

Freedom Area SD
Special Education Plan Report
07/01/2016 - 06/30/2019

District Profile

Demographics

1701 8th Ave
Freedom, PA 15042
(724)775-5464
Superintendent: Jeffrey Fuller
Director of Special Education: Misty Slavic

Planning Committee

Name	Role
Jeffrey Fuller	Administrator : Professional Education Special Education
Misty Slavic	Administrator : Professional Education Special Education
Joe Testa	Ed Specialist - School Psychologist : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 240

Identification Method

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

The District continues to use the Discrepancy Model in order to identify students for Specific Learning Disabilities for all grade levels; however, a data collection system through tiered intervention and documentation will be utilized by the district for Child-Find activities and academic/behavioral interventions prior to the evaluation. Our current evaluation process begins with referrals being made to the Director of Special Education, School Psychologist, Instructional Coaches, or Title Teachers, and then a team of teachers and educational specialists build a plan for remediation/enrichment based on the needs of the student. Data review is completed during Data Summits three times a year with all teachers (Fall, Winter, Spring). The Instructional coaches then work with the teachers to review the student's formative, diagnostic, and summative data to identify the student's strengths and weaknesses. More specifically, the team may review local and state assessments, past and current grades, and observations from the classroom. The data review outcome is then used to plan for specific interventions (Tier 2 and 3) that are provided to the students in question. Once a student has been receiving Tier 3 interventions and it has not been effective, the team meets to discuss next steps for the student. For example, if a student is showing a lack of growth in comprehension and fluency on the guided reading assessments (Next Step Guided Reading), the academic coaches would work with the student's teacher to identify strategies to implement to provide direct intervention to that student or the team would consider alternative interventions. Through the district's K-4 Title I program, elementary students also receive small group intervention in their specific areas of need.

Students who continue to remain at risk (below benchmark for a predetermined period of time) receive weekly progress monitoring with documentation of remediation content. Parents are notified at this juncture regarding their child's progress, learning needs, and which interventions they are currently receiving. The School Psychologist/Principal facilitates a team meeting, along with the student's parents, to discuss concerns and additional interventions to address their needs. Parents are contacted and invited to participate and discuss future interventions. If the intensive intervention process does not assist the student in improving their academics, it is determined by the team, which includes the student's teacher, academic coach, principal, school psychologist, parents, and relevant academic staff, then an evaluation for special education services is recommended.

The assessment process is multidisciplinary in nature. During the evaluation process the student is assessed in all areas related to his / her suspected area of disability. The comprehensive evaluation is conducted by a multidisciplinary team comprised of qualified professionals in their specific area of expertise. Information is gathered from the student's parents, regular education teachers, and all support personnel who have worked with the student. The multidisciplinary team considers the student's response to implemented interventions based on data collection and supporting documentation. Assessments may

include, but are not limited to, cognitive ability, academic achievement skills, behavioral functioning, adaptive functioning, visual-motor integration skills, auditory processing, visual processing, and social and emotional development. Depending on the results of the assessments completed, the team will then review and determine if the student qualifies for and is in need of special education services. If services are deemed necessary, the IEP team will determine the most appropriate educational program, services and environment, according to the evaluation results, to best address the student's needs and promote their strengths. A full continuum of services are considered, ranging from the least restrictive educational environment to the most restrictive.

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>

A review of the Special Education Data Report for the 2014 – 2015 school year suggests that in terms of enrollment, there is no discrepancy between percentage of students receiving special education in the District as compared to the state.

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?

1. Freedom Area is not a host District, therefore this does not apply.
2. Although Freedom is not a host District, we continue to communicate with host Districts to ensure that all special education services are being appropriately implemented in a timely manner. As indicated in our previous plan, the District assumes financial responsibilities based upon notification from the host School District. The Freedom Area School District has designated the school psychologist as the contact/liaison to ensure that special education services are provided in a timely manner.
3. There have been no barriers or problems that have limited the District's ability to provide an education for its special education students 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).

The Freedom Area School District, upon notification from the Host District/Juvenile Facility, assumes all financial responsibilities, as well as providing for the provisions of FAPE, for its students who have been identified eligible to receive special education or related services. Furthermore, if a student is "thought to be exceptional", the District will begin the MDE process. The School District has designated the school psychologist as the contact person/liaison to ensure that all special education records are provided to the Host District /in a timely manner. The School Psychologist also acts as the LEA and attends all meetings relating to addressing the needs of its Special education population .

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.

