Freedom Area SD

District Level Plan

07/01/2018 - 06/30/2024

District Profile

Demographics

1702 School Street
Freedom, PA 15042-2000
724-775-5464
Superintendent: Jeffrey Fuller
Director of Special Education: Misty Slavic

Planning Process

The Freedom Area School District established a committee of teachers, administrators, and parents to participate in the planning process, both at the building level and at the district level. Teacher representatives from varying degrees of experience and content area expertise, as well as special education, were included on this committee. Parent members included representatives from elementary, middle, and high school students. Representatives from the Board of School Directors included the Board President, the chairperson of the Education Committee, and additional members of the Board of Directors as they were available. The committees met on a regular basis to complete the sections of the Comprehensive Plan and develop action steps to guide the District's future progress.

Mission Statement

The Freedom Area School District provides a positive, comprehensive educational experience to maximize student potential.

Vision Statement

Freedom Area school district strives to be an educational leader through our model of academic rigor in a safe, caring learning environment. Our students will be motivated critical thinkers who demonstrate communication, collaboration, innovation, perseverance, and responsibility to become leaders In their chosen fields and in society.

Shared Values

Freedom Area School District shares in the belief that all students can experience success. The parents, students, teachers, and community work together to provide educational opportunities that inspire students to explore personal pursuits and interests, to further develop the skills necessary to succeed in their chosen fields, and to thrive in society.

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Educational Community

Freedom Area School District is located 30 miles north of Pittsburgh, Pennsylvania. The district is a small, rural public school located in Beaver County, Pennsylvania. It serves the boroughs of Freedom and Conway and the township of New Sewickley. Freedom Area School District serves 1,340 students in 3 buildings from kindergarten through twelfth grade. The district works with the community to provide opportunities for the following activities:

· Dual Enrollment program for juniors and seniors at Penn State Beaver, Community College of Beaver County, and Clarion University.

· Allegheny Intermediate Unit's Apprenticeship Programs for Grades 10-12.

· Beaver County Career and Technology Center (CTC) for grades 10-12

· CCBC College in the High School Program for Grades 11 & 12.

· CCBC High School Academies Programs (Healthcare, Aviation, Criminal Justice, STEM)

· Local Apprenticeship Programs

· Job Training of Beaver County

· Office of Rehabilitation (OVR)

· Bender Leadership Program

· National Disability Day

· Community Alternatives (Mentoring Program

· Basswood Inc. (formally known as Beaver County Rehabilitation Center, BCRC)

· CAPS Program

- Glade Run Programs

- Project Search UPMC Jameson Hospital New Castle

- Job Shadowing with a variety of Professionals

- Career Exploration with a variety of businesses

- Post-Secondary off campus visits (including a variety of summer camps)

- Post-secondary on campus visits with representatives

- PHEAA Parent/student Workshops

- All Branches of the Military

- Family Behavior Resources

- Prevention Network

- Highmark's Caring Place

- The Woman's Shelter

- The Beaver County Human Trafficking Task Force

  The Beaver Valley Intermediate Unit

  The Pennsylvania Training and Technical Assistance Network (PaTTAN)

Planning Committee

Name	Role
William Deal	Administrator : Professional Education
Richard Edder	Administrator : Professional Education
Jeffrey Fuller	Administrator : Professional Education Special Education Schoolwide Plan
Steven Mott	Administrator : Professional Education

Misty Slavic	Administrator : Professional Education Special Education
Ryan Smith	Administrator : Professional Education
Lori Pail	Board Member : Professional Education
Lorraine Rocco	Board Member : Schoolwide Plan
Jennifer Sayre	Board Member : Schoolwide Plan
Harry Gilarno	Business Representative : Professional Education
Mary White	Business Representative : Professional Education
Ron Leindecker	Community Representative : Professional Education
Mary Ann Petcovic	Community Representative : Professional Education
Emily Mather	Ed Specialist - Other : Professional Education Schoolwide Plan
Chris Bennett	Ed Specialist - School Counselor : Professional Education Schoolwide Plan
Barb Martz	Ed Specialist - School Counselor : Professional Education Schoolwide Plan
Joe Testa	Ed Specialist - School Psychologist : Professional Education Special Education
Linda Girty	Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan
Lisa Levenson	Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan
Kim Smith	Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan
Gena Tokar	Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan
Erin Carnevale	Elementary School Teacher - Special Education : Professional Education Special Education Schoolwide Plan
Bradley Baldwin	High School Teacher - Regular Education : Professional Education Schoolwide Plan
Amanda Bovard	High School Teacher - Regular Education : Professional Education Schoolwide Plan
Linea Homa	High School Teacher - Regular Education : Professional Education Schoolwide Plan
Jessika Fontaine	High School Teacher - Special Education
Ron Kelm	Instructional Coach/Mentor Librarian : Professional Education Schoolwide Plan

Amy Shultz	Instructional Coach/Mentor Librarian : Professional Education
Karen Suhayda	Instructional Coach/Mentor Librarian : Schoolwide Plan
Jim Gregg	Middle School Teacher - Regular Education : Professional Education
Pete Kappas	Middle School Teacher - Regular Education : Professional Education
Sara Miller	Middle School Teacher - Regular Education : Professional Education
Sherry Perry	Middle School Teacher - Regular Education : Professional Education
Angela Post	Middle School Teacher - Regular Education : Professional Education
Cindy Zeigler	Middle School Teacher - Regular Education : Professional Education
Erin Brown	Parent : Schoolwide Plan
Hilliary Coe	Parent : Schoolwide Plan
Lisa Collins	Parent : Professional Education
Karen Decesaris	Parent : Professional Education
Allison Huggins	Parent : Professional Education
Amanda Krampy	Parent : Schoolwide Plan
Tammi Morton	Parent : Schoolwide Plan
Jill Pawlowski	Parent
Maggie Satalia	Parent : Schoolwide Plan
Misty Slavic	Special Education Director/Specialist

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

Not applicable.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing

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

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

Not applicable

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing

Standards	Mapping	Alignment
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

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

Not applicable

High School Level

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

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

Not applicable

Adaptations

Elementary Education-Primary Level

Checked answers

- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Environment and Ecology
- Geography
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Environment and Ecology
- Geography
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

Middle Level

Checked answers

- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Environment and Ecology
- Geography
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

High School Level

Checked answers

- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics

- Environment and Ecology
- Geography
- History
- Science and Technology and Engineering Education

Unchecked answers

    None.

Explanation for any standards checked:

Teachers and administrators meet regularly to discuss and modify curriculum in ELA, mathematics, social studies, and science, to meet student needs while also ensuring the ongoing alignment of curriculum and PA Core and State Standards. These modifications are directly correlated to the strengths and weaknesses of our student academic performance as demonstrated on the state assessments and local diagnostic and formative assessment results.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

Departments meet to collaborate on curriculum and to review the alignment of the instructional practices, objectives, and assessment measures of the curriculum. Defined scope and sequences of each content area are currently in the process of being finalized. Also, administration completes walk -throughs, informal and formal observations to ensure that the curriculum is taught with fidelity.

