

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 279
School District Total Student Enrollment 1838
Percent of Students Receiving Special Education 15.2

Steering Committee

Name	Position/Role	Building	Email
Donald Dell	Director of Special Education	Freeport Area SD	dell@freeport.k12.pa.us
Ian Magness	Superintendent	Freeport Area SD	magness@freeport.k12.pa.us
Larry Robb	Director of Curriculum	Freeport Area SD	robb@freeport.k12.pa.us
Jamie Rowe	Other	Freeport Area SD	rowe@freeport.k12.pa.us
Bruce Yard	General Education Teacher	Buffalo El Sch	yard@freeport.k12.pa.us
Cara Masters	Special Education Teacher	South Buffalo El Sch	masters@freeport.k12.pa.us
Derek Ritter	Special Education Teacher	Freeport Area SHS	ritter@freeport.k12.pa.us
Clint Crowell	General Education Teacher	Freeport Area MS	crowell@freeport.k12.pa.us
Mallory Ketterer	Special Education Teacher	Freeport Area MS	ketterer@freeport.k12.pa.us
Rosie Kobelenske	Parent	Freeport Area MS	kobelenske4@gmail.com
Shannon Kooser	Parent	South Buffalo El Sch	mac0122@hotmail.com
Jeff Lesko	Building Principal	South Buffalo El Sch	lesko@freeport.k12.pa.us
Tim Walters	Building Principal	Freeport Area SHS	walters@freeport.k12.pa.us
Melanie Zembrzuski	Board Member	Freeport Area SD	melanie.zembrzuski1989@outlook.com

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

No

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

Freeport does 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. 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 the 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. In all cases, Freeport Area School District guarantees that a certified special education teacher provides the services required under Chapter 14 and for the student. 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.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
Communication with 1306 facilities and families is a critical piece in ensuring a successful transition back to school. A "Transition Back to School" meeting is held well in advance of the student actually returning to the district. The purpose for that meeting is for all involved to have a voice in determining the criteria and stipulations that should be met for the student to begin the transition process. At that meeting, the actual steps of the transition are also decided, such as partial days at each location or one or two days in the district for the first few weeks. They decisions are all based upon the individual needs of the student and what is best to help that individual student successfully transition back to the district.

Incarcerated Students Oversight

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

No

1. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

Least Restrictive Environment

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

There was not a target measurement used in the most recent Special Education Data Report for Least Restrictive Environment. Baseline data was reset in 2019-2020, the most recent SEDR available. The district had 66.2% of students inside regular classes 80% or more of the school day. State average is 61.5% and again, there was not a target set. Looking at the district's data from the last time a special education plan was submitted, 2017-2018 data was used. That data indicated that the district did not meet the target. The district did meet the state target in the 2018-2019 year and the district did have a higher percentage than the state average during the 2019-2020 year. The district will continue to monitor all students and try to move them into a least restrictive environment. At present, the district has sixteen students placed in an Approved Private Schools or Licensed Private Academies. Through the MDT meetings it was determined that the students' needs were best met in these approved private schools or licensed private academies. The extenuating circumstances of the students' individual needs made it necessary for the students to be placed. This was determined to be the least restrictive environment for these students. FASD proposed changes in placement in order to meet the students' needs through a highly specialized program not available at Freeport Area School District.

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

Freeport Area School District provides both regular education teachers and special education teachers professional development in the area of LRE. The secondary levels in the district use the co-teaching model to ensure students get the general education curriculum and receive the supplementary aids and services available to make them successful. The district also continues to use the MTSS model. The MTSS model 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 MTSS days (which are professional development days) to develop strategies needed to meet the needs of all students in each Tier. These meetings are set up and meet at the minimum of every other week. Children have different learning styles and not all children will respond to the same instructional approach. MTSS is a 3-tiered problem-solving approach, to identify and support students who are not experiencing success with our core curriculum and instructional strategies. Students who are not meeting the standards necessary for success will be provided with 2 levels of support beyond the core curriculum. At Tier 1 (i.e., core curriculum), the classroom teacher uses the core curriculum and school-wide positive behavior supports for all students including strategies to support students with different skill levels. At Tier 2, the core curriculum and school-wide positive behavior supports are supplemented with additional small-group interventions for students not successful at Tier 1. Students are provided with additional instruction in their area(s) of need. Parents will be notified in writing and proposed group interventions and support strategies will be described. In Tier 3, a small percentage of students who have not made adequate progress in Tier 2 are provided with more individualized and focused interventions. The District has a crisis team at each building that is employed if a student makes suicidal comments or threats to hurt themselves or others. There is also a team of staff who are trained in Safety Care in the event a student becomes a threat to themselves or others and restraint techniques need to be put into place. The District obtains data through the PAYS Survey (grades 6, 8, 10, and 12). The data from the survey helps assess students' needs throughout the District and determines students' social and emotional well-being, feelings and attitude about school, confidence and preparedness for learning, mental health, school safety, and use of illegal substances and alcohol. This data is reviewed by the counseling team and appropriate interventions are made based on the data. FASD utilizes and collaborates with many outside agencies including the Center for Community Recourses and Family Counseling Center.