1. The Freedom Area School District continues to ensure that students referred for special education services receive a multi-disciplinary evaluation. The team's goal is to provide for the student's educational and emotional needs in the least restrictive educational setting with their non-disabled peers to the maximum extent possible. Freedom Area School District considers all supplementary aids and services, i.e. Collaborative, Social-Behavioral, Instructional, and Physical Adaptations and Modifications for all special education students within the regular education environment prior to more restrictive options.

Freedom's special education program provides a push-in (inclusive), pull-out (resource room) approach in meeting the needs of its students. Special education students access the same curriculum, with accommodations as listed in their IEPs, as their non-disabled peers , except for a few students whose needs require an alternate curriculum. Supplementary aides and services are provided to support students within the regular class setting. Title I reading specialists,

speech and language therapists, and teaching assistants provide research-based interventions to the students. Weekly progress monitoring is conducted to help assess each student's progress and to help teachers make instructional decisions that are best for that student. The same progress monitoring tools are used by the special education teachers. In an effort to appropriately address and meet the learning needs of students with life skills and/or emotional support needs, the Freedom Area School District has maintained a partnership with PATTAN, the BVIU and county interagency services. These partnerships have allowed us to support students in their home school in a Learning Support setting.

The Freedom Area School District encourages all students with disabilities to participate in extra-curricular activities. It is the norm in Freedom for identified students to participate in all-school musicals and plays, athletic events, chorus and band, school clubs and organizations.

If a student with a disability is not making adequate progress, the IEP team meets to review current interventions, assessment data, teacher observations, parent input, behavior reports, and any other documentation that would illustrate the student's progress or lack thereof. Once the aforementioned information has been reviewed, the team will identify new interventions, or adapted goals. If the student continues to show a lack of progress, a multi-disciplinary re-evaluation is conducted to determine if any additional supports could be put in place to help the student be successful prior to a change in placement. In addition, if a student's behavior is impeding academic progress, the IEP team will complete a functional behavior assessment of the student. This functional behavior assessment data will be used to create positive behavior plans appropriate to the student's needs. If, after sharing the evaluation information and the outcomes of the functional behavior assessment and behavior plans with parents and the rest of the student's multi-disciplinary team, it is determined that all appropriate local supports and supplementary aides have been implemented, only then is an outside placement option considered. Placement decisions are team driven and are decided upon based on the most appropriate supports and interventions that a program offers that would meet the student's needs.

The district is looking to expand the life skills programs by looking to build capacity for life skills programs, as well as work with neighboring districts on special education program consortiums. With the expansion of program offerings within the Freedom Area School District, student placements outside of the district will decrease.

In addition, the Freedom Area School District will be implementing a special education procedure manual in fall 2016. This manual will include the districtwide steps that must be taken prior to a student being placed. These procedures will provide additional measures to ensure consistency with district placement options.

2. The Freedom Area School District acknowledges the importance of students with disabilities to be provided educational opportunities in regular education settings with their nondisabled peers. The Freedom Area School District evaluates programs annually based on the needs of current students and those expected for the coming year. The Freedom School District currently supports the following programs: Learning Support (K-12) and Speech and Language Support (K-12). Currently, the District is able to provide support for its special education students who have emotional, life skills or other medically related needs the appropriate supplemental services and supports to be successful within the Learning Support setting. In addition, vision and hearing impaired services, occupational and physical therapies and counseling services are provided to our students as needed.

In its efforts to maximize LRE for its students, the District engages in several initiatives based on its most recent Special Education audit review. To further increase appropriate LRE services for our students, the following initiatives are currently being implemented and adjusted as well as ongoing adjustments as the needs arise:

- The entire special education staff received training from the Beaver County Intermediate Unit on IEP writing. This training provided the staff with valuable tools and strategies that can be utilized to assist in building an appropriate and meaningful academic program for each student.
- Scheduling changes have been made at the middle school to increase the number of inclusion courses offered in all core academic areas.
- Data summits are held in all buildings to review student data and to discuss appropriate interventions needed for all students.
- A team of teachers and administration has been trained on the RENEW process by PATTAN and the Beaver County Intermediate Unit. This program enables staff and students to work together towards building meaningful transition goals and plans, as well as working towards creating a positive connection between the school and the community.
- In the 2015-2016 school year, the district implemented an online intervention program, Study Island, for all students in grades K-8, and for students in a special education program in grades 9-12.
- The elementary school has changed their reading program to a guided reading model. This model provides differentiated instruction to all students in grades K-5.
- Grades K-8 are utilizing new math resources that include intervention options to assist struggling learners.
- All teachers in grades K-12 will participate in special education training in August 2016. This training will focus on working with students who have special needs, differentiating instruction, and following IDEA guidelines.

- All administration will take part in special education training in June 2016. This training will focus on IDEA requirements, functional behavior assessments, and positive behavior plans.
- All special education teachers in grades 7-12 will be attending transition and IEP writing training in May 2016.
- All special education teachers will be provided training on reevaluations, functional behavior assessments, and positive behavior support plans during the remainder of the 2015-2016 school year, as well as the 2016-2017 school year. This training will include support from the Beaver County Intermediate Unit.

Additional supplementary aides and services are also provided to ensure that students with disabilities are educated with nondisabled children to the maximum extent appropriate.

Supports to Address Environmental Needs:

- Preferential seating
- Assigned seating on the bus
- Peer buddies throughout the school day to assist with movement within the school
- Classroom restructuring of furniture to accommodate additional space needs
- Sensory resources (i.e. stress balls, weighted vests, dimmed lighting, tents, cool down areas)

Levels of Staff Support:

- Pull out instruction
- Push in instruction
- Personal care aide
- Classroom aide
- Consultation with teachers
- School psychologist consultations
- Middle school RISE program (Behavior and academic assistance program)
- High school AAP program (Academic Assistance Program)
- Vision support both in the classroom and pull out

Planning Time/Training for Staff:

- Common planning time for grade level teachers
- In service training and scheduled time to collaborate on best practices
- Before and after school meetings
- Webinars offered by PATTAN
- Scheduled training and consultations by the Beaver County Intermediate Unit
- Attendance at professional development workshops and seminars

Specialized Equipment Needs:

- Magnifiers to increase font size
- Laptop computers
- iPads
- Fusions
- Classroom speakers and microphones
- Individual student hearing devices
- Private bathroom areas available in all nurse's offices

Pacing of Instruction:

- Breaks as needed
- Additional time
- One on one instruction or assistance
- Small group instruction
- Digital materials
- Home set of materials
- Adapted curriculum

Presentation of Subject Matter and Materials:

- Audiobooks
- Chunking of concepts

- Digital presentations and access to content
- Paired reading and writing
- Concepts provided in various learning modalities (visual, auditory, and hands on)
- Review of material
- Peer and small group presentation
- Presentation of material is in student's primary language
- eText
- Large print

Assignment Modifications:

- Shorter assignments
- Chunking of concepts
- Choices for activities/projects
- Typing of assignments
- Alternative assignments
- Fill in the blank note taking
- Summarizing
- Diagramming
- Extended time
- Small group work
- One on one assistance

Self- Management:

- Check in and check out system
- Planners
- Visual schedules
- Calendars
- Study skill instruction

- Orgnaization check ins
- Positive behavior plans

Testing Adaptations:

- Reading tests out loud to students
- Small group or individual testing environments
- Modifying formats
- Extended time
- Chunking
- Alternate assessment options (i.e. presentations/projects)

Social Interaction Support:

- Social skill modeling
- Transition opportunities provide training for social interactions
- Rachel's Challenge positive friends
- Cooperative learning groups
- Counseling
- Small group counseling
- Presentations by outside organizations on anti-bullying and positive interactions
- School resource officer provides presentations on safe online presence

3. The District has 240 students who are eligible to receive special education supports and services. Of this sample, 23 students are receiving their services in an out-of-district placement. Nine of these students are placed in a Special Education Center based upon their complex medical and or intellectual support needs. Eleven students are placed in facilities for severe behavioral and emotional support needs, two students are currently receiving special education services in Approved Private Schools (APS), and one student is placed by juvenile court. During participation in the annual IEP meetings of all these students, the District always considers transitioning students back to the District when appropriate. The District maintains ongoing communication with the aforementioned facilities regarding student progress and meetings are held as needed to consider a less restrictive placement.

A comparison of District data in the area of Educational Environments indicates that since 2011,

the district has closed the gap between the state average of students with disabilities in a general education setting (Indicator 5) from 53.5% in 2011, to 62.4% in the 2013-2014. Freedom Area School District continues to work towards increasing the number of students in an inclusive setting by providing training to staff on students with disabilities, differentiated instruction, and remediation strategies. In addition, administration continues to work on providing varied scheduled opportunities that include increased numbers of inclusive academic settings.

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.

The Freedom Area School District promotes effective teaching practices in the areas of both classroom management and behavioral management. Training is provided to new staff through the induction program and to all special education and regular education teachers through Act 48 workshops/and services. The District recognizes that effective learning outcomes take place in an appropriately managed classroom where an effective and consistent approach is implemented for all students. When the student's (regular education or special education) behavior interferes with their learning and/or the learning of others, a plan of intervention is implemented based upon the results of a Functional Behavior Assessment. This assessment takes into consideration any academic or social/emotional deficits that may be the root cause of the problem. Efforts are made to intervene and explicitly teach both academic and behavioral expectations. This approach aligns with the data collection and intervention system in the elementary grades. Efforts will be made to expand this process to the secondary levels.

The Freedom Area School District Board of Directors realizes that students with disabilities should be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student disability is such that education in the regular education class with the use of supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with disabilities shall develop a positive behavioral support plan if the student requires specific interventions to address behaviors that interfere with learning. The Freedom Area School District Board Of Directors emphasizes the importance that any behavior support program for its students be based on positive, rather than negative, behavioral techniques. Behavior support plans (Positive Behavioral Support Plan) shall be based on a functional behavioral assessment of the behavior (FBA), and shall be developed by a variety of research -- based techniques to develop and maintain skills that will enhance students opportunities for learning and self-fulfillment.

The Freedom Area School District maintains operable academic/behavioral support teams at the elementary level, and Student Assistant Teams (SAP) kindergarten through the high school levels with the goal of providing every student in the District with the opportunity to learn to their highest

ability in an appropriate educational setting. This obviously requires a safe and orderly school environment. The School District uses the behavioral support teams and the student assistant team (SAP) in identifying at-risk students with social, emotional, academic, or substance abuse problems. The students are connected with various resources to aid with their behavioral health needs. CPI certification and recertification trainings have been provided through the District's School Psychologist, who is a Nonviolent Crisis Intervention Certified Instructor. This included both professional and para-educator staff. Crisis Intervention Teams have been formed and trained at both the High and Middle Schools.

The School District's School Psychologist reports to the state and maintains data on any of its students that require restraints by way of the RISC system. All building principals, as well as all alternative educational settings are provided notification on a yearly basis regarding the importance of providing the District with information concerning special education students that may require restraints. The letter provided to outside agencies provides appropriate definitions regarding what constitutes a restraint as well as the information the District will need in order to report via the RISC system process.

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.

1. Presently, there are no students and/or disability categories in which the District is experiencing difficulty ensuring a Free and Appropriate Education (FAPE). However, should a situation present itself that results in difficulty ensuring FAPE for a student, the District continues to take a team approach to resolve the issue. The Freedom Area School District strongly believes that a team approach is more effective in terms of resolving issues relating to locating an appropriate educational placement for hard to place students with disabilities. Inter-agency collaboration continues to be a valuable asset in terms of the team approach by increasing the likelihood of bringing all of the appropriate agencies/parties together to address a student's specific educational/emotional needs. The District's Director of Special Education will notify all appropriate agencies (i.e., Pressley HELP Team, Pattan, CYS, etc.) and will coordinate the inter-agency meetings.

2. The Freedom Area School District has not experienced any difficulty placing students that are in need of a specialized curriculum. The District collaborates with neighboring specialized Special Education Public Schools that are utilized for students that fit the criteria. This includes students that exhibit severe emotional disturbance, medically fragile students, students with significant cognitive disabilities, non-communicative students and severely handicapped students.

3. The Freedom Area School District maintains a cooperative/working relationship with the Beaver Valley Intermediate

Unit, Beaver County Children's and Youth Services, The Prevention Network, Beaver County Behavioral Health, Drug and Alcohol Program, and Gateway Rehabilitation Center.

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.

- Ongoing commitment in providing comprehensive support services for students in grades kindergarten through twelve.
- Emphasis on progress monitoring in elementary and middle school grades to assist in early identification of students with special needs.
- District commitment to work towards establishing RtII at the elementary, middle and high school levels
- Maintenance and ongoing training and support for students with Autism Spectrum Disorder in grades K through 12.
- Regular education and special education staff collaboration.
- Parent conferences will be held at defined times during the school year to maximize academic progress, as well as parental engagement.
- Buddy system -students are teamed with teachers outside of their core group to provide specific targeted assistive instruction during homeroom periods for both regular and special education students.
- Teacher assistants for special education students as the need is determined by the IEP team in order to provide educational services in the least restrictive setting.
- The district's continued commitment to provide appropriate transitioning opportunities for special education students at every level: from pre-school to elementary to middle to high school to post secondary.
- Freedom Area School District's continued commitment to provide appropriate formal Transition Services for all special education students starting at 14 years of age.
- Transition Partnership with Beaver County Rehabilitation Center, BC Scores, Aurora, Achieva, Beaver County Job Training, Office of Vocational Rehabilitation and Career Links.
- Monthly district special education meetings in order to share concerns and provide special education teachers with trends and professional development opportunities relating to special education.

