

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 291
School District Total Student Enrollment 1275
Percent of Students Receiving Special Education 22.6

Steering Committee

| Name | Position/Role | Building | Email |
|------------------|-------------------------------|---------------------|----------------------------|
| Joe Testa | Director of Special Education | Freedom Area SD | jtesta@freedomarea.org |
| Diane Workman | Superintendent | Freedom Area SD | dworkman@freedomarea.org |
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| Steve Mott | Building Principal | Freedom Area SHS | smott@freedomarea.org |
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| Joy Crouch | General Education Teacher | Freedom Area El Sch | jcrouch@freedomarea.org |
| Tina Paxton | Parent | Freedom Area SHS | tmp1741@outlook.com |
| Michelle Maier | Parent | Freedom Area MS | Michele.Maier@optum360.com |

School District Areas of Improvement and Planning - Indicators

Suspension/Expulsion by Race/Ethnicity (Indicator 4B)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

| |
|---|
| Improvement and Planning Activity |
| COVID-YEAR - Our participation rates are usually approximately around 95% |
| COVID-YEAR - Our participation rates are usually approximately around 95% |
| COVID-YEAR - Our participation rates are usually approximately around 95% |

Education Environments (Indicator 5)

| |
|---|
| Improvement and Planning Activity |
| The district is continuously expanding the programs offered for students with disabilities to create a more inclusive environment within the least restrictive environment. More specifically, the district is investigating elementary and secondary emotional support programs that would be able to provide students with emotional concerns and complications more intense support within the public school setting. In addition, the district is collaborating with the intermediate unit to provide additional resources and training for teachers to appropriately support students with a disability. |
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to provide students with emotional concerns and complications with more intense support within the public school setting. In addition, the district is collaborating with the intermediate unit to provide additional resources and training for teachers to appropriately support students with a disability.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

| Building Name | AUN | Branch Number | RTI | Approved RTI Use |
|---------------|-----|---------------|-----|------------------|
|---------------|-----|---------------|-----|------------------|

Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

| Identify Trends | Improvement Planning and Activities |
|---|--|
| No risk ratio calculation was performed in this category due to the small sample size or no data. | |

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

| Identify Trends/Notable Observations | Improvement Planning and Activities |
|---|--|
| No risk ratio calculation was performed in this category due to the small sample size or no data. | |

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

| Identify Trends/Notable Observations | Improvement Planning and Activities |
|---|--|
| No risk ratio calculation was performed in this category due to the small sample size or no data. | |

Non-Resident Students Oversight

1. Is your district currently a host district for a 1306 facility?

No

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

Freedom Area is not a host district. Therefore, this does not apply. However, the district has a plan 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 within the institution. As the host district, we would contact the facility and begin reviewing 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 support). 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 child's education. 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. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?

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 promptly. 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/liasons to ensure that special education services are provided promptly and in the most least restrictive environment.

Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?

No

1. 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).

N/A

Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.

The district has made significant improvements since the Penn Data Report in 2019-2023 in regard to our Least Restrictive Environment numbers. The district has decreased the number of students with disabilities placed outside the district from 11.5% in 2019-2020 to 7.5% in 2022-2023. The district has added an elementary Autistic Support Classroom and significant social-emotional interventions and programs to ensure the support of students with these needs. In addition, the district has expanded its inclusive practices to the elementary level, including grades 1 - 4. The district plans to expand its emotional support programs at the middle school level (grades 5-8) to provide additional services and offer students placed outside the district in these grades the emotional support programs and services that they require.

2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?

The district utilizes Multi-Tiered Systems of Support and Positive Behavior Interventions and Supports frameworks at all three levels of our district (elementary, middle, and high schools). The district has also sent a cohort of staff members, including teachers and administrators, to be trained in Restorative Practices. This approach has been embedded within our disciplinary procedures and policies across the district. The district utilizes a tiered intervention system and reading and math interventionists to support students that need Tier 2 or Tier 3 support. The district utilizes several benchmark and progress monitoring tools to gauge the effectiveness of all students. More specifically, Aimsweb Plus and STAR are two of the assessments that the district utilizes as progress monitoring measures. In addition, the district utilizes a Social Emotional Learning Curriculum for all students with IEPs, and 504s and for students who need Tier 2 or Tier 3 counseling or prevention services.

3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.