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

The IEP teams must consider a full array of supplementary aids and services (SAS) which have the potential to make it possible for students with disabilities to be included in the general education classroom, nonacademic, and extracurricular activities. The IEP must compile information about the student, the general education classroom, the beneficial and harmful effects that the classroom may have as well as the extent that which students can participate in activities like their nondisabled peers. The majority of students with disabilities attend their neighborhood (attendance area) school. The school district further supports students within the regular education classroom through co-teaching instruction in mathematics, reading and English and through the support of Educational Assistants. Regular Education teachers have been trained and are skilled at modifying or adapting their curricular expectations for students with disabilities, students are spending more time in the general classrooms than in previous years. Educational Assistants receive training regarding the implementation of specially designed instruction, positive behavior support plans, assistive technology and academic and behavioral interventions.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. Unless an IEP dictates otherwise, students have the opportunity to participate in all school functions. Unless an IEP dictates otherwise, students participate in regular education classroom for both science, social studies, with support if needed, and in general elective courses. Students with disabilities access nonacademic (ie music festivals, field trips, clubs), and extracurricular activities (ie athletic teams, band, musical, choir) in the same way as regular education students. Eligible students are actively recruited to participate to the greatest extent possible (ie managers, statisticians, assistant equipment managers). A framework that includes Collaborative Support, Instructional Support, Physical Support and Social Behavioral Supports is to help ensure student success. For example, Collaborative Support may include scheduled time for team meetings, paraprofessional support, scheduled parental collaboration, and professional development for staff on a specific issue. Instructional Supports may include the use of assistive technology including speech to text, braille books, large print, auditory books, repeated directions, short precise directions, or rephrasing directions so the student understands the activity at hand. Physical Considerations may include schedule, room dividers, or adaptive equipment. Social and Behavioral Considerations may include direct social skills instruction by the classroom teacher on how to handle a certain situation, individual behavior plan, review and practice of rules, modeling of expected behavior, prompting and cueing to task, verbal praise, and visual/verbal/tactile cueing.
5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?
Providing children with disabilities provisions of FAPE relative to their individual needs is at the forefront of the Freeport Area School District students. Placement of children with disabilities in private settings is the last resort and only conducted when the least restrictive environment for said child is appropriate. In the instances students with disabilities are placed in private settings, considerations to provide opportunities with non-disabled children are decided during the student's IEP meeting. The IEP team determines ways to provide access to non-disabled peers and the general education curriculum. During the IEP meeting, the IEP team must consider any harmful effects and potential benefits relative to LRE. In addition to considering access to nondisabled children while students may be placed in private institutions, participation in district lead extracurricular activities may be provided. The district shall not discriminate against any qualified student with a disability in its provision of nonacademic services and extracurricular activities, including but not limited to, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs, and referrals to agencies. 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.

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

At the time of our last report, we had 2 Autistic Support classrooms at the Elementary level and only Life Skills classrooms at the Secondary levels. We have since added additional Autistic Support classrooms at BOTH the elementary and middle school levels to meet the needs of our students with Autism. Data continues to show that an Autistic Support classroom will need to be added at the Senior High School in the next few years. 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. Freeport School District has collaborated with our Intermediate Unit and opened an Early Intervention program at one of our elementary schools, through which we continue to monitor the outside needs in our community. The District supports students at the Itinerant, Supplemental and Full-time levels. It also provides an array of support programs including speech and language support, learning support, emotional support, autistic support, and life skills support. The district also has Lenape Vo-Tech, Life-Steps, PA Connecting Communities and Glade Run's Transition Program to provide services for those students who require extra training and skills on self-advocacy, post-secondary options, job exploration, workplace training, and work-based learning. The district contracts with the ARIN Intermediate Unit 28 for hearing support and vision support. The related services of audiological, assistive technology, physical therapy, occupational therapy, and behavioral support are also contracted services depending on student needs outlined in the IEP.

