

Franklin Regional SD  
**Special Education Plan Report**  
07/01/2014 - 06/30/2017

# District Profile

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## Demographics

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

## Planning Committee

Name	Role
Linda Brecht	Elementary School Teacher - Regular Education
Darla Bryant	Secondary School Teacher - Special Education
Michael Cowen	Ed Specialist - School Psychologist
Jennifer DiFulvio	Administrator
Tina Gillen	Administrator
Lisa Hnath	Parent
Linda Leavy	Parent
Richard E. Regelski, Jr.	Special Education Director/Specialist
Mary Catherine Reljac	Assistant Superintendent
Carla Roland	Secondary School Teacher - Regular Education
Jeremy Samek	Board Member
Debbie Sherwin	Elementary School Teacher - Special Education
Jane Tower	Board Member

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 504

### *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: <http://penndata.hbg.psu.edu/BSEReports>

The current Special Education Data Report indicates that the Franklin Regional School District met the State Performance Plan Target for Indicator 10, Disproportionate Representation by Disability Category. The Special Education Data Report indicates that 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 Speech or Language Impairment. Although the District is above the State Percent in Autism and Speech or Language Impairment, the District does not believe that it has over identified these populations. The increased number of students identified with Autism could be attributed to the national trend of increasing rates of autism spectrum disorders. The increased numbers could also be the District's ability to meet these needs of students with Autism in the Least Restrictive Environment as a result of the various inclusive practices workshops and trainings provided by the District over the past four years. The increased number of students identified with a Speech or Language Impairment could be the result of the numerous awareness activities that are provided to the staff each year as well as the informative website ([www.franklinregional.k12.pa.us/teachers/speech](http://www.franklinregional.k12.pa.us/teachers/speech)) that was developed by the speech and language pathologists. 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.

### *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 does not host any locations that fall under Section 1306 of the Public School Code. In the event that a facility moves into the Franklin Regional School District, the District will fully comply with the requirements of IDEA and Chapter 14 to meet its obligation under 1306.

When the Franklin Regional School District is notified that a resident student is being educated by another school district under 1306, the District claims the student and provides the appropriate documentation of funds to support that student's education in the host district. When the Director of Special Education is informed by the educating district or entity, a District representative will attend the evaluation meeting and Individualized Education Program (IEP) meetings either in

person or over the phone and provide input.

There are several barriers that limit the District's ability to meet its obligation under Section 1306 of the Public School Code. One barrier that the District faces is timely and adequate communication from the educating entity. Notification that a District student is in another location as a Section 1306 student often arrives several weeks after placement or after the student has been enrolled into another entity. Another barrier is that parents do not understand the local district's responsibility to their child's education when they are being educated by another entity under this regulation.

### *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. 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.

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 (75.4%) is above the state average (62.1%) in SE Inside Regular Class 80% or more.

#### SE Inside Regular Class Less Than 40%

The Franklin Regional School District (3.3%) is below the state average (8.9%) in SE Inside Regular Class <40%.

#### SE in Other Settings

The Franklin Regional School District (2.9%) is below the state average (5.0%) in SE in Other Settings. Currently, the Franklin Regional School District has twenty students receiving special education services outside of the District based on IEP team decisions. The majority of the students in these settings is in need of intensive behavioral supports and interventions or have significant medical needs. At every annual IEP meeting, the IEP team must determine what Supplementary

Aids and Services would be 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*

Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS). Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. 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 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.

As part of new teacher induction, all staff receives 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. Special education staff is also trained to conduct Functional Behavioral Assessments (FBA), as well as the development of Positive Behavior Support Plans (PBSP). The Franklin Regional School District collaborates closely with numerous Behavioral Health Rehabilitative Service agencies for the provision of wraparound and other support services within the schools. Additionally, the District contracts with Wesley Spectrum Services on a case-by-case basis for Mental Health supports for severe cases. The District also employs a district wide Student Assistance Program.

If appropriate, the IEP team, along with the parents, develops a plan to address individual student behavior problems. Starting with a 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 District will also utilize a behavioral specialist from the Westmoreland Intermediate Unit when needed.

### *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 will participate 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 will also include a liaison, representing both the mental health and 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 2013-2014 school year is 3,605 students. Total unduplicated special education student enrollment is 504 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 supporting students with disabilities. The WIU currently maintains two of the four Life Skills/Autistic Support classrooms in the district. The WIU also provides Occupational Therapy, Physical Therapy, Hearing Services, Vision Services, and Psychological Services to students. Transportation, Speech and Language, and Counseling Services are provided by the school district. The Franklin Regional School District also contracts with Wesley Spectrum Services 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 and assistive technology.

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

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## 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
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Clelian Heights School for Exceptional Children	Special Education Centers	Life Skills Support and Autistic Support	5
The Day School at The Children's Institute	Approved Private Schools	Multiple Disabilities Support and Autistic Support	7
New Story	Special Education Centers	Autistic Support and Emotional Support	2
PACE	Approved Private Schools	Emotional Support	2
Western Pennsylvania School for the Deaf	Approved Private Schools	Deaf or Hearing Impaired Support	1
Pressley Ridge Day School Greensburg	Special Education Centers	Emotional Support	2
Intensive Therapeutic Emotional Support program (ITES)	Neighboring School Districts	Emotional Support	1

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sloan Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 10	14	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.							
Sloan Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 10	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.							

### Program Position #2

*Operator:* School District

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sloan Elementary School	An Elementary	A building in which	Itinerant	Learning Support	6 to 11	7	0.4

	School Building	General Education programs are operated					
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.							
Sloan Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 11	3	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.							

**Program Position #3***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sloan Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 11	7	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.							
Sloan Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 11	3	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.							

**Program Position #4***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sloan Elementary School	An Elementary School Building	A building in which General Education programs are operated	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.							
Sloan Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 11	3	0.5

	Building	Education programs are operated	20%)				
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.							
Sloan Elementary School	An Elementary School Building	A building in which General Education programs are operated	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.							

**Program Position #5***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sloan Elementary School	An Elementary School Building	A building in which General Education programs are operated	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.							
Sloan Elementary School	An Elementary School Building	A building in which General Education programs are operated	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.							

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Newlonsburg Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 11	17	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.							
Newlonsburg Elementary School	An Elementary School Building	A building in which General Education	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 11	1	0.4

		programs are operated					
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.							

**Program Position #7***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Heritage Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	14	0.7
Heritage Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	1	0.3

**Program Position #8***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Heritage Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 11	6	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.							
Heritage Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 11	4	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.							

**Program Position #9***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Heritage Elementary School	An Elementary School	A building in which General	Itinerant	Learning Support	9 to 12	17	0.7

	Building	Education programs are operated					
Heritage Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	1	0.3

**Program Position #10***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Franklin Regional Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	8	0.3
Franklin Regional Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	10	0.7

**Program Position #11***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Franklin Regional Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	18	0.7
Franklin Regional Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	1	0.3

**Program Position #12***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Franklin Regional Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	12	0.4
Franklin Regional Middle School	A Middle School Building	A building in which General Education programs are	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	7	0.6



		operated					
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**Program Position #13***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Franklin Regional Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	15	0.4
Franklin Regional Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	8	0.6

**Program Position #14***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Franklin Regional Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	12 to 14	2	0.25
Franklin Regional Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 14	1	0.25
Franklin Regional Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 14	6	0.5

**Program Position #15***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Franklin Regional Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	16	0.6
Franklin Regional Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	4	0.4

**Program Position #16***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Franklin Regional Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 19	22	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.							
Franklin Regional Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	5	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.							

**Program Position #17***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Franklin Regional Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	18	0.4
Franklin Regional Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	2	0.1

**Program Position #18***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Franklin Regional Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	19	0.7
Franklin Regional Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	5	0.3

		programs are operated					
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**Program Position #19***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Franklin Regional Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	20	0.7
Franklin Regional Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	4	0.3

**Program Position #20***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Franklin Regional Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	19	0.7
Franklin Regional Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	5	0.3

**Program Position #21***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Franklin Regional Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 19	20	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.							
Franklin Regional Senior High School	A Senior High School	A building in which General	Supplemental (Less Than 80% but More Than	Learning Support	14 to 19	7	0.4

	Building	Education programs are operated	20%)				
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.							

**Program Position #22***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Heritage Elementary School	An Elementary School Building	A building in which General Education programs are operated	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.							
Heritage Elementary School	An Elementary School Building	A building in which General Education programs are operated	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.							
Heritage Elementary School	An Elementary School Building	A building in which General Education programs are operated	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.							
Heritage Elementary School	An Elementary School Building	A building in which General Education programs are operated	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.							

**Program Position #23***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Franklin Regional Senior High School	A Senior High School Building	A building in which General Education programs are	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 21	1	0.25

		operated					
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.							
Franklin Regional Senior High School	A Senior High School Building	A building in which General Education programs are operated	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.							

**Program Position #24***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Heritage Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	65	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.							

**Program Position #25***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sloan Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	65	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.							

**Program Position #26***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Newlonsburg Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	30	0.46
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.							
Franklin Regional	A Middle	A building in	Itinerant	Speech and	12 to	22	0.34

Middle School	School Building	which General Education programs are operated		Language Support	14		
Franklin Regional Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 21	13	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.							

**Program Position #27***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Newlonsburg Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	9 to 9	1	0.01
Franklin Regional Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	16 to 16	1	0.03

**Program Position #28***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sloan Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	8 to 8	1	0.03
Franklin Regional Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	13 to 13	1	0.01
Franklin Regional Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	16 to 19	2	0.02

**Special Education Support Services**

Support Service	Location	Teacher FTE
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Director of Special Education	Administration	1
Special Education Secretary	Administration	1
Special Education Paraprofessional(s)	Sloan Elementary School	6.5
Special Education Paraprofessional(s)	Franklin Regional Middle School	8
Special Education Paraprofessional(s)	Heritage Elementary School	4.5
Special Education Paraprofessional(s)	Newlonsburg Elementary School	1
Special Education Paraprofessional(s)	Franklin Regional Senior High School	5
Transition Coordinator	Franklin Regional Senior High School/Franklin Regional Middle School	0.5
Transportation Nurse	Transportation	1
Transportation Aide	Transportation	1

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapist	Intermediate Unit	5 Days
Physical Therapist	Intermediate Unit	4 Hours
School Psychologist	Intermediate Unit	5 Days
School Psychologist	Intermediate Unit	1 Days
Special Education Paraprofessional	Intermediate Unit	5 Days
Special Education Paraprofessional	Intermediate Unit	5 Days

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	The Franklin Regional School District will provide the following proposed professional development topics regarding Autism: <ul style="list-style-type: none"> <li>• Autism Spectrum Disorder awareness</li> <li>• Practical Strategies for Teaching Students with Autism Spectrum Disorder</li> </ul>
<b>Person Responsible</b>	Director of Special Education; Assistant Superintendent; Act 48 Committee
<b>Start Date</b>	8/12/2014
<b>End Date</b>	6/9/2017
<b>Program Area(s)</b>	Professional Education, Teacher Induction, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	4
<b># of Participants Per Session</b>	55
<b>Provider</b>	Franklin Regional School District; WIU Educational Consultants; PaTTAN Educational Consultants; Wesley Spectrum
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	These session are designed to assist administrators, general and special education teachers, as well as paraprofessionals practical strategies for teaching students with Autism Spectrum Disorder.
<b>Research &amp; Best Practices Base</b>	Evidence-based practices will be utilized in the trainings.
<b>For classroom teachers, school counselors and education specialists</b>	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.



	Empowers educators to work effectively with parents and community partners.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<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>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation  Series of Workshops  School Whole Group Presentation  Department Focused Presentation  Professional Learning Communities</p>
<b>Participant Roles</b>	<p>Classroom teachers  Principals / Asst. Principals  School counselors  Paraprofessional  New Staff  Related Service Personnel</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)  Elementary - Intermediate (grades 2-5)  Middle (grades 6-8)  High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles  Joint planning period activities</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Review of participant lesson plans</p>

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## Behavior Support

<b>Description</b>	The Franklin Regional School District will provide the following proposed professional development topics regarding Behavior: <ul style="list-style-type: none"> <li>• Nonviolent Crisis Intervention</li> <li>• Behavioral strategies for success in the classroom</li> </ul>
<b>Person Responsible</b>	Director of Special Education; Assistant Superintendent; Act 48 Committee
<b>Start Date</b>	8/12/2014
<b>End Date</b>	6/9/2017
<b>Program Area(s)</b>	Professional Education, Teacher Induction, Special Education, Student Services

## Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	6
<b># of Participants Per Session</b>	25
<b>Provider</b>	Franklin Regional School District; WIU Educational Consultants; PaTTAN Educational Consultants; Wesley Spectrum
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	The Franklin Regional School District will continue to have a core team trained and certified in nonviolent crisis intervention within each building. All new staff member will receive de-escalation training. Staff will also receive professional development in behavioral strategies for success in the classroom.
<b>Research &amp; Best Practices Base</b>	Evidence-based practices will be utilized in the trainings.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</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</p>

	<p>decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<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>
<b>Training Format</b>	<p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Related Service Personnel</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of behavioral interventions with involvement of administrators and/or peers</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p>

## Paraprofessional

<b>Description</b>	<p>Paraprofessionals are required to participate in a minimum of 20 hours of professional development each school year. The Franklin Regional School District will provide the following proposed professional development topics</p>
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	<p>regarding paraprofessional professional development:</p> <ul style="list-style-type: none"> <li>• Being a member of a team</li> <li>• Showing respect</li> <li>• Supporting inclusion of students</li> <li>• Fostering socialization</li> <li>• Promoting independence</li> <li>• Requesting assistance</li> <li>• Collecting data</li> <li>• Maintaining confidentiality</li> <li>• Nonviolent Crisis Intervention (de-escalation techniques)</li> </ul>
<b>Person Responsible</b>	Director of Special Education; Assistant Superintendent; Act 48 Committee
<b>Start Date</b>	8/12/2014
<b>End Date</b>	6/9/2017
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	9
<b># of Participants Per Session</b>	15
<b>Provider</b>	Franklin Regional School District; WIU Educational Consultants; PaTTAN Educational Consultants; Webinars; Online
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	All paraprofessionals in the Franklin Regional School District are deemed highly qualified. They are trained on a variety of topics, including, but not limited to the PDE recommended standards each school year.
<b>Research &amp; Best Practices Base</b>	Best practices are adhered to for each professional development session.

<b>For classroom teachers, school counselors and education specialists</b>	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
<b>Training Format</b>	Series of Workshops Live Webinar Department Focused Presentation Online-Synchronous Online-Asynchronous Offsite Conferences
<b>Participant Roles</b>	Paraprofessional
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion
<b>Evaluation Methods</b>	Portfolio

### Reading NCLB #1

<b>Description</b>	<p>The Franklin Regional School District will provide the following proposed professional development topics regarding Reading:</p> <ul style="list-style-type: none"> <li>• Best practices in Progress Monitoring</li> <li>• Curriculum-Based Measurements in reading: Early Reading Skills, Oral</li> </ul>
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	Reading Fluency, and Reading Comprehension
<b>Person Responsible</b>	Director of Special Education; Assistant Superintendent; Act 48 Committee
<b>Start Date</b>	8/12/2014
<b>End Date</b>	6/9/2017
<b>Program Area(s)</b>	Professional Education, Teacher Induction, Special Education

### Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	4
<b># of Participants Per Session</b>	30
<b>Provider</b>	Franklin Regional School District; WIU Educational Consultants; PaTTAN Educational Consultants
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	Teachers and paraprofessionals will become more knowledgeable in conducting curriculum-based measurements to gain a greater understanding of data collection and how progress monitoring improves instruction.
<b>Research &amp; Best Practices Base</b>	Evidence-based and scientifically-based practices will be utilized in the trainings.
<b>For classroom teachers, school counselors and education specialists</b>	<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>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<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>
<b>Training Format</b>	Series of Workshops School Whole Group Presentation

	Department Focused Presentation Professional Learning Communities
<b>Participant Roles</b>	Classroom teachers Paraprofessional
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	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
<b>Evaluation Methods</b>	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

## Transition

<b>Description</b>	The Franklin Regional School District will provide the following proposed professional development topics regarding secondary transition: <ul style="list-style-type: none"> <li>• Effective practices in secondary transition</li> <li>• Writing standards-aligned IEPs for transition aged students</li> </ul>
<b>Person Responsible</b>	Director of Special Education; Assistant Superintendent; Act 48 Committee
<b>Start Date</b>	8/12/2014
<b>End Date</b>	6/9/2017
<b>Program Area(s)</b>	Special Education

## Professional Development Details

<b>Hours Per Session</b>	3.0
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<b># of Sessions</b>	2
<b># of Participants Per Session</b>	15
<b>Provider</b>	Franklin Regional School District; WIU Educational Consultants; PaTTAN Educational Consultants
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	<p>These trainings will provide administrators and special education teachers the knowledge of how to develop IEPs that include:</p> <ul style="list-style-type: none"> <li>• Post-secondary goals that are based on age appropriate transition assessments</li> <li>• Clearly written Present Levels of Academic Achievement and Functional Performance</li> <li>• Meaningful transition services and activities that will help the student to achieve his/her post-secondary goals</li> <li>• Measurable Annual Goals that address skill deficits and provide for progress monitoring</li> </ul>
<b>Research &amp; Best Practices Base</b>	Evidence-based practices will be utilized in the trainings.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<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>
<b>Training Format</b>	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	Principals / Asst. Principals



	New Staff Parents
<b>Grade Levels</b>	Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Analysis of student work, with administrator and/or peers
<b>Evaluation Methods</b>	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 Review of written reports summarizing instructional activity

# Special Education Affirmations

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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.

**Affirmed by Lawrence Borland on 5/1/2014**

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*Board President*

**Affirmed by Gennaro Piraino on 4/29/2014**

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*Chief School Administrator*