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), Autistic Support (K-4), and Speech and Language Support (K-12). Currently, the District can provide support for its special education students who have emotional, life skills or other medically related needs and the appropriate supplemental services and supports to be successful within the Learning Support, Autistic 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 addition, the district utilizes Savvas for its math curriculum and HMH for reading, which are implemented in general education and special education classrooms across the district. To maximize LRE for its students, the District engages in several initiatives to expand inclusive practices. 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 exceptional 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 elementary, middle, and high schools to increase the inclusion courses offered in all core academic areas - MTSS meetings are held in all buildings to review student data and to discuss appropriate interventions needed for all students. - All teachers in grades K-12 will participate in special education training in August 2023. This training will focus on working with special needs students, differentiating instruction, and following IDEA guidelines. - All administration will take part in special education training in August 2023. This training will focus on IDEA requirements and disciplinary alternatives for students with disabilities. - All special education teachers in grades 7-12 are part of transition compliance monitoring and IEP writing training during the 2022-2023 school year. - All special education teachers will be provided training on reevaluations, functional behavior assessments, and positive behavior support plans during the 2023-2024 school year. This training will include support from the Beaver County Intermediate Unit and outside agencies. - Special education teachers, prevention specialists, and school counselors will received ongoing training for SEL programming utilizing the Positive Action curriculum

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.
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:

- Wiggle seats
- Noise-reducing headphones
- Preferential seating near the front of the room or near the teacher
- 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)

- MTSS Meetings (K-10th Grades)
- Push in instruction (inclusion setting)
- Personal care aide
- Classroom aide
- Consultation with teachers
- School psychologist consultations
- Elementary/Middle/High 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
- Confidentiality training
- Proactive student approaches

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
- Department meetings
- Communication and collaboration meetings

Specialized Equipment Needs:

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

The 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 in the 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
- Reduce the number of questions
- Provide a copy of the notes
- Spacer tools
- Word banks
- Highlighter
- Graphic organizer

- Math facts chart
- Manipulatives

Self-Management:

- Check-in and check out the Tier 2 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
- Highlight keywords
- Chunking
- Alternate assessment options (i.e. presentations/projects)
- Reduced multiple choice
- Chunk matching

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
- Cooperative learning groups
- Counseling
- Kindness Curriculum (5-8)
- Positive Action Social Emotional Learning Curriculum (K-12)
- Small group counseling
- Presentations by outside organizations on anti-bullying and positive interactions
- School resource officer provides presentations on safe online presence
- Prevention Specialists support (one at each building)

- Lunch Bunch (K-4)
- Big Brothers Big Sisters Program
- Outpatient therapy services

5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?

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 before more restrictive options. Freedom's special education program provides a push-in (inclusive), pull-out (resource room) approach to meeting the needs of its students. Student's identified as needing special education services have access to the same curriculum, with accommodations 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 before a change in placement. In addition, if a student's behavior impedes academic progress, the IEP team will complete a functional behavior assessment of the student. This functional behavior assessment data will 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 based on the most appropriate supports and interventions a program offers that would meet the student's needs.

6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)

The District has 291 students eligible to receive exceptional education support and services. Of this sample, 22 students receive services in an out-of-district placement. Eight students are placed in Special Education Centers based on their complex medical and intellectual support needs. Fourteen students are placed in facilities for severe behavioral and emotional support needs. In comparison to the 2019-2020 Indicator 5 results, the District was above the target of 4.8% of outside placements and was at 11.5%. Currently, the district is at 7.5%. In order to continue to resolve this discrepancy, the Freedom Area School District will be looking at collaborating with an outside agency and the intermediate unit to form a 5-8 Emotional Support program during the 2023-2024 school year. Through this program's creation, students 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 back to the Freedom Area School District. Future plans for the district that will increase the return of students from outside placements include 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 maintain ongoing communication with the aforementioned facilities regarding student progress, and meetings will continue to be held to consider a less restrictive placement.

Out of District Placements

| Facility Name | Facility Type | Other | Operated By | Service Type | Number of Students Placed |
|-------------------------------|---------------------------|------------------------------|----------------------|---------------------|---------------------------|
| St. Stephens Lutheran Academy | Other | Special Education School | Glade Run Lutheran | Emotional Support | 1 |
| New Horizons School | Other | Public Centered Based School | Intermediate Unit | Autistic Support | 2 |
| New Horizons School | Other | Public Centered Based School | Intermediate Unit | Emotional Support | 4 |
| New Horizon School | Other | Public Centered Based School | Intermediate Unit | Life Skills Support | 4 |
| Hope Learning Center | Licensed Private Academic | | Hope Learning Center | Emotional Support | 3 |

| | | | | | |
|---------------------------------------|-------------------------------|--|-------------------------|-------------------------------------|---|
| Children's Institute - The Day School | Approved Private School (APS) | | Approved Private School | Multiple Disabilities Support | 2 |
| The Watson Institute | Approved Private School (APS) | | Approved Private School | Autistic Support | 3 |
| The Watson Institute | Approved Private School (APS) | | Approved Private School | Multiple Disabilities Support | 1 |
| Western PA School for the Blind | Approved Private School (APS) | | Approved Private School | Blind and Visually Impaired Support | 1 |
| DePaul School | Approved Private School (APS) | | Approved Private School | Deaf and Hard of Hearing Support | 1 |

Positive Behavior Support

Date of Approval
2020-10-03

Uploaded Files
Behavior Support - FASD Policy.html

1. How does the district support the emotional, social needs of students with disabilities?

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 occur 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 considers 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. In addition, students identified as having a disability receive a comprehensive social-emotional learning curriculum every week. 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.

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.

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 to provide every student in the district with the opportunity to learn to their highest ability in an appropriate educational

setting. This 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 requiring restraints through the RISC system. All building principals and alternative educational settings are notified every year 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 and the information the district will need to report via the RISC system process.

3. Describe the district positive school wide support programs.

The district provides comprehensive positive behavior support programs in all three buildings (elementary, middle, and high schools). The middle school is in the 6th year of SWPBIS programming, the elementary school is in year 3 of SWBIS programming, and the high school is in the early stages of piloting its tiered school-wide support program. The Intermediate Unit has supported all of these programs, including training, resources, professional development, monitoring, and revisions to the district's programs.

4. Describe the district school-based behavior health services.

The district provides several school-based behavioral health services. School-based outpatient therapy, Student Assistance Program, Prevention Specialists, School Counselors, School Psychologists, Behavioral Specialists, Board Certified Behavioral Analysts, Social Emotional Learning Curriculum, as well as two certified therapy dogs, are utilized to service students within the district.

5. Describe the district restraint procedure.

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

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

N/A

Education Program (Caseload FTE)

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------------------|--------------------|----------------------------------|---------------------|
| Elementary Resource | Elementary | Full-time (1.0) | 03/22/2023 05:49 PM |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Freedom Area El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 5 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 5 to 8 |
| Age Range Justification | | FTE % |
| | | 0.25 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|-----------------------------|--------------------|----------------------------------|---------------------|
| Elementary Autistic Support | Elementary | Full-time (1.0) | 03/22/2023 05:49 PM |

| | | |
|-------------------------|--|------------------|
| Building Name | | |
| Freedom Area El Sch | | |
| Support Type | | |
| Autistic Support | | |
| Support Sub-Type | | |
| Autistic Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 2 |

| | | |
|--------------------------------|---------------------------|------------------|
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 6 to 7 |
| Age Range Justification | | FTE % |
| | | 0.17 |

| | | | |
|-----------------------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| Elementary Autistic Support | Elementary | Full-time (1.0) | 03/22/2023 05:48 PM |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Freedom Area El Sch | | |
| Support Type | | |
| Autistic Support | | |
| Support Sub-Type | | |
| Autistic Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 5 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 5 to 8 |
| Age Range Justification | | FTE % |
| Waiver has been signed by parents | | 0.62 |

| | | | |
|-----------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| Middle School 6 | Elementary | Full-time (1.0) | 03/22/2023 05:46 PM |

| |
|----------------------|
| Building Name |
| Freedom Area MS |

| | | |
|--------------------------------|---------------------------|------------------|
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 18 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 11 to 13 |
| Age Range Justification | | FTE % |
| | | 0.36 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|----------------|--------------------|----------------------------------|---------------------|
| High School 10 | Secondary | Full-time (1.0) | 03/22/2023 05:45 PM |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Freedom Area SHS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 15 to 15 |
| Age Range Justification | | FTE % |
| | | 0.05 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------|--------------------|----------------------------------|---------|
|--------|--------------------|----------------------------------|---------|

| | | | |
|-------------------|-----------|-----------------|---------------------|
| High School 11-12 | Secondary | Full-time (1.0) | 03/22/2023 05:45 PM |
|-------------------|-----------|-----------------|---------------------|