Positive Behavior Support

Date of Approval
2023-01-11

Uploaded Files
BSP 113.2.pdf

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

Freeport Area School District's Behavior Support Policy (Revised May 13, 2015) 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 of us have unique and individual ways of behaving. No behavior in and of itself is a problem; similarly, no absolute standard exists for determining when a behavior becomes a problem. The extent to which any behavior is considered a problem depends to a large extent on the context in which it occurs. Positive, rather than negative, measures must form the basis of behavior support programs to ensure that all students and eligible young children must be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints. Most classrooms have a behavioral management system to support and encourage prosocial behaviors. Some students may require more support and are referred to the Student Assistance Program (SAP)/FACT team. This program utilizes a team including teachers, counselor, behavioral specialist, school psychologist and other representatives to help develop more individualized behavioral support plans for students. They also help refer students to counseling programs, mental health agencies, or drug and alcohol agencies as deemed necessary by the team with parent permission. With regard to special education, behavior support programs and plans are based on a functional assessment of behavior and utilize positive behavior techniques. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student or eligible young child must be the least intrusive and necessary. Such plans must include methods that utilize positive reinforcement and other positive techniques to shape a student's or eligible young child's behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards. Special education teachers utilize a variety of techniques in the educational setting to support students' social and emotional needs. Sensory rooms are located in the school that houses our elementary autistic support program and in our middle school to help students.

2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.

The 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 Safety Care. The district has also employed a Behavioral Specialist for the 22/23 school year, as well as continuing to 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 also currently has 4 Licensed Professional Counselors permanently employed by the district. One counselor is located in each of the district's four buildings. The Freeport Area Care Team (FACT) at Freeport Area School District is available in every building and is designed to provide various support services to meet students' social, emotional, behavioral, and academic needs. The goals of the FACT Program are to facilitate collaboration between home, and school and provide interventions to help students overcome barriers to learning. The program is voluntary, and parents/guardians are notified and provided with approval forms that must be submitted prior to a student's participating in the program.

3. Describe the district positive school wide support programs.

The District promotes successful K-12 positive tiered support systems to meet students' behavioral needs. Positive school-wide support programs are an approach that schools use to promote school safety and good behavior. The schoolwide PBIS program is called BEE Your Best. Students focus on our 3 "bees", which are Be Responsible, Be Safe and Be Kind. All adults in the building hand out Bee Bucks to students who are showing one or more of the 3 bees. Bee Bucks are collected at the classroom level and counted weekly. Once a classroom earns a targeted number of Bee Bucks, that class earns a reward. Once 16 classrooms earn their classroom rewards, the whole school earns a schoolwide reward. There is no limit to the number of times classrooms or the school can earn a reward. School PBIS teams meet to determine the needs for the current and upcoming school year, and expectations are set by the teams. Discipline data is regularly monitored for improvements to the program through reflection and a quality self-assessment to ensure fidelity within the positive behavior program.