- At the secondary level all students, including IEP students, are provided with use of up-to-date technology, research-based instruction that focuses on active engagement, and differentiation of instruction.
- Secondary students participate in Project Based Learning.
- Professional development opportunities that are specifically targeted for special education programming and student needs.
- Behavioral Support -- Nonviolent Crisis Intervention Training provided for elementary, middle and high school crisis teams.
- Effort on the part of the district to increase parent comfort level and involvement in attending school meetings.
- The district developed an IEP survey which allows parents to comment on the IEP process, the data from these surveys are used to consider mini trainings.
- Parent engagement feedback is used to discuss novel ways to involve parents in our district.
- Parent information is included on our webpage and opportunities for parents to gather information about supports, PEAL opportunities and the Local Task Force meeting dates.
- Special education and regular education teachers are all encouraged to respond to the Intermediate Unit Needs Assessment Survey to identify appropriate training needs.
- Reading and math coaches provide academic support for regular and special needs students in grades K-12.
- Integration of iPads and iPad – based applications to provide individual instruction/practice for students based on needs determined by classroom assessments and classroom diagnostic testing.
- Participation in the RENEW program for assisting students in the transition to community.
- Administration trained through PATTAN on coordinating special education programs.
- Ongoing partnerships with the local intermediate unit to increase knowledge of learning disabilities, IEP writing, and overall case management.
- Highly dedicated special education teachers that go above and beyond to assist students and form positive relationships with families to support continued academic progress.
- Students are constantly encouraged to do well and become independent, productive, members of society.
- The special education department works as a collaborative, integrated, and diverse team that meet daily through formal and informal meetings to work towards assisting and supporting all students and teachers.

- Students are held at high academic standards, but they are also provided with differentiated instruction and support to meet those standards.

Assurances

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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St. Stephen's Lutheran Academy	Other	Emotional Support	6
New Horizon	Special Education Centers	Life Skills Support	2
New Horizon	Special Education Centers	Emotional Support	1
New Horizon	Special Education Centers	Multiple Disabilities Support	6
McGuire Memorial Day School	Other	Multiple Disabilities Support	1
Children's Institute	Approved Private Schools	Autistic Support	1
Class Academy	Other	Non Public Provided	4
Keystone Adolescent Center	Other	Mental/Behavior Health	1
St. Stephens Lutheran Academy	Special Education Centers	Autistic Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 8, 2015

Reason for the proposed change: Building has combined with the middle school. The intermediate school is now a part of the middle school.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Freedom Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	13	0.81
Freedom Area 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	10 to 11	3	0.19

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 8, 2015

Reason for the proposed change: The intermediate school has combined with the middle school, creating one middle school for grades 5-8.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Freedom Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	2	0.22
Freedom Area 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 15	7	0.78

Program Position #3

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 8, 2015

Reason for the proposed change: Caseload changes were made as part of the realignment of the special education department.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Freedom Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	13	0.87
Freedom Area 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 14	2	0.13

Program Position #4

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 8, 2015

Reason for the proposed change: The realignment of the special education department caused restructuring of caseloads.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Freedom Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	10	1

Program Position #5

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 8, 2015

Reason for the proposed change: A realignment of the special education department has caused adjustments in caseloads.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Freedom Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	10 to 14	29	0.62
Justification: Speech and language therapist provides itinerant services works with students individually.							

Program Position #6

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 8, 2015

Reason for the proposed change: A realignment of the special education department has caused adjustments in caseloads.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Freedom Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	28	0.97
Freedom 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	1	0.03

Program Position #7

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 8, 2015

Reason for the proposed change: A realignment of the special education department has caused adjustments in caseloads.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Freedom Area High school	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 19	9	0.9

Freedom 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	17 to 19	1	0.1
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Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* September 8, 2015*Reason for the proposed change:* A realignment of the special education department has caused adjustments in caseloads.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Freedom Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	14	0.78
Freedom Area 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	15 to 18	2	0.11
Freedom Area High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	15 to 18	2	0.11

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* September 8, 2015*Reason for the proposed change:* A realignment of the special education department has caused adjustments in caseloads.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Freedom Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 19	9	1

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* September 8, 2015*Average square feet in regular classrooms:* 775 sq. ft.