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Freedom Area SHS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 19 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 16 to 18 |
| Age Range Justification | | FTE % |
| | | 0.38 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|-----------------|--------------------|----------------------------------|---------------------|
| Middle School 8 | Secondary | Full-time (1.0) | 03/22/2023 05:43 PM |

| | | |
|---------------------------|---------------------------|------------------|
| Building Name | | |
| Freedom Area MS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 20 |
| Identify Classroom | Classroom Location | Age Range |
| | | |

| | | |
|--------------------------------|-----------|--------------|
| School District | Secondary | 13 to 14 |
| Age Range Justification | | FTE % |
| | | 0.4 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|------------------------|---------------------------|---|---------------------|
| Middle School Resource | Multiple | Full-time (1.0) | 03/22/2023 05:41 PM |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Freedom Area MS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 9 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Multiple | 11 to 14 |
| Age Range Justification | | FTE % |
| | | 0.45 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|-----------------|---------------------------|---|---------------------|
| Middle School 7 | Secondary | Full-time (1.0) | 03/22/2023 05:38 PM |

| | | |
|----------------------|--|--|
| Building Name | | |
| Freedom Area MS | | |
| Support Type | | |
| Learning Support | | |

| | | |
|--------------------------------|---------------------------|------------------|
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 9 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 12 to 13 |
| Age Range Justification | | FTE % |
| | | 0.18 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|------------------------|---------------------------|---|---------------------|
| High School 10-12 Supp | Secondary | Full-time (1.0) | 03/22/2023 05:36 PM |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Freedom Area SHS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 16 to 18 |
| Age Range Justification | | FTE % |
| | | 0.05 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|-------------------|---------------------------|---|---------------------|
| High School 10-12 | Secondary | Full-time (1.0) | 03/22/2023 05:35 PM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Freedom Area SHS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 22 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 16 to 18 |
| Age Range Justification | | FTE % |
| | | 0.44 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------------|---------------------------|---|---------------------|
| Speech 9-12 | Secondary | Full-time (1.0) | 03/22/2023 05:26 PM |

| | | |
|-----------------------------|---------------------------|------------------|
| Building Name | | |
| Freedom Area SHS | | |
| Support Type | | |
| Speech And Language Support | | |
| Support Sub-Type | | |
| Speech And Language Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 3 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 15 to 18 |

| | |
|--------------------------------|--------------|
| Age Range Justification | FTE % |
| | 0.05 |

| | | | |
|---------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| Speech 5-8 | Multiple | Full-time (1.0) | 03/22/2023 05:25 PM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Freedom Area MS | | |
| Support Type | | |
| Speech And Language Support | | |
| Support Sub-Type | | |
| Speech And Language Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 10 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Multiple | 11 to 14 |
| Age Range Justification | | FTE % |
| | | 0.15 |

| | | | |
|---------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| Speech 3-4 | Multiple | Full-time (1.0) | 03/22/2023 05:24 PM |

| | | |
|-----------------------------|--|--|
| Building Name | | |
| Freedom Area El Sch | | |
| Support Type | | |
| Speech And Language Support | | |
| Support Sub-Type | | |

| | | |
|--------------------------------|---------------------------|------------------|
| Speech And Language Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 9 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 9 to 11 |
| Age Range Justification | | FTE % |
| | | 0.14 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------------|---------------------------|---|---------------------|
| Elem K-2 | Elementary | Full-time (1.0) | 03/22/2023 05:21 PM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Freedom Area El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 3 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 5 to 8 |
| Age Range Justification | | FTE % |
| | | 0.06 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|----------------|---------------------------|---|---------------------|
| Elementary K-2 | Elementary | Full-time (1.0) | 03/22/2023 05:21 PM |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Freedom Area El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 16 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 5 to 8 |
| Age Range Justification | | FTE % |
| | | 0.8 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|----------------------|--------------------|----------------------------------|---------------------|
| Middle School 5 Supp | Elementary | Full-time (1.0) | 03/22/2023 05:19 PM |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Freedom Area MS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 10 to 11 |
| Age Range Justification | | FTE % |
| | | 0.05 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|-----------------|---------------------------|---|---------------------|
| Middle School 5 | Elementary | Full-time (1.0) | 03/22/2023 05:19 PM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Freedom Area MS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 9 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 10 to 11 |
| Age Range Justification | | FTE % |
| | | 0.18 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|-----------------------------------|---------------------------|---|---------------------|
| High School Learning Support 9-11 | Secondary | Full-time (1.0) | 03/22/2023 05:18 PM |

| | | |
|-------------------------|--|------------------|
| Building Name | | |
| Freedom Area SHS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |

| | | |
|--------------------------------|---------------------------|------------------|
| Itinerant (20% or Less) | | 27 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 15 to 18 |
| Age Range Justification | | FTE % |
| | | 0.54 |

| | | | |
|------------------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| Elementary Inclusion 3 | Elementary | Full-time (1.0) | 03/22/2023 05:50 PM |

| | |
|--|---------------------------|
| Building Name | |
| Freedom Area El Sch | |
| Support Type | |
| Learning Support | |
| Support Sub-Type | |
| Learning Support | |
| Level of Support | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | 1 |
| Identify Classroom | Classroom Location |
| School District | Elementary |
| Age Range Justification | FTE % |
| | 0.05 |

| | | | |
|-------------------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| High School Life Skills | Secondary | Full-time (1.0) | 03/22/2023 05:13 PM |

