

Freeport Area SD

District Level Plan

07/01/2021 - 06/30/2024

District Profile

Demographics

PO Box C
Freeport, PA 16229
(724)295-5141
Superintendent: Ian Magness
Director of Special Education: Richard Burns

Planning Process

The Comprehensive Plan for the Freeport School District is developed through the efforts of the Comprehensive Planning Steering Committee representing teachers, support staff, board members, parents, administrators, and community members. The Comprehensive Planning Steering Committee met as a whole where there was discussion regarding a description of the Comprehensive Planning process, and a review of the existing Mission, Vision and Belief Statements for the School District. It was felt that the Mission, Vision and Belief Statements for the District were well developed and needed no changes. At that same meeting, presentations were made by all administrators regarding programs, services, and other initiatives implemented by the District and how these impacted the new Comprehensive Plan. Opportunities were available for all members of the Steering Committee to ask questions and comment regarding these programs and their impact on the past and future planning process. This was followed by a description of the subcommittees that completed drafts of the specific plans required by the Comprehensive Plan. Each subcommittee conducted multiple meetings in the development of the initial draft plans. The opportunity was then provided for Steering Committee Members to have input into each specific subcommittee plan. Subcommittee members were asked to continue to review the narratives of their specific committee and provide additional feedback to the Committee Chairs prior to the final meeting. These plans included: Professional Development, Induction, Technology, Special Services, and Gifted. The District Administrative Staff then compiled all of the planning efforts from each subcommittee, refined and incorporated them into one Comprehensive Planning document. This compilation was then shared with the entire Comprehensive Planning Steering Committee, as well as with the School Board, for tentative adoption in preparation for a 28 - day review by the community at large.

Mission Statement

The mission if the FASD is to serve as a “learning community dedicated to the success of all.”

Vision Statement

The FASD envisions a learning environment...

- “ That prepares students to embrace technological advancements of the 21st century;
- “ Develops students who are able to problem-solve thoughtfully;
- “ Promotes expressive communication through the application of reading, writing, listening, research, speaking, and presentation skills.
- “ That establishes a strong work ethic among the district’s students;
- “ That develops citizens that make positive contributions to society;
- “ That establishes a love for learning and a recognition that learning is a life-long effort;
- “ That promotes wellness.

Shared Values

Shared Values

- HIGH STUDENT ACHIEVEMENT FOR ALL STUDENTS
- BEST PRACTICE INSTRUCTION FOR ALL TEACHERS
- CULTURE OF CONTINUOUS IMPROVEMENT
- MEANINGFUL PARTNERSHIPS BETWEEN THE SCHOOL, FAMILY, COMMUNITY AND BUSINESS
- OPERATIONAL EFFICIENCY

Educational Community

In 1969, the political divisions of Freeport, Buffalo and South Buffalo merged to form the Freeport Area School District. Located along the Allegheny River, at the mouth of Buffalo Creek, the Freeport Area School District is situated approximately 30 miles northeast of Pittsburgh; it is located in two counties: Freeport Borough and South Buffalo or in Armstrong County, while Buffalo Township is in Butler County. The area provides an exceptional area to raise a family because it is far enough away from the congestion of urban areas, yet the close proximity to major highways and the Pennsylvania

Turnpike allow easy access to surrounding cultural activities, shopping malls and major universities.

Originally a "free port" for riverboat trade, the community grew around local industry such as Freeport Brick and Oberg Industries. Now, the region is largely a bedroom community for those that commute to other areas for employment. The growth of the North Point Industrial Park, in South Buffalo Township, provides promise for future expansion of local employment opportunities.

Students in the Freeport Area School District are involved in a variety of activities including interscholastic and youth league sports, school-sponsored and faith based community service projects, and co-curricular educational programs such as the Pennsylvania Junior Academy of Science. The school district's students are recognized annually for contributing countless hours and large amounts of money to local and regional charities.

Parents in the district have many opportunities to participate in school-based PTO, varsity booster clubs and various volunteer programs. Parents are also invited to grade level parent orientations early in year where they meet their child's teachers as well as district-wide open houses in each building. Parents are also invited to participate in parent advisory committees for Title I as well as district committees for Act 48 and Comprehensive Planning.

The district partners with the local YMCA and other day-care providers to provide before and after school day care for our elementary students whose parents choose to use these programs. The district has also developed a partnership with Community Action for Armstrong County to offer Head Start program and potentially Pre-K Counts.

Freeport Area School District consists of four schools buildings and has a total enrollment of approximately 1,850 students. The education program of the district is based on a commitment to provide a quality education for all students. The programs of the Freeport Area School District are comprehensive and flexible enough to provide each student with the basic tools, understanding, and attitudes to enable him/her to function successfully in our society. The High School offers a progressive secondary program designed to meet the needs of all students. The curriculum is designed with honors, academic, and business/technology to meet the needs of the students. Students in grades 11 and 12 are eligible to attend Lenape Vocational-Technical School. The high school also offers many electives in foreign language, business, computer information technology education, technology/STREAMM education, family consumer science, music, art, and media production.

South Buffalo and Buffalo Elementary schools are located outside of Freeport Borough in rural settings; they include grades one through five. Additions and renovations have been completed at Buffalo and South Buffalo for approximately 10-15 years ago. These renovations were completed to meet the increasing student population growth within the district and to upgrade facilities to allow for better technology, safety and learning environments. Currently, the district has a Kindergarten Center. All students participate in a full-day program.

Beginning the 2015-16 school year, the district completed and occupied a new Middle School for grades 6, 7, and 8. South Buffalo and Buffalo Elementary are now K – 5 buildings and the Kindergarten and Junior High are closed. The new middle school is on the same campus as the high school. A new athletic stadium is set to open for the start of the 2016-2017 school.

Class sizes within the district are appropriate for students' developmental levels and monitored closely to provide optimal attention and response to student needs. Instruction occurs at students' developmental levels and opportunities for acceleration and enrichment are included in academic programming.

Freeport students participate in heterogeneous instructional programs at the elementary level. As the students enter 6th grade, they have an opportunity to take advanced courses in Math and English. The high school offers AP, Dual Enrollment, College in High School and honors courses. Enrichment/Gifted and special education classes are available to all students who qualify throughout the district. Overall, the students in the district score well above the state averages on the PSSA in math, reading, and writing and Keystone Exams.

There are currently 137 classroom teachers and 10 administrators in the district. Through district professional development and tuition reimbursement programs, the teachers have established an innovative, progressive instructional approach. Use of instructional technology is encouraged and supported in all classrooms. The district has an instructional technology coordinator for professional development and coaching.

Planning Committee

Name	Role
Richard Burns	Administrator : Professional Education Special Education
Don Dell	Administrator : Professional Education Special Education
Ron Grove	Administrator : Professional Education
Mike Kleckner	Administrator : Professional Education
Jeff Lesko	Administrator : Professional Education
Ian Magness	Administrator : Professional Education Special Education
Steve Poleski	Administrator : Professional Education
Larry Robb	Administrator : Professional Education Special Education
Scott Smith	Business Representative : Professional Education
Joe Weltner	Business Representative : Professional Education

Jessica Boynton	Community Representative : Professional Education
Sue Lowers	Community Representative : Professional Education
Aimee Engleka	Ed Specialist - Instructional Technology : Professional Education
Allison Swoager	Ed Specialist - Other : Special Education
Alison Dorogi	Ed Specialist - School Counselor : Professional Education Special Education
Sara Lang	Ed Specialist - School Counselor : Professional Education
Liz Vaughn	Ed Specialist - School Counselor : Professional Education Special Education
Amy Sutara	Ed Specialist - School Nurse : Professional Education
Jamie Rowe	Ed Specialist - School Psychologist : Special Education
Cathi Cooper	Elementary School Teacher - Regular Education : Professional Education
Jodi Crytzer	Elementary School Teacher - Regular Education : Professional Education
Robert Harris	Elementary School Teacher - Regular Education : Professional Education
Antonette Urik	Elementary School Teacher - Regular Education : Special Education
Rose Kobelenske	Elementary School Teacher - Special Education : Special Education
Mark Wyant	High School Teacher - Regular Education : Professional Education
Linda Kuruc	High School Teacher - Special Education : Professional Education
Derek Ritter	High School Teacher - Special Education : Special Education
Deb Karcher	Intermediate Unit Staff Member : Special Education
Clint Crowell	Middle School Teacher - Regular Education : Special Education
Jared Lampus	Middle School Teacher - Regular Education : Professional Education
Tim Walters	Middle School Teacher - Special Education : Professional Education

Kelly Freeman	Parent : Special Education
Fred Soilis	Parent : Professional Education
Penny Ward	Parent : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies,	Accomplished	Accomplished

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

Checked answers

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

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

- Arts and Humanities
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

Middle Level

Checked answers

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

High School Level

Checked answers

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology

- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

Explanation for any standards checked:

Through the curriculum cycle, the areas checked have been revised over the last three years.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

With the transition to the new Pennsylvania Common Core Standards, the district rewrote or revised all grade level curriculum to ensure alignment of standards.

