structures to its success. PLCs are focused on student achievement by creating a collaborative school culture focused on learning. Teachers work together to plan instruction, determine teaching methods that will best help students, and develop common assessments. Using PLCs, special education teachers and, at the elementary level, reading support teachers, assist academic teams and provide input regarding necessary adaptations and modifications to ensure success for all learners. PLCs are supported with common planning time at all levels and provide a forum for teachers to work together to educate students.

Additionally, at each grade level regular and special education teachers and reading support teachers (at the elementary level) provide services in the regular education setting using a co-teaching/push-in model. The co-teaching/push-in models allow students to be exposed to the regular curriculum while receiving services in the least restrictive environment. Pull-out special education services are offered as a last resort when a student's needs cannot be met in the regular education setting, even with supplementary aids and services. Pull-out reading support services (at the elementary level) provide additional interventions as necessary for student success.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

The Franklin Regional School District regularly coordinates with community operated infant and toddler centers as well as preschool early intervention programs because coordination benefits our students and the community. An elementary principal coordinates a transition team made up of kindergarten teachers, preschool teachers and directors, community members, and parents. The transition team meets regularly to engage in professional dialogue and learning as well as to plan how to support students as they transition from preschool to kindergarten.

The transition team engages in ongoing professional development and meets regularly to plan events that unite preschool teachers and directors with kindergarten teachers from the Franklin Regional School District. The transition team organizes all transition events that run from winter through summer to prepare families of pre-kindergarten students for entry into kindergarten. The Franklin Regional School District partners with and receives grant funding from the United Way of Southwestern Pennsylvania to carry out many of these events. When given the opportunity, the district also works with the Murrysville Community Library to provide additional transition events that are open to the local preschools and child care centers.

The Franklin Regional School District regularly collaborates with youth workforce development programs as well. There is a teacher at the high school level who manages a District-operated internship program and who connects with local businesses, the Career Technical Centers, and others to support youth workforce development. The high school Transition Coordinator works to support special education students in workforce development and supports career development for all students. Additionally, the Superintendent is the chair of the Westmoreland County Workforce Development Forum, a collaborative county effort to support workforce development in the region. Many members of the district team attend these meetings and support the work.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

Transition into the school district from early childhood programs is an important process that involves many people and multiple events. To assist with students entering kindergarten, the Franklin Regional School District has a transition team that includes a

school principal (who is early childhood certified), kindergarten teachers, an elementary school counselor, a community member who is the Children's Librarian with the Murrysville Community Library, preschool personnel, and parents who have had children transition into the school district as well as who currently have children in the kindergarten program in the Franklin Regional School District.

The transition team engages in ongoing professional development and meets regularly to plan events that unite preschool teachers and directors with kindergarten teachers from the Franklin Regional School District. The transition team organizes all transition events that run from winter through summer to prepare families of pre-kindergarten students for entry into kindergarten. The Franklin Regional School District partners with and receives grant funding from the United Way of Southwestern Pennsylvania to carry out many of these events.

The Franklin Regional School District works collaboratively with the Westmoreland Intermediate Unit's Early Intervention program to provide a smooth and positive transition to kindergarten for preschool age children with disabilities. Each February, the Westmoreland Intermediate Unit Early Intervention coordinator holds pre-transition to kindergarten informational meetings with the Franklin Regional School District personnel and families of children who are entering kindergarten the following fall. The intent of the meeting is to give parents an understanding of the general processes and answer any basic questions. Evaluations are conducted for students to determine if they are in need of school-aged special education services. If a student is found eligible for special education services, an Individualized Education Program (IEP) team meeting is held with the parents and an IEP is developed for the student.

The Franklin Regional School District does not operate or contract for any pre-kindergarten programs.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

At the elementary education-primary level, materials and resources are available, accessible, and differentiated for student needs. The District is engaging in robust curriculum development and is adding materials as necessary to support alignment with standards and expectations.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

All of the identified characteristics for materials and resources are currently either developing or accomplished in the District.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

At the elementary education-intermediate level, materials and resources are available, accessible, and differentiated for student needs. The District is engaging in robust curriculum development and is adding materials as necessary to support alignment with standards and expectations.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

All of the identified characteristics for materials and resources are currently either developing or accomplished in the District.

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

At the middle level, materials and resources are available, accessible, and differentiated for student needs. The District is engaging in robust curriculum development and is adding materials as necessary to support alignment with standards and expectations.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

All of the identified characteristics for materials and resources are currently either developing or accomplished in the District.

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

At the high school level, materials and resources are available, accessible, and differentiated for student needs. The District is engaging in robust curriculum development and is adding materials as necessary to support alignment with standards and expectations.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

All of the identified characteristics for materials and resources are currently either developing or accomplished in the District.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Level of Implementation is Unknown
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and	Level of

Technical Subjects	Implementation is Unknown
PA Core Standards: Mathematics	Full Implementation
Economics	Level of Implementation is Unknown
Environment and Ecology	Level of Implementation is Unknown
Family and Consumer Sciences	Level of Implementation is Unknown
Geography	Level of Implementation is Unknown
Health, Safety and Physical Education	Level of Implementation is Unknown
History	Level of Implementation is Unknown
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Level of Implementation is Unknown
Alternate Academic Content Standards for Reading	Level of Implementation is Unknown
American School Counselor Association for Students	Level of Implementation is Unknown
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "

The Standards Aligned System (SAS) Materials and Resources section has limited resources for elementary education-primary level classes. Although teachers are aware of these

resources, the specific level of implementation is unknown because it is not a district requirement to use the specific resources in the SAS Materials and Resources section. The learning progression documents are helpful during curriculum work and are used in discussion in the district. Some of the areas do not have specific content in the SAS Materials and Resources section. Although teachers may choose to use resources from the SAS Materials and Resources section, they also have access to robust materials within the district and through other online sites. Additionally, the Franklin Regional School District did not adopt the interpersonal skills standards and these standards have been removed from the Pennsylvania Department of Education website. The District also does not have a specific school climate assessment or program, but does use the Olweus Anti-Bullying Program in its schools.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Level of Implementation is Unknown
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Full Implementation
Economics	Level of Implementation is Unknown
Environment and Ecology	Level of Implementation is Unknown
Family and Consumer Sciences	Level of Implementation is Unknown
Geography	Level of Implementation is Unknown
Health, Safety and Physical Education	Level of Implementation is Unknown
History	Level of Implementation is Unknown
Science and Technology and Engineering Education	Implemented in less than 50% of

	district classrooms
Alternate Academic Content Standards for Math	Level of Implementation is Unknown
Alternate Academic Content Standards for Reading	Level of Implementation is Unknown
American School Counselor Association for Students	Level of Implementation is Unknown
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "

The Standards Aligned System (SAS) Materials and Resources section has limited resources for elementary education-intermediate level classes. Although teachers are aware of these resources, the specific level of implementation is unknown because it is not a district requirement to use the specific resources in the SAS Materials and Resources section. The learning progression documents are helpful during curriculum work and are used in discussion in the district. Some of the areas do not have specific content in the SAS Materials and Resources section. Although teachers may choose to use resources from the SAS Materials and Resources section, they also have access to robust materials within the district and through other online sites. Additionally, the Franklin Regional School District did not adopt the interpersonal skills standards and these standards have been removed from the Pennsylvania Department of Education website. The District also does not have a specific school climate assessment or program, but does use the Olweus Anti-Bullying Program in its schools.