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

Not applicable

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

Departments meet to collaborate on curriculum and to review the alignment of the instructional practices, objectives, and assessment measures of the curriculum. Defined scope and sequences of each content area are currently in the process of being finalized. Also, administration completes walk-throughs, informal and formal observations to ensure that the curriculum is taught with fidelity.

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

Not applicable

Middle Level

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

Processes used to ensure Accomplishment:

Departments meet to collaborate on curriculum and to review the alignment of the instructional practices, objectives, and assessment measures of the curriculum. Defined scope and sequences of each content area are currently in the process of being finalized. Also, administration completes walk -throughs, informal and formal observations to ensure that the curriculum is taught with fidelity.

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

Not applicable

High School Level

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

Processes used to ensure Accomplishment:

Departments meet to collaborate on curriculum and to review the alignment of the instructional practices, objectives, and assessment measures of the curriculum. Defined scope and sequences of each content area are currently in the process of being finalized. Also, administration completes walk -throughs, informal and formal observations to ensure that the curriculum is taught with fidelity.

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

Not applicable

Modification and Accommodations

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

All teachers start their planning for instruction by first identifying the standards that are required by the Pennsylvania Department of Education. Once the concepts have been

identified and planning for instruction begins, teachers utilize the diagnostic testing results from the NWEA and Classroom Diagnostic assessments. These assessment results assist teachers in planning instruction that is differentiated to meet the individual needs of students. In addition, all IEP's are reviewed and instruction is planned to provide each student with the opportunity to learn from instruction that is adapted to provide complete access to all standards and educational activities. As instruction continues, teachers continually check on student progress through various assessments and evaluations to ensure that the activities and learning experiences are both challenging and appropriate for a student's ability levels.

Instruction

Instructional Strategies

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

Regular Lesson Plan Review

    Checked Answers
- Administrators

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

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

By following the guidelines of the Educator Effectiveness model, district administration are required to complete formal classroom observations and structured walkthroughs that focus on Charlotte Danielson's instructional model. At the completion of this process, all teachers are provided with an annual instructional evaluation. In addition to the Educator Effectiveness model, teacher instruction is supported and best practices are modeled by district academic coaches. These coaches provide training on data interpretation and best practices in instruction.

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

All strategies are utilized.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

Not applicable

Elementary Education-Intermediate Level

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

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

Not applicable

Middle Level

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

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

Not applicable

High School Level

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

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

Not applicable

Recruitment

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

In order to recruit the most qualified and effective teachers, the district posts positions with specific requirements that include proper certifications, clearances, and educational backgrounds. In addition, the district assigns each new teacher to a mentor that will guide the new teacher through the induction process. Ongoing professional development to support teacher growth is also a requirement and goal for the district. This professional development is focused on meeting the learning needs of all students, whether they are below proficiency/at risk, or gifted and talented.

Assessments

Local Graduation Requirements

Course Completion	SY 21/22	SY 22/23	SY 23/24
Total Courses	28.00	28.00	28.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	2.00	2.00	2.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences,	2.00	2.00	2.00

Career and Technical Education			
Electives	5.00	5.00	5.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

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

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

Unchecked answers

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

  I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).

  II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.

  III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).

  IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local

assessments submitted for validation shall be deemed valid until a new validation is due to the Department.

V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).

VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

- Not Applicable. Our LEA does not offer High School courses.

Local Assessments

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA (Mathematics, Science, and Reading)	X	X	X	
Keystone (Algebra, Literature, and Biology)			X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Curriculum Based Assessments	X	X	X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Teacher observation, questioning, discussion, exit/admin slips, response logs, peer/self assessment, think pair share	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
NWEA	X			
CDT		X	X	X
AIMSWeb	X	X	X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Through the collaboration of the district administration and teachers, local assessments are created, evaluated, and reviewed on a yearly basis to ensure that all assessments are aligned to the Pennyslvania Common Core Standards and provide the required feedback on student academic strengths and needs.

Development and Validation of Local Assessments

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

Representatives from each department within the district meet regularly to review and modify curriculum. During these meetings, teachers and administrators work together to create local benchmark assessments that are aligned to the expectations of the Pennsylvania Common Core Standards. These assessments are analyzed yearly to determine whether the outcomes for student achievement are measured with fidelity, as well as in accordance with the overall district and state requirements.

Collection and Dissemination

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

Upon the release of district testing data, the administrative team meets to review, analyze, and discuss the achievements, gaps, and needs of the students. The data is organized to demonstrate grade level and building level outcomes and then shared with the teachers in grade and building level meetings. The teachers continue to meet monthly in their data teams to discuss student progress and to plan appropriate interventions or enrichment opportunities.

Data Informed Instruction

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

Data summits are held in each building, and by grade levels, to review data of all students. This data is comprised of local benchmark assessments, diagnostic assessments, formative assessments, and Keystone or PSSA testing results. All students whose data results are not proficient or higher, or show appropriate growth, are assigned to an intervention group. At the high school, these students are provided with time at the end of each school day to work with content area teachers that are assigned as educational mentors, or intervention educators. These high school students are provided with sample testing questions, review, or reteaching opportunities that assist the student in working towards proficiency. At the middle school, all students take part in a study skills class on a daily basis. This study skills class time is utilized to support all students in showing growth in all standards in math and ELA. During this study skills class, students who are not showing growth on CDTs or local assessments are also pulled for interventions by the math and reading intervention teachers. Elementary students take part in a Title I intervention time five days a week. Students who are not proficient on assessments work in small groups with Title I intervention specialists

and reading and math coaches to work on the skills necessary to build comprehension and the ability to apply the concepts effectively and across grade levels.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

Instruction is planned by analyzing the state testing results and specific eligible content that is listed as not mastered by students at each grade level. In addition, specific learning groups are created for student intervention that are based upon the assessment anchors and learning objectives that are listed on the testing results. Teachers then create instructional strategies that will continually support those students that are not demonstrating mastery of the PA assessment anchors and objectives, while at the same time continually provide enrichment opportunities for those students who have mastered the specific eligible content.

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

Not applicable

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X

Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

District testing results are posted on the website, as well as sent home to parents. Also, the local newspapers also post the results of all state testing. Building principals meet with parent groups to review the meaning of testing results and the action plans that the each building plans on taking in order to assist students in achieving mastery of the skills set forth by the Pennsylvania Department of Education. The Title I coordinator holds parent meetings to review testing data and explain the purpose, meaning, and expectations for each test. All course planning guides reflect the recent data results and the summary of courses that will support students in obtaining academic achievement and success. District schedules and calendars include testing dates, and the building principals send letters home to parents explaining upcoming testing and expectations for successful testing. The superintendent presents the district testing results at a board meeting that includes community participation.

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

Not applicable.

Safe and Supportive Schools

Assisting Struggling Schools

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

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

Currently the Freedom Area School District does not have any struggling schools; however, the district prides itself on the continual pursuit of ongoing academic growth. Freedom Area School District administrators and teachers meet monthly to review curriculum alignment and instructional strategies in order to identify the most effective and research supported methods for the improvement of student academic achievement. There are building level meetings that occur on a weekly and monthly basis that review state testing, benchmark,

diagnostic, and formative assessment results. This data review provides the teachers and administrators with factual information with which to guide instructional changes and intervention programs. Student intervention programs are provided in each building and follow the RTII format. By utilizing the RTII intervention model, students are provided with individual intervention or enrichment opportunities that target the skills that need to be retaught or expanded. In addition, the district continues to improve upon the course selections and programs provided to students. Through the implementation of STEM programs that are offered through partnerships with local businesses, students are provided with opportunities to apply science, technology, engineering, and mathematics, as well as experience first hand the real-world application of those skills in the business world. Also, course offerings at the secondary level continue to expand by including a robotics course, as well as courses that improve upon the technology skills and business skills necessary to work successfully in a technology infused society.

Programs, Strategies and Actions

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

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

The School District works with one of our local Police Departments to provide a School Resource Office. The SRO is available to support students and staff in all buildings on our campus. He also provides educational programming to all students in grades K-12. Student assistance programs and training has been implemented in all schools, providing this valuable resource to all students, K-12. The District has also entered into a relationship with an outside mental health agency that provides mental health and counselling services to all students on our campus in our school buildings.
Additionally, the Freedom Area Middle School has implemented a Schoolwide Positive Behavior Program, or PAWS (Positive Attitudes, Accountability, Wise and Respectful,

Successful) administration and staff have worked collaboratively with the local Intermediate Unit to have ongoing training on this program. The PAWS program is in year one implementation, or focusing on Tier 1, with plans to continue implementation of Tier 2 in the 2018-2019 school year, and Tier 3 in the 2020-2021 school year.

Screening, Evaluating and Programming for Gifted Students

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

Parent meetings are held over the summer and throughout the school year which detail the support services provided to all students, including gifted. Resources are also available through the student handbooks in each building and the school website.

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

Students can be referred for gifted evaluation in one of two ways, through parental request or district staff referral. **Parental request:**
When a parent requests an evaluation for their child, by law, the District will provide the consent form and proceed with gifted evaluation. **District staff referral procedures:**
Teacher makes referral to building principal, then building principal provides teacher with Gifted Matrix (screening packet), next the teacher completes screening packet and returns to building principal. If student qualifies based on the Gifted Matrix, the School Psychologist calls parents to begin formal evaluation process (explanation regarding the results of the matrix, as well as explanation regarding the evaluation process). If student does not qualify based on matrix, principal sends a letter to parent indicating that their child was referred; however, their child did not meet criteria for further evaluation. Students who qualify based on matrix receive a full comprehensie evaluation if parental consent is received. The school district has 60 calendar days to complete evaluation once signd parental consent is received. The teachers review results of classroom assessments and local assessments. Throughout this process, teachers are able to identify students who are exceeding grade-level expectations. At this point, they meet with the Gifted Coordinator and complete a Gifted Screening Matrix packet. The Gifted Screening Matrix consists of reviewing teacher input (rates of retention and acquisition, gifted behavior checklists), and a review of local assessment scores in the areas of math and reading.

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

Freedom Area School District follows Pennsylvania guidelines, so if a student receives a cognitive functioning standard score (Full Scale IQ) of 130 or above, they are considered to be mentally gifted. The district also utilizes a Gifted Qualification Matrix in order to determine eligibility based on multiple criteria. A brief description of the Gifted Qualification Matrix is as follows: The first category of the gifted qualification matrix incorporates a student's Grade Point Average (GPA). The student receives 4 points for a GPA between 4.0-3.8 (also above 4.0), 3 points for a GPA between 3.7-3.5, 2 points for a GPA between 3.4-3.0, and 1 point for a GPA of 3.0 and below. The second component

examines cognitive ability. The student earns 4 points for a Full Scale Intelligence Quotient (FSIQ) of a standard score of 128 and above, 3 points for a FSIQ standard score between 127-125, 2 points for FSIQ standard score between 124-122, and 1 point for a FSIQ standard score between 121-120. The third category considers the overall standard score (quotient) on the Gifted Evaluation Scale - Third Edition (GES-3). The student earns 4 points for a GES-3 Quotient standard score of 128 and above, 3 points for a GES3 Quotient standard score between 127-125, 2 points for GES-3 Quotient standard score between 124- 122, and 1 point for a GES-3 Quotient score between 121-120. The fourth category considers the overall score of the Gifted Evaluation Screening Matrix. The student earns 4 points for a score of 24, 3 points for a score of 23, 2 points for a score of 22, and 1 point for a score of 21. The last three sections of the matrix assess a student's individual academic achievement in the areas of mathematical problem solving, reading comprehension, and written expression. A student earns 4 points for a standard score of 128 and above, 3 points for a standard score between 127-125, 2 points for a standard score between 124-122, and 1 point for a standard score between 121-120. A student receives individual scores for each of the aforementioned academic areas, with a possibility of earning a total of 12 points (maximum of 4 points - 3 subject areas). Eligibility for the gifted education program is a two-pronged approach. The first being a student meets the criteria for one of the two previously mentioned gifted qualifications. The second is that the student shows a need for gifted education. Need is determined by reviewing classroom assessments, local assessments, and state assessments.

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

The continuum of specially designed instruction begins in the form of enrichment in the areas of the student's strengths and interests. The most frequently used form of enrichment within the regular classroom at the elementary and middle school levels is Curriculum Compacting. When a student's testing data reflects that he or she is performing consistently above grade level, and/or enrichment in the form of Curriculum Compacting is being utilized, but the student consistently shows mastery on the topic pretests without direct instruction, acceleration is considered. The Freedom Area School District supports both single-subject in ELA or math, as well as whole-grade acceleration. Once a student is accelerated above grade level and is successful, he or she continues in the progression of courses in that subject area. When acceleration is not enough to meet the student's instructional needs and the aforementioned enrichment strategies may also be used within the accelerated class.

Developmental Services

Developmental Services	EEP	EEI	ML	HS

Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X
Mental Health Counseling Services	X	X	X	X
School-wide Positive Behavior Programming	X	X	X	

Explanation of developmental services:

The district implemented the anti-bullying program, "Rachel's Challenge" in the 2013-2014 school year. All students and staff in grades K-12 participate in this program by working together to provide a positive culture of acceptance and compassion. All students in the district also have access to School Counselors in each building. These counselors provide opportunities for students to learn more about career choices, transition services, individual student planning, behavior management programs, academic counseling, and much more. Students also learn about the importance of wellness and nutrition in their physical education courses. For the start of the 2017-18 school year, the district has started working with an outside agency to provide mental health counseling services on an out-patient basis in our schools, supporting students in need without having to leave their school building to quickly receive needed help. The district also provides access to a Sensory Room, designated for students who have sensory needs, which are determined by an Occupational Therapist.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X

Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X
Behavioral Assessments	X	X	X	X
Access to satellite out-patient therapy services	X	X	X	X
Access to sensory room	X	X	X	X
Physical Therapy	X	X	X	X
Occupational Therapy	X	X	X	X
Audiological Services	X	X	X	X
Vision Servies	X	X	X	X
Speech Therapy	X	X	X	X

Explanation of diagnostic, intervention and referral services:

Student abilities are measured through various assessments and evaluations including diagnostic, formative, summative, and if needed, psychological. If a student demonstrates a need for academic interventions or accommodations through an individual education plan, or psychological evaluation, then the team of teachers that work with that student, and the parent or guardian, devise a plan to meet the academic and emotional needs of the student. These plans for intervention in both elementary and middle school settings are detailed through a systematic approach. A development model consisting of numerous key steps is followed consistently in order to create an intervention plan based on individual student needs. Intervention plans are built primarily around the Multi-Tiered System of Supports, MTSS model. The collaboration process begins with classroom teachers or specialists sending an initial referral through a definitive electronic form based on an array of concerns pertaining to academics, behavior, attendance, social/emotional needs, and the personal welfare of the at risk student. Students also have access to a school nurse who can administer medicine as prescribed by a physician, or evaluate student health.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, 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 on a monthly basis, or at times every other month, with all teachers. Title I and Math Specialists then work with the teachers to review the student's formative, diagnostic, summative data, along with other progress monitoring measures in order 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 received Tier 3 interventions which are found ineffective, the team meets to discuss next steps for the student, including growth rate and projected timeline to reach grade-level expectations. 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 intervention team facilitates a meeting, along with the student's parents (based on individual needs), to discuss concerns and additional interventions. If the intensive intervention process does not assist the student in improving their area(s) of need, an evaluation for special education services is considered. 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 an evaluation 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. Individual 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. School counselors work with students on an individual basis as well as in small groups. These sessions include counseling services that focus on coping with life situations, educational planning, personal and social development. In addition, each building has a Student Assistance Program (SAP) that refers students to specific counseling or intervention programs. Through the SAP process, students can be referred for outpatient therapy. The district starting working with Family Behavioral Resources (FBR) during the 2017-2018 school year, to provide mental health counseling services on an outpatient basis in our schools. In addition, the district offers a fully functioning Sensory Room located in our Elementary School. Students who have sensory needs, identified through an Occupational Therapy evaluation, can receive sensory time in this environment.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

In order to support students in their transitions from grade level to grade level, or from high school into the workforce, the district implements a transition program for all students. Included in this program are opportunities for students to work with community organizations to learn about professions from the experts and in a hands on environment. Also, career counseling is provided for students that assists them in recognizing career interests and creating plans to work towards achieving career goals. The district also works with the community by communicating opportunities for family and student career development, anti bullying programs and activities, school activities, and parent workshops.

Communication of Educational Opportunities

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

Student Handbook	X	X	X	X
District Social Media Accounts	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar				
Student Handbook	X	X	X	X
Email communication to parents/guardians to communicate health related needs.	X	X	X	X
School messenger system to inform familes of health related screenings.	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Monthly

Elementary Education - Intermediate Level

- Monthly

Middle Level

- Monthly

High School Level

- Monthly

Collaboration for Interventions

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

Collaboration between classroom teachers and individuals providing interventions regarding different student needs at all building levels is extensive. Interventions are included in our general teaching curriculum as differentiated instruction is valued amongst our teaching staff and is a key piece of instructional evaluation. Teachers have

received training on meeting different student needs and value is placed on all students reaching academic, social, and personal success.

The collaboration process for intervention in both elementary and middle school settings is detailed through a systematic approach. A development model with a number of key steps is followed consistently in order to create an intervention plan based on individual student needs. Intervention plans are modeled primarily around the Multi-Tiered System of Supports, MTSS model. The collaboration process focuses on an array of interventions pertaining to academics, behavior, attendance, social/emotional needs, and the personal welfare of the at risk student. Individual intervention plans are reviewed multiple times throughout the school year with the intervention team. These teams consist of the building Principal, School Psychologist, School Counselors, Intervention Coordinator, Speech/Language Pathologist, Math Specialist, Special Education Teachers and general education teachers. Student data is reviewed during these meetings in order to create individual and small group intervention plans for at-risk students. Multiple sources of data are discussed when determining the needs of each student. The outcome of these meetings may result in initiating an intervention, continuing with an existing intervention, modifying the interventions, or discontinuing the intervention plan. If it has been determined that the interventions are not enough support for the student, the team collaborates with the Special Education Teachers, to decide if an evaluation is appropriate.

The elementary school schedules time blocks according to differentiated student needs. Specifically for reading, guided centers are built through collaboration with Title One reading specialists and Instructional Coaches. Students in needs of more intensive intervention are allotted pull out or push in time with reading and math specialists based on data review. Parents are notified when students receive intensive interventions through letters and checklists provided from the district.

The middle school utilizes time allotments throughout the week including Study Skills sessions and Advisory periods. Study Skills focuses on tiered student intervention and enrichment needs comprised of grade level groupings. Advisory focuses on a behavioral support system created through collaboration of district professionals. The created program, PAWS, focuses on positive attitudes, accountable behavior, and wise and respectful choices in order to warrant a successful environment. The program also consists of specific procedures for minor and major behaviors including the use of reteaching sessions, think sheets, and conferences.

High school intervention communication consists of team meetings to discuss student concerns based on the same tracking system used in elementary and middle

school. This process provides a streamlined system of communication as students shift from each building over the course of their educational career.

Community Coordination

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

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

FASD communicates with day care facilities within our district through the lense of referrals when parents request assistance finding care. Centers are also offered academic assistance with curriculum and programs pertaining to Kindergarten transition needs. Parent workshops are also provided to families with students attending these centers. We also communicate with day care facilities frequently regarding the safe transportation of students.

Our PTA offers after school activities (dances, etc.) at the elementary level that are held on specified dates. Multiple recreational activities (hockey, basketball, soccer, etc.) are sponsored by the PTA and community groups during after school hours. Students sign up in order to take part in these activities. Outside agencies provide clubs such as the Good News Club which students sign up to participate. Other groups hold activities after school such as youth groups. Other after school programs include student activities (such as but not limited to: DECA, NHS, World Affairs, etc.) where community coordination is valued for the enrichment of our educational curriculum.

The elementary school provides after school tutoring for math and reading through Title I Grant funds. Students are given access to this program based on diagnostic testing scores, guided reading levels compared to benchmarks, current services, teacher recommendations, grades, and parental requests. Our middle school offers all students morning homework support and afternoon tutoring. Tutoring is offered after school in the high school setting.

Community coordination with after school activities involves communication between booster groups (such as but not limited to: band boosters, football boosters, soccer boosters, etc.) and district coaches and administration (including athletic administration). In addition, transition services for our special education students involves job shadowing through field trips to local businesses who communicate frequently with community mentors and our special education staff to provide our

students with appropriate transition activities based on their IEP interests and goals.

Preschool Agency Coordination

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

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

Freedom Area School District representatives from administration, teachers, and related service providers attend open house/support meetings with incoming kindergarten families to provide information on services available in the district, as well as to answer any questions that the families may have about the supports and accommodations available to students. These meetings provide both the district and the families with the opportunity to collaborate on the most effective strategies for program access and success.

In addition, families are offered the opportunity to tour the buildings, including a Sensory Room, with their children and to review the schedule and program. These building orientations create a smooth transition from the home to the educational setting by allowing students to experience first hand what a typical day would look like in kindergarten.

Readiness workshops and transition night activities are provided to incoming Kindergarten families in order familiarize students and families with the elementary school setting. Manipulatives that aide in support of academic needs for transition are provided based on parental request. Registration day is also created around the informational needs of parents and academic/social/behavioral needs of students. Kindercamp is conducted in the summer in order to give students the opportunity to meet classmates in a classroom environment, while providing parents with pertinent information about the upcoming school year.

Freedom Area School District also offers a Head Start class that resides in the elementary school. The teachers of the Head Start program, along with other local pre-school programs meet in the spring to work collaboratively with the district kindergarten teachers and support team to align curriculum goals, objectives, and expectations to provide students with a seamless transition from pre-school to kindergarten.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

Representatives from the various departments work together to identify needed resources to support student learning. All mathematics and reading materials have been fully updated and are aligned to the PA Core Standards. Teachers are currently working towards aligning all resources to the NGSS science standards by attending professional development opportunities both within the district and through PATTAN, the local IU, and related providers. Teachers and administrators meet monthly, and sometimes weekly, to review the resources and instruction that are provided to students to ensure that all students have access to curriculum that is aligned to state expectations for learning and application.

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

Not applicable

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

Representatives from the various departments work together to identify needed resources to support student learning. All mathematics and reading materials have been fully updated and are aligned to the PA Core Standards. Teachers are currently working towards aligning all resources to the NGSS science standards by attending professional development opportunities both within the district and through PATTAN, the local IU, and related providers. Teachers and administrators meet monthly, and sometimes weekly, to review

the resources and instruction that are provided to students to ensure that all students have access to curriculum that is aligned to state expectations for learning and application.

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

Not applicable

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

Representatives from the various departments work together to identify needed resources to support student learning. All mathematics and reading materials have been fully updated and are aligned to the PA Core Standards. Teachers are currently working towards aligning all resources to the NGSS science standards by attending professional development opportunities both within the district and through PATTAN, the local IU, and related providers. Teachers and administrators meet monthly, and sometimes weekly, to review the resources and instruction that are provided to students to ensure that all students have access to curriculum that is aligned to state expectations for learning and application.

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

Not applicable

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

Representatives from the various departments work together to identify needed resources to support student learning. All mathematics and reading materials have been fully updated and are aligned to the PA Core Standards. Teachers are currently working towards aligning all resources to the NGSS science standards by attending professional development opportunities both within the district and through PATTAN, the local IU, and related providers. Teachers and administrators meet monthly, and sometimes weekly, to review the resources and instruction that are provided to students to ensure that all students have access to curriculum that is aligned to state expectations for learning and application.

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

Not applicable

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of

	district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

Teachers and administrators continually utilize the various options available in the SAS website.

Elementary Education-Intermediate Level

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

Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

Teachers and administrators continually utilize the various options available in the SAS website.

Middle Level

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

PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms

Standards	Status
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

Teachers and administrators continually utilize the various options available in the SAS website.

High School Level

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

	district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

Teachers and administrators continually utilize the various options available in the SAS website.

Early Warning System

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

We already have the PA EWS/IC in our district.

Professional Education

Characteristics

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

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

Instructs the leader in managing resources for effective results.	X	X	X	X

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

District employees are provided with a yearly survey that asks for feedback on the needs, strengths, weaknesses, and suggestions for upcoming school year professional development. District representatives, which can be made up of administrators, teachers, parents, and school board members, meet to plan professional development opportunities based upon the survey results, district and state assessment results, and the Pennsylvania Department of Education expectations for academic success. After reviewing all of the data, the representatives create a professional development plan that includes opportunities for teachers, academic specialists, paraprofessionals, and administrators to enhance content knowledge in the area of the certification or assignment, while also increasing the skills necessary to provide interventions for struggling students.

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

Not applicable.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
8/18/2017
The LEA plans to conduct the required training on approximately:
1/1/2018 As needed for new employees.
1/1/2018 Every 5 years for existing employees

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

Questions
The LEA has conducted the training on:
5/6/2016
10/25/2017
The LEA plans to conduct the training on approximately:
1/1/2018 As needed for new employees.
1/1/2018 Every 5 years for existing employees

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

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.

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

Freedom Area School District administrators and teachers meet to review curriculum alignment and instructional strategies in order to identify the most effective and research supported methods for the improvement of student academic achievement. There are building level meetings that occur on a weekly and monthly basis that review state testing, benchmark, diagnostic, and formative assessment results. This data review provides the teachers and administrators with factual information with which to guide professional development activities. Administration and teachers also utilize the results of a yearly professional development survey to assess the programs that were implemented in previous years, as well as programs that need to be identified in upcoming school years. Each professional development opportunity is evaluated utilizing the ACT 48 form provided by PDE, and then the activity is assessed by administration and teachers to determine whether the professional development opportunity was successfully implemented and created a positive impact on teaching and student learning. This assessment of the professional development impact on teacher practice and student

learning is completed by verbal confirmation from those involved, walk throughs by administration, and student learning outcomes on assessments.

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

The professional development committee, which holds representatives of teachers, parents, and administrators, is in the process of creating a process by which the district can determine whether the professional development opportunity is valid and sustainable.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.

- Inductees will assign challenging work to diverse student populations.

- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.

- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.

- Inductees will effectively navigate the Standards Aligned System website.

- Inductees will know and apply LEA endorsed classroom management strategies.

- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.

- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

- Inductees will know, understand and implement instructional technology to support classroom instruction and student learning.

Unchecked answers

> *None.*

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

The District Induction Committee has established a multi-phase plan for ensuring that inductees gain the competencies identified. All teachers new to the district, regardless of their years of experience in other school districts, will be required to complete a full-year induction program.

The first phase includes a series of district-wide professional development sessions that focus on the competencies identified above. Additionally, inductees will meet with their building principal for a series of monthly sessions designed to further their knowledge and support professional development. Inductees will also be meeting regularly with their mentor teacher to review information and discuss specific questions or concerns.

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

All strategies were selected.

Needs of Inductees

Checked answers

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

- Frequent observations of inductee instructional practice by supervisor to identify needs.

- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.

- Student PSSA data.

- Standardized student assessment data other than the PSSA.

- Classroom assessment data (Formative & Summative).

- Inductee survey (local, intermediate units and national level).

- Review of inductee lesson plans.

- Review of written reports summarizing instructional activity.

- Submission of inductee portfolio.

- Knowledge of successful research-based instructional models.

- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

None.

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

The District Induction Committee has established a comprehensive program for inducting new professional employees into the district. As a result, each of the elements identified above will be reviewed and discussed between inductees, mentors, building-level administrators, and district-level administrators during the multiple professional development sessions and informal meetings that will occur during each phase of the induction plan.

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

All characteristics were selected.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

None.

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

Building and district administrators will work with the professional staff to select mentors that will be assigned to inductees. All mentors must meet the qualities identified and be recommended by their building administrator before being recommended to the Board of School Directors for assignment as a mentor teacher.

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

All characteristics were identified.

Induction Program Timeline

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

If necessary, provide further explanation.

The listed timelines may vary according to teacher needs and the availability of training and resources.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Mentors and inductees will each be required to complete an End of Program survey that will seek to evaluate the induction program. Additionally, building principals and district-level administrators will evaluate the program based on each session and the development of inductee skills as they progress through the phases of the plan.

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.

- A designated administrator receives, evaluates and archives all mentor records.

- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

- LEA administrator receives, tallies, and archives all LEA mentor records.

- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers
None.

Special Education

Special Education Students

Total students identified: **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:
https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx

A review of the Special Education Data Report for the 2014 – 2015 school year suggests that in terms of enrollment, there is a discrepency between the District and the State in two areas; students with Specific Learning Disabilities with a 48.4% rate for the District in comparison to the 43.3% for the State, and the Speech or Language Impairment with a 21.7% rate for the District in comparison to the 15.4 % rate for the State. These two area discrepencies can be directly correlated to the socioeconomic area that the District resides, which includes a 47% free and reduced lunch rate. In addition, families in the Freedom Area School District historically have not taken full advantage of outside services available to their children to assist with speech and special education support. The District is planning additional community information nights to provide information on support resources available in the surrounding areas of Freedom Area School District. These services would assist pre kindergarten students and provide early interventions that would increase student learning outcomes and speech and language supports, which would in turn, decrease the number of students needing Special Education and Speech and Language supports in the school district.

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. However, the district has a plan in place that includes providing educational opportunities such as students enrolling in Freedom Area School District's cyber program, or contracting with the local Beaver County Intermediate Unit to provide services. The Director of Special Education and School Psychologist would collaborate with the children's institute to identify the specific needs of each student who resides within the institution. As the Host district, we would contact the facility and begin the process of a review of records for those students with IEPs to determine what level of assistance the students would need and where that instruction would take place. The District would contact the home school and review the student records. If the students did not have surrogate parents, the District would be responsible for providing surrogates to assist with the education of the child. The District School Psychologist would provide screening and evaluation services as needed, and the Director of Special Education would serve as the liaison between Freedom Area School District and the institution so that all students could be provided with the necessary educational services. If the number of students enrolled in the institution becomes unmanageable, the District would apply for PDE approval to run an alternative program for those students.

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 Director of Special Education and School Psychologist as the contacts/liaisons to ensure that special education services are provided in a timely manner and in the most least restrictive environment.

3. Barriors that could exist may be finding surrogates for students or getting reimbursed by the home district. There are 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. With the District's cyber program, all students could have access to District curriculum and highly qualified teachers of record.

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 recieve 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 (Behavor 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 devleopment 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 modallities (visual, auditory, and hands on)

- Review of material

- Peer and small group presentation

- Presentation of material is in student's primary langauge

- 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. Eleven of these students are placed in Special Education Centers based upon their complex medical and or intellectual support needs. Eleven students are placed in facilities for severe behavioral and emotional support needs, and one student is placed by juvenile court. In comparison to the 2014-2015 Indicator 5 results, the District was above the target of 4.6% of outside placements. In order to resolve this descrepency, the Freedom Area School District will be starting a Life Skills program at the high school in the 2016-2017 school year. Through the creation of this program, students who are currently placed in Life Skills classes outside of the district will be able to return to their home school in the least restricted education environment. In addition, the administrative team has been scheduling IEP meetings with families to begin the transition process back to the Freedom Area School District. Future plans for the district that will increase the return of students from outside placements includes the possible addition of emotional support classrooms, or the collaboration between local school district programs to share service opportunities. The District will continue to maintain

ongoing communication with the aforementioned facilities regarding student progress, and meetings will continue to be held to consider a less restrictive placement.

Behavior Support Services

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

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 Interventon 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.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))

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

- School Rules (in compliance with § 12.3)

- Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)

- Discrimination (in compliance with § 12.4)

- Corporal Punishment (in compliance with § 12.5)

- Exclusion from School, Classes, Hearings (in compliance with § 12.6, § 12.7, § 12.8)

- Freedom of Expression (in compliance with § 12.9)

- Flag Salute and Pledge of Allegiance (in compliance with § 12.10)

- Hair and Dress (in compliance with § 12.11)

- Confidential Communications (in compliance with § 12.12)

- Searches (in compliance with § 12.14)

- Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)

- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) and in compliance with § 12.41(d))

- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))

- Development and Implementation of Local Wellness Program (in compliance with Public Law 108-265, Section 204)

- Early Intervention Services System Act (if applicable) (11 P.S. § 875-101—875-503)

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with 24 PS § 15-1547)

- Acceptable Use Policy for Technology Resources

- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

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

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.

- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.

- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
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
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 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: September 8, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	13	0.81
Locations:				
Freedom Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	3	0.19
Locations:				
Freedom Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

        Operator: School District

        PROPOSED PROGRAM INFORMATION

            Type: ClassandPosition

            Implementation Date: September 8, 2015

        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	2	0.22
Locations:				
Freedom Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	7	0.78
Locations:				
Freedom Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

        Operator: School District

        PROPOSED PROGRAM INFORMATION

            Type: ClassandPosition

            Implementation Date: September 8, 2015

        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	13	0.87
Locations:				
Freedom Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	2	0.13
Locations:				
Freedom Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

        Operator: School District

        PROPOSED PROGRAM INFORMATION

            Type: ClassandPosition

            Implementation Date: September 8, 2015

        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	10	1
Locations:				

Freedom Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: September 8, 2015

PROGRAM SEGMENTS

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

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: September 8, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	28	0.97
Locations:				
Freedom Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	1	0.03
Locations:				
Freedom High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: September 8, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 19	9	0.9
Locations:				
Freedom Area High school	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 19	1	0.1
Locations:				
Freedom High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program
>>>*Operator:* School District
>>**PROPOSED PROGRAM INFORMATION**
>>>*Type:* ClassandPosition
>>>*Implementation Date:* September 8, 2015
>>**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	14	0.78
Locations:				
Freedom Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	2	0.11
Locations:				
Freedom Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	15 to 18	2	0.11
Locations:				
Freedom Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program
>>>*Operator:* School District
>>**PROPOSED PROGRAM INFORMATION**
>>>*Type:* ClassandPosition
>>>*Implementation Date:* September 8, 2015
>>**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 19	9	1
Locations:				
Freedom Area High Scool	A Senior High School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program
>>>*Operator:* School District
>>**PROPOSED PROGRAM INFORMATION**
>>>*Type:* ClassandPosition

Implementation Date: September 8, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	8	0.53
Locations:				
Freedom Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	7	0.47
Locations:				
Freedom Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: September 8, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	4	0.22
Locations:				
Freedom Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	14	0.78
Locations:				
Freedom Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: September 8, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 8	4	0.36
Locations:				
Freedom Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 8	7	0.64
Locations:				
Freedom Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: September 8, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 9	11	1
Locations:				
Freedom Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: September 8, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	41	0.77
Justification: Students are seen individually or by grade level in small groups.				
Locations:				
Freedom Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Program Position #15 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: September 8, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Speech and Language Support	8 to 10	8	1
Locations:				
Freedom Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: ClassandPosition
Implementation Date: September 8, 2015
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 18	6	0.13
Locations:				
Freedom Area High School	A Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
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

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

Needs Assessment

Record School Patterns

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

What other information do you still need to assess?

Answer:
As a district, we are quite proud of our students' accomplishments in the area of process writing. Our students consistently score above expected levels of achievement on the writing portion of the PSSA. This demonstrates our students' ability to process and attack a problem, formulate a coherent response, and appropriately convey their thoughts in writing. This is a highly rigorous skill at which our students have proven themselves to be proficient.
Additionally, in grades K-6, our student achievement in mathematics exceeds the expected levels for both achievement and growth. However, after sixth grade both achievement and growth for the area of mathematics show significant declines across the district.
After reviewing the systemic challenges identified at the building level, we have identified two areas of concern that need to be addressed to create significant improvement: the development of a standards-aligned curriculum in all instructional areas and the development of effective instructional practices that are implemented across the district. As a district, we believe that addressing these two concerns is paramount, and must be addressed before the district can move forward.

District Accomplishments

Accomplishment #1:
Freedom Area School District recognizes the correlation between learning and building strong positive relationships that increase student engagement in education. For this reason, every building in the district has focused on increasing positive school climate and culture. In the 2016-2017 school year, the Freedom Area Middle School began implementing a Schoolwide Positive Behavior and Intervention Program (P.A.W.S). This program included intensive traning and ongoing consultation with the local Beaver County Intermediate Unit behavior specialists to ensure that the program was implemented with fidelity. The Freedom Area Middle School was evaluated for fidelity and awarded the Fidelity Award for for Tier 1 supports. With the successes of this program, the middle school team plans on moving forward to being implementation of Tier 2 implementation.

The Freedom Area Elementary School is beginning the planning stage for the Schoolwide Positive Behavior and Intervention Program with the intention of this program to begin in the 2019-2020 school year. By implementing this program, the elementary school and middle school students will have a smooth transition of behavior and learning expectations from grades K-8.

Additionally, the Freedom Area High School continues this pursuit for increased positive school climate and culture by expanding the successes that they have found with the freshman academy to the tenth grade academy. These academies assist students in building positive relationships between students and teachers, and create opportunities for students to share their educational concerns in a safe and positive environment, which assists teachers in identifying and aligning educational opportunities for all students. Grade-level academies have helped to ease students' transition to ninth grade while helping students set goals and explore careers as they progress through their senior year. Staff members meet regularly to discuss student concerns which helps to ensure that interventions can be planned and implemented.

p.p1 {margin: 0.0px 0.0px 12.8px 0.0px; line-height: 16.0px; font: 12.8px Tahoma; color: #121626; -webkit-text-stroke: #121626} span.s1 {font-kerning: none} **Accomplishment #2:**

Freedom Area School District has placed an increased focus on the ongoing alignment of curriculum to the PA Core Standards, PA Academic Standards, and the Next Generation Science Standards. All content areas and grade levels have completed curriculum maps, and they continue to work on scope and sequences that will ensure that the concepts being taught are fully aligned to the expectations of the Pennsylvania Department of Education's goals for academic growth and proficiency. Through this intensive curriculum work, increased professional development for instruction, and updated resources, students in grades 3-6 have demonstrated growth on the English Language Arts and Mathematics standardized assessments.

Accomplishment #3:

According to Penn Data reports, the special education population is spending above the state average amount of time in a regular education setting. Freedom Middle School has made considerable changes in scheduling to work towards a full inclusion model for all students, with the goal to have fully included all students in regular education courses by 2020-2021. Students who take the PASA are also experiencing continued success, with PASA scores in mathematics moving to proficient and guided reading scores of these students moving up two reading levels or more a school year.

Accomplishment #4:

The Freedom Area School District has worked diligently to support and increase the implementation of instructional technology across all grade levels and instructional content areas. Instructional technology has been infused throughout our curriculum and students have access to expanded course offerings to include technology-based courses beginning in kindergarten and expanding through the end of a student's educational career within the District.

Our elementary school boasts a completely wireless network, interactive white board technology in every learning space, mini-lab environments in each classrooms, two full computer lab classrooms, portable carts of laptops and tablet devices, and a Technology Coach to support the infusion of

technology into the curriculum. The District is working to expand the availability of interactive white boards throughout the middle school level classrooms, having completed the installation in half of the classrooms with plans to include all classrooms over the next two (2) years. In addition to all of the technology resources available at the elementary school, middle level students and staff have access to a trial program involving Chrome-based computers to aid in classroom instruction. At the high school level the District operates a 1-to-1 Initiative, which each student and staff member receiving a full-frame laptop for their use throughout their school career.

The District offers technology instruction in all grade levels, beginning in kindergarten and continuing across the grade levels through the high school. Our robotics program started at the high school, but the District is working to expand opportunities to develop those related skills down into the elementary program. The District currently offers a very successful after-school program in the elementary grades and is developing a robotics course for implementation at the middle school level.

District Concerns

Concern #1:
Freedom Area School District is seeing a drop in standardized test scores from grades six to seven, with the decrease in growth and achievement continuing in grades 7 through 11.

Concern #2:
With the increase of students receiving special education services in the regular education setting, or being fully included, teachers are in need of additional supports in the co-teaching model, as well as training on understanding student disabilities.

Concern #3:
Although our students and staff have access to a wide range of instructional technologies to support classroom instruction and learning, there remains a real need to professional development in the area of 21st Century Learning Skills and the development of critical thinking, communication, collaboration, and creativity.

Prioritized Systemic Challenges

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

    Aligned Concerns:

Freedom Area School District is seeing a drop in standardized test scores from grades six to seven, with the decrease in growth and achievement continuing in grades 7 through 11.

With the increase of students receiving special education services in the regular education setting, or being fully included, teachers are in need of additional supports in the co-teaching model, as well as training on understanding student disabilities.

Although our students and staff have access to a wide range of instructional technologies to support classroom instruction and learning, there remains a real need to professional development in the area of 21st Century Learning Skills and the development of critical thinking, communication, collaboration, and creativity.

Systemic Challenge #2 *(Guiding Question #10)* Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Aligned Concerns:

With the increase of students receiving special education services in the regular education setting, or being fully included, teachers are in need of additional supports in the co-teaching model, as well as training on understanding student disabilities.

Although our students and staff have access to a wide range of instructional technologies to support classroom instruction and learning, there remains a real need to professional development in the area of 21st Century Learning Skills and the development of critical thinking, communication, collaboration, and creativity.

District Level Plan

Action Plans

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

Indicators of Effectiveness:

Type: Annual

Data Source: Student assessment scores on state tests, diagnostic assessments, and formative assessments

Specific Targets: Administrator observation using the educator effectiveness model, Curriculum Council feedback, improvement in growth of student scores on assessments.

Strategies:

Creation of an online curriculum database

Description:

The District will create a committee to investigate and implement a curriculum database that is easily accessible by all staff.

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

Implementation Steps:

Research options for online curriculum warehouse

Description:

The District will review possible online warehouse repositories to store and edit curriculum documents on an ongoing basis. This repository will provide a consistent and streamined process for evaluating and updating curriculum and to further development aligned instructional practices.

Evidence of implementation will be the final selection of an electronic curriculum warehouse platform.

Start Date: 5/21/2018   **End Date:** 9/28/2018

Program Area(s): Professional Education

Supported Strategies:

- Creation of an online curriculum database

Curriculum Database

Description:

The District's curriculum committee will research and finalize an online curriculum database that will be accessible to all staff. Evidence of implementation will be documented through the uploading of curriculum into the warehouse and completion of the professional development activities.

Start Date: 10/1/2018   **End Date:** 8/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Creation of an online curriculum database

Integration of curriculum database into daily instruction

Description:

Teachers will utilize the online curriculum database to create aligned unit plans and instruction that follow the District approved curriculum scope and sequence. Evidence of integration will be found in lesson plans, administrative walkthroughs, and usage data taken from the selected platform.

Start Date: 10/1/2018   **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Creation of an online curriculum database

Goal #2: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: Surveys and rubrics

Specific Targets: Teacher lesson plans will include 21st Century skills application and student demonstrated skills in performance tasks and interactions.

Strategies:

Profile of a Bulldog

Description:

Based upon the work of Edleader21, and the research of Ken Kay and Valerie Greenhill, the District established a Profile of a Bulldog. This profile delineates the traits that the District feels the students need in order to be successful as they transition from secondary education to the workforce or post secondary endeavors.

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

Implementation Steps:

Community Consensus

Description:

Create a community consensus to engage stakeholders in the implementation of the Profile of a Bulldog concepts. Evidence will be taken from overall feedback from community groups and agendas from parent/public meetings where Profile of a Bulldog concepts are shared and highlighted.

Start Date: 3/7/2018   **End Date:** 11/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Profile of a Bulldog

System Alignment

Description:

Determine current implementation of 21st Century Learning Skills and develop next steps for implementation. Evidence will taken from administrative walkthroughs and lesson plans that include the integration of the 21st Century Learning Skills.

Start Date: 11/30/2018   **End Date:** 1/31/2019

Program Area(s): Professional Education

Supported Strategies:

- Profile of a Bulldog

Build Professional Capacity

Description:

Design professional development activities that support teacher development of the 4C's: critical thinking, communication, collaboration, and creativity. Evidence of completion will be through the final professional development implementation and administrative walkthroughs focused on the 4C's.

Start Date: 8/1/2018   **End Date:** 9/2/2019

Program Area(s): Professional Education

Supported Strategies:

- Profile of a Bulldog

Focus Curriculum and Assessment

Description:

Establish curriculum committees that will correlate and integrate the attributes included in the Profile of a Bulldog into the instructional curriculum, and develop appropriate rubrics and tools to assess student progress.

Start Date: 8/1/2018   **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Profile of a Bulldog

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.	Strategy #1: Creation of an online curriculum database

Start	End	Title	Description
10/1/2018	8/30/2019	Curriculum Database	The District's curriculum committee will research and finalize an online curriculum database that will be accessible to all staff. Evidence of implementation will be documented through the uploading of curriculum into the warehouse and completion of the professional development activities.

Person Responsible	SH	S	EP	Provider	Type	App.
Dr. Jeffrey Fuller	2.0	2	110	Vendor	For Profit Company	No

Knowledge

The ability to update, access, and review curriculum.

Supportive Research

Cyclical curriculum monitoring review is best practice for curriculum development and adoption.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Series of Workshops Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Paraprofessional New Staff Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Analysis of student work, with administrator and/or peers	Participant survey
Creating lessons to meet varied student learning styles	Review of participant lesson plans
Peer-to-peer lesson discussion	
Lesson modeling with mentoring	
Joint planning period activities	
Journaling and reflecting	

LEA Goals Addressed:	**Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.**	**Strategy #1: Profile of a Bulldog**

Start	End	Title	Description
8/1/2018	9/2/2019	Build Professional Capacity	Design professional development activities that support teacher development of the 4C's: critical thinking, communication, collaboration, and creativity. Evidence of completion will be through the final professional development implementation and administrative walkthroughs focused on the 4C's.

Person Responsible	SH	S	EP	Provider	Type	App.
Superintendent	2.0	6	20	EdLeader21 and Freedom Area School District	Non-profit Organization	No

Knowledge	The understanding of how the 4C's impact student learning.
Supportive Research	Research taken from EdLeader21, Ken Kay and Valerie Greenhill

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Empowers educators to work effectively with parents and community partners.

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

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

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

Instructs the leader in managing resources for effective results.

Training Format

LEA Whole Group Presentation
Series of Workshops
School Whole Group Presentation
Online-Synchronous
Online-Asynchronous
Professional Learning Communities

| **Participant Roles** | Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex Dir
School counselors | **Grade Levels** | Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)
Middle (grades 6-8)
High (grades 9-12) |

Paraprofessional
New Staff
Other educational specialists
Parents

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 Joint planning period activities	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey Review of participant lesson plans

District Level Affirmations

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

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

No signature has been provided

Board President

Affirmed by Jeffrey Fuller on 8/31/2018

Superintendent/Chief Executive Officer

Special Education Affirmations

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

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.

3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.

5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

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

No signature has been provided

Board President

Affirmed by Jeffrey Fuller on 8/31/2018

Superintendent/Chief Executive Officer