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

This narrative is empty.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished

The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

With the transition to the new Pennsylvania Common Core Standards, the district rewrote or revised all grade level curriculum to ensure alignment of standards.

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

This narrative is empty.

Middle Level

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

Processes used to ensure Accomplishment:

With the transition to the new Pennsylvania Common Core Standards, the district rewrote or revised all grade level curriculum to ensure alignment of standards.

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

This narrative is empty.

High School Level

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

Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing
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Processes used to ensure Accomplishment:

With the transition to the new Pennsylvania Common Core Standards, the district rewrote or revised all grade level curriculum to ensure alignment of standards.

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

This narrative is empty.

Modification and Accommodations

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

The district starts identifying struggling students with Kindergarten screening in early spring, before students actually enter the Full Day Kindergarten program. Students new to the elementary schools are screened within five days to determine their academic strengths and possible needs. Screening results are reviewed by appropriate teachers and administrators and instruction is appropriately differentiated to meet students' needs. Records requested from previous school placements are reviewed to ensure appropriate resources, curricular adaptations and modifications are implemented for students with individual education plans and 504 Service Agreements. The district works with IU 28 for early intervention students to ensure programming is established to meet student needs. All students have access to the general education curriculum and collaboration takes place on a regular basis to ensure that instruction and assessment is appropriately adapted or modified to meet the needs of students. Adaptations and modifications are designed to ensure that all students can access planned instruction. Assistive technology is available for students to further ensure access. All buildings are physically accessible to all students. In grades 1 through 5, the RTII program has been implemented and refers to a process that emphasizes how students respond to changes in instruction. Each elementary has a RTII specialist that works with small groups of students to target individual needs. Also, each building is staff with Title 1 Specialists at the elementary level and special education teachers at all levels. The district has fully implemented a life skills program K - 12 and an autistic support program K - 5. In addition, teachers progress monitor all students to determine if students have met or are meeting their academic goals. Using the differentiated instruction model gives teachers the tools to design and implement instruction to meet the needs of all students in the regular classroom. Extended learning time and tutoring are provided to all students with an emphasis on students not achieving proficiency levels in reading and mathematics. Instruction is scheduled before, during or after school using appropriate research based materials and interventions. Special education services provide

all identified students with disabilities access to the general education curriculum to the maximum extent appropriate and provide supports necessary to promote academic, social and emotional growth. Students goals are progress monitored and are provided additional resources as needed. The model for delivery of instruction for English Language Learners is based on individual needs. Currently, the district has ELL learners at the elementary and secondary levels. These students participate in the regular curriculum with a pull out for individual instruction one period. All students participate in the appropriate assessments to determine needs. These include benchmark assessments, diagnostic assessments, DRA, DIBELS, and MAP. All of these measures are used to ensure that appropriate modifications and accommodations are available to all students to access and master the district's rigorous standards aligned curriculum.

Instruction

Instructional Strategies

Checked Answers

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

Regular Lesson Plan Review

Checked Answers

- Administrators
- Building Supervisors

Unchecked Answers

- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

Lesson plans are submitted on a weekly basis and reviewed by the principals. The district level administrators review lesson plans for new teachers. Instructional walk-throughs are conducted a regular basis throughout the school year. Formal evaluations are conducted as required. The district utilizes a differentiated model which includes peer coaching. The district has an instructional technology coach that works with teachers within the classroom.

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

The district does not plan to add additional coaches due to financial constraints. However, through grade level and department meetings, teachers provide supports through sharing best practices. Also, lesson plans are shared among teachers to ensure consistency and the fidelity of the curriculum plans.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

This narrative is empty.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district

	classrooms
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

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

This narrative is empty.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

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

This narrative is empty.

Recruitment

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

The district continually evaluates instructional practices through the district's teacher evaluation process, department and grade level meetings, data meetings, and RTII meetings. Student achievement and progress is monitored by the classroom teacher, guidance department, administration, data teams, and RTII processes. The needs of the student are evaluated when scheduling and assigning students to teachers, programs, and interventions. The district has a systematic process for recruiting and evaluating teacher candidates. When a teaching or staff position is identified, applications and credentials are evaluated by administration with a comprehensive screening tool. The district conducts two rounds of interviews. The first round of interviews is conducted by building principals. The second interview team includes the superintendent, assistant to the superintendent, and a department or grade level teacher. The second interview is a performance-based interview including a lesson, technology integration, lesson plans, and specific questions similar to pre and post conferencing based on the Danielson Framework for teaching and

learning. All pre-employment required credentials and references are reviewed and verified prior to recommendations to the school board.

Assessments

Local Graduation Requirements

Course Completion	SY 21/22	SY 22/23	SY 23/24
Total Courses	27.00	27.00	27.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	3.00	3.00	3.00
Physical Education	4.00	4.00	4.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	4.00	4.00	4.00
Electives	3.00	3.00	3.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

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

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

Unchecked answers

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

- I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
 - Not Applicable. Our LEA does not offer High School courses.

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities		X				X
Career Education and Work		X			X	X

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Teacher and district developed assessments	X	X	X	X
PSSA		X	X	
Keystone Exams			X	X
Vendor/Textbook Assessments	X	X	X	X
Grade Level Math Inventories	X	X		
Report Card Grades	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Study Island	X	X	X	X
Teacher Made Benchmark Assessments	X	X	X	X
Common Writing Prompts	X	X	X	
NWEA Map Assessments	X	X		

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Teacher Made Formative Assessments	X	X	X	X
Observations	X	X	X	X
Planned Questioning	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	E EI	ML	HS
NWEA MAP Assessments	X	X		
DRA	X	X		
DIBELS	X	X		
Pre-tests	X	X	X	X
PSAT				X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Assessments are reviewed at the building and district level by administrators. During department, grade level, and RTII meetings, assessments and results are reviewed. Data teams at each building review achievement data.

Development and Validation of Local Assessments

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

Not applicable.

Collection and Dissemination

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

The district utilizes EdInsight by On-hands as its data warehouse. All teachers have access to this system. EdInight houses as achievement data including DIBELS, DRA, PSSA, Keystone, Benchmark, Diagnostics, and classroom grades. eMetrics and PVAAS are also used to help analyze relevant data. Each building has a data team that reviews student

achievement data throughout the school year. This team develops both grade level and building level school improvement plans. In addition, the district conducts 4 district-wide RTII meetings by grade level to review data, share instructional strategies, and develop interventions. IEP, GIEP, and 504 planning meetings are held in accordance with regulations. All parents have access to a parent portal to access student grades throughout the school year. Individual parent meetings are held when needed.

Data Informed Instruction

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

Information from assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher. At the elementary levels, the RTII process is used to monitor all students and increase their achievement. Guided reading, flex groups, intervention groups, remedial reading, and specially designed instruction are all used to provide additional instruction in targeted skills. Each elementary school has a RTII specialist and Title 1 teacher. Students can also participate in after school tutoring. At the middle school level, all students are required reading. The building schedule is developed to co-teach classes that require remedial reading. Individual targeted tutoring is provided during the school day to students needing extra instruction. Special education teachers work with individual and small groups of students on targeted skills in reading and math in order to increase their achievement. Specially designed instruction for special education students is implemented according to their IEPs. Tutor groups are defined by need and provided before and after school. At the high school level, through the building schedule, students are assigned to classes that are co-taught. Also, math labs are provided to all Algebra 1 students. Individual targeted tutoring is provided during the school day to students needing extra instruction in math, English, and Biology. Special education teachers provide specialized instruction in reading and math as needed for identified students according to their IEP in order to improve their academic progress. Within content courses, teachers provide additional instruction for students who are not proficient or higher.

Assessment Data Uses

Assessment Data Uses	EEP	E EI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified	X	X	X	X

for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.				
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Through data team meetings, department and grade level meetings, and RTII meetings, assessment data is used to inform instruction. During the summer, all buildings conduct data team meetings to analyze student achievement data and develop a building improvement plan. In addition, the district provides summer time for teachers to plan and modify instruction and curriculum based on the data. During the school year, RTII meetings are held regularly to monitor student progress and plan accordingly. At the high school level, Algebra, Literature, and Biology teachers meet regularly to plan instruction and monitor student progress. Building principals are required to present their building improvement plans at the beginning of the school year and report monthly on the progress of the plan.