Square footage of this classroom: 775 sq. ft. (31 feet long x 25 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Freedom Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	8	0.53
Freedom Area 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 12	7	0.47

Program Position #11

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 8, 2015

Average square feet in regular classrooms: 999 sq. ft.

Square footage of this classroom: 1581 sq. ft. (31 feet long x 51 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Freedom Area Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	4	0.22
Freedom Area 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 11	14	0.78

Program Position #12

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 8, 2015

Average square feet in regular classrooms: 999 sq. ft.

Square footage of this classroom: 1581 sq. ft. (31 feet long x 51 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Freedom Area Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 8	4	0.36

Freedom Area 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	7 to 8	7	0.64
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Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* September 8, 2015*Average square feet in regular classrooms:* 999 sq. ft.*Square footage of this classroom:* 1581 sq. ft. (31 feet long x 51 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Freedom Area 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 9	7	1

Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* September 8, 2015*Average square feet in regular classrooms:* 999 sq. ft.*Square footage of this classroom:* 1581 sq. ft. (31 feet long x 51 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Freedom Area Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 9	41	0.77
Justification: Students are seen individually or by grade level in small groups.							
Freedom Area School District	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Speech and Language Support	5 to 9	12	0.23
Justification: Students are seen individually or by grade level in small groups.							

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

Type: ClassandPosition

Implementation Date: September 8, 2015

Average square feet in regular classrooms: 989 sq. ft.

Square footage of this classroom: 989 sq. ft. (23 feet long x 43 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Freedom Area Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Speech and Language Support	8 to 10	12	0.25

Program Position #16

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 8, 2015

Average square feet in regular classrooms: 999 sq. ft.

Square footage of this classroom: 1612 sq. ft. (31 feet long x 52 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Freedom Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 18	6	0.13

Program Position #17

Operator: Outside Contractor for the School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 8, 2015

Average square feet in regular classrooms: 991 sq. ft.

Square footage of this classroom: 1581 sq. ft. (31 feet long x 51 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Freedom Area Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	9 to 15	3	0.06

Justification: Students are met with on an individual basis.

Program Position #18

Operator: Outside Contractor for the School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 8, 2015

Average square feet in regular classrooms: 991 sq. ft.

Square footage of this classroom: 1581 sq. ft. (31 feet long x 51 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Freedom Area Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Physical Support	5 to 9	4	0.08
Justification: Students are seen on an individual basis.							

Program Position #19

Operator: Outside Contractor for the School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 8, 2015

Average square feet in regular classrooms: 991 sq. ft.

Square footage of this classroom: 1581 sq. ft. (31 feet long x 51 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Freedom Area Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Physical Support	5 to 17	16	0.32
Justification: Students are seen on an individual basis.							

Program Position #20

Operator: Outside Contractor for the School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 8, 2015

Average square feet in regular classrooms: 991 sq. ft.

Square footage of this classroom: 1581 sq. ft. (31 feet long x 51 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Freedom Area Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Physical Support	5 to 17	10	0.2
Justification: Students are seen on an individual basis.							

Program Position #21

Operator: Outside Contractor for the School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 8, 2015

Average square feet in regular classrooms: 991 sq. ft.

Square footage of this classroom: 1581 sq. ft. (31 feet long x 51 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Freedom Area Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	7 to 17	4	0.08
Justification: Students are seen on an individual basis.							

Special Education Support Services

Support Service	Location	Teacher FTE
School Psychologist/Special Education Coordinator	Districtwide	1
Individual Students Assistant	Freedom Area Elementary School	1
Individual Student Assistant	Freedom Area Elementary School	0.8
Individual Student Assistant	Freedom Area Middle School	1
Transition Job Coach	Freedom Area High School	1
Director of Special Education	Districtwide	0.5
Individual Student Assistant	Freedom Area High School	0.8
Individual Student Assistant	Freedom Area High School	0.8
Individual Student Assistant	Freedom Area Elementary School	0.8
Paraprofessional	Freedom Area Elementary School	0.8
Paraprofessional	Freedom Area Elementary School	0.8
Paraprofessional	Freedom Area Elementary School	0.8
Paraprofessional	Freedom Area Elementary School	0.8
Paraprofessional	Freedom Area Elementary School	0.8
Individual Student Assistant	Freedom Area Middle School	1
Paraprofessional	Freedom Area Middle School	0.8
Paraprofessional	Freedom Area Middle School	0.8
Paraprofessional	Freedom Area Middle School	0.8
Paraprofessional	Freedom Area Middle School	0.8
Paraprofessional	Freedom Area Middle School	0.8