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|----------------------|
| Building Name |
|----------------------|

| | | |
|-----------------------------------|---------------------------|------------------|
| Freedom Area SHS | | |
| Support Type | | |
| Life Skills Support | | |
| Support Sub-Type | | |
| Life Skills Support (Grades 7-12) | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 15 to 19 |
| Age Range Justification | | FTE % |
| Age Waivers have been completed | | 0.05 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------------------------|---------------------------|---|---------------------|
| Elementary Inclusion 2-4 | Elementary | Full-time (1.0) | 03/22/2023 05:09 PM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Freedom Area El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 16 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 7 to 10 |
| Age Range Justification | | FTE % |
| | | 0.32 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|-------------------------|--------------------|----------------------------------|---------------------|
| High School Life Skills | Secondary | Full-time (1.0) | 03/22/2023 05:07 PM |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Freedom Area SHS | | |
| Support Type | | |
| Life Skills Support | | |
| Support Sub-Type | | |
| Life Skills Support (Grades 7-12) | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 8 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 15 to 19 |
| Age Range Justification | | FTE % |
| Age Range Waivers have been completed | | 0.4 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|------------|--------------------|----------------------------------|---------------------|
| Speech K-3 | Elementary | Full-time (1.0) | 03/22/2023 05:57 PM |

| | | |
|-----------------------------|--|------------------|
| Building Name | | |
| Freedom Area El Sch | | |
| Support Type | | |
| Speech And Language Support | | |
| Support Sub-Type | | |
| Speech And Language Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 37 |

| | | |
|--------------------------------|---------------------------|------------------|
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 5 to 8 |
| Age Range Justification | | FTE % |
| | | 0.57 |

| | | | |
|----------------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| Learning Support 3-4 | Elementary | Full-time (1.0) | 03/22/2023 05:00 PM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Freedom Area El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 2 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 8 to 11 |
| Age Range Justification | | FTE % |
| | | 0.04 |

| | | | |
|----------------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| Learning Support 3-4 | Elementary | Full-time (1.0) | 03/22/2023 04:59 PM |

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|----------------------|
| Building Name |
| Freedom Area El Sch |

| | | |
|--|---------------------------|------------------|
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 16 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 8 to 11 |
| Age Range Justification | | FTE % |
| | | 0.8 |

Special Education Facilities

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Freedom Area SHS | | 205 |
| School Building | | Building Description |
| Senior High | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 27 feet, 8 inches x 19 feet, 3 inches | 532sqft | 19 |
| Implementation Date | | |
| 2023-05-01 | | |
| Uploaded Files | | |
| High School Floor Plan 2.jpeg | | |

Assurance Check

| | | |
|--|-----|----|
| Assurance Check | Yes | No |
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes | |
| The class is located where noise will not interfere with instruction | Yes | |
| The class is located only in space that is designed for purposes of instruction | Yes | |
| The class is readily accessible | Yes | |
| The class is composed of at least 28 square feet per student | Yes | |

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Freedom Area SHS | | 204 |
| School Building | | Building Description |
| Senior High | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 31 feet, 6 inches x 25 feet, 3 inches | 795sqft | 28 |
| Implementation Date | | |
| 2023-05-01 | | |
| Uploaded Files | | |
| High School Floor Plan 2.jpeg | | |

Assurance Check

| | | |
|--|-----|----|
| Assurance Check | Yes | No |
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes | |
| The class is located where noise will not interfere with instruction | Yes | |
| The class is located only in space that is designed for purposes of instruction | Yes | |
| The class is readily accessible | Yes | |
| The class is composed of at least 28 square feet per student | Yes | |

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Freedom Area SHS | | 222 |
| School Building | | Building Description |
| Senior High | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 31 feet, 1 inches x 27 feet, 3 inches | 847sqft | 30 |
| Implementation Date | | |
| 2023-05-01 | | |
| Uploaded Files | | |
| High School Floor Plan 2.jpeg | | |

Assurance Check

| | | |
|--|-----|----|
| Assurance Check | Yes | No |
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes | |
| The class is located where noise will not interfere with instruction | Yes | |
| The class is located only in space that is designed for purposes of instruction | Yes | |
| The class is readily accessible | Yes | |
| The class is composed of at least 28 square feet per student | Yes | |

| | | |
|--|-----------------------------------|---|
| Building Name | | Room # |
| Freedom Area SHS | | 116 |
| School Building | | Building Description |
| Senior High | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 29 feet, 10 inches x 27 feet, 3 inches | 812sqft | 29 |
| Implementation Date | | |
| 2023-05-01 | | |
| Uploaded Files | | |
| HS Floor Plan.jpeg | | |