Middle Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Level of Implementation is Unknown
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms

PA Core Standards: Mathematics	Full Implementation
Economics	Level of Implementation is Unknown
Environment and Ecology	Level of Implementation is Unknown
Family and Consumer Sciences	Level of Implementation is Unknown
Geography	Level of Implementation is Unknown
Health, Safety and Physical Education	Level of Implementation is Unknown
History	Level of Implementation is Unknown
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Level of Implementation is Unknown
Alternate Academic Content Standards for Reading	Level of Implementation is Unknown
American School Counselor Association for Students	Level of Implementation is Unknown
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Not Applicable
School Climate	Not Applicable
World Language	Full Implementation

Further explanation for columns selected "

The Standards Aligned System (SAS) Materials and Resources section has limited resources for many middle level classes. Although teachers are aware of these resources, the specific level of implementation is unknown because it is not a district requirement to use the specific resources in the SAS Materials and Resources section. The learning progression documents are helpful during curriculum work and are used in discussion in the district. Some of the areas do not have specific content in the SAS Materials and Resources section.

Although teachers may choose to use resources from the SAS Materials and Resources section, they also have access to robust materials within the district and through other online sites. Additionally, the Franklin Regional School District did not adopt the interpersonal skills standards and these standards have been removed from the Pennsylvania Department of Education website. The District also does not have a specific school climate assessment or program, but does use the Olweus Anti-Bullying Program in its schools.

High School Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Level of Implementation is Unknown
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Level of Implementation is Unknown
PA Core Standards: Mathematics	Full Implementation
Economics	Level of Implementation is Unknown
Environment and Ecology	Level of Implementation is Unknown
Family and Consumer Sciences	Level of Implementation is Unknown
Geography	Level of Implementation is Unknown
Health, Safety and Physical Education	Level of Implementation is Unknown
History	Level of Implementation is Unknown
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Level of Implementation is Unknown

Alternate Academic Content Standards for Reading	Level of Implementation is Unknown
American School Counselor Association for Students	Level of Implementation is Unknown
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Not Applicable
School Climate	Not Applicable
World Language	Full Implementation

Further explanation for columns selected "

The Standards Aligned System (SAS) Materials and Resources section has limited resources for many high school level classes. Although teachers are aware of these resources, the specific level of implementation is unknown because it is not a district requirement to use the specific resources in the SAS Materials and Resources section. The learning progression documents are helpful during curriculum work and are used in discussion in the district. Some of the areas do not have specific content in the SAS Materials and Resources section. Although teachers may choose to use resources from the SAS Materials and Resources section, they also have access to robust materials within the district and through other online sites. Additionally, the Franklin Regional School District did not adopt the interpersonal skills standards and these standards have been removed from the Pennsylvania Department of Education website. The District also does not have a specific school climate assessment or program, but does use the Olweus Anti-Bullying Program in its schools.

Early Warning System

The free PA Educator Dashboard Early Warning System and Intervention Catalog (PA EWS/IC) utilizes the metrics of Attendance, Behavior and Course grades to identify students who may be on a path to dropping out of school. Please indicate your selection of the following options.

No, we are not interested in the PA EWS/IC for our district.

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEl	ML	HS
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Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

District's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

Provide brief explanation of your process for ensuring these selected characteristics.

In the Franklin Regional School District, professional education planning and implementation is a responsibility shared among administrators, teachers, support personnel, parents, and community members. The Franklin Regional School District has an Act 48 committee that regularly meets to discuss and plan professional education needs as well as to evaluate results and surveys gleaned from professional education sessions. The District engages in a flexible professional development model, providing teachers with choice regarding how to fulfill their professional development requirements. Teachers choose sessions from the Franklin Regional School District Professional Development Catalog annually in collaboration with building principals.

Additionally, the administrative team, teacher leaders, and other teachers attend workshops and presentations through the intermediate unit (IU), the Pennsylvania Training and Technical Assistance Network (PaTTAN), and other Pennsylvania Department of Education (PDE) outreach to stay abreast of new requirements and initiatives. Professional education

activities address any PDE requirements and mesh with needs assessments within the district. The overarching goal of all professional education is to improve student learning.

Administrators in the Franklin Regional School District participate in professional education opportunities almost monthly through a combination of district-designed sessions, IU and PaTTAN workshops, and other relevant opportunities. Some members of the administrative team also participate in the Pennsylvania Inspired Leadership program, attending workshops on a regular basis.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

All of the articulated strategies are part of the Professional Education program in the Franklin Regional School District throughout the year.

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
2/18/2013 New staff members complete the training when hired.
1/26/2018 New staff members complete the training when hired.
The LEA plans to conduct the required training on approximately:
1/20/2023 Staff members will complete the training before their 5 year training expires.

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA has conducted the training on:
5/31/2017 Participants completed 2 hours for the requirement during the 2016-2017 school year.
The LEA plans to conduct the training on approximately:
5/31/2020 Participants will complete hours for the requirement during the 2019-2020 school year.
5/31/2023 Participants will complete hours for the requirement during the 2022-2023 school year.

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

In the Franklin Regional School District, planning for professional development is an intense process that is intended to meet all of the identified strategies. The District realizes that professional development is an ongoing learning process that requires clarity of purpose, quality of presentation, support mechanisms, and evaluation criteria. The goal of professional development activities is to consistently meet all of these strategies. After every professional development session, participants complete an online survey, providing feedback regarding the session and plans for implementation in their content areas. Additionally, these surveys ask participants to suggest future professional development opportunities, thus serving as a needs assessment opportunity. Presenters and administrators review every survey answer, discuss themes, and share this information with the district Act 48 committee to inform future work. An analysis of the recent professional development opportunities and reports from professional learning community meetings support the relatively successful use of the identified strategies.

Due to the smaller size of the administrative staff, every principal is unable to attend every professional development session targeted for their faculties. An administrator is present, however, at most of the sessions (barring emergencies) and takes responsibility for sharing

feedback and information with colleagues. Content provided during professional development is regularly shared and discussed at faculty meetings.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

The Franklin Regional School District currently uses all identified strategies.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.
- Inductees will know the vision, mission, goals, and focus of the Franklin Regional School District.
- Inductees will understand the Professional Code of Conduct and Responsibilities.
- Inductees will know a variety of strategies for communicating and collaborating with parents.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

The entire administrative team shares responsibility for the three-year induction program in the Franklin Regional School District. All newly hired teachers participate in four days of induction activities prior to the beginning of the school year. During these days, various district administrators and building administrators present sessions for the inductees. Additionally, the teacher's association and veteran teachers provide support and collaborative opportunities during these days. New teachers and teachers new to a position are assigned a mentor at the beginning of their assignment. During the year, inductees participate in regular induction sessions led by building principals and district administrators. Each of these sessions focuses on a specific topic with the entire program meeting the identified goals, objectives, and competencies. Inductees complete online surveys after each session, providing feedback to the presenters and information to support planning and implementation of future sessions. Careful planning and regular monitoring ensures the District meets the desired characteristics of the induction program.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

The Franklin Regional School District uses all listed strategies.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Submission of inductee portfolio.

Provide brief explanation of your process for ensuring these selected characteristics.

Inductee needs are regularly assessed through the formal observation process, including during pre-conferences, the observation itself, and post-conferences as well as through lesson plans. Additional walkthroughs conducted by administrators also provide data on inductee needs. Mentors conduct at least two peer observations of inductees and inductees conduct at least two peer observations of their mentors during the first year of the induction program.

Assessment data provides information, especially student performance on common assessments. Student performance and additional needs are often articulated through professional learning community written minutes. Pennsylvania System of School Assessment (PSSA) data, Pennsylvania Alternative System of School Assessment (PASA) data, and Keystone data is beneficial as summative assessment on inductee needs and is considered when planning future induction programs. Information from previous induction programs and teachers in their second, third, and fourth years of service also influences the induction program.

The induction program is monitored throughout the year through inductee feedback using an online survey system after each induction session. Inductees are provided opportunities to give feedback on the specific induction sessions as well as what they would like to see in future induction programs. These needs are incorporated into future induction programs and/or shared with building administrators for follow up.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

The Franklin Regional School District does provide for observations of inductee instructional practice by a mentor, but these observations do not happen "frequently" as listed in the descriptor. The Franklin Regional School District does not employ instructional coaches. Inductees are not required to submit portfolios.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills,

coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).

Unchecked answers

- Mentors and inductees must have compatible schedules so that they can meet regularly.

Provide brief explanation of your process for ensuring these selected characteristics.

When a new teacher is hired, the Human Resources department works with the building principal to identify a suitable mentor. Efforts are made to supply mentors with similar certifications and assignments as well as with compatible schedules, but not all new teacher assignments make this possible. Mentors are chosen based on their work performance, relationships with their colleagues, and experience in the school district.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

Although an effort is made for mentors and inductees to have compatible schedules, some assignments do not make this possible.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments			X	X		
Best Instructional Practices	X	X	X	X	X	
Safe and Supportive Schools	X	X	X	X		
Standards	X		X	X		
Curriculum	X		X	X		
Instruction	X	X	X	X	X	
Accommodations and Adaptations for diverse learners	X		X	X	X	
Data informed decision making	X	X	X	X	X	
Materials and Resources for Instruction	X	X	X	X	X	

If necessary, provide further explanation.

The organization of topics in the induction program is done in a logical fashion and is respectful of presenter availability. The induction program does not occur in June and July.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The induction program requires inductees to complete paperwork that is shared with their mentor (and initialed), shared with their principal (and initialed) and sent to the Assistant Superintendent. Inductees provide feedback for the induction program through their participation in each induction session and when they complete online session evaluation surveys following each segment of the program. Feedback is also received during the formal observation process and through professional meeting opportunities. Mentors provide feedback informally to administrators and through induction paperwork. District administrators collaborate to provide induction programming and regularly discuss its efficacy. Additionally, the Franklin Regional School District looks at other districts' induction programs, comparing rigor, content, and strategies to inform changes in the district program.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply) *Checked answers*

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

None.

Special Education

Special Education Students

Total students identified: **489**

Identification Method

Identify the District's method for identifying students with specific learning disabilities.

The Pennsylvania Special Education Regulations §14.125 outline the criteria, derived from the federal IDEA regulations (§300.309), for the determination of a Specific Learning Disability (SLD). Four factors must be considered when identifying a student for special education under the category of SLD. An assessment of each of these components is

required to ensure that the evaluation is comprehensive, as required by federal and state rules. An evaluation team must determine if the student meets the inclusionary criteria of the SLD definition and rule out exclusionary factors of this disability category. The first inclusionary factor requires school districts to determine whether the student does not achieve adequately for the child's age or meet State-approved grade level standards in eight areas of functioning (oral expression, listening comprehension, written expression, basic reading skill, reading fluency skill, reading comprehension, mathematics calculation, mathematics problem solving). The second inclusionary factor allows the district to choose from using the Response to Intervention or the ability-achievement discrepancy approaches. The Franklin Regional School District identifies students with SLD using the ability-achievement discrepancy approach. The ability-achievement discrepancy approach is a process that examines whether a child exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade. The third criterion for determining whether a student qualifies for special education under the SLD designation is that the evaluation team has determined that the findings are not primarily the result of a visual, hearing or orthopedic disability, intellectual disability (mental retardation), emotional disturbance, cultural factors, environmental or economic disadvantage, or limited English proficiency. The fourth inclusionary factor requires evaluation teams to determine whether academic inadequacies are the effect of a cumulative lack of instruction rather than SLD. A student must meet the criteria under each factor of the SLD definition in order to qualify as a student with Specific Learning Disability.

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is:

<https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

According to the data from Indicator 10, there was 0% discrepancy between the LEA Rate and the State Rate for Disproportionate Representation by Disability Category. The data indicates that the District met the State Performance Plan target. Although Indicator 10 shows that the district met the SPP target with a 0% discrepancy between the LEA Rate and the State Rate for Disproportionality, after reviewing the most recent Special Education Data Report via the PennData website, the Franklin Regional School District was below the State Percent of Special Education Enrollment by Disability in the following areas: Emotional Disturbance and Intellectual Disability (Mental Retardation). The District was above the State Percent of Special Education Enrollment by Disability in the following areas: Autism and Other Health Impairment. The Franklin Regional School District procedures for the identification, location, and evaluation of students with disabilities are reviewed on an ongoing basis to ensure compliance with all special education regulations and to ensure a

Free and Appropriate Public Education (FAPE) is provided to students with disabilities who require special education and related services. In addition, the Franklin Regional School District School Psychologist maintains ongoing professional development for identifying students with disabilities to be sure no student is misidentified.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

The Franklin Regional School District fully complies with the requirements of IDEA and Chapter 14 to meet its obligation under 1306.

When a non-resident student is placed in a residential facility (including group homes, therapeutic foster care, etc.) within the Franklin Regional School District, the Franklin Regional School District provides special education and related services to the non-resident student. In addition, the Franklin Regional School District coordinates with the district of residence regarding the educational services to be provided and keeps the district of residence informed with regard to the student's educational programming. If additional assistance is required, the Franklin Regional School District seeks support from the Westmoreland Intermediate Unit in order to ensure a smooth transition with the provision of FAPE for the student with a disability. The Franklin Regional School District also works collaboratively with other agencies that are involved with the non-resident student. On the other hand, when the Franklin Regional School District is notified that a resident student is being educated by another school district under 1306, the Franklin Regional School District claims the student and provides the appropriate documentation to support that student's education in the host district. In addition, a Franklin Regional School District representative attends the evaluation meeting and Individualized Education Program (IEP) meeting either in person or over the phone and provides input if necessary.

The Franklin Regional School District does not anticipate any problems nor barriers which limits its ability to meet the obligations under Section 1306 of the Public School Code.

Incarcerated Students Oversight

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

There are no prison facilities in the Franklin Regional School District. The Franklin Regional School District fully complies with the requirements of IDEA and Chapter 14 regarding the identification, evaluation, placement and provision of special education services to all eligible school age individuals who have been incarcerated. Once the Franklin Regional School District is informed of students in an incarceration facility, the district forwards to the facility the educational records including the most recent evaluation/reevaluation report, as well as the IEP. Eligible students receive special education services when they are charged with a criminal offense, are awaiting trial, and after they are convicted of a criminal offense.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

Special Education is a service, not a place. The least restrictive environment component of the Individuals with Disabilities Education Act (IDEA) establishes a preference for educating students with disabilities in general education setting with supplementary aids and services. IDEA mandates that students with disabilities receive their education, to the maximum extent appropriate, with nondisabled peers. Consideration of the general education setting must be the starting place for any decision-making about the placement of any student receiving special education services.

The Franklin Regional School District makes every effort to ensure that students are educated in the least restrictive environment with supplementary aides and services. "Supplementary aids and services means aids, services, and other supports that are provided in general education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with §300.114 through §300.116." (34 CFR 300.42) The purpose of providing supplementary aids and services is to support students with disabilities as active participants with nondisabled peers, as well as to enable their access to the general curriculum. To that end,

supplementary aids and services include modification to the general curriculum and [a child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modification in the general curriculum]. (34 CFR 300.116 (e)) Several years ago, the District adopted the Professional Learning Community (PLC) model district-wide. PLC is designed to increase student achievement by creating a collaborative school culture focused on learning. Teachers are encouraged to work together, develop uniform tests and determine which teaching methods work best to help students. Utilizing PLC, special education teachers support academic teams and provide input regarding the necessary adaptations and modification to ensure success of all learners.

In addition, at each grade level, regular and special education teachers provide support in the regular education setting using a co-teaching/push-in model. Co-teaching/push-in models are provided to allow students to be exposed to the regular curriculum while receiving services in the least restrictive environment. Pull-out special education services are offered as a last resort when the nature or severity of the student's disability is such that progress in general education setting cannot be achieved satisfactorily even with the use of supplementary aids and services. A recommendation for change of placement to a more restrictive environment is usually due to either insufficient academic growth or insufficient academic growth in conjunction with behavioral concerns.

The Supplementary Aids and Services (SaS) Toolkit can also be used to guide IEP Teams through steps that lead to the identification of services and supports to enable a student with a disability to learn and succeed within general education classroom settings. PaTTAN and Intermediate Unit consultants will be contacted to provide IEP Teams support in facilitation.

When reviewing Educational Environments (Indicator 5), the Franklin Regional School District met all of the targets. This is due to the District's effort to educate students with disabilities in the Least Restrictive Environment (LRE) through the previously mentioned instructional strategies.

SE Inside Regular Class 80% or more

The Franklin Regional School District (72.1%) is above the state average (62.4%) in SE Inside Regular Class 80% or more.

SE Inside Regular Class Less Than 40%

The Franklin Regional School District (3.4%) is below the state average (9.0%) in SE Inside Regular Class <40%.

SE in Other Settings

The Franklin Regional School District (3.4%) is below the state average (4.9%) in SE in Other Settings. Currently, the Franklin Regional School District has twenty five students receiving special education services outside of the District based on IEP team decisions. The majority of the students in these settings are in need of intensive behavioral supports and interventions or have significant medical needs. At every annual IEP meeting, the IEP team determines which Supplementary Aids and Services are needed to allow the student access to the LRE. The full continuum of placement options from regular education classroom placements to instruction in the home are available for IEP teams to consider.

LRE is an individual decision based on the individual needs and strengths of the student. LRE for one student does not look the same for another student.

Behavior Support Services

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

Schools must give all students the opportunity to learn in an orderly and disciplined environment. This can only result when students conform to a set of acceptable behavior standards. Adults should require and appropriately teach and reinforce disciplined behavior to students at home and in schools, since disciplined behavior is a result of education. Schools must teach and students must learn that group living and learning demands that individual actions be tempered, limited and sensitive to others. Mutual respect guides our actions. Students who choose to evade their responsibility for good school citizenship and behavior will be disciplined consistent with the policies in place. In each disciplinary situation, it is a primary aim of school officials to impress upon each student of the need, value and advantage of good conduct for self and others. When this is not attainable for the individual student, it shall be sought for the student body by dealing with the individual student in whatever way is required to protect the student body itself. Rules are meant to keep order and to allow those in charge of discipline to deal with violators fairly. Franklin Regional rules, regulations, policies and procedures are stated in Student Handbooks at each building level.

The Franklin Regional School District has developed policy on behavior support; Policy 113.2. This policy was developed to ensure that students with disabilities are educated in the least restrictive environment in accordance with Applicable Law and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily.

The policy also directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

As part of new teacher induction, all staff receive training in non-violent crisis intervention techniques. Non-violent Crisis Intervention training provides staff with the skills to safely manage confrontational, disruptive, or out-of-control individuals, even during their most

violent moments. The Director of Special Education, Supervisor of Support Services, and School Psychologist are certified CPI instructors. Building administrators, teachers, paraprofessionals, and contracted security services are routinely trained in Crisis Prevention Intervention (CPI). Representatives of the local police department that has jurisdiction over school property are also invited to participate in district training on the use of positive behavior supports, de-escalation techniques, and appropriate responses to student behavior that may require immediate intervention.

Although the Franklin Regional School District does not utilize a specific School-Wide Positive Behavior Support Program, staff are trained in methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards. Special education staff are also trained to conduct Functional Behavioral Assessments (FBA), as well as the development of Positive Behavior Support Plans (PBSP). If appropriate, the IEP team, along with the parents, develops a plan to address individual student behavior problems. Starting with an FBA, a PBSP is developed to identify the problem behavior(s), the likely recurring consequence, and conditions that reliably precede the occurrence of the problem behavior. The Franklin Regional School District regularly collaborates and works with various community and outside agencies and with multiple service providers for School-Based Behavioral Health Services. These agencies and providers include: Family Behavioral Resources for School-Based Behavioral Health Outpatient Services (each school building has been approved as an outpatient facility), Westmoreland Casemanagement and Supports, Inc. (WCSI) for a full-time Student Assistance Program (SAP) Liaison, the Westmoreland Intermediate Unit for psychiatric consultation, as well as various mental health providers (e.g. behavioral support consultants, mobile therapists, therapeutic staff support, etc.).

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

The Franklin Regional School District has always been able to obtain an appropriate placement for "Hard to Place Students." Pursuant to the Individuals with Disabilities Education Act, 20 U.S.C. §1401, *et seq.*, and the litigation known as Cordero, the District participates with other child-serving agencies in developing a plan for providing intensive interagency coordination to students with disabilities that cannot be appropriately educated in a public educational setting. The system of intensive interagency coordination is not intended to replace the local interagency process. In the vast majority of situations

requiring interagency efforts, local IEP and interagency teams do not require additional assistance to assure the provision of appropriate educational programs and placements for the students they serve. Intensive interagency coordination is designed for the rare situations when the local teams are not able to arrange for the placements of students in the public educational setting and who have waited or have been waiting for more than 30 days for the provision of an appropriate educational placement or who have been identified as “at-risk.” “At-risk” students include all students who are in substantial jeopardy of becoming students who are without appropriate educational programming for 30 days or more.

