

# Profile and Plan Essentials

## Special Education Students

Total Number of Students Receiving Special Education 166

School District Total Student Enrollment 1058

Percent of Students Receiving Special Education 15.7

## Steering Committee

Name	Position/Role	Building	Email
Dr. Henderson	Superintendent	Frazier SD	bhenderson@fraziersd.org
Eric Johnson	Director of Special Education	Frazier MS	ejohnson@fraziersd.org
Jason Pappas	Building Principal	Frazier HS	jpappas@fraziersd.org
Michael Turek	Building Principal	Frazier MS	mturek@fraziersd.org
Amanda Law	Building Principal	Frazier El Sch	alaw@fraziersd.org
Diane Silverblatt	Other	Frazier MS	dianesilverblatt@fraziersd.org
Holly Gillis	Other	Frazier MS	hollygillis@fraziersd.org
Shari Hohol	Other	Frazier HS	shohol@fraziersd.org
Cari Capozza	Other	Frazier El Sch	ccapozza@fraziