

Attachment #4 Detailed Description of the Evidence-based Instruction for Special Populations

In compliance with federal laws, Freedom Prep Virtual Academy is committed to providing evidence-based instruction tailored to meet the unique needs of special populations, including students with disabilities, those receiving 504 services, English language learners, and those identified as gifted and talented.

Special Education Services: FPVA's online school is committed to mirroring the successful processes utilized in Freedom Preparatory Academy's (FPA's) existing in-person special education program, benefitting from an experienced and effective Special Education Director who oversees all special education programs. FPA's central office also assists in scheduling Individualized Education Plans (IEPs) and ensuring compliance with regulatory requirements.

Freedom Preparatory Academy serves students with varying degrees of needs and disabilities. Special education services at Freedom Prep are designed to meet the unique needs of each student, outlined in each student's IEP, and aligned with IDEA and USBE Special Education Rules. To preserve each student's least restrictive environment, special education services are structured as pull-out or push-in services, as agreed upon by each student's IEP team. Pull-out specialized instruction is provided in small group setting by a licensed special education teacher with the assistance of qualified paraprofessionals who are accredited per USBE paraeducators requirements. Push-in services are also provided by licensed special education teachers and qualified paraprofessionals. Related services such as speech, occupational therapy, and counseling are provided by appropriately licensed personnel.

The online school, FPVA, will prioritize special education services within an inclusive and supportive online framework. Collaborative development of IEPs involves parents, educators, and licensed Special Education professionals. Online Special Education teachers, assigned caseloads grouped by grade level, will engage in working one-on-one with students, regular online progress monitoring, data-driven decision-making, and ongoing communication to ensure the efficacy of these online services. A key strength lies in the close collaboration between special education and regular education teachers, facilitating the provision of appropriate and least restrictive accommodations for special education students in the online learning environment. This integrated approach aims to create an inclusive and supportive educational experience for all students at FPVA's online school.

Child Find

Freedom Preparatory Academy employs a comprehensive, multi-disciplinary Response to Intervention (RTI) system for identifying students who may have a disability and may require a special education evaluation. Evidence-based classroom interventions are implemented and tracked through progress monitoring instruments which assess students' academic and functional performance. Freedom Prep's faculty and staff are trained to implement/document RTI and the school's special education new referral protocol. Decisions regarding referring students for a special education evaluation are made based on valid data by a team that includes the student's parents, general education teacher, special education teacher serving the respective age group, and an administrator. In addition, Freedom Prep employs internal monitoring mechanisms to ensure child find is being implemented throughout the school and all students receive a Free and Appropriate Public Education.

504 Services:

For students receiving Section 504 services, our online school ensures that reasonable accommodations and modifications are implemented to provide access to educational opportunities. FPVA will designate a 504 coordinator to collaboratively develop and implement appropriate accommodations. Regular reviews and adjustments will be made to individualized plans, ensuring they remain aligned with the unique needs of each student. FPVA will utilize the experience of current 504 coordinators at our on-site schools to assist as needed.

Multi-Language Learners (MLL):

FPVA will employ research-based strategies to facilitate language development and academic achievement for our students with limited English proficiency. MLL specialists will collaborate with content-area teachers to integrate language instruction seamlessly. We will also leverage online programs such as Ellevation to track language proficiency, growth, and provide teachers professional development opportunities in English Language Learning. WIDA Assessments and required monitoring will also be provided. FPVA's goal is to create Individualized Learning Plans, (ILPs) for each multi-lingual student.

Gifted and Talented Programs:

Recognizing the unique needs of gifted and talented students and the flexibility of an online learning system, our online school will offer specialized programs to nurture and challenge our student's intellectual abilities. Enrichment activities, accelerated coursework, and opportunities for independent study will be incorporated into the curriculum. Gifted education specialists collaborate with subject-area teachers to provide differentiated instruction, addressing both academic and socio-emotional aspects of giftedness. FPVA will lean on the experience of Freedom Prep's current gifted and talented coordinator to assist in identification and program development.

Evidence-Based Instructional Practices:

Implementing evidence-based instructional practices for all special populations involves thoughtful planning, adapting strategies, and leveraging technology. Here are key instructional practices to meet the needs of online special populations:

- One-on-one weekly student meetings to encourage self-reflection and help develop metacognitive skills.
- Clearly define goals, accommodations, and modifications tailored to the virtual environment.
- Use ongoing assessments to identify students' strengths and challenges.
- Collect data on progress regularly to inform instructional decisions.
- Ensure all materials and technology are accessible and compatible with students' individual needs.
- Provide assistive technology tools that support diverse learning styles.
- Deliver content through various formats (text, audio, video) to accommodate diverse learning

- Incorporate interactive elements to engage students and reinforce concepts.
- Clearly articulate learning objectives and provide step-by-step instruction.
- Break down complex concepts into manageable parts, offering repeated and varied practice.
- Offer scaffolded support to help students gradually develop skills.
- Provide additional resources and guidance as needed to ensure understanding.
- Maintain open communication with parents or caregivers to understand students' home environments.
- Collaborate on strategies to reinforce learning and support students' needs outside of the virtual classroom.
- Prioritize social-emotional learning to address the well-being of online special education students.
- Incorporate activities that promote self-regulation and interpersonal skills.
- Offer timely and specific feedback on student performance.
- Be flexible and adjust approaches based on student progress and feedback.

By integrating these principles into online instruction, educators can create a supportive and effective learning environment for special populations of students, promoting their academic and overall development.