Paraprofessional	Freedom Area Middle School	0.8
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Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapy	Outside Contractor	5 Hours
Occupational Therapy	Outside Contractor	8.5 Hours
Vision Support/Orientation Mobility Services	Outside Contractor	1 Hours
Audiological Services	Intermediate Unit	1 Hours
Speech Therapy	Outside Contractor	1 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	Freedom Area School District will continue its efforts to provide appropriate staff trainings for teachers responsible for working with students within the Autism Spectrum. The district has maintained collaborative working arrangement with PATTAN, BVIU, and PDE Webinar sessions; continuation of the partnership among all these providers will take place in addressing trainings for the districts staff. The district will maintain sign in sheets to verify attendance as well as maintain agendas on specific topics addressed.
Person Responsible	Director of Special Education, Building Principals, School Psychologist/Special Education Coordinator
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	2
# of Participants Per Session	40
Provider	BVIU, PATTAN, PDE Webinar
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	<p>The goal of the Freedom Area School District is to provide ongoing opportunities for its staff to receive appropriate trainings in addressing its students within the Autism Spectrum. The BVIU has been very flexible in providing training on an as needed basis, however the districts intention is to schedule structured inservice/workshops for its staff over the course of the school year.</p> <p>The district will meet with BVIU and/or PATTAN staff in order to arrange at least two three hour sessions for all staff. The training will begin with a basic overview and information session for regular education teachers. Additional training will be provided to the special education department and administration on specific strategies, remediation, and enrichment</p>

	opportunities, as well as additional education on autism spectrum disorders.
Research & Best Practices Base	Best practices and research will be determined by the needs of the districts students.
For classroom teachers, school counselors and education specialists	<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 decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<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	<p>Series of Workshops</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p>

	<p>Related Service Personnel Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>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 Peer-to-peer lesson discussion Lesson modeling with mentoring</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Participant survey Review of participant lesson plans Review of written reports summarizing instructional activity Keystone Exams</p>

Behavior Support

Description	<p>The district offers crisis prevention training to staff in order to help in assisting with de-escalating crisis situations. The appropriate staff will become certified and re-certified in CPI trainings provided by the district's School Psychologist on an as needed basis.</p> <p>Defined student behavioral expectations will be outlined for all areas of each school in the district. These expectations will also be taught through lessons from multiple sources for each area. On-going support will be given to these teams. Replication of this process will be considered at the secondary level to ensure consistency as students matriculate through our district.</p> <p>The district will utilize supports from the prevention network as well as the</p>
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	Beaver Valley Intermediate Unit 27 to help assist staff in developing appropriate behavioral modification techniques and supports.
Person Responsible	Building Principals, School Psychologist, Director of Special Education
Start Date	7/31/2015
End Date	6/30/2019
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	6.0
# of Sessions	2
# of Participants Per Session	10
Provider	BVIU, PATTAN
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	The Freedom Area School District intends on providing its staff with appropriate methods in dealing with challenging behaviors displayed by its students. The district will continue its ongoing collaboration with the district's School Psychologist in scheduling CPI training for new staff and re-certification for existing staff. The BVIU has provided the district with the knowledge in how to conduct an appropriate Functional Behavioral Analysis (FBA) and subsequent Positive Behavioral Support Plan. The goal of the district is to ensure that students who may require an alternative placement have received appropriate interventions in their neighboring school prior to being placed elsewhere.
Research & Best Practices Base	Research and Best Practices will vary based on the needs of the districts students.
For classroom teachers, school counselors and education specialists	<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</p>

	<p>skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<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	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p>
Grade Levels	<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>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p>

Evaluation Methods	<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>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p>
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Paraprofessional

Description	<p>The Freedom Area School District will ensure that all paraprofessional's will be highly qualified in the areas of Autism, Behavior, Reading (NCLB), and Transitional Services to provide students the utmost education based on the needs displayed. The BVIU provides the district with a yearly survey to offer more training for paraprofessionals that may be in need for re-certification. These survey results are then used to plan for professional development opportunities for paraprofessionals and staff within the district. In addition, the Director of Curriculum and Instruction meets with all paraprofessionals throughout the school year to review professional development opportunities and discuss roles and responsibilities. Each paraprofessional must complete the required professional development hours (20), as well as complete a portfolio that reflects their special education knowledge and background. However, in previous years the Freedom Area School District has tended to hire certified teachers as paraprofessionals in order to address student needs appropriately.</p>
Person Responsible	Director of Curriculum and Instruction, School Psychologist, Building Principals
Start Date	8/15/2016
End Date	8/16/2019
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	5.0
# of Sessions	4
# of Participants Per Session	20
Provider	BVIU, PATTAN, District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	The Freedom Area School District will continue to encourage its paraprofessionals to seek trainings in their specified content areas.