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

The FACT team is composed of trained school professionals (school counselors, licensed professional counselor, teachers, and administrators) who may receive referrals from parents, teachers, students, and other school staff. This team works closely with outside agencies and other counseling and referral services. A list of team members is available in the guidance office of each school. What is a FACT Team? A core team is a trained team of school personnel that meets regularly to identify and assist students and families in seeking appropriate help through FACT. The core team may also include a liaison, representing both the mental health and drug and alcohol systems. What might be a reason to refer someone to the FACT Team? • Change in behavior or mood (easily up-set, sad, angry, fighting, unpredictable, secretive, etc.) • Drop in grades or school performance (skipping school, not completing homework, etc.) • Change in friends, appearance or interest • Physical systems or health problems (fatigue, weight loss/gain, change in sleep patterns, headaches, etc.) • Defiance of rules at home or school • Alcohol or other drug use, no matter how minimal, or misuse of medications • Bullying • Expressing hopelessness, worthlessness or helplessness • Depression • Anxiety • Runaway or leaving for extended periods of time • Family dynamics • Personal stressors (relocation, job loss, birth, death, military deployment of family members, etc.) What is the FACT policy regarding confidentiality? Confidentiality between all parties involved in the FACT process shall be respected and maintained in the best interest of the student and in accordance with all state and federal laws protecting the privacy rights of parents and students. How can I refer someone to the FACT Program? You may complete the FACT Referral Form, and send it to the Counseling Office of the school the student attends. Please do not send the form with any student. What is the Parents' Role? Parent involvement strengthens the decision making process about any behavior that is affecting the education, health, safety, or welfare of their child. Active parent support of the FACT process promotes student success. Students are more likely to benefit from FACT recommendations when parents are informed, involved and supportive. What is the FACT Referral Process? STEP I — Students are referred to FACT by: • School Administrator • Teacher • Other School Personnel (School Counselor, Nurse, etc.) • Fellow Students • Self-Referral •

Parent/Family STEP II — All referrals to the FACT Program are reviewed by the team, and a formal information-gathering process begins. Data is collected from various sources such as: • Student Records (academic, school attendance) • Teachers (classroom behavior) • School Counselors (special areas of concern) • School Nurse • Other School Personnel

STEP III — Based on information gathered, a de-termination is made by the team as to the level of intervention that is needed. When in-school screening has been indicated, a screening is scheduled with the licensed professional counselor. Throughout the FACT process, family and team work together to develop the plan. STEP IV — The team and/or licensed professional counselor then assists the student and the parents/family in developing an action plan. The action plan may consist of: • In-school support services and/or • Further evaluation by the licensed professional counselor for in-school mental health therapy, drug and alcohol system or both to determine the most appropriate level of care needed and/or other professional services outside the school setting. Types of Possible Interventions: Parent Meeting Tutoring Adult/Teacher Mentoring Small Group Counseling Behavior/Academic Plans Truancy Prevention Plans Individual Counseling Drug/Alcohol Counseling (Outside Agencies)

STEP V — The team monitors the progress of the student to determine the extent to which the identified problems are being resolved through the action plan. If necessary, changes will be made to the action plan. FASD utilizes the services of the district's newly employed Professional Licensed Counselor 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 Mental Health Counselor provides a variety of mental health services in support of children, adolescents and their families, including case management, counseling, and/or assisting in the implementation of appropriate treatment or service plans.

Essential Functions and Performance Responsibilities:

1. Conduct formal and informal assessments of student functioning, developmental history, family and community structure, interpersonal relationships, adaptive behavior and cultural factors that may influence learning;
2. Use student, family, school and community assessment to develop appropriate interventions to improve student learning;
3. Develop intervention plans consistent with curriculum, student needs, strengths, social and cognitive functioning, and cultural experiences;
4. Assist in the planning of therapeutic, remedial and behavioral modification activities provided by the District;
5. Provide direct interventions to students, including individual and group therapy, counseling, and educational and informational programs;
6. Provide supportive case work to children and their families, including parent education and self-advocacy;
7. Participate in staff/teacher meetings, in-service trainings, conferences and workshops.
8. Participate as a team member in student management teams.
9. Deliver/present in-service activities to staff.
10. Provide parent counseling and training to help them acquire the necessary skills to support the implementation of their child's specialized educational program;
11. Assist students and their families in gaining access to formal and informal community resources;
12. Consult with stakeholders to facilitate understanding of factors in a student's home, education agency and community that affect their educational experience;
13. Consult and collaborate with District personnel, parents and community resources in areas that impact student learning (e.g. mental health, behavior management, school safety, diversity, crisis management, child abuse and neglect);
14. Assist staff in collaborating with community agencies and organizations;
15. Work with individuals, groups and organizations to develop programs and systems that promote student welfare and achievement;
16. Promote collaboration among community health, mental health, and welfare service providers and facilitate greater access to these services for students;
17. Participate in interagency panels to assist effective integration of services to students; and
18. Assist in the coordination and implementation of the District's bullying prevention programs.