In addition, the Franklin Regional School District utilizes the Student Assistance Program (S.A.P.) at all grade levels. The S.A.P. helps students overcome barriers to learning so that they achieve, remain in school, and advance. S.A.P. is an intervention program, not a treatment program that integrates a process of information gathering, and referral through a core team. A core team is a trained team of school personnel that meets regularly to identify and assist students and families in seeking appropriate help through S.A.P. The core team also includes a full-time liaison through Westmoreland Casemanagement and Supports, Inc., representing both the mental health and the drug and alcohol systems. Local educational agencies have a vital role in identifying which students require intensive interagency coordination, since these are students whom the school district has determined cannot currently be served in the public educational setting. In addition to assisting school districts with providing appropriate educational programs and placements, the system of intensive interagency coordination also works toward the goal of enhancing the capacity of school district programs so that the needs of students with disabilities can be met in public educational settings in most situations.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

The Franklin Regional School District is committed to improving the educational needs of all learners to enable our graduates to succeed in a global society. The school district mission statement, “We, the Franklin Regional School community, strive for excellence, learning, achievement and citizenship in all we do” exemplifies the efforts of the district to meet the needs of all learners.

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. Total enrollment for the 2016-2017 school year is 3,487 students. Total unduplicated special education student enrollment is 489 students.

The Franklin Regional School District offers a variety of programs and services to meet the diverse needs of students. Even though the District has performed well and has surpassed the standards required by the state Department of Education, it can improve. As a result, the District has adopted the Professional Learning Community (PLC) model district-wide.

PLC is designed to increase student achievement by creating a collaborative school culture focused on learning. Teachers are encouraged to work together, develop common assessments and determine which teaching methods work best to help students. Utilizing PLC, special education teachers support academic teams and provide input regarding the necessary adaptations and modification to ensure success of all learners.

At each grade level, regular and special education teachers provide special education services in the regular education setting using a co-teaching/push-in model. Co-teaching/push-in models are provided to allow students to be exposed to the regular curriculum while receiving services in the least restrictive environment. Pull-out special education services are offered as a last resort when the student's needs cannot be met in the regular education setting even with supplementary aids and services.

At the secondary level, special education is designed to meet the needs of students and assist with reaching their post-school goals. Beginning in tenth grade, students have the opportunity to participate in vocational training programs offered by the Northern Westmoreland Career and Technical Center. Adaptations and modifications are provided at the Technical Center to enable students to benefit from the programs it has to offer. A part-time transition coordinator coordinates transitional activities as well as serves as a liaison between the district and community agencies such as the Office of Vocational Rehabilitation and the Westmoreland County Department of Human Services Office of Mental Health/Intellectual Disabilities.

The Franklin Regional School District also employs the Westmoreland County Intermediate Unit (WIU) to assist with Deaf and Hard of Hearing Services. Vision Services are provided by The Western Pennsylvania School for Blind Children. Occupational Therapy and Physical Therapy are provided by AOT, Inc. Transportation, Speech and Language, Psychological services and Counseling Services are provided by the school district. The Franklin Regional School District also contracts with Family Behavioral Resources for School-Based Mental Health Services and on a case-by-case basis for Mental Health support for severe cases. Professional education and development is regularly provided to all professional and paraprofessional staff members on a variety of special education topics. WIU and PaTTAN educational consultants collaborate and provide consultation to staff on best practices and assist in providing trainings on topics such as supplementary aids and services, developing standard-aligned IEPs, classroom management, inclusionary practices, transition planning, progress monitoring, assistive technology, as well as PaTTAN's Autism Initiative ABA Supports.

The District also hosts several parent workshops each year on various topics to provide an opportunity for training and information sharing for parents and interested district staff. The Franklin Regional School District also collaborates with neighboring school districts in order to expand the number of workshops and variety of topics.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- 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](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and 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\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Clelian Heights School for Exceptional Children	Special Education Centers	Life Skills Support and Autistic Support	3
The Day School at The Children's Institute	Approved Private Schools	Multiple Disabilities Support and Autistic Support	8
New Story	Special Education Centers	Autistic Support and Emotional Support	5
PACE	Approved Private Schools	Emotional Support	1
Western Pennsylvania School for the Deaf	Approved Private Schools	Deaf or Hearing Impaired Support	2
Intensive Therapeutic Emotional Support program (ITES)	Neighboring School Districts	Emotional Support	1
Home	Instruction in the Home	Autistic Support	1
Adelphoi Education at Hartford Heights	Special Education Centers	Emotional Support	2
Easter Seals of Western PA	Approved Private Schools	Autistic Support	1
The Watson Institute at Friendship Academy	Approved Private Schools	Autistic Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 10	7	0.3
Justification: Learning Support and Life Skill Support teacher rosters may exceed age ranges, but individual classes do not. If there is an exception, waivers signed by the parent of the student who puts the class out of compliance are included in the IEP.				
Locations:				
Sloan Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 10	7	0.7
Justification: Learning Support and Life Skill Support teacher rosters may exceed age ranges, but individual classes do not. If there is an exception, waivers signed by the parent of the student who puts the class out of compliance are included in the IEP.				
Locations:				
Sloan Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	11	0.7
Justification: Learning Support and Life Skill Support teacher rosters may exceed age ranges, but individual classes do not. If there is an exception, waivers signed by the parent of the student who puts the class out of compliance are included in the IEP.				
Locations:				
Sloan Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	2	0.3
Justification: Learning Support and Life Skill Support teacher rosters may exceed age ranges, but individual classes do not. If there is an exception, waivers signed by the parent of the student who puts the class out of compliance are included in the IEP.				
Locations:				
Sloan Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 11	1	0.2
Justification: Learning Support and Life Skill Support teacher rosters may exceed age ranges, but individual classes do not. If there is an exception, waivers signed by the parent of the student who puts the class out of compliance are included in the IEP.				
Locations:				
Sloan Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 11	3	0.5
Justification: Learning Support and Life Skill Support teacher rosters may exceed age ranges, but individual classes do not. If there is an exception, waivers signed by the parent of the student who puts the class out of compliance are included in the IEP.				
Locations:				
Sloan Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 11	3	0.3
Justification: Learning Support and Life Skill Support teacher rosters may exceed age ranges, but individual classes do not. If there is an exception, waivers signed by the parent of the student who puts the class out of compliance are included in the IEP.				
Locations:				
Sloan Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 11	12	0.7
Justification: Learning Support and Life Skill Support teacher rosters may exceed age ranges, but individual classes do not. If there is an exception, waivers signed by the parent of the student who puts the class out of compliance are included in the IEP.				
Locations:				
Sloan Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 11	1	0.3
Justification: Learning Support and Life Skill Support teacher rosters may exceed age ranges, but individual classes do not. If there is an exception, waivers signed by the parent of the student who puts the class out of compliance are included in the IEP.				
Locations:				
Sloan Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6*Operator:* School District**PROGRAM DETAILS**

Type:
Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 10	9	0.7
Justification: Learning Support and Life Skill Support teacher rosters may exceed age ranges, but individual classes do not. If there is an exception, waivers signed by the parent of the student who puts the class out of compliance are included in the IEP.				
Locations:				
Newlonsburg Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 10	2	0.3
Justification: Learning Support and Life Skill Support teacher rosters may exceed age ranges, but individual classes do not. If there is an exception, waivers signed by the parent of the student who puts the class out of compliance are included in the IEP.				
Locations:				
Newlonsburg Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7

Operator: School District

PROGRAM DETAILS

Type:
Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 10	15	0.7
Justification: Learning Support and Life Skill Support teachers rosters may exceed age ranges, but individual classes do not. If there is an exception, waivers signed by the parent of the student who puts the class out of compliance are included in the IEP.				
Locations:				
Heritage Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 10	2	0.3
Justification: Learning Support and Life Skill Support teachers rosters may exceed age ranges, but individual classes do not. If there is an exception, waivers signed by the parent of the student who puts the class out of compliance are included in the IEP.				
Locations:				
Heritage Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8

Operator: School District

PROGRAM DETAILS

Type:
Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	9	0.3
Locations:				
Heritage Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	4	0.7
Locations:				
Heritage Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9

Operator: School District

PROGRAM DETAILS

Type:
Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	10	0.7
Locations:				
Heritage Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	1	0.3
Locations:				
Heritage Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10

Operator: School District

PROGRAM DETAILS

Type:
Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	16	0.6
Locations:				
Franklin Regional Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	5	0.4
Locations:				
Franklin Regional Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	13	0.4
Locations:				
Franklin Regional Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	7	0.6
Locations:				
Franklin Regional Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 24, 2016*Reason for the proposed change:* better distribution within the school building**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	20	0.7
Locations:				
Franklin Regional Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	3	0.3
Locations:				
Franklin Regional Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #13*Operator:* School District**PROGRAM DETAILS**

Type: ClassandPosition

Implementation Date: August 24, 2016

Reason for the proposed change: better distribution within the school building

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	21	0.7
Locations:				
Franklin Regional Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	1	0.3
Locations:				
Franklin Regional Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #14

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 14	1	0.1
Locations:				
Franklin Regional Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 14	2	0.5
Locations:				
Franklin Regional Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 14	4	0.4
Locations:				
Franklin Regional Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #15

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 24, 2016

Reason for the proposed change: better distribution within the school building

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	15	0.4
Locations:				
Franklin Regional Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	8	0.6
Locations:				
Franklin Regional Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #16

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	21	0.6
Justification: Learning Support and Life Skill Support teacher rosters may exceed age ranges, but individual classes do not. If there is an exception, waivers signed by the parent of the student who puts the class out of compliance are included in the IEP.				
Locations:				
Franklin Regional Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	5	0.4
Justification: Learning Support and Life Skill Support teacher rosters may exceed age ranges, but individual classes do not. If there is an exception, waivers signed by the parent of the student who puts the class out of compliance are included in the IEP.				
Locations:				
Franklin Regional Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #17

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 24, 2016

Reason for the proposed change: better distribution within the school building

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	11	0.3
Locations:				
Franklin Regional Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	1	0.2
Locations:				
Franklin Regional Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #18*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	14	0.4
Locations:				
Franklin Regional Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	9	0.6
Locations:				
Franklin Regional Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #19*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	24	0.7
Locations:				
Franklin Regional Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	3	0.3
Locations:				
Franklin Regional Senior High School	A Senior High School Building	A building in which General Education programs are operated		

School	School Building	Education programs are operated		
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Program Position #20*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	25	0.7
Locations:				
Franklin Regional Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	2	0.3
Locations:				
Franklin Regional Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #21*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	24	0.4
Locations:				
Franklin Regional Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	4	0.6
Locations:				
Franklin Regional Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #22*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 10	1	0.25
Justification: Learning Support and Life Skill Support teacher rosters may exceed age ranges, but individual				

classes do not. If there is an exception, waivers signed by the parent of the student who puts the class out of compliance are included in the IEP.				
Locations:				
Heritage Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 10	1	0.25
Justification: Learning Support and Life Skill Support teacher rosters may exceed age ranges, but individual classes do not. If there is an exception, waivers signed by the parent of the student who puts the class out of compliance are included in the IEP.				
Locations:				
Heritage Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	5 to 10	1	0.1
Justification: Learning Support and Life Skill Support teacher rosters may exceed age ranges, but individual classes do not. If there is an exception, waivers signed by the parent of the student who puts the class out of compliance are included in the IEP.				
Locations:				
Heritage Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 10	5	0.4
Justification: Learning Support and Life Skill Support teacher rosters may exceed age ranges, but individual classes do not. If there is an exception, waivers signed by the parent of the student who puts the class out of compliance are included in the IEP.				
Locations:				
Heritage Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23

Operator: Intermediate Unit

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 21	1	0.25
Justification: Learning Support and Life Skill Support teacher rosters may exceed age ranges, but individual classes do not. If there is an exception, waivers signed by the parent of the student who puts the class out of compliance are included in the IEP.				
Locations:				
Franklin Regional Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 21	12	0.75
Justification: Learning Support and Life Skill Support teacher rosters may exceed age ranges, but individual classes do not. If there is an exception, waivers signed by the parent of the student who puts the class out of compliance are included in the IEP.				
Locations:				
Franklin Regional Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #24*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	47	1
Justification: Speech and Language Therapist rosters may exceed age ranges, but individual classes do not. If there is an exception, waivers signed by the parent of the student who puts the class out of compliance are included in the IEP.				
Locations:				
Heritage Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #25*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	51	1
Justification: Learning Support and Life Skill Support teacher rosters may exceed age ranges, but individual classes do not. If there is an exception, waivers signed by the parent of the student who puts the class out of compliance are included in the IEP.				
Locations:				
Sloan Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #26*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	26	0.4
Justification: Speech and Language Therapist rosters may exceed age ranges, but individual classes do not. If there is an exception, waivers signed by the parent of the student who puts the class out of compliance are included in the IEP.				
Locations:				
Newlonsburg Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 14	23	0.4
Locations:				
Franklin Regional Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 21	8	0.2
Justification: Speech and Language Therapist rosters may exceed age ranges, but individual classes do not. If there is an exception, waivers signed by the parent of the student who puts the class out of compliance are included in the IEP.				
Locations:				
Franklin Regional Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #27*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	9 to 9	1	0.01
Locations:				
Newlonsburg Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	16 to 16	1	0.03
Locations:				
Franklin Regional Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #28*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:*

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	8 to 8	1	0.03
Justification: The teacher delivers services to students in their neighborhood school. Although the roster may exceed age ranges, the services do not.				
Locations:				
Sloan Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	13 to 13	1	0.01
Justification: The teacher delivers services to students in their neighborhood school. Although the roster may exceed age ranges, the services do not.				
Locations:				
Franklin Regional Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	16 to 19	2	0.02
Justification: The teacher delivers services to students in their neighborhood school. Although the roster may exceed age ranges, the services do not.				
Locations:				
Franklin Regional Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #29