Assurance Check

| | | |
|--|-----|----|
| Assurance Check | Yes | No |
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes | |
| The class is located where noise will not interfere with instruction | Yes | |
| The class is located only in space that is designed for purposes of instruction | Yes | |
| The class is readily accessible | Yes | |
| The class is composed of at least 28 square feet per student | Yes | |

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Freedom Area MS | | F117 |
| School Building | | Building Description |
| Middle | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 33 feet, 0 inches x 12 feet, 8 inches | 418sqft | 14 |
| Implementation Date | | |
| 2023-05-01 | | |
| Uploaded Files | | |
| Middle School Floor Plan (1).pdf | | |

Assurance Check

| | | |
|--|-----|----|
| Assurance Check | Yes | No |
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes | |
| The class is located where noise will not interfere with instruction | Yes | |
| The class is located only in space that is designed for purposes of instruction | Yes | |
| The class is readily accessible | Yes | |
| The class is composed of at least 28 square feet per student | Yes | |

| | | |
|--|-----------------------------------|---|
| Building Name | | Room # |
| Freedom Area MS | | F109 |
| School Building | | Building Description |
| Middle | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 30 feet, 8 inches x 31 feet, 11 inches | 978sqft | 34 |
| Implementation Date | | |
| 2023-05-01 | | |
| Uploaded Files | | |
| Middle School Floor Plan (1).pdf | | |

Assurance Check

| | | |
|--|-----|----|
| Assurance Check | Yes | No |
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes | |
| The class is located where noise will not interfere with instruction | Yes | |
| The class is located only in space that is designed for purposes of instruction | Yes | |
| The class is readily accessible | Yes | |
| The class is composed of at least 28 square feet per student | Yes | |

| | |
|----------------------|---------------|
| Building Name | Room # |
| Freedom Area MS | F125 |

| | | |
|---------------------------------------|-----------------------------------|---|
| School Building | | Building Description |
| Middle | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 33 feet, 3 inches x 15 feet, 8 inches | 520sqft | 18 |
| Implementation Date | | |
| 2023-05-01 | | |
| Uploaded Files | | |
| Middle School Floor Plan (1).pdf | | |

Assurance Check

| | | |
|--|-----|----|
| Assurance Check | Yes | No |
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes | |
| The class is located where noise will not interfere with instruction | Yes | |
| The class is located only in space that is designed for purposes of instruction | Yes | |
| The class is readily accessible | Yes | |
| The class is composed of at least 28 square feet per student | Yes | |

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Freedom Area MS | | E106 |
| School Building | | Building Description |
| Middle | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 25 feet, 7 inches x 31 feet, 7 inches | 808sqft | 28 |
| Implementation Date | | |
| 2023-05-01 | | |
| Uploaded Files | | |
| Middle School Floor Plan (1).pdf | | |

Assurance Check

| | | |
|-----------------|-----|----|
| Assurance Check | Yes | No |
|-----------------|-----|----|

| | | |
|--|-----|--|
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes | |
| The class is located where noise will not interfere with instruction | Yes | |
| The class is located only in space that is designed for purposes of instruction | Yes | |
| The class is readily accessible | Yes | |
| The class is composed of at least 28 square feet per student | Yes | |

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Freedom Area MS | | E118 |
| School Building | | Building Description |
| Middle | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 31 feet, 5 inches x 22 feet, 5 inches | 704sqft | 25 |
| Implementation Date | | |
| 2023-05-01 | | |
| Uploaded Files | | |
| Middle School Floor Plan (1).pdf | | |

Assurance Check

| | | |
|--|-----|----|
| Assurance Check | Yes | No |
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes | |
| The class is located where noise will not interfere with instruction | Yes | |
| The class is located only in space that is designed for purposes of instruction | Yes | |
| The class is readily accessible | Yes | |
| The class is composed of at least 28 square feet per student | Yes | |

| | | |
|------------------------|--|---|
| Building Name | | Room # |
| Freedom Area MS | | C127 |
| School Building | | Building Description |
| Middle | | A building in which general education programs are operated |

| | | |
|---------------------------------------|-----------------------------------|---------------------------------------|
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 42 feet, 4 inches x 26 feet, 7 inches | 1125sqft | 40 |
| Implementation Date | | |
| 2023-05-01 | | |
| Uploaded Files | | |
| Middle School Floor Plan (1).pdf | | |

Assurance Check

| | | |
|--|-----|----|
| Assurance Check | Yes | No |
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes | |
| The class is located where noise will not interfere with instruction | Yes | |
| The class is located only in space that is designed for purposes of instruction | Yes | |
| The class is readily accessible | Yes | |
| The class is composed of at least 28 square feet per student | Yes | |

| | | |
|--|-----------------------------------|---|
| Building Name | | Room # |
| Freedom Area El Sch | | B214 |
| School Building | | Building Description |
| Elementary | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 23 feet, 10 inches x 39 feet, 4 inches | 937sqft | 33 |
| Implementation Date | | |
| 2023-05-01 | | |
| Uploaded Files | | |
| Elementary Floor Plan Second Floor (1).pdf | | |

Assurance Check

| | | |
|--|-----|----|
| Assurance Check | Yes | No |
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes | |
| The class is located where noise will not interfere with instruction | Yes | |

| | | |
|---|-----|--|
| The class is located only in space that is designed for purposes of instruction | Yes | |
| The class is readily accessible | Yes | |
| The class is composed of at least 28 square feet per student | Yes | |

| | | |
|--|-----------------------------------|---|
| Building Name | | Room # |
| Freedom Area El Sch | | B210 |
| School Building | | Building Description |
| Elementary | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 12 feet, 8 inches x 16 feet, 9 inches | 212sqft | 7 |
| Implementation Date | | |
| 2023-05-01 | | |
| Uploaded Files | | |
| Elementary Floor Plan Second Floor (1).pdf | | |

Assurance Check

| | | |
|--|-----|----|
| Assurance Check | Yes | No |
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes | |
| The class is located where noise will not interfere with instruction | Yes | |
| The class is located only in space that is designed for purposes of instruction | Yes | |
| The class is readily accessible | Yes | |
| The class is composed of at least 28 square feet per student | Yes | |

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Freedom Area El Sch | | B209 |
| School Building | | Building Description |
| Elementary | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 23 feet, 9 inches x 24 feet, 9 inches | 587sqft | 20 |

| |
|--|
| Implementation Date |
| 2023-05-01 |
| Uploaded Files |
| Elementary Floor Plan Second Floor (1).pdf |

Assurance Check

| | | |
|--|-----|----|
| Assurance Check | Yes | No |
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes | |
| The class is located where noise will not interfere with instruction | Yes | |
| The class is located only in space that is designed for purposes of instruction | Yes | |
| The class is readily accessible | Yes | |
| The class is composed of at least 28 square feet per student | Yes | |

| | | |
|---|-----------------------------------|---|
| Building Name | | Room # |
| Freedom Area El Sch | | A102 |
| School Building | | Building Description |
| Elementary | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 43 feet, 9 inches x 23 feet, 9 inches | 1039sqft | 37 |
| Implementation Date | | |
| 2023-05-01 | | |
| Uploaded Files | | |
| Elementary Floor Plan First Floor (1).pdf | | |

Assurance Check

| | | |
|--|-----|----|
| Assurance Check | Yes | No |
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes | |
| The class is located where noise will not interfere with instruction | Yes | |
| The class is located only in space that is designed for purposes of instruction | Yes | |
| The class is readily accessible | Yes | |

| | | |
|--|-----|--|
| The class is composed of at least 28 square feet per student | Yes | |
|--|-----|--|

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Freedom Area El Sch | | D110 |
| School Building | | Building Description |
| Elementary | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 31 feet, 8 inches x 22 feet, 6 inches | 712sqft | 25 |
| Implementation Date | | |
| 2023-05-01 | | |
| Uploaded Files | | |
| Middle School Floor Plan (1).pdf | | |

Assurance Check

| | | |
|--|-----|----|
| Assurance Check | Yes | No |
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes | |
| The class is located where noise will not interfere with instruction | Yes | |
| The class is located only in space that is designed for purposes of instruction | Yes | |
| The class is readily accessible | Yes | |
| The class is composed of at least 28 square feet per student | Yes | |

Special Education Support Services

Special Education Support Services

| Special Education Support Services | Numerical Value | Primary Location | Contractor or District |
|------------------------------------|-----------------|------------------|------------------------|
| Director of Special Education | 1 | District Wide | District |
| School Psychologist | 1 | District Wide | District |
| Physical Therapist | 1 | District Wide | Contractor |
| Occupational Therapist | 2 | District Wide | Contractor |
| Guidance Counselor | 2 | Elementary | District |
| Guidance Counselor | 2 | Secondary | District |
| Behavior Specialist | 1 | Elementary | Contractor |
| Paraprofessionals | 19 | Elementary | District |
| Paraprofessionals | 9 | Secondary | District |