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

This narrative is empty.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

The district uses a variety of methods to report achievement results to the public and parents. The district mails individual student PSSA/Keystone results to parents on a yearly basis. District and school results are made available on the district's website. The district and individual buildings provide additional information via a variety of publications. Each building has an open house and two parent teacher conferences a year. Individual parent

meetings are held when appropriate. A public presentation is made to the school board on a yearly basis. The local newspapers publish the results on a yearly basis. The district's public relation coordinator provides information to local news sources on a regular basis.

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

This narrative is empty.

Safe and Supportive Schools

Assisting Struggling Schools

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

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

Currently, the district has no struggling schools. Each school develops improvement plans to address the needs of each student. New plans are developed annually and are monitored and reviewed throughout the year by the school data teams.

Programs, Strategies and Actions

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

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

This narrative is empty.

Screening, Evaluating and Programming for Gifted Students

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

Gifted Identification Process:

Teacher (or parent) contacts Gifted Support Teacher (GST) with concern.

GST creates a folder of enrichment work for student.

GST checks folder work after 4-6 weeks.

GST administers the K-Bit 1-2 weeks after getting parental permission.

Permission to evaluate forms are sent to parents. When the school has received them, the school psychologist has 60 calendar days to complete the evaluation.

Gifted Special Education Programs Offered:

K-5

The gifted teacher meets with students in groups by grade level twice each week for 40 minutes each time. One session focuses mostly on Language Arts and the other Math. Novels are often used for enrichment in Reading. Extension activities involving creative and higher-level thinking skills are emphasized. Writing prompts, creative writing, and research-based writing is also emphasized. Math focuses on problem-solving, logic puzzles, and brain teasers.

6-8

Challenge class provides an opportunity for gifted students to further develop creative and critical thinking skills by participating in individual and small group problem solving activities. Students will work to solve a variety of problems involving, but not limited to, mathematics, science, logic, language arts, journalism and technology. Challenge class meets twice a week through scheduled class time. An additional day may be added, students schedule permitting.

9-12

Gifted Education opportunities are available for identified students who have a GIEP. These activities are designed to enrich and enhance the students' course of studies. Some examples include academic competitions, career job shadowing, seminars, college field trips, mentorship programs, and summer opportunities. All of the above are based on individual needs as determined by the GIEP. Also, gifted students may choose to conference with the gifted coordinator during study hall.

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

The District's multi-criteria gifted screening process is designed to identify potentially gifted students who may need further evaluation because they show evidence of one or more of the following:

1. Performance or expertise in one or more subject areas
2. Intense academic interest in one or more subject areas
3. High rate of acquisition and retention of new information
4. Scores that are a year or more above grade level in one or more academic areas
5. Early and measured use of high level thinking skills
6. Academic creativity
7. Appropriate leadership skills
8. Effective communication skills
9. Foreign language aptitude
10. Technology expertise

When conducting screening for gifted learners, the school team must consider intervening factors that may mask gifted ability.

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

The Freeport Area School District implements a system to identify students within the district who are thought to be gifted and in need of specifically designed instruction. Each school routinely reviews data such as cumulative records, enrollment records, report cards, work samples and achievement test scores.

The Gifted Multidisciplinary Evaluation (GMDE) will begin with parental permission when further evaluation is needed. This process involves a certified school psychologist who gathers additional information that will be used to determine if the child qualifies for gifted education. If so, the types of services and programming based on the child's individual needs will be established by the Gifted Individualized Education Plan (GIEP) team. Gifted programming shall be in the form of enrichment and/or acceleration.

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

K-5 Program Design

Research studies indicate that grouping by instructional level, coupled with acceleration and enrichment provides maximum educational benefit to gifted students. Incorporating homogeneous and heterogeneous grouping of the gifted with systematic and continuous provisions in their educational planning offers gifted students opportunities to broaden and deepen their knowledge through interaction with their intellectual peers. Based on that

premise, the Freeport Area School District K-6 gifted program will include the following options which may be offered through a variety of settings and selections such as:

- Acceleration
- Enrichment
- Cluster grouping based on instructional level
- Early entrance to kindergarten based on mental age and individual readiness
- Open-ended compacted curriculum with flexible pacing
- Flexible pacing
- Grade skipping
- Independent study contracts designed to meet a gifted student's long-term interests and expertise in a given area
- On-line learning
- Opportunities for gifted students to work with their peers in a resource room
- Alternative scheduling (block, alternating days, etc.)
- Incorporation of appropriate outside-of-school educational experiences
- A continuum of differentiated curriculum options, instructional approaches and resource materials
- Subject skipping

These options, differentiated according to the needs of each gifted student and reflected in the GIEP, may be used in combination to form a comprehensive program including the resources of the school and community.

6-8 Program Design

The 7 – 8 gifted program provides numerous opportunities for flexible programming to meet the specific needs of each student. The delivery design presents an opportunity for students to interact with their peers in homogeneous and heterogeneous groups through systematic and continuous planning so as to broaden and extend the student's knowledge. Based upon that premise, the Freeport Area School District 7 – 8 gifted program will include the following options which may be offered through a variety of settings and selections such as:

- Acceleration
- Enrichment
- Cluster grouping based on instructional level
- Open-ended compacted curriculum with flexible pacing
- Flexible pacing
- Grade skipping
- Credit by examination
- Differentiation
- Consortium, collaborative, or cooperative
- On-line learning
- Opportunities to work with peers
- Alternative scheduling (block, alternating days, etc.)
- Appropriate outside of school educational experiences (Pennsylvania Junior Academy of Science – PJAS, IUP Project Rural Education for Accelerated Learners – REAL)
- Enrichment in content areas
- Subject skipping

These options, differentiated according to the needs of each gifted student and reflected in the GIEP, may be used in combination to form a comprehensive program including the resources of the school community.

9 – 12 Program Design

The 9 – 12 gifted program includes the opportunities found in the 7 – 8 program and expands upon them. The 9 – 12 delivery design continues to present an opportunity for students to interact with their peers in homogeneous and heterogeneous groups through systematic and continuous planning so as to broaden and extend the student’s knowledge. The design also includes opportunities for students to acquire college course credit and work independently to meet student needs. Based upon that premise, the Freeport Area School District 9 – 12 gifted program will include the following options which may be offered through a variety of settings and selections such as:

- Acceleration
- Enrichment
- Cluster grouping based on instructional level
- Open-ended compacted curriculum with flexible pacing
- Flexible pacing
- Grade skipping
- Differentiation
- Consortium, collaborative, or cooperative learning gaps
- On-line learning
- Opportunities to work with peers
- Alternative scheduling (block, alternating days, etc.)
- Appropriate outside of school educational experiences
- Enrichment in content areas
- Advanced placement courses (AP)
- Independent Study
- Credit by examination
- College in high school courses
- Arrangement of school schedules in order that gifted students can access the fine arts
- College concurrent enrollment
- Early college enrollment
- Mentorships
- Subject skipping

These options, differentiated according to the needs of each gifted student reflected in the GIEP, may be used in combination to form a comprehensive program including the resources of the school and community.

Developmental Services

Developmental Services	EEP	E EI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X

Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X		
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison				
Community Services Coordination (Internal or External)	X	X	X	X

Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

The district does not have a designated community liaison, but it is a shared role among the faculty, staff, and administration.

Communication of Educational Opportunities

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

Communication of Student Health Needs

Communication of Student Health Needs	EEP	E EI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X

School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Monthly

Elementary Education - Intermediate Level

- Monthly

Middle Level

- Monthly

High School Level

- Monthly

Collaboration for Interventions

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

The following services are provided to students as needed. Teachers and service providers communicate on a regular basis to coordinate necessary interventions.

RTII

SAP

Progress Monitoring

SIS

Title 1

504

IEP

GIEP

Community Coordination

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

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

4. Tutoring

Early Intervention is coordinated with the IU.

YMCA program at the elementary level is available for before and after school care.

The Senior High School offers a preschool program within the school.

Tutoring is offered before and after school by staff and peers.

The Senior High School provides school-to-work programs and work experience programs.

Preschool Agency Coordination

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

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

Early intervention is coordinated through the IU. The district coordinates with preschools and early intervention providers to develop transition plans. The district has partnered with Community Action of Armstrong County to provide Head Start programs that may include children with disabilities. Meetings with parents are arranged to help with the transitions. Observations and plans are developed in the spring.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

The district utilizes a curriculum cycle to review, develop, and implement changes. This cycle includes instructional materials and technology resources. The district has worked to align the curriculum to the PA Common Core.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

The district utilizes a curriculum cycle to review, develop, and implement changes. This cycle includes instructional materials and technology resources. The district has worked to align the curriculum to the PA Common Core.