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 27, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	12	0.5
Locations:				
Franklin Regional Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	Administration	1
Special Education Secretary	Administration	1

Special Education Paraprofessional(s)	Sloan Elementary School	7.5
Special Education Paraprofessional(s)	Franklin Regional Middle School	7
Special Education Paraprofessional(s)	Heritage Elementary School	6
Special Education Paraprofessional(s)	Newlonsburg Elementary School	1.5
Special Education Paraprofessional(s)	Franklin Regional Senior High School	10
Transition Coordinator	Franklin Regional Senior High School/Franklin Regional Middle School	0.5
Transportation Nurse	Transportation	1
Transportation Aide	Transportation	1
School Psychologist	Administration	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapist	Outside Contractor	5 Days
Physical Therapist	Outside Contractor	4 Hours
Blind and Visually Impaired Support	Outside Contractor	4 Hours
Deaf and Hearing Impaired Support	Intermediate Unit	2.75 Hours

Needs Assessment

Record School Patterns

Question:

After reviewing school level accomplishments and systemic challenges, what patterns can you identify among your schools?

What other information do you still need to assess?

Answer:

The Franklin Regional School District does not have schools designated as priority or focus and does not currently require schools within the district to complete the School Level Accomplishments and Systemic Challenges. As a result, this narrative does not apply.

District Accomplishments

Accomplishment #1:

The Franklin Regional School District is proud of its strong student achievement in state testing as well as its strong academic focus.

Accomplishment #2:

The Franklin Regional School District has strong course offerings for students and is continuously developing its academic program. In the last three years, the District specifically:

- increased the number of Advanced Placement (AP) courses as well as the number of students taking and passing the AP courses.
- implemented Project Lead the Way so that students in grades two through high school take courses in Engineering, Computer Science, and Biomedical Science.
- revamped its World Language program to add an exploration component in grade six and to provide the majority of instruction in the target language so that students focus on communicating.
- increased opportunities for student internships that pair high school students with professionals in the region for career experience.

- developed the K-12 Counseling Plan that provides significant experiences to students in grades K-12 surrounding career exploration, development, and exposure.
- increased the number of College in High School courses to offer 22 with students earning 2,319 credits during the 2017-2018 school year.
- increased programming in the fine arts, especially in the strings program, and increased technology tools in the art program.
- provided funding for all students in grades ten and eleven to take the PSAT, subsequently increasing the number of National Merit Semi-Finalists and Finalists.

Accomplishment #3:

The Franklin Regional School District continues to employ professional learning communities (PLCs) in all levels, K-12. The PLCs provide dedicated time for teacher collaboration and offer a formal structure for this collaboration. The PLCs focus on four main questions including:

1. What is it we want/expect our students to learn?
2. How do we know when they have learned it?
3. How will we respond when they don't learn it?
4. How will we respond when they already know it?

PLCs provide a structure for school improvement and foster a collaborative approach to student achievement. They have assisted in developing common assessments, flexible instructional groupings, and the sharing of instructional practices. The current structure of PLCs is strong, but is also improving as we focus the work of PLCs on time-sensitive topics and District pedagogical initiatives.

Accomplishment #4:

The Franklin Regional School District revamped its professional education focus so that all facets of the district staff including maintenance, custodial, secretarial, support, educational specialists, teaching staff, and administrative staff engage in regular professional learning. Additionally, the District worked with the Franklin Regional Education Association to offer flexible and personalized professional development options for teachers including summer courses, after school courses, face-to-face traditional courses, online courses, and micro-credentials that provide job-embedded professional learning.

Accomplishment #5:

The Franklin Regional School District revised its teacher induction program, expanding it to a three-year program led primarily by the Educational Leadership Team. The program begins with multiple days of workshops prior to the beginning of the school year and continues with regular training for three years. New teachers are supported with mentors and through their professional learning communities.

Accomplishment #6:

The Franklin Regional School District created a new teacher leadership structure and works collaboratively with teacher leaders to flatten the leadership structure and engage in meaningful collaboration for improvement.

Accomplishment #7:

The Franklin Regional School District revised the Curriculum Review Process to provide meaningful collaboration across multiple years so that curriculum remains vibrant, flexible, and responsive to student needs.

Accomplishment #8:

The Franklin Regional School District helped to create an enhanced Student Assistance Program (SAP) model that is now used across Westmoreland County. The District created a Supervisor of Support Services position to support this work.

Accomplishment #9:

The Franklin Regional School District completed a Feasibility Study for all District facilities and created a 15-year facility plan.

District Concerns**Concern #1:**

The Franklin Regional School District has shown a history of strong achievement. Current achievement levels in some state assessment subjects, however, have stagnated. Additionally, some growth scores, as measured through the Pennsylvania Value Added Assessment System, show areas of concern.

Concern #2:

The Franklin Regional School District has intervention and enrichment systems in each building, but needs a cohesive K-12 approach to meet student needs. The District continues to develop its Multi-Tiered System of Supports to provide a coherent structure and associated data points to better systematize responding to student needs and personalizing instruction.

Concern #3:

The Franklin Regional School District is excited that it is seeing an increase in English Learners, but recognizes that teachers may need additional professional development to understand how to support students who are not native speakers.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Aligned Concerns:

The Franklin Regional School District has shown a history of strong achievement. Current achievement levels in some state assessment subjects, however, have stagnated. Additionally, some growth scores, as measured through the Pennsylvania Value Added Assessment System, show areas of concern.

Systemic Challenge #2 (*Guiding Question #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Aligned Concerns:

The Franklin Regional School District has shown a history of strong achievement. Current achievement levels in some state assessment subjects, however, have stagnated. Additionally, some growth scores, as measured through the Pennsylvania Value Added Assessment System, show areas of concern.

The Franklin Regional School District has intervention and enrichment systems in each building, but needs a cohesive K-12 approach to meet student needs. The District continues to develop its Multi-Tiered System of Supports to provide a coherent structure and associated data points to better systematize responding to student needs and personalizing instruction.

The Franklin Regional School District is excited that it is seeing an increase in English Learners, but recognizes that teachers may need additional professional development to understand how to support students who are not native speakers.

Systemic Challenge #3 (*Guiding Question #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Aligned Concerns:

The Franklin Regional School District has shown a history of strong achievement. Current achievement levels in some state assessment subjects, however, have stagnated. Additionally, some growth scores, as measured through the Pennsylvania Value Added Assessment System, show areas of concern.

The Franklin Regional School District has intervention and enrichment systems in each building, but needs a cohesive K-12 approach to meet student needs. The District continues to develop its Multi-Tiered System of Supports to provide a coherent structure and associated data points to better systematize responding to student needs and personalizing instruction.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Related Challenges:

- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Indicators of Effectiveness:

Type: Annual

Data Source: Curriculum Review Process

Specific Targets: Franklin Regional School District will meet its goals through the Curriculum Review Process for each subject area.

Type: Interim

Data Source: Assessment Data (PSSA, Keystone, CDT, DIBELS, STAR 360 and Curriculum Based Assessment Data)

Specific Targets: Franklin Regional School District will meet its student achievement targets to evaluate curriculum alignment.

Strategies:

Curriculum Review Process

Description:

The Franklin Regional School District will continue to work with its curriculum review process to ensure the development and implementation of standards aligned curricula.

SAS Alignment: Standards, Curriculum Framework, Materials & Resources, Instruction

Implementation Steps:

Curriculum Review Process

Description:

The District will continue to follow the planned schedule and processes of the Franklin Regional Curriculum Review process, focusing primarily on collaboration and professional dialogue during each step of the process.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Review Process

Goal #2: Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Related Challenges:

- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Indicators of Effectiveness:

Type: Interim

Data Source: The Franklin Regional School District student achievement and growth data

Specific Targets: Student achievement data for those who are at risk will show continued growth and improved achievement levels.

Type: Annual

Data Source: Intervention System Review

Specific Targets: The Franklin Regional School District will show improvement in intervention systems by reviewing options, success rates, and student involvement annually.

Strategies:

Multi-Tiered System of Support

Description:

The Franklin Regional School District will continue to refine its Multi-Tiered System of Support and provide professional development to staff members on how to respond to student needs.

SAS Alignment: Assessment, Instruction, Materials & Resources, Safe and Supportive Schools

English Language Development

Description:

The Franklin Regional School District will evaluate and revise training and supports for teachers who work with English Learners throughout the District, focusing on understanding language levels, resources, and strategies.

SAS Alignment: Standards, Instruction, Materials & Resources

Implementation Steps:

Data Analysis and Review

Description:

The Franklin Regional School District will continue to use benchmark and diagnostic assessment data to identify student needs and to verify the efficacy of interventions. The District will employ formal and informal data analysis processes for data measures including DIBELS, STAR 360, Classroom Diagnostic Tools, and other assessment data.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education, Special Education, Student Services, Gifted Education

Supported Strategies:

- Multi-Tiered System of Support

English Language Development

Description:

The Franklin Regional School District will improve its resources and professional development options for all staff to assist them in addressing students who are English Learners. Specific topics may include the English Language Development standards, the WIDA Can Do descriptors, and other resources.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- English Language Development

Goal #3: Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: Formative, summative, benchmark, and diagnostic assessment measures

Specific Targets: Student achievement and assessment information will match the outcomes from the standards aligned curriculum and evidence of how the information is used to adjust instruction is evident in classroom work.

Strategies:

Standards Aligned Assessments

Description:

The Franklin Regional School District will focus on aligning assessments with standards through the curriculum review process steps.

SAS Alignment: Standards, Assessment, Materials & Resources

Implementation Steps:

Standards Aligned Assessments

Description:

As curriculum documents are revised and curriculum maps are built, evidence of standards aligned assessment will be articulated in the documents. Additionally, lesson plans and intervention/enrichment plans for students will show evidence of shifting instructional practices based on assessment data.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Standards Aligned Assessments

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.	Strategy #1: Curriculum Review Process
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Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2019	6/30/2022	Curriculum Review Process	The District will continue to follow the planned schedule and processes of the Franklin Regional Curriculum Review process, focusing primarily on collaboration and professional dialogue during each step of the process.	Assistant Superintendent	7.0	4	6	Franklin Regional School District	School Entity	No

Knowledge

Curriculum review teams will work collaboratively through the curriculum review process, engaging in professional dialogue to establish clarity about key knowledge, skills, and dispositions for each course.

Supportive Research

Teachers will use backwards by design, the Pennsylvania Department of Education's Standards Aligned System, and resources provided from professional organizations.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Training Format	Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion Curriculum documents creation and implementation	Evaluation Methods	Participant survey Curriculum documents approval

LEA Goals Addressed: Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes

Strategy #1: Multi-Tiered System of Support

procedures for monitoring effectiveness.

Start	End	Title	Description					
7/1/2019	6/30/2022	Data Analysis and Review	The Franklin Regional School District will continue to use benchmark and diagnostic assessment data to identify student needs and to verify the efficacy of interventions. The District will employ formal and informal data analysis processes for data measures including DIBELS, STAR 360, Classroom Diagnostic Tools, and other assessment data.					
		Person Responsible Assistant Superintendent and Director of Special Education	SH 1.0	S 12	EP 12	Provider Franklin Regional School District	Type School Entity	App. Yes

Knowledge

Participants will gain knowledge about data analysis processes and participate in formal and informal planning based on data.

Supportive Research

Data analysis processes that will be employed are based in best practice and will draw upon the work of Victoria L. Bernhardt, Paul G. Preuss, and others.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district

Provides the knowledge and skills to think and plan strategically, ensuring that

administrators, and other educators seeking leadership roles:

assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

Training Format	LEA Whole Group Presentation Series of Workshops Professional Learning Communities		
Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors Related Service Personnel	Grade Levels
Follow-up Activities	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Joint planning period activities Data analysis and program implementation	Evaluation Methods	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12) Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Data analysis documents

LEA Goals Addressed: Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based **Strategy #1: English Language Development**

upon student needs and includes procedures for monitoring effectiveness.

Start	End	Title	Description				Type	App.
7/1/2019	6/30/2022	English Language Development	The Franklin Regional School District will improve its resources and professional development options for all staff to assist them in addressing students who are English Learners. Specific topics may include the English Language Development standards, the WIDA Can Do descriptors, and other resources.					
		Person Responsible Assistant Superintendent and Building Principals	SH 1.0	S 15	EP 40	Provider The Franklin Regional School District staff	School Entity	Yes

Knowledge Participants will learn strategies, resources, and tools to help English Learners.

Supportive Research The sessions will be based in best practices as gleaned from professional organizations and will provide research regarding the stages of learning a second language.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

Training Format	Series of Workshops School Whole Group Presentation Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey

LEA Goals Addressed:	Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.	Strategy #1: Standards Aligned Assessments
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Start	End	Title	Description
7/1/2019	6/30/2022	Standards Aligned Assessments	As curriculum documents are revised and curriculum maps are built, evidence of standards aligned assessment will be articulated in the documents. Additionally,

lesson plans and intervention/enrichment plans for students will show evidence of shifting instructional practices based on assessment data.

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant Superintendent and Building Principals	1.0	10	15	Franklin Regional School District	School Entity	No

Knowledge Working in PLCs, teachers will align assessments to curriculum documents and use the data from assessments for intervention/enrichment planning.

Supportive Research Teachers will use information from the Pennsylvania Department of Education Standards Aligned System and evidence-based assessment techniques.

Designed to Accomplish

<p>For classroom teachers, school counselors and education specialists:</p>	<p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<p>For school and district administrators, and other educators seeking leadership roles:</p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>

Training Format Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
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	Other educational specialists		Middle (grades 6-8) High (grades 9-12)
	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers		
Follow-up Activities	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Joint planning period activities	Evaluation Methods	Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

District Level Affirmations

We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

Affirmed by Lawrence Borland on 4/27/2018

Board President

Affirmed by Gennaro Piraino on 4/20/2018

Superintendent/Chief Executive Officer