The Freeport Area School District works closely with Family Counseling in Armstrong County and with the Center for Community Resources in Butler County. The District utilizes resources from both mental health organizations for support. The District also has worked with Western Psych and the STAR program for resources in the mental health field.

5. Describe the district restraint procedure.

Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present

danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective.[1] The Special Services Coordinator or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised Positive Behavior Support Plan, or a change of placement to address the inappropriate behavior.[1] The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if:[1] 1. The restraint is used with specific component elements of a Positive Behavior Support Plan 2. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors. 3. Staff are authorized to use the restraint and have received appropriate training. 4. Positive Behavior Support Plan includes efforts to eliminate the use of restraints through the application of positive behavior supports.

Mechanical Restraints Mechanical restraints, which are used to control involuntary movement or lack of muscular control of a student when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians.[1] Mechanical restraints shall prevent a student from injuring the student or others, or promote normative body positioning and physical functioning.

Intensive Interagency

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

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.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DK	Multiple	Full-time (1.0)	01/24/2023 08:16 AM

Building Name		
Buffalo El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		52
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
IEPs teams determined that enrolling these students in a classroom with a greater age range is justified.		0.8

Building Name		
Freeport Area SHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 20
Age Range Justification		FTE %
IEPs teams determined that enrolling these students in a classroom with a greater age range is justified.		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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AS	Multiple	Full-time (1.0)	01/24/2023 08:15 AM
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Building Name		
South Buffalo El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
IEPs teams determined that enrolling these students in a classroom with a greater age range is justified.		0.52

Building Name		
Freeport Area MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MK	Secondary	Full-time (1.0)	01/23/2023 10:38 AM

Building Name		
Freeport Area MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.33

Building Name		
Freeport Area MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.25

Building Name		
Freeport Area MS		
Support Type		
Autistic Support		
Support Sub-Type		

Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.12

Building Name		
Freeport Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.04

Building Name		
Freeport Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MW	Elementary	Full-time (1.0)	01/24/2023 08:06 AM

Building Name		
Buffalo El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.08

Building Name		
Buffalo El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.5

Building Name		
Buffalo El Sch		
Support Type		

Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LG	Elementary	Full-time (1.0)	01/23/2023 10:28 AM

Building Name		
Buffalo El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.33

Building Name		
Buffalo El Sch		
Support Type		
Autistic Support		
Support Sub-Type		

Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.25

Building Name		
Buffalo El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MF	Elementary	Full-time (1.0)	01/23/2023 10:24 AM

Building Name	
Buffalo El Sch	
Support Type	
Autistic Support	
Support Sub-Type	
Autistic Support	
Level of Support	Case Load

Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
IEPs teams determined that enrolling these students in a classroom with a greater age range is justified.		0.33

Building Name		
Buffalo El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
IEPs teams determined that enrolling these students in a classroom with a greater age range is justified.		0.38

Building Name		
Buffalo El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
IEPs teams determined that enrolling these students in a classroom with a greater age range is justified.		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NP	Secondary	Full-time (1.0)	01/24/2023 08:07 AM

Building Name		
Freeport Area SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 20
Age Range Justification		FTE %
IEPs teams determined that enrolling these students in a classroom with a greater age range is justified.		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CN	Secondary	Full-time (1.0)	01/24/2023 08:28 AM

Building Name		
Freeport Area MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %

	0.2
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Building Name		
Freeport Area MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.07

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JP	Elementary	Full-time (1.0)	01/23/2023 10:07 AM

Building Name		
Buffalo El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
IEPs teams determined that enrolling these students in a classroom with a greater age range is justified.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DR	Secondary	Full-time (1.0)	01/31/2023 11:00 AM

Building Name		
Freeport Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.26

Building Name		
Freeport Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DA	Secondary	Full-time (1.0)	01/31/2023 11:00 AM

Building Name		
Freeport Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.26

Building Name		
Freeport Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AF	Secondary	Full-time (1.0)	01/31/2023 11:00 AM

Building Name		
Freeport Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.28

Building Name		
Freeport Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CR	Secondary	Full-time (1.0)	01/31/2023 11:01 AM

Building Name		
Freeport Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.12

Building Name		
Freeport Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BS	Secondary	Full-time (1.0)	01/31/2023 11:01 AM