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

This narrative is empty.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

The district utilizes a curriculum cycle to review, develop, and implement changes. This cycle includes instructional materials and technology resources. The district has worked to align the curriculum to the PA Common Core.

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

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

The district utilizes a curriculum cycle to review, develop, and implement changes. This cycle includes instructional materials and technology resources. The district has worked to align the curriculum to the PA Common Core.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

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

PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Full Implementation
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Full Implementation

Further explanation for columns selected "

The SAS website has been utilized in the core content area for planning; however additional work is need to fully incorporate it in all subject areas.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in

	50% or more of district classrooms
English Language Proficiency	Full Implementation
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Full Implementation

Further explanation for columns selected "

The SAS website has been utilized in the core content area for planning; however additional work is need to fully incorporate it in all subject areas.

Middle Level

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

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

Further explanation for columns selected "

The SAS website has been utilized in the core content area for planning; however additional work is need to fully incorporate it in all subject areas.

High School Level

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

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

Further explanation for columns selected "

The SAS website has been utilized in the core content area for planning; however additional work is need to fully incorporate it in all subject areas.

Early Warning System

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

Not answered

Professional Education

Characteristics

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

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

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

The professional education committee meet annually to assess the district's needs with respect to professional development. Every year the district conducts a needs assessments that surveys the professional staff on professional development needs. In addition, the district uses a differentiated supervision model. This supervision model requires teachers to set professional goals. This supervision model emphasizes professional growth and allows teachers and principals to collaboratively address areas of instructional concerns. During the school year, the district has 5 scheduled in-service days. The focus of these days have been as follows: curriculum development, instructional strategies, safe schools,

mental health and suicide prevention, Danielson Framework, SLO development, assessment development, instructional technology, bullying prevention, out of district visits, and data analysis. Further, the district conducts district-wide grade level RTII meetings each nine weeks that focus on individual student needs. Interventions for both struggling and gifted students are developed and implemented as a result of these meetings. The district provides opportunities for teachers to attend workshops and conferences that align with district and building goals. Principals meet on a monthly basis to discuss district and building goals. Each building develops grade level and building plans utilizing building level data teams to address building and grade level concerns related to student achievement. In addition, all principals have or are currently attending the PILS courses. Professional development in the areas of PVAAS, SPP, Danielson Framework, Special Education, and instructional leadership were offered through PaTTAN or IU 28. All principals were required to attend these trainings. In addition, all principals completed the TeachScape observation training on-line.

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

This narrative is empty.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
10/14/2013 All new staff after this date are required to have Act 126 training prior to being hired.
The LEA plans to conduct the required training on approximately:
10/15/2018 Act 126 Training in the new five year cycle.

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

Questions
The LEA has conducted the training on:
1/19/2015 2 hours of Act 71 training.
The LEA plans to conduct the training on approximately:
6/2/2017 All staff will receive two additional hours of Act 71, suicide awareness and prevention training through after school training during the school year.

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

Questions

The LEA has conducted the training on:
1/15/2015 2 hours of Act 71, Child Exploitation Awareness Education Training.
The LEA plans to conduct the training on approximately:
8/24/2017 Additional 2 hours of Act 71 Child Exploitation Awareness Education training.

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

None.

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

The district conducts a needs assessment on a yearly basis. In addition, evaluation are completed on each professional development activity to determine the effectiveness of the training. Through department and grade level meetings, feedback is provided to the administration on the unique needs of those teachers. Data teams begin meeting in the summer to analyze student achievement to plan both instruction and professional development needs by building. Benchmark and diagnostic assessments are utilized throughout the school year to monitor student learning and adjust instruction as needed. Through building, grade level, department and RTII meetings, building and grade level plans are monitored and adjusted according to student progress. Buildings conduct monthly meetings to address building concerns and provides on-going support to building initiatives and goals. The district's differentiated supervision model requires principals to conduct

walk-throughs throughout the year. The final professional development committee meeting of the year is used to evaluate the completion of professional development goals for the school year.

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

This narrative is empty.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.
- Inductees will know, understand, and implement the technology tools and initiatives endorsed by the school district.
- Inductees will know and understand the school district's teacher evaluation system.
- Inductees will know and understand the school district's special education process, expectations, and inclusionary practices.
- Inductees will know and understand the use and application of the SAS website.

- Inductees will know and understand the district's curriculum maps aligned to State Standards.
- Inductees will know and understand the process of achieving Instructional II certification and continued professional growth.
- Inductees will understand the district's expectations on best practice instruction, classroom management, and parent involvement.

Unchecked answers

None.

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

New teachers are provided a three-day workshop in the summer that addresses the following: mentor and inductee roles, teacher evaluation, SAS, instructional technology, best practices, classroom management, special education practices, and district policies and expectation. Inductees meet monthly with their mentors and administration to address needs as determined by the needs assessments that is completed during the summer. In addition, inductees are required to complete multiple observations both in and out of the district of master teachers. Inductees are observed by their mentors, building principals, and district administration. Also, principals are required to conduct a minimum of 18 walk-throughs and 2 formal observations a year. Inductees are required to co-plan 3 technology based lessons during the school year. District administration, building principals, and mentors review the inductees lesson plans to ensure the alignment with district curriculum expectations.

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

This narrative is empty.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.

- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

None.

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

The inductees are observed formally by administration two times during the school year. Mentors observe inductees a minimum of three times and the inductee observes the mentor a minimum of three times. The instructional technology coordinator observes the inductee three times a year. In addition, building principals are required to do a minimum 18 walk-throughs and provide evaluative feedback. The inductee are required to meet monthly with the mentors and administration to address both district expectations, inductee needs, and professional development. Inductees are provided student achievement data from previous years in the areas of state, local, benchmark, and diagnostic assessments. Inductees are participants at all building level data meetings. Inductees complete a needs assessment at the beginning of the inductee program to identify areas of improvement and are required to develop goals along with their mentors. Lesson plans are reviewed on a weekly basis by the building level principal. The district administration reviews lesson plan periodically throughout the school year. Mentors are involved in lesson planning with the inductee throughout the school year. All inductees are required to maintain a professional portfolio though out the induction year that contains documentation of all activities. Included in this portfolio are self-reflections, observation data, lesson plans, technology lessons, communication with parents, etc. All inductees and mentors complete a mid-point review and final evaluation of the induction program.

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

This narrative is empty.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.

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

Unchecked answers

None.

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

Mentors are required to have documented success in the classroom. Each mentor has an instructional II certification and preferably a master's degree. All mentors are provided mentor training during the summer prior to the school year. The induction program requires frequent communication between the mentor and inductee. When possible, mentors are assigned to inductees that teach the same grade level or subject area.

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

This narrative is empty.

Induction Program Timeline

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

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The induction program is monitored throughout the school year by the mentor, principals, and administration through the monthly meetings. The induction program has two formal evaluations at the mid-point of the year and at the end of the year. The inductees are required to submit their professional portfolios that are reviewed by the mentor, building principal, and district administration.

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

None.

Special Education

Special Education Students

Total students identified: **197**

Identification Method

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

The Freeport Area School District will utilize the following information and methods to identify students with specific learning disabilities.

The definition of a specific learning disability is as follows:

Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, written or spoken, that may manifest itself in the imperfect ability to listen, read, write, speak, think, spell or do mathematical calculations, including such conditions as brain injury, perceptual disabilities, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disabilities does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural or economic disadvantage.

The child does not achieve adequately for the child's age or to meet state-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or state-approved grade level standards:

1. Oral expression
2. Listening comprehension
3. Written expression
4. Basic reading skills
5. Reading fluency skills
6. Reading comprehension
7. Mathematical calculation
8. Mathematics problem solving

To ensure that under achievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must consider, as part of the evaluation (1) Data that demonstrates that prior to, or as part of, the referral process, the student was provided with appropriate instruction in the regular education settings, delivered by qualified personnel; and (2) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

Assessment for Specific Learning Disabilities (SLD) will continue to be determined through a discrepancy model until a Response to Instructional Intervention model has been fully implemented in the process. A discrepancy will be determined through the use of nationally-standardized, normed assessment batteries, which might include individual assessments of cognitive ability and academic achievement.

The multi-disciplinary evaluation process for identifying students with a specific learning disability will utilize the following protocol:

- a. co-normed cognitive/achievement battery with relevant subtests
 - a. determine ability-achievement discrepancy based on regression formula
 - b. rule out intellectual disability
- b. as necessary, further assessment in the area of deficit to clarify disordered

psychological processing and confirming data

- c. ecological assessment including input from parents/guardians, review of records, behavior rating scales
- d. classroom observation
- e. review of attendance, progress monitoring data, teacher reports, classroom grades.