Special Education Personnel Development

Autism

| | | | |
|--|---------------------------|--|--|
| Description of Training | | | |
| 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. | | | |
| Lead Person/Position | | Year of Training 2023-2026 | |
| Building Principals, Director of Special Education | | | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 2 | 2 | District Intermediate Unit Other | Building Administrators General Education Teachers Paraprofessionals Special Education Teachers |

Positive Behavior Support

| | | | |
|---|---------------------------|-----------------------------------|-----------------|
| Description of Training | | | |
| <p>The district offers crisis prevention training to staff in order to help in assisting with de-escalating crisis situations. The appropriate staff will become certified and 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.</p> | | | |
| Lead Person/Position | | Year of Training 2023-2026 | |
| Building Principals, Behavioral Specialists, Board Certified Behavior Analysts, Director of Special Education | | | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| | | | |

| | | | |
|---|---|--|---|
| 6 | 2 | District Intermediate Unit PaTTAN | Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers |
|---|---|--|---|

Paraprofessional

| | |
|--|-----------------------------------|
| Description of Training | |
| <p>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.</p> | |
| Lead Person/Position | Year of Training 2023-2026 |
| Building Principals, Director of Special Education | |

| Hours Per Training | Number of Sessions | Provider | Audience |
|---------------------------|---------------------------|---|---|
| 3 | 3 | District Intermediate Unit PaTTAN | Paraprofessionals Special Education Teachers |

Transition

| |
|--------------------------------|
| Description of Training |
|--------------------------------|

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.

| | | | |
|---|---------------------------|-----------------------------------|-----------------|
| Lead Person/Position | | Year of Training 2023-2026 | |
| Teachers, Principals, Director of Special Education | | | |
| Hours Per Training | Number of Sessions | Provider | Audience |

| | | | |
|---|---|-------------------|--|
| 3 | 2 | Intermediate Unit | Building Administrators Central Office Administrators Special Education Teachers |
|---|---|-------------------|--|

Science of Literacy

| | | | |
|--|---------------------------|-----------------------------------|-----------------|
| Description of Training | | | |
| The district has worked with elementary school teachers to become trained in Heggerty, LETRS, and Orton Gillingham during the 2022-2023. These trainings will be expanded to other teachers in the elementary, middle, and high schools. | | | |
| Lead Person/Position | | Year of Training 2023-2026 | |
| Director of Special Education, Principals, Director of Teacher and Learning | | | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| | | | |

| | | | |
|----|---|--|---|
| 10 | 3 | District Intermediate Unit PaTTAN Other | Building Administrators General Education Teachers Special Education Teachers |
|----|---|--|---|

Parent Training

| | | | |
|---|---------------------------|-----------------------------------|-----------------|
| Description of Training | | | |
| The district plans to continue with training incoming parents of students with disabilities on special education programming within the district during Early Intervention transition meetings. The district will continue to expand parent trainings to include Autism, Social Emotional Learning, IDEA, and ADA (504) services. | | | |
| Lead Person/Position | | Year of Training 2023-2026 | |
| Director of Special Education, Teachers, District Administrators | | | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| | | | |

| | | | |
|---|----|--|---|
| 2 | 10 | District Intermediate Unit Other | General Education Teachers Parents Special Education Teachers |
|---|----|--|---|

IEP Development

| | | | |
|--|---------------------------|-----------------------------------|-----------------|
| Description of Training | | | |
| The district works with the intermediate unit to provide training to special education teachers on IEP writing and development. The district plans to include parents and general education teachers in the upcoming school years. | | | |
| Lead Person/Position | | Year of Training 2023-2026 | |
| Director of Special Education, District Administrators, Teachers | | | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| | | | |

| | | | |
|---|----|--|---|
| 2 | 10 | District Intermediate Unit PaTTAN Other | Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other |
|---|----|--|---|

Social Emotional Learning

| | | | |
|--|---------------------------|-----------------------------------|-----------------|
| Description of Training | | | |
| The district implements a Social Emotional Learning curriculum K-12 and plan to continue to development the implementation of SEL programming into general education classrooms. | | | |
| Lead Person/Position | | Year of Training 2023-2026 | |
| Director of Special Education, Building Principals, Director of Teaching and Learning | | | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| | | | |

| | | | |
|---|----|---|---|
| 2 | 10 | District Intermediate Unit PaTTAN Other | Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other |
|---|----|---|---|

Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