Building Name		
Freeport Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.16

Building Name		
Freeport Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NP	Secondary	Full-time (1.0)	01/31/2023 11:01 AM

Building Name		
Freeport Area MS		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.2

Building Name		
Freeport Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MD	Elementary	Full-time (1.0)	01/31/2023 11:02 AM

Building Name		
Buffalo El Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.22

Building Name		
Buffalo El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KW	Elementary	Full-time (1.0)	01/31/2023 11:02 AM

Building Name		
Buffalo El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.14

Building Name		
Buffalo El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CM	Elementary	Full-time (1.0)	01/31/2023 11:02 AM

Building Name	
South Buffalo El Sch	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	4

Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.08

Building Name		
South Buffalo El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RK	Elementary	Full-time (1.0)	01/31/2023 11:02 AM

Building Name		
South Buffalo El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8

Age Range Justification	FTE %
	0.7

Special Education Facilities

Building Name		Room #
South Buffalo El Sch		18
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 40 feet, 0 inches	880sqft	31
Implementation Date		
2023-01-23		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
South Buffalo El Sch		7
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 32 feet, 0 inches	704sqft	25
Implementation Date		
2023-01-24		
Uploaded Files		

2 Assurance Check

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

Building Name		Room #
Buffalo El Sch		13
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 29 feet, 5 inches	853sqft	30
Implementation Date		
2023-01-24		
Uploaded Files		

3 Assurance Check

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

Building Name		Room #
Buffalo El Sch		14
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 32 feet, 0 inches	928sqft	33
Implementation Date		
2023-01-24		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Freeport Area MS		323
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 30 feet, 0 inches	840sqft	30
Implementation Date		
2023-01-24		
Uploaded Files		

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5 Assurance Check

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

Building Name		Room #
Freeport Area MS		400
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 30 feet, 0 inches	900sqft	32
Implementation Date		
2023-01-24		
Uploaded Files		

6 Assurance Check

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

Building Name		Room #
Freeport Area MS		211
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 33 feet, 0 inches	957sqft	34
Implementation Date		
2023-01-24		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
Freeport Area SHS		22
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 28 feet, 0 inches	672sqft	24
Implementation Date		
2023-01-24		
Uploaded Files		

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8 Assurance Check

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

Building Name		Room #
Freeport Area SHS		25
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 21 feet, 0 inches	546sqft	19
Implementation Date		
2023-01-24		
Uploaded Files		

9 Assurance Check

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

Building Name		Room #
Freeport Area SHS		23
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 21 feet, 0 inches	546sqft	19
Implementation Date		
2023-01-24		
Uploaded Files		

10Assurance Check

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

Building Name		Room #
Buffalo El Sch		33
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 26 feet, 0 inches	858sqft	30
Implementation Date		
2023-01-24		
Uploaded Files		

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11 Assurance Check

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

Building Name		Room #
Freeport Area MS		312
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 30 feet, 0 inches	900sqft	32
Implementation Date		
2023-01-24		
Uploaded Files		

12 Assurance Check

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

Building Name		Room #
Freeport Area SHS		67B
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 30 feet, 0 inches	900sqft	32
Implementation Date		
2023-01-24		
Uploaded Files		

13Assurance Check

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

Building Name		Room #
Freeport Area MS		405
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 30 feet, 0 inches	900sqft	32
Implementation Date		
2023-01-24		
Uploaded Files		

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14 Assurance Check

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

Building Name		Room #
South Buffalo El Sch		30
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 27 feet, 0 inches	810sqft	28
Implementation Date		
2023-01-24		
Uploaded Files		

15 Assurance Check

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

Building Name		Room #
Buffalo El Sch		2
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 15 feet, 0 inches	300sqft	10
Implementation Date		
2023-01-24		
Uploaded Files		

16Assurance Check

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

Building Name		Room #
Buffalo El Sch		32
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 38 feet, 0 inches	874sqft	31
Implementation Date		
2023-01-25		
Uploaded Files		

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17 Assurance Check

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

Building Name		Room #
Buffalo El Sch		4
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 34 feet, 0 inches	918sqft	32
Implementation Date		
2023-01-25		
Uploaded Files		

18 Assurance Check

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

Building Name		Room #
Buffalo El Sch		3
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 38 feet, 0 inches	988sqft	35
Implementation Date		
2023-01-25		
Uploaded Files		

19Assurance Check

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

Special Education Support Services

20Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Transition Coordinator	1	District Wide	District
Paraprofessionals	20	Elementary	District
Paraprofessionals	11	Secondary	District
School Psychologist	1	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	2	District Wide	Contractor
Behavior Specialist	1	District Wide	District
Guidance Counselor	2	Elementary	District
Guidance Counselor	3	Secondary	District
Other	3 - LPC	Secondary	District
Other	3 - LPC	Elementary	District
Other	1 - Vision	District Wide	Contractor
Other	1 - Hearing	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
PaTTAN Consultant Training			
Lead Person/Position		Year of Training	
Donald Dell/Special Service Coordinator			
Hours Per Training	Number of Sessions	Provider	Audience
4	10	PaTTAN	Paraprofessionals Special Education Teachers

Description of Training			
Freeport Autism Conference			
Lead Person/Position		Year of Training	
Donald Dell/Special Service Coordinator			
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Intermediate Unit PaTTAN	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
National Autism Conference			
Lead Person/Position		Year of Training	
Donald Dell/Special Service Coordinator			
Hours Per Training	Number of Sessions	Provider	Audience

24	1	PaTTAN Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other
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Positive Behavior Support

Description of Training			
PBIS Training			
Lead Person/Position		Year of Training	
Jeff Lesko and Mike Kleckner/Principals			
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District	General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
Freeport Autism Conference			
Lead Person/Position		Year of Training	
Donald Dell/Special Service Coordinator			
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District Intermediate Unit PaTTAN Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals

			Special Education Teachers Other
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Description of Training			
PaTTAN Framewelders Training Series			
Lead Person/Position		Year of Training	
Donald Dell/Special Service Coordinator			
Hours Per Training	Number of Sessions	Provider	Audience
2	10	PaTTAN	Paraprofessionals

Description of Training			
Safety Care Training			
Lead Person/Position		Year of Training	
Donald Dell/Special Service Coordinator			
Hours Per Training	Number of Sessions	Provider	Audience
8	1	Intermediate Unit	Paraprofessionals Special Education Teachers

Description of Training			
CPR Re-Certification Training			
Lead Person/Position		Year of Training	
Donald Dell/Special Services Coordinator			
Hours Per Training	Number of Sessions	Provider	Audience
8	1	Intermediate Unit	Paraprofessionals

Transition

Description of Training			
Transition - Post Graduation Goals			
Lead Person/Position		Year of Training	
Donald Dell/Special Services Coordinator			
Hours Per Training	Number of Sessions	Provider	Audience
4	4	District Intermediate Unit	General Education Teachers Parents Paraprofessionals Special Education Teachers

Science of Literacy

Description of Training			
Structured Literacy Training - Monthly Meetings/In-Service Meeting			
Lead Person/Position		Year of Training	
Building Principal			
Hours Per Training	Number of Sessions	Provider	Audience
1	6	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Textbook Adoption Training - In-service			
Lead Person/Position		Year of Training	
Larry Robb/Program Director			
Hours Per Training	Number of Sessions	Provider	Audience
8	2	District Other	Building Administrators General Education Teachers Paraprofessionals

			Special Education Teachers
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Parent Training

Description of Training			
Freeport Autism Conference			
Lead Person/Position		Year of Training	
Donald Dell/Special Service Coordinator			
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District Intermediate Unit PaTTAN	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Title I Parent Training			
Lead Person/Position		Year of Training	
Jeff Lesko/Principal			
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Parents

Description of Training	
Kindergarten Readiness Program	
Lead Person/Position	Year of Training
Jeff Lesko and Mike Kleckner/Principals	

Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Early Intervention To Kindergarten			
Lead Person/Position		Year of Training	
Donald Dell/Special Services Coordinator			
Hours Per Training	Number of Sessions	Provider	Audience
1	2	Intermediate Unit	Parents

IEP Development

Description of Training			
IEP Writing Training			
Lead Person/Position		Year of Training	
Donald Dell/Special Services Coordinator			
Hours Per Training	Number of Sessions	Provider	Audience
4	2	District Intermediate Unit	Building Administrators General Education Teachers Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

- 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.
- 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.
- 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.
- The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- 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.
- The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Superintendent/Chief Executive Officer

Date