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>

Freeport Area School District's percentage for Special Education is 9.8%. The state average is 15.4%. According to the PennData website Freeport Area School District is well below the state average. The discrepancy can be attributed to general education teachers' use of best practices including: differentiated instruction, response to intervention, instruction, and appropriate adaptations made within the general classroom. This practice will continue for the duration of the plan, ensuring that the students need are met using the general education curriculum in the least restrictive environment.

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?

For a child with a disability with an IEP or Service Agreement, when not prohibited by court order, Freeport Area School District must consider the educational placement options to educate the student in Freeport Area public schools. If FASD and parent through the IEP or Service Agreement process determine that an alternative educational setting will appropriately address the student's educational needs, the Freeport Area School District is responsible for providing the student with a Free Appropriate Public Education (FAPE) and any needed special education or services consistent with 22 PA Code Chapter 14 and the IDEA or with 22 PA Code Chapter 15 and §504 of the Rehabilitation Act. For students eligible for services under Chapter 14, this means FASD is responsible for making decisions regarding the goals, specially designed instruction, and educational placement for each student through the IEP Team process. Similarly, FASD is responsible for conferring or meeting with the family and for developing a Service Agreement for a "qualified handicapped student" pursuant to Chapter 15.

Freeport Area School District does not house an institution which would qualify under 1306. FASD has a responsibility to adopt and use a system to locate and identify all students within the district's

jurisdiction who are thought to be eligible and to determine those students' needs through a screening and evaluation process which meets the requirements of Chapter 14.

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).

If this situation would arise, Freeport Area School District would follow PDE section 1309 protocol as it pertains to incarcerated students.

Section 1309 of the School Code permits the district providing special education to charge the district of residence a special education charge not to exceed the total net cost of the special education program provided. Again, pursuant to Section 1306.2(c), the Department of Education will effectuate necessary procedures for the transfer of funds from the school district of residence to the school district in which the local correction institution is located which may include a deduction of the appropriate amount from the basic education funding allocation of any school district whose resident students were provided educational services in a local correction facility. In addition, the Department of Education will perform monitoring to confirm the appropriate provision of special education to children confined in local correction institutions.

Districts have a responsibility to adopt and use a system to locate and identify all students within the district's jurisdiction who are thought to be eligible and to determine those students' needs through a screening and evaluation process which meets the requirements of Chapter 14. Part of this responsibility is to provide annual public notice under Section 14.121. Districts should send their annual public notice to the warden of each county jail or prison within their jurisdiction. Furthermore, districts in which local correction institutions are located must develop a systematic, on-going means of communicating with these institutions to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated, and, when deemed eligible, offered FAPE. In addition, districts may obtain information from the Department's PennData database to determine whether school-age inmates have been previously identified as eligible for special education by contacting the Records Center at 717-541-8575 or 1-800-945-7854. Obviously, the provision of special education in local correction institutions is somewhat unique. Added pursuant to the 1997 amendments to the IDEA, Section 614(d) (6) recognizes the atypical nature of providing services to children with disabilities who are convicted as adults under State law and who are incarcerated in adult prisons. Section 614(d)(6)(A) provides that the following requirements of IDEA do not apply:

- A. participation of children with disabilities in general assessments as is required in section 612(a)(17) and paragraph (1)(A)(v); and
- B. transition planning and transition services as is required in subclauses (I) and (II) of paragraph (1)(A)(vii) with respect to children whose eligibility will

end, because of their age, before they will be released from prison.

Finally, Section 614(d)(6)(B) provides that if a child with a disability is convicted as an adult under state law and incarcerated in an adult prison, the child's IEP team may modify the child's IEP or placement notwithstanding the requirements of section 612(a)(5)(A) and 614(d)(1)(A)(least restrictive environment) if a bona fide security or compelling penological interest that cannot otherwise be accommodated is demonstrated. Where the continued delivery of services in a student's IEP is superseded by the duty of the local correction institution to maintain and control security, the school district must conduct an IEP meeting and revise the IEP accordingly, following the usual procedural safeguards provided for under Chapter 14.

It should be noted that Section 614(d)(6) of the IDEA applies only to individuals with disabilities who have been convicted as adults under State law, not to those individuals who have merely been charged as an adult and are awaiting trial. Questions regarding this Basic Education Circular should be addressed to the Bureau of Community and Student Services (Basic Education), the Bureau of Special Education or Bureau of Correction Education (Special Education), or the Bureau of Budget and Fiscal Management (Funding issues).

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.

Ensuring Maximum Integration

The Freeport Area School District follows procedures that ensure children with disabilities are educated with their non-disabled peers in the least restrictive environment. To the maximum extent appropriate, children with disabilities are educated within the regular education environment. Instructional support strategies continue to be used at the elementary schools prior to referral for multidisciplinary evaluation; Secondary Instructional Support teams on the secondary level strive to provide support to students in the regular education environment before referring for a multidisciplinary evaluation. At the formal IEP conference, the team delineates a student's needs prior to making

decisions regarding the location of services after determining the individual needs of the student. Receiving instruction and services within the regular classroom is always the first choice in location. Students have the opportunity to participate in all school functions. Unless an IEP dictates otherwise, students participate in the regular education classroom for both science and social studies, with support if needed, and in general elective courses. Students with disabilities access nonacademic (e.g. music festivals, field trips, clubs) and extracurricular activities (e.g. athletic teams, band, musical) in the same way as regular education students. Eligible students are actively recruited to participate to the greatest extent appropriate (e.g. managers, statisticians, assistant equipment managers.) The school district further supports students within the regular education classrooms through the co-teaching construct in mathematics, reading and English and through the support of instructional assistants.

The majority of students with disabilities attend their neighborhood (attendance area) school. All students with disabilities (with the exception of those in Partial Hospitalization Programs and Approved Private Schools) are being educated in the regular education classrooms. Because regular education teachers have been trained and are skilled at modifying or adapting curricular expectations for students with disabilities, students are spending more time in the general classrooms than in the past. Students with unique needs may attend school in an Approved Private School or other private facility. These students are eligible for special education in the categories of Autism, Emotionally Disturbed, Hearing Impaired, Blind and Visually Impaired.

A district representative attends all IEPs for students in placements outside of the district in order to monitor student progress and ensure the student's level of need continues to require a program that is not able to be provided within the school district with supplemental aids and services. In addition, Freeport Area School District follows procedures to ensure that, to the maximum extent appropriate children with disabilities are educated with non-disabled children in the Least Restrictive Environment with supplementary aids and services.

- Permission to Evaluate form and Procedural Safeguards are issued to parent
- Upon permission from the parent, an evaluation is completed within 60 calendar days
- If a child is determined to have a disability and needs specially designed instruction, an IEP team meeting is held to develop the IEP within 30 calendar days
- All mandated individuals participate in the IEP team meeting resulting in the development of an individualized educational plan
- A NOREP is issued recommending the least restrictive environment in which the program can be delivered
- The IEP is implemented within 10 school days

- Progress monitoring on all IEP goals is conducted and reported to parents as often as parents of non-disabled peers receive progress reports
- The reevaluation occurs at least every 3 years or 2 years for students diagnosed with an intellectual disability.

Paraprofessionals receive training regarding the implementation of specially designed instruction, positive behavior support plans, assistive technology and academic and behavioral interventions.

Students demonstrating a need for occupational therapy, physical therapy, speech and language therapy, hearing support, and vision support receive these services within their neighborhood school, when appropriate.

Transition services are provided to students beginning at the age of 14, earlier if determined by the IEP team. Some of the services include: job shadowing, community based instruction, completing vocational assessments, attending IEP meetings, visits to Lenape Vo-tech, opportunity to hear speakers describe various careers during in-school career fair, financial aid information night, IU training for students and their parents, and interest inventories. Our School Counselors, through the Chapter 339 mandate, focus on career development through a variety of activities to ensure that all students are career and college ready.

Freeport Area School district provides both regular education teachers and special education teacher's professional development in the area of LRE. The district uses the co-teaching model to ensure that students get the general education curriculum and receive the supplementary aids and services to make them successful. In the elementary schools, RTII is utilized to ensure that instructional strategies are used to meet the needs of all students. The district has used and will continue to use RTII days (which are professional development days) to develop the strategies needed to meet the needs of all students in each Tier. The RTII days are set up for each grade level and meet at least four times a year. Each grade level develops a plan to provide each Tier with supplemental aids and services to address the needs of the students. Regular educators and special educators meet during these RTII days. At the Middle School and Sr. High level, the co-teaching model is used in our math, reading, and English classes. In Social Studies and Science, we have Educational Assistants who supply aid and services within the general education classrooms. All students with disabilities are included in these classes. The educational assistants are included in professional development sessions to provide supplementary aids and services to meet the needs of our students. They meet with our regular education and special education teachers on in-services to discuss needs and modifications. Educational Assistants will continue to receive 20 hours of training plus professional development sessions with our teaching staff. Teachers in the co-teaching model meet regularly to plan lessons and instruction. Our district continues to adjust schedules for common planning time. We will continue to seek experts in the field for co-teaching and inclusion classes to make sure our staff has the professional development necessary to ensure that our students are in the least restrictive environment and are successful.

The addition of two Autistic Support Classrooms has helped the district service our

increased population of students with autism (10.6%). Through the PaTTAN Autism Initiative ABA/VB efforts, our district is able to have our staff (teachers, educational assistants, administrators) trained. The VB Project has provided the district with intensive training and analogue guided practice in teaching skills for applied behavior analytic interventions incorporating an analysis of verbal behavior. For the purpose of personnel development, the FASD team has traveled to PaTTAN for intensive training. The FASD team has followed the ongoing training and monthly support of the PaTTAN consultants. FASD is able to meet the needs of these students thus eliminating the need to seek outside placements. These students are able to be educated in their home district.

The districts percentage in the indicator 5 section did meet the state SPP target for the 2013-2-014 school year. The district had 70.2% of students inside regular classes 80% or more of the school day. State average is 62.4% and the target SPP was 62.1%.

At present, the district has one student placed in an Approved Private Schools. Through the MDT meetings it was determined that the student's needs were best met in this approved private schools. The extenuating circumstances of the student's individual needs made it necessary for the student to be placed. This was determined to be the least restrictive environment for this student. FASD proposed changes in placement in order to meet the student's needs through a highly specialized program not available at Freeport Area School District.

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.

Summarized School District Policy

Freeport Area School District's Behavior Support Policy (Revised November 12, 2014) includes positive techniques and strategies for developing, changing and maintaining appropriate behaviors in the least restrictive environment. Within the elementary, middle and high school student handbooks and the districts website discipline/behavior expectations are defined.

The Policy defines that all students have unique and individual ways of behaving. These behaviors are considered problems when they interfere with productive interpersonal relationships. The behavior becomes a problem when it interferes with the productive learning processes of the child or with the learning process of others. The extent to which any behavior is considered a problem depends to a large extent on the context in which it occurs.

All interventions are predicated upon clear, direct, specific, concrete communications. The communication pattern is based upon an interaction between school, student, and family.

Any student with a disability who exhibits behavior problems which interfere with the student's ability to learn must have a program including behavior support.

The Board Policy states that a behavior support plan, when necessary as specified below, shall be included in the IEP and address the following:

1. Primarily focus on positive rather than negative measures.
2. Use interventions that are the least intrusive.
3. Not substitute aversive techniques, restraints, or discipline for the systematic application of behavior change techniques.
4. Use only techniques for which the staff has been adequately trained.

Any student with a disability who exhibits behavior problems which interfere with the student's ability to learn must have a program.

The district's personnel will receive training regarding positive behavior support in district on In-Service days, at ARIN IU 28 workshops, PaTTAN workshops and conferences. The district will continue to schedule on-going trainings regarding positive behavior support. The building principals, school counselors, special education teachers and other selected educators will continue to be trained in Non-Violent Crisis Prevention/Intervention and Safety Care. The district will also utilize the services of the ARIN IU28 Behavior Consultant on an as need basis to provide positive behavior support training for specific teachers and/or facilitate Functional Behavior Assessments (FBA). The District's Autistic Support Classroom will utilize the services of the PaTTAN Autism Initiative's Consultants for positive behavior support training. FASD will continue to seek and/or provide positive behavior support training to educators based on district need and state and federal requirements.

FASD utilizes the services of the School Counselors to provide social skill development strategies through small group and individual instruction for students who demonstrate or have been identified with emotional, social and/or behavioral weaknesses. The guidance counselors and administrators make referrals to and collaborate with MH/MR service agency personnel who provide in-school and in-home support to district students.

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.

Ensuring FAPE/Hard to Place Students

Freeport Area School District is not having difficulty ensuring FAPE for a particular disability category or categories. The District maintains a continuum of special education services which provides a free, appropriate public education to students in special education at no cost to their parents. There is regular collaboration between special and regular education teachers and staff to ensure that the majority of eligible students are educated in the regular education classroom with accommodations and modifications outlined in the IEP. If the IEP team determines a student's needs cannot be met within the district, procedural safeguards are followed and every attempt is made to keep the student as close to the home district as possible.

Interagency collaboration is a key component for ongoing monitoring of students who are in need of a more restrictive education placement.

FASD will continue to participate in the PaTTAN Autism Initiative. The district's current autistic support classrooms are at the elementary level. As the students move into the middle and high school, through the initiative and monthly consultation, the district will continue supports to the students with autism at these levels.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

Current Program Strengths and Highlights

Freeport Area School District is a learning community dedicated to the success of all. The District is committed to continuous student improvement for all students, including those with disabilities and adheres to the Individuals with Disabilities Education Improvement Act, Chapter 14 Special Education Services and Programs of the Pennsylvania School Code and to No Child Left Behind.

- The success of the special education program is due to the committed and caring regular and special education staff.
- There is a high rate of parental participation in IEP team meetings.
- The District employs a full-time school psychologist and school counselors are available from kindergarten through grade twelve.

- Inclusion: There is a strong focus on meeting the needs of eligible students within the regular education environment with appropriate supports and accommodations. Seventy percent of our students with disabilities spend eighty percent or more of their time receiving services within the general education curriculum.
- Co-teaching: Special education and regular education teachers collaborate and co-teach mathematics, reading and English on the secondary level.
- Technology: Special education teachers utilize software programs and have current hardware for IEP development, progress monitoring, and communication with parents and staff. The students have access to technology by having computers and software programs available in both the regular education and special education classrooms.
- Close monitoring of all students to assure growth and progress within their program.
- Staff and Professional Development: Freeport Area School District plans professional development activities that address the distinct needs of the District, the buildings and/or grade levels.
- Highly qualified staff of teachers
- Parent trainings to address concerns and resources available to eligible students
- The district has two teachers appointed to oversee the RTII process at the elementary level. Grade levels meet quarterly to review student progress and adjust tiers through the data review.
- The addition of two autistic support classrooms (through the PaTTAN Autism Initiative) has met the needs of students with autism.

Freeport Area School District offers a wide range of supports and services to students with disabilities. In compliance with state and federal regulations, a full continuum of services is available to meet the needs of eligible students.

Assurances

Safe and Supportive Schools Assurances

No policies or procedures have been identified.

Special Education Assurances

No policies or procedures have been identified.

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
The Day School at the Children's Institute	Approved Private Schools	Full time Multiple Disabilities Support	1
Y.E.S	Other	Drop-out prevention program	1
Adelphoi	Other	Disciplinary	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 8, 2015

Explain any unchecked boxes for facilities questions: N/A

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	13	0.31
Justification: Per class period, age range is in compliance.				
Locations:				
South Buffalo Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	29	0.69
Justification: Per class period, age range is in compliance				
Locations:				
Buffalo Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 8, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	3	0.27
Locations:				
Buffalo 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	9 to 12	8	0.73
Locations:				
Buffalo Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 8, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	1	0.2
Locations:				
Buffalo 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%)	Learning Support	6 to 9	4	0.8

but More Than 20%)				
Locations:				
Buffalo Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 8, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	9	0.56
Locations:				
Freeport Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	7	0.44
Locations:				
Freeport 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: Class

Implementation Date: September 8, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	11	0.69
Locations:				
Freeport Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	5	0.31
Locations:				
Freeport 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:* Class*Implementation Date:* September 8, 2015*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

Program Position #7 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 8, 2015*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	3	0.25
Locations:				
South Buffalo Elementary	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	10 to 12	9	0.75
Locations:				
South Buffalo Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 8, 2015*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 12	2	0.67
Justification: Informed parental consent for LSS classes regarding age range variance is documented in appropriate students IEP.				
Locations:				
South Buffalo Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	6 to 12	1	0.33
Justification: Informed parental consent for LSS classes regarding age range variance is documented in appropriate students IEP.				
Locations:				
South Buffalo Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 8, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	10	1
Justification: Per class period, age range is in compliance				
Locations:				
Freeport Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 8, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 12	1	0.5
Justification: Per class period, age range is in compliance.				
Locations:				
Freeport Area	A Middle School	A building in which General Education		