Research & Best Practices Base	Best Practices and Research will vary based on the needs that the districts students will display.
For classroom teachers, school counselors and education specialists	<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 decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<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	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Paraprofessional</p>
Grade Levels	<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>

Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p>
Evaluation Methods	<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>Participant survey</p> <p>Review of written reports summarizing instructional activity</p> <p>Portfolio</p>

Reading NCLB #1

Description	<p>The Freedom Area School District continues to adapt and realign the district curriculum. All content areas created curriculum maps that align to the PA Core Standards or Pennsylvania Academic Standards. Teachers will continue to move forward in the curriculum writing process by creating scope and sequences of concepts. Through the development of a consistent instructional curriculum, we will increase student achievement and student understanding of classroom expectations. The scope and sequence will ensure that all students are receiving the same concepts in a consistent order that parallels student learning in other classes within the same grade levels. Also, by creating a scope and sequence, teachers are able to monitor how long specific concepts are taught, and to what depth, while at the same time providing adequate instruction prior to standardized testing. Special Education teachers are included in the curriculum development committees and have input into the process, protecting the interests of our special needs students. In addition to curriculum writing, teachers at grades K-5 have moved to a guided reading instructional methodology. These teachers will continue to be supported in the upcoming years by academic coaches and various professional development opportunities.</p>
Person Responsible	Superintendent, Director of Curriculum and Instruction, Building Principals
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	9
# of Participants Per Session	17
Provider	Freedom Area School District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	The Freedom Area School District will provide its staff with assessment tools that will measure knowledge gain. The district will use assessment tools that will measure growth by establishing a minimum of three established assessment dates throughout the school year. Curriculum based assessments will also be used to track student progress on a daily, weekly, and monthly basis. Other assessment tools are currently being evaluated for appropriateness at the various levels within the district. The district intends to utilize measurement systems that will allow us to accurately assess, provide timely assistance to students, and measure growth over time.
Research & Best Practices Base	Ongoing professional development provides current best practice in education for all staff. This professional development occurs within and outside the district.
For classroom teachers, school counselors and education specialists	<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 decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<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</p>

	<p>an emphasis on learning. Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Professional Learning Communities Offsite Conferences</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Paraprofessional New Staff Other educational specialists Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>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 Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans NWEA data, Guided Reading inventories, Study Island progress, student grades</p>

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Transition

Description	<p>The Freedom Area School District provides all of its students the ability to transition seamlessly and successfully from high school to adult life. The District's goal is to maintain a positive and productive atmosphere for the students transitioning from grade to grade or from high school to adult life. The Freedom Area School District's goal is to ensure that students are prepared for the three phases of transition (post secondary, employment and independent living) upon graduation.</p> <p>The Freedom Area School District focuses on the 20 Federal Indicators including those indicators for transition age students: #1, #2, #13 and #14 in its efforts to provide students with the most effective transition goals and planning which will lead to beneficial outcomes for students. According to SPP report, Freedom Area School District as of 2011-2012 is at 100% graduation rate and with 0 dropouts. Therefore, the primary focus for the district will be to maintain the current level pertaining to Indicators #1 and #2. In addressing Indicator's #13 and #14, the district will adhere to applying the six step process for developing transition IEP's required by IDEA and promoting student centered assessments, activities and outcomes for transition.</p> <p>Starting in the 2015-2016 school year, the district has begun taking part in the RENEW program offered by PATTAN and the Bever County IU. Through this program, students are able to work towards creating goals and plans that will assist them as they move forward towards becoming active participants in society.</p>
Person Responsible	Director of Special Education, School Psychologist, Building Principals, Teachers
Start Date	6/1/2016
End Date	7/30/2019
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	3
# of Participants Per Session	20
Provider	BVIU, PATTAN, PDE Webinar

Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Understanding of the components involved in the transition process (i.e. on-going parent/student input, the importance for expanding the community of practice, options for student education, etc.), it's implementation and the outcomes for students.
Research & Best Practices Base	Research and Best Practices utilized according to academic and transition activities.
For classroom teachers, school counselors and education specialists	<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 decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<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	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Podcast</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents
Grade Levels	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 Peer-to-peer lesson discussion Lesson modeling with mentoring
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 Portfolio Indicator#8, Indicator #13, Indicator #14, Senior Projects, RENEW goals and mapping

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).

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer