

Freedom Area SD
Special Education Plan Report
07/01/2020 - 06/30/2023

District Profile

Demographics

1702 School Street
 Freedom, PA 15042-2000
 724-775-5464
 Superintendent: Jeffrey Fuller
 Special Education Coordinator: Joe Testa

Planning Committee

Name	Role
William Deal	Administrator : Professional Education Special Education
Jeffrey Fuller	Administrator : Professional Education Special Education Schoolwide Plan
Emily Mather	Administrator : Professional Education Special Education Schoolwide Plan
Ryan Smith	Administrator : Professional Education Special Education
Steve Mott	Administrator : Professional Education Special Education
Joe Testa	Ed Specialist - School Psychologist : Professional Education Special Education
Karen Suyhada	Elementary School Teacher - Regular Education : Special Education
Lauren Harley	Elementary School Teacher - Special Education : Special Education
Ron Kelm	High School Teacher - Regular Education : Special Education
Blaire Lasko	High School Teacher - Regular Education : Special Education
Christina Waters	High School Teacher - Special Education : Special Education
Michelle McCanna	Middle School Teacher - Regular Education : Special Education
Gretchen Meyer	Middle School Teacher - Special Education : Special Education
Kelly Bischak	Parent : Special Education
Lori Dambach	Parent : Special Education
Tammi Morton	Parent : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 243

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, General Education Teachers, or Title Teachers, and then a team of educational specialists build a plan for remediation/enrichment based on the needs of the student. Data review is completed during data review meetings which include all teachers and occur on a consistent basis. The team then works with the teachers to review the student's formative, diagnostic, and summative data to identify the student's strengths and weaknesses. More specifically, they 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 student(s) in question. Once a student has been receiving Tier 3 interventions and if they have 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 intervention team 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, support personnel, 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 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 2018 – 2019 school year suggests that in terms of enrollment, there were discrepancies between the District and the State in two areas; students with Specific Learning Disabilities with a 38.7% rate for the District in comparison to the 40.6% for the State, students with a Speech or Language Impairment with a 20.6% rate for the District in comparison to the 14.3 % rate for the State. These two area discrepancies can be directly correlated to the socioeconomic area that the District resides, which includes a 51% 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. The Freedom Area School District is also disproportionate with the percentage of students in outside placements. During the 2019-2020 school year, the Freedom Area School District was at 12/1% compared to the state average of 4.8%. Over the span of this comprehensive plan, the district plans to decrease this percentage by 3% a year for the next three years. The district plans to expand on the programming offered within the district (i.e. emotional support programming), as well as, continue to work with our

outside agencies and intermediate unit to help support the implementation and sustainability of these programs.

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. Each IEP meeting at these facilities would start off by looking at the least restrictive option (general education with supports). 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 Coordinator of Special Education and School Psychologist as the contacts/liasons to ensure that special education services are provided in a timely manner and in the most least restrictive environment.

3. Barriers 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 the 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 receive special education or related services. Furthermore, if a student is "thought to be exceptional," the District will begin the MDE process. The School District has designated the school psychologist as the contact person/liaison to ensure that all special education records are provided to the Host District /in a timely manner. The School Psychologist also acts as the LEA and attends all meetings relating to addressing the needs of its special education population .

Least Restrictive Environment

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

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

Freedom's special education program provides a push-in (inclusive), pull-out (resource room) approach in meeting the needs of its students. Student's identified as needing special education services have access to 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 Learning Support and Life Skills Support settings.

The Freedom Area School District encourages all students with disabilities to participate in extracurricular 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 support 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 our emotional support programs by looking to build capacity for emotional support 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 2020 to all of the staff. 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), Life Skills Support (9-12) 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 and Life Skills Support settings. 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.
- The elementary school has changed their reading program to a guided reading model. This model provides differentiated instruction to all students in grades K-6.
- Grades K-8 are exploring 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 2020. 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 August 2020. 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 the spring of 2020.
- All special education teachers will be provided training on reevaluations, functional behavior assessments, and positive behavior support plans during the remainder of the 2019-2020 school year, as well as the 2020-2021 school year. This training will include support from the Beaver County Intermediate Unit and outside agencies.

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)
- Sensory room

Levels of Staff Support:

- Pull out instruction (resource room)
- Push in instruction (inclusion setting)
- Personal care aide
- Classroom aide
- Consultation with teachers
- School psychologist consultations
- Middle School School-Wide Positive Behavior Supports program (behavior assistance program)
- Elementary School School-Wide Positive Behavior Supports program (behavior assistance program)
- Middle School Communication and Collaboration prep time (academic and behavior assistance interventions and parent engagement)
- High school Personalized Learning Time (PLT) program (Academic Assistance Program)
- Vision support both in the classroom and pull out
- Audiological support both in the classroom and pull out
- Behavioral support both in the classroom and pull out
- Physical therapy support both in the classroom and pull out
- Occupational therapy support both in the classroom and pull out
- Speech therapy support both in the classroom and pull out

- School counseling services 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
- Scheduled training and consultations from outside behavioral agencies
- Attendance at professional development workshops and seminars

Specialized Equipment Needs:

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

Pacing of Instruction:

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

- Adapted curriculum

Presentation of Subject Matter and Materials:

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

Assignment Modifications:

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

Self- Management:

- Check in and check out system
- Planners
- Visual schedules
- Calendars
- Study skill instruction
- Organization 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
- School-wide positive behavior intervention and support program (Elementary and Middle Schools)
- 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 243 students who are eligible to receive special education supports and services. Of this sample, 25 students are receiving their services in an out-of-district placement. Eight of these students are placed in Special Education Centers based upon their complex medical and or intellectual support needs. Thirteen students are placed in facilities for severe behavioral and emotional support needs, and four students are court placed or placed due to significant psychiatric concerns by entities outside of the district. In comparison to the 2018-2019 Indicator 5 results, the District was above the target of 4.8% of outside placements. In order to resolve this discrepancy, the Freedom Area School District will be looking at collaborating with an outside agency to form a K-8 Emotional Support program during the 2020-2021 school year. Through the creation of this program, students who are currently placed in emotional support classes outside of the district will have the opportunity 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 more emotional support classrooms and the addition of autistic 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. Also, the Freedom Area Elementary School has utilized services provided through an outside agency for behavioral consultation. These services have included paraprofessionals and board certified behavior analysts.

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 district collaborates with outside agencies (board certified behavior analysis) and the Intermediate Unit on a case by case basis when developing these plans.

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 training have been provided through the district's School Psychologist, who is a Nonviolent Crisis Intervention Certified Instructor. This included both professional and para-educator staff. Crisis Intervention Teams have been formed and trained at the Elementary, Middle, and High 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 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 Coordinator of Special Education will notify all appropriate agencies (i.e., Pressley HELP Team, Pattan, CYS, etc.) and will coordinate the inter-agency meetings. The district is currently working on expanding the emotional support programming within the district. This began with networking with other public schools to gain information regarding how they are utilizing these supports and structuring these programs. The next step is to work with our district administrators to look at scheduling, staff support, curriculums, resources, and classroom settings to support the enhanced need of these services. We have also been with outside agencies and our Intermediate Unit to gather information regarding implementing an in-house emotional support program in grades K-8. We will continue to work with all of our stakeholders, outside agencies, and our intermediate unit in order to plan for these supports and services.

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 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, Gateway Rehabilitation Center, as well as other outside support agencies.

Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
St. Stephen's Lutheran Academy	Other	Emotional Support	2
New Horizon	Special Education Centers	Life Skills Support	3
New Horizon	Special Education Centers	Emotional Support	4
New Horizon	Special Education Centers	Multiple Disabilities Support	3
McGuire Memorial Day School	Other	Multiple Disabilities Support	1
Children's Institute	Approved Private Schools	Autistic Support	1
St. Stephens Lutheran Academy	Other	Autistic Support	1
Children's Institute	Approved Private Schools	Multiple Disabilities Support	1
McGuire Memorial Day School	Approved Private Schools	Life Skills Support	1
Hope Academy	Other	Emotional Support	2
Hope Academy	Other	Autistic Support	1
Longmore Academy	Special Education Centers	Emotional Support	2
The Watson Institute	Approved Private Schools	Autistic Support	2
The Watson Institute	Approved Private Schools	Life Skills Support	1
Western PA School for the Blind	Approved Private Schools	Visual Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 25, 2020

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	16	.89
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 12	2	.11
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: August 25, 2020

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	8	1.0
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: August 25, 2020

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	13	1.0
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: August 25, 2020

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	11	1.0
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:* August 25, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 14	13	.65
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:* August 25, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	11	.92
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	1	.08
Locations:				
Freedom Area Middle School	A Middle 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:* August 25, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15	22	.96
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	1	.04

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:* August 25, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16-18	17	1.0
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:* August 25, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	16	1.0
Locations:				
Freedom Area High School	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:* August 25, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17-18	2	0.25
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	Learning Support	16	2	0.25
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	Life Skills Support	16-19	4	.50
Locations:				

Freedom Area High School	A Senior High School Building	A building in which General Education programs are operated		
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Program Position #13 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 25, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	6	.29
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	15	.71
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:* August 25, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	10	0.5
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	7 to 8	10	0.5
Locations:				
Freedom Area Elementary School	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:* August 25, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 12		1.0
Locations:				

Freedom Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		
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Program Position #16 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 25, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	26	1.0
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		

Program Position #17 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 25, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	16	1	.05
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	1
Individual Student Assistant	Freedom Area Middle School	1
Individual Student Assistant	Freedom Area High School	1
Paraprofessional	Freedom Area High School	0.8
Paraprofessional	Freedom Area Elementary School	0.8
Paraprofessional	Freedom Area School District	0.8
Individual Student Assistant	Freedom Area Elementary School	1
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

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
Visual Consultation with Staff	Outside Contractor	3 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	Freedom Area School District will continue its efforts to provide appropriate staff training for teachers responsible for working with students within the Autism Spectrum. The district has maintained a collaborative working arrangement with PATTAN, BVIU, and PDE Webinar sessions; continuation of the partnership among all these providers will take place in addressing training for the district's staff. The district will maintain sign in sheets to verify attendance as well as maintain agendas on specific topics addressed.
Person Responsible	Building Principals, School Psychologist/Special Education Coordinator
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	2
# of Participants Per Session	20
Provider	BVIU, PATTAN, PDE Webinar
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	<p>The goal of the Freedom Area School District is to provide ongoing opportunities for its staff to receive appropriate training in addressing its students within the Autism Spectrum. The BVIU has been very flexible in providing training on an as needed basis, however the district's intention is to schedule structured inservice/workshops for its staff over the course of the school year.</p> <p>The district will meet with BVIU and/or PATTAN staff in order to arrange at least two three hour sessions for all staff. The training will begin with a basic overview and information session for regular education teachers. Additional training will be provided to the special education department and administration on specific</p>

	strategies, remediation, and enrichment opportunities, as well as additional education on autism spectrum disorders.
Research & Best Practices Base	Best practices and research will be determined by the needs of the district's students.
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 or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops Live Webinar Department Focused Presentation Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Participant survey Review of participant lesson plans Review of written reports summarizing instructional activity Keystone Exams

Behavior Support

Description

The district offers crisis prevention training to staff in order to help in assisting with de-escalating crisis situations. The appropriate staff will become certified and recertified in CPI training provided by the district's School Psychologist on an as needed basis.

Defined student behavioral expectations will be outlined for all areas of each school in the district. These expectations will also be taught through lessons from multiple sources for each area. On-going support will be given to these teams. Replication of this process will be considered at the secondary level to ensure consistency as students matriculate through our district.

The district will utilize support from the prevention network as well as the Beaver Valley Intermediate Unit 27 to help assist staff in developing appropriate behavioral modification techniques and supports. Also, the district collaborates with outside agencies to address specific behavioral needs of our students through the use of board certified behavior analysts.

Person Responsible	Building Principals, School Psychologist, Coordinator of Special Education, Superintendent
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	6.0
# of Sessions	2
# of Participants Per Session	10
Provider	BVIU, PATTAN
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	The Freedom Area School District intends to provide its staff with appropriate methods in dealing with challenging behaviors displayed by its students. The district will continue its ongoing collaboration with the district's School Psychologist in scheduling CPI training for new staff and re-certification for existing staff. The BVIU has provided the district with the knowledge in how to conduct an appropriate Functional Behavioral Analysis (FBA) and subsequent Positive Behavioral Support Plan. The goal of the district is to ensure that students who may require an alternative placement have received appropriate interventions in their neighboring school prior being considered for placement elsewhere outside the district.
Research & Best Practices Base	Research and Best Practices will vary based on the needs of the district's students.
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 or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.

Training Format	Series of Workshops Department Focused Presentation Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey Review of participant lesson plans Review of written reports summarizing instructional activity

Paraprofessional

Description

The Freedom Area School District will ensure that all paraprofessional's will be offered professional development in the areas of Autism, Behavior, Reading (NCLB), and Transitional Services to provide students the utmost education based on the needs displayed. The BVIU provides the district with a yearly survey to offer more training for paraprofessionals that may be in need for re-certification. These survey results are then used to plan for professional development opportunities for paraprofessionals and staff within the district. In addition, the principals and special education coordinator meet with all paraprofessionals throughout the school year to review professional development opportunities and discuss roles and responsibilities. Each paraprofessional must complete the required professional development hours (20). However, in previous years the Freedom Area School

District has tended to hire certified teachers as paraprofessionals in order to address student needs appropriately.

Person Responsible	Coordinator of Special Education, School Psychologist, Building Principals
Start Date	07/01/2020
End Date	06/30/2023
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	5.0
# of Sessions	4
# of Participants Per Session	15
Provider	BVIU, PATTAN, District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	The Freedom Area School District will continue to encourage its paraprofessionals to seek training in their specified content areas.
Research & Best Practices Base	Best Practices and Research will vary based on the needs that the districts students will display.
For classroom teachers, school counselors and education specialists	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 or LEA 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 Live Webinar Department Focused Presentation

	Professional Learning Communities Offsite Conferences
Participant Roles	Classroom teachers Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey Review of written reports summarizing instructional activity Portfolio

Reading

Description

The Freedom Area School District continues to adapt and realign the district curriculum. All content areas created curriculum maps that align to the PA Core Standards or Pennsylvania Academic Standards. Teachers will continue to move forward in the curriculum writing process by creating scope and sequences of concepts. Through the development of a consistent instructional curriculum, we will increase student achievement and student understanding of classroom expectations. The scope and sequence will ensure that all students are receiving the same concepts in a consistent order that parallels student learning in other classes within the same grade levels. Also, by creating a scope and sequence, teachers are able to monitor how long specific concepts are taught, and to what depth, while at the same time providing adequate instruction prior to standardized testing. Special Education teachers are included in the curriculum development committees and have input into the process, protecting the interests of our special needs students. In addition to curriculum writing, teachers at grades K-6 have been utilizing a guided reading instructional methodology. These teachers will continue

to be supported in the upcoming years by academic coaches and various professional development opportunities.

Person Responsible	Superintendent, Building Principals
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	10
# of Participants Per Session	15
Provider	Freedom Area School District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	The Freedom Area School District will provide its staff with assessment tools that will measure knowledge gain. The district will use assessment tools that will measure growth by establishing a minimum of three established assessment dates throughout the school year. Curriculum based assessments will also be used to track student progress on a daily, weekly, and monthly basis. Other assessment tools are currently being evaluated for appropriateness at the various levels within the district. The district intends to utilize measurement systems that will allow us to accurately assess, provide timely assistance to students, and measure growth over time.
Research & Best Practices Base	Ongoing professional development provides current best practice in education for all staff. This professional development occurs within and outside the district.
For classroom teachers, school counselors and education specialists	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 or LEA administrators, and other educators	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.

seeking leadership roles	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 Professional Learning Communities Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals Superintendent Paraprofessional New Staff Other educational specialists Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles 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. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans STAR Assessment DIBELS Assessment Classroom Diagnostic Assessments (CDTs) NWEA data, Guided Reading inventories, Study Island progress, student grades

Transition

Description

The Freedom Area School District provides all of its students the ability to transition seamlessly and successfully from high school to adult life. The District's goal is to maintain a positive and productive atmosphere

for the students transitioning from grade to grade or from high school to adult life. The Freedom Area School District's goal is to ensure that students are prepared for the three phases of transition (post secondary, employment and independent living) upon graduation. The district also utilized naviance with the assistance of our Career Readiness Supervisor.

Naviance is an online program where students each have a customized website that is used for career and college planning. Included is a scope and sequence of activities designed to help students figure out what career pathway is best suited for them. Self reflection surveys on students' strengths, interests, learning styles are used to help suggest what career path may be a good fit for the student. Research tools for colleges and careers are included that allow students to research post-secondary schools in depth and explore careers as well. The site also provides each student with a portfolio with all of the activities, surveys, tasks, and other artifacts to show the experiences they have in career planning.

The Freedom Area School District focuses on the 20 Federal Indicators including those indicators for transition age students: #1, #2, #13 and #14 in its efforts to provide students with the most effective transition goals and planning which will lead to beneficial outcomes for students. Therefore, the primary focus for the district will be to maintain the current level pertaining to Indicators #1 and #2. In addressing Indicator's #13 and #14, the district will adhere to applying the six step process for developing transition IEP's required by IDEA and promoting student centered assessments, activities and outcomes for transition.

Person Responsible	Special Education Coordinator, Building Principals, Teachers
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	3
# of Participants Per Session	20
Provider	BVIU, PATTAN, PDE Webinar
Provider Type	School Entity
PDE Approved	Yes

Knowledge Gain	Understanding of the components involved in the transition process (i.e. on-going parent/student input, the importance for expanding the community of practice, options for student education, etc.), it's implementation and the outcomes for students
Research & Best Practices Base	Research and Best Practices utilized according to academic and transition activities.
For classroom teachers, school counselors and education specialists	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 or LEA 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 Live Webinar Department Focused Presentation Podcast Professional Learning Communities Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers

	Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey Portfolio Indicator#8, Indicator #13, Indicator #14, Senior Projects, and mapping

Special Education Affirmations

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

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find processes 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

Superintendent/Chief Executive Officer