Middle School	Building	programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	14 to 18	1	0.5
Locations:				
Freeport Area Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 8, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	9 to 12	1	0.5
Locations:				
South Buffalo Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	14 to 18	1	0.5
Locations:				
Freeport Area Senior High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 8, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 20	7	1
Justification: Informed parental consent for LSS classes regarding age range variance is documented in appropriate students IEP.				
Locations:				
Freeport Area Senior High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 8, 2015*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	11	0.92
Locations:				
Freeport Area Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	1	0.08
Locations:				
Freeport Area Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 8, 2015*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	15	0.94
Locations:				
Freeport Area Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	1	0.06
Locations:				
Freeport Area Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 8, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	8	0.62
Locations:				
Freeport Area Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	5	0.38
Locations:				
Freeport Area Senior High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program

Operator: Area Vocational Technical School

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 8, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	5	0.56
Locations:				
Lenape Tech	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%)	Life Skills Support	14 to 20	3	0.33
Justification: Informed parental consent for LSS classes regarding age range variance is documented in appropriate students IEP.				
Locations:				
Lenape Tech	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	1	0.1
Locations:				
Lenape Tech	A Senior High School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 21, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 7	4	0.5
Locations:				
Freeport Kindergarten Center	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%)	Autistic Support	6 to 6	1	0.25
Locations:				
Freeport Kindergarten Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 6	1	0.25
Locations:				
Freeport Kindergarten Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 21, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	7 to 10	2	0.2
Locations:				
Buffalo Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 11	6	0.6
Locations:				
Buffalo Elementary	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%)	Autistic Support	8 to 11	2	0.2
Locations:				

Buffalo Elementary	An Elementary School Building	A building in which General Education programs are operated		
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Program Position #19 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 8, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 7	1	0.15
Justification:				
Locations:				
Buffalo Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 11	6	0.85
Justification: Students will be in various classrooms and not in the autistic support classroom at the same time.				
Locations:				
Buffalo Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 8, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	6	0.35
Locations:				
Freeport Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	11	0.65
Locations:				
Freeport Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #21 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 8, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 6	1	0.15
Locations:				
Buffalo Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 7	6	0.75
Locations:				
Buffalo Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #22 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*Implementation Date:* August 21, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 13	4	1
Locations:				
Freeport Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Paraprofessional (9)	Buffalo	1
Paraprofessional (5)	South Buffalo	1
Paraprofessional (3)	Middle School	1
Paraprofessional (4)	Senior High	1
Special Services Coordinator	District wide	1
Secretary	Buffalo	1
Transition Coordinator	District wide	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
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Occupational Therapy	Outside Contractor	2 Days
Physical Therapy	Outside Contractor	1 Days
School Psychologist	Intermediate Unit	5 Days
Speech and Language Services	Intermediate Unit	7 Days

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

This question has not been answered.

District Accomplishments

Accomplishment #1:

Overall, most buildings within the District have high achievement in reading, math, science and writing, as indicated by the School Performance Profiles.

Accomplishment #2:

Overall, in most buildings in the District, students are making growth in reading, math, and science.

Accomplishment #3:

Curricular initiatives including revisions and additions have set a foundation for college and career readiness. These include:

K-8

- K - 5 New Math Adoption to align with PA Core Standards
- K - 5 New ELA Adoption to align with PA Core Standards
- 6 - 8 New Math Adoption to align with PA Core Standards
- Response to Intervention and Instruction (RTII)
- Realignment of Mathematics and English Language Arts to PA Core Standards
- K - 8 Revised College/Career Readiness Curriculum - addition of Career Cruising Program

- 6th Grade STEM Course added
- Addition of double periods of Math and ELA instruction for 6th grade students
- 7th - 8th Grade Elective Period

High School

- New College in High School Courses through WCCC and Seton Hill University
- AP Statistics
- AP Calculus BC
- New Fab Lab (additive and subtractive manufacturing)
- New Sea, Land, Air Engineering Challenge Course
- Revised 9 - 12 College/Career Readiness Curriculum - addition of Career Cruising Program

Accomplishment #4:

Participation in extra-curricular activities including athletics (936), music and arts (422), academic clubs (171), service clubs (269).

Accomplishment #5:

Collaboration between students, parents, and teachers create a positive learning environment.

Accomplishment #6:

New partnership with Armstrong Community Action to add a Head-Start Program within the district.

Accomplishment #7:

Completion of new Middle School building and Athletic Complex.

Accomplishment #8:

Implemented a new breakfast program in all building of the district, which includes a "Grab and Go" option for students to eat a healthy breakfast in their classrooms.

District Concerns

Concern #1:

Although most buildings within the District have high achievement in reading, math, science as indicated by the School Performance Profiles, the District has pockets of student subgroups (IEP and ED) or grade levels that have lower academic performance in language arts, math, and science as compared to the whole population.

Concern #2:

With the requirements of the Pennsylvania Core Standards and new PSSA format, the District will need to continue to revise curriculum and instructional practices to meet the requirements of the changes.

Concern #3:

The District provides students and teachers technological resources; however, teachers and students will continue to need training to integrate technology, STEM skills and 21st century skills throughout the curriculum and instructional practices.

Concern #4:

The safety and security of our students and staff continues to be a top priority of the District. The District will continue to review and update security and preparedness plans. In addition, continued work needs done to develop systems in the area of mental health awareness, identification, and prevention.

Concern #5:

The district has a concern that students are not provided a comprehensive approach to college/career planning.

Concern #6:

A continued concern of the district is that the students entering the school district are not Kindergarten Ready.

Prioritized Systemic Challenges

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

Aligned Concerns:

Although most buildings within the District have high achievement in reading, math, science as indicated by the School Performance Profiles, the District has pockets of

student subgroups (IEP and ED) or grade levels that have lower academic performance in language arts, math, and science as compared to the whole population.

With the requirements of the Pennsylvania Core Standards and new PSSA format, the District will need to continue to revise curriculum and instructional practices to meet the requirements of the changes.

The District provides students and teachers technological resources; however, teachers and students will continue to need training to integrate technology, STEM skills and 21st century skills throughout the curriculum and instructional practices.

The district has a concern that students are not provided a comprehensive approach to college/career planning.

District Level Plan

Action Plans

Goal #1: The District will promote the achievement of all students at the highest level of their ability.

Related Challenges:

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

Indicators of Effectiveness:

Type: Interim

Data Source: Student Achievement Data including PSSA, Keystone, benchmark, diagnostic, and classroom data.

Specific Targets: Increased performance on student achievement assessments.

Type: Annual

Data Source: School Performance Profile

Specific Targets: Increased scores on the components of the SPP and overall score of the SPP.

Strategies:

Identify strengths and weaknesses in both aggregate and individual student achievement data and make instructional and program recommendations.

Description:

This strategy encompasses using data to define both strengths and weaknesses of individual students, classrooms, grade levels, and courses. Each building will develop annual school improvement plans to address student achievement.

SAS Alignment: Instruction, Materials & Resources, Safe and Supportive Schools

Strengthen process for closing the achievement gap.

Description:

This strategy will focus on specific sub-groups (IEP and ED) to ensure students are provided the appropriate supports to be successful.

SAS Alignment: Instruction, Materials & Resources, Safe and Supportive Schools

Progress monitor students to ensure interventions are appropriate and effective.

Description:

This strategy will focus on monitoring all students achievement and growth to ensure instruction and interventions are effective and meeting the needs of all students.

SAS Alignment: Assessment, Instruction, Materials & Resources, Safe and Supportive Schools

Increase communication with parents regarding student strengths, weaknesses, interventions, and achievement.

Description:

This strategy recognizes that importance of parent involvement and positive school - parent relationships.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Building principals will lead teachers in the review of the data

Description:

Building principals will lead teachers in data review during data meetings, department/grade level meeting, RTII meetings, and general faculty meetings.

Start Date: 8/24/2016 **End Date:** 6/2/2021

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Identify strengths and weaknesses in both aggregate and individual student achievement data and make instructional and program recommendations.
- Strengthen process for closing the achievement gap.
- Progress monitor students to ensure interventions are appropriate and effective.

Increase Parental Involvement

Description:

Increase communication with parents regarding student strengths, weaknesses, interventions, and achievement.

Start Date: 8/24/2016 **End Date:** 6/2/2021

Program Area(s): Student Services

Supported Strategies:

- Increase communication with parents regarding student strengths, weaknesses, interventions, and achievement.

Goal #2: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: District curriculum aligned to the PA Core Standards

Specific Targets: An online curriculum map for all grade levels and departments.

Type: Annual

Data Source: PSSA and Keystone Results and SPP

Specific Targets: Increased achievement and growth on PSSA and Keystone results. Improved SPP scores.

Strategies:

Curriculum development meetings

Description:

Grade level and department meetings to revise and rewrite curriculum to fully align to PA Core Standards.

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

Alignment of instructional materials to curriculum

Description:

Development or purchase of instructional materials aligned with curriculum. Emphasis will be given to college and career readiness, STREAMM and PA Common Core.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Implementation Steps:

Review of 6-8 ELA, K-12 College/Career Readiness, K-12 STEM Instructional Materials

Description:

Teachers will review 6-8 ELA, K-12 College/Career Readiness, K-12 STEM materials aligned with curriculum and PA Core Standards

Start Date: 8/24/2016 **End Date:** 6/30/2021

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Curriculum development meetings
- Alignment of instructional materials to curriculum

Goal #3: The district will provide a safe environment for all staff and students, including physical safety and mental health awareness.

Indicators of Effectiveness:

Type: Annual

Data Source: Updated School Facilities

Specific Targets: School facilities will be updated to ensure the school is safe for students and staff

Type: Annual

Data Source: School Safety Plan

Specific Targets: School safety plans are updated annually to ensure processes and guidelines are in place to ensure staff and students are safe.

Strategies:

Safety audit of all school facilities

Description:

Administration along with school police officers will conduct annual audits of all school facilities to determine strengths and deficiencies.

SAS Alignment: Safe and Supportive Schools

Review of all School Safety Plans

Description:

Administration along with school police officers will review all School Safety Plans.

SAS Alignment: None selected

Review of District Mental Health Supports

Description:

The district will review current practices in staff trainings and curriculum related to mental health. Also, review of SAP programs and available community services.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Annual Report on school facilities

Description:

Annual Report on school safety audit.

Start Date: 7/1/2017 **End Date:** 8/25/2021

Program Area(s): Student Services

Supported Strategies:

- Safety audit of all school facilities
- Review of all School Safety Plans

Updated School Safety Plans

Description:

Based on review, all Building Safety Plans will be updated

Start Date: 7/1/2017 **End Date:** 8/25/2021

Program Area(s): Student Services

Supported Strategies:

- Safety audit of all school facilities
- Review of all School Safety Plans
- Review of District Mental Health Supports

Review mental health trends and needs

Description:

Identified teacher trainings, student curriculum and SAP processes.

Start Date: 8/24/2016 **End Date:** 6/2/2021

Program Area(s): Professional Education, Special Education, Student Services

Supported Strategies:

- Review of all School Safety Plans
- Review of District Mental Health Supports

Goal #4: Continue to provide current technology resources for teachers and students and provide professional development to ensure that student and teachers are successful in implementing technology.

Indicators of Effectiveness:

Type: Annual

Data Source: Technology Survey

Specific Targets: Use of technology in classroom

Strategies:*Technology based Professional Development***Description:**

Teachers' use of technology integration within the classroom.

SAS Alignment: None selected

Implementation Steps:*Classroom embedded professional development***Description:**

Instructional technology coordinator will provide in class professional development

Start Date: 8/29/2016 **End Date:** 6/2/2021

Program Area(s): Professional Education, Teacher Induction, Educational Technology

Supported Strategies:

- Technology based Professional Development

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	The District will promote the achievement of all students at the highest level of their ability.	<p>Strategy #1: Identify strengths and weaknesses in both aggregate and individual student achievement data and make instructional and program recommendations.</p> <p>Strategy #2: Strengthen process for closing the achievement gap.</p> <p>Strategy #3: Progress monitor students to ensure interventions are appropriate and effective.</p>
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Start	End	Title					Description		
8/24/2016	6/2/2021	Building principals will lead teachers in the review of the data					Building principals will lead teachers in data review during data meetings, department/grade level meeting, RTII meetings, and general faculty meetings.		
		Person Responsible	SH	S	EP	Provider		Type	App.
		Building Principals and District Administration	2.0	20	10	District		School Entity	Yes

Knowledge Teachers will gain knowledge of student needs to inform instruction.

Supportive Research Data Driven Decision Making

Designed to Accomplish
 For classroom teachers, school Increases the educator’s teaching skills based on research on effective practice, with

counselors and education specialists:

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.

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

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

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

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

Training Format

LEA Whole Group Presentation
 School Whole Group Presentation
 Department Focused Presentation

Participant Roles

Dir

Classroom teachers
 Principals / Asst. Principals
 Supt / Ast Supts / CEO / Ex
 School counselors

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

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment,

peers
 Analysis of student work,
 with administrator and/or peers
 Creating lessons to meet
 varied student learning styles
 Peer-to-peer lesson
 discussion
 Joint planning period
 activities

instructional delivery and professionalism.
 Student PSSA data
 Standardized student assessment
 data other than the PSSA
 Classroom student assessment data
 Review of participant lesson plans

LEA Goals Addressed: The District will promote the achievement of all students at the highest level of their ability. Strategy #1: Increase communication with parents regarding student strengths, weaknesses, interventions, and achievement.

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/24/2016	6/2/2021	Increase Parental Involvement	Increase communication with parents regarding student strengths, weaknesses, interventions, and achievement.	Building Principals	1.0	12	50	District	School Entity	Yes

Knowledge Parents and teachers will increase their knowledge regarding promoting positive school/home relationships and communication.

Supportive Research Research shows parent involvement is positively related to student achievement.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Empowers educators to work effectively with parents and community partners.

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

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

Training Format

LEA Whole Group Presentation
 Series of Workshops
 Department Focused Presentation

Participant Roles

Classroom teachers
 Principals / Asst. Principals
 School counselors
 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

Peer-to-peer lesson discussion

Evaluation Methods

Participant survey

LEA Goals Addressed: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Strategy #1: Curriculum development meetings

Strategy #2: Alignment of instructional materials to curriculum

Start End Title Description

8/24/2016	6/30/2021	Review of 6-8 ELA, K-12 College/Career Readiness, K-12 STEM Instructional Materials			Teachers will review 6-8 ELA, K-12 College/Career Readiness, K-12 STEM materials aligned with curriculum and PA Core Standards			
Person Responsible	SH	S	EP	Provider			Type	App.
District Administration	3.0	4	80	District			School Entity	Yes

Knowledge

Teachers will gain knowledge of PA Core Standards, PA College and Readiness Standards, National Technology and STEM Standards, Assessment Practices, and Instructional Strategies for ELA, College/Career Readiness and STEM. Also, teachers will gain insight of the scope and sequence at all applicable grade levels.

Supportive Research

Teachers will be involved in professional learning communities reflecting on instruction, best practice assessments, and standards.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

learning.

Instructs the leader in managing resources for effective results.

Training Format
 LEA Whole Group Presentation
 School Whole Group Presentation
 Live Webinar
 Department Focused Presentation
 Professional Learning Communities
 Offsite Conferences

Participant Roles	Dir Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors New Staff Parents	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
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Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion 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 Portfolio
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LEA Goals Addressed: **The district will provide a safe environment for all staff and students, including physical safety and mental health awareness.**

Strategy #1: Review of all School Safety Plans
Strategy #2: Review of District Mental Health Supports

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/24/2016	6/2/2021	Review mental health trends and needs	Identified teacher trainings, student curriculum and SAP processes.	Coordinator of School Services	2.0	2	140	Western Psychological Hospital	Non-profit Organization	Yes

Knowledge

Awareness of mental health and suicide issues.

Supportive Research

Staff awareness of student needs and supports available to remove barrier to learning. Implementing a 6-8 "Life-Skills" Health curriculum to address decision making, relationships, drug/alcohol awareness and mental health issues. Continued use of Olweus Anti-Bullying Program, K-8.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

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

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

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

Training Format

LEA Whole Group Presentation
 Series of Workshops
 Department Focused Presentation
 Offsite Conferences

Participant Roles

Dir

Classroom teachers
 Principals / Asst. Principals
 Supt / Ast Supts / CEO / Ex

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

Creating lessons to meet varied student learning styles
 Discussions on roles and

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment,

responsibilities

instructional delivery and professionalism.
Participant survey
Review of participant lesson plans

LEA Goals Addressed: Continue to provide current technology resources for teachers and students and provide professional development to ensure that student and teachers are successful in implementing technology. **Strategy #1: Technology based Professional Development**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/29/2016	6/2/2021	Classroom embedded professional development	Instructional technology coordinator will provide in class professional development	Instructional Technology Coordinator	1.0	7	40	District	Individual	Yes

Knowledge Teacher will learn how to implement technology into the classroom

Supportive Research Technology integration within the classroom

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Empowers educators to work effectively with parents and community partners.

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

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

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

Training Format	Series of Workshops School Whole Group Presentation Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors New Staff	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 Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of participant lesson plans

Lesson modeling with
mentoring
Joint planning period
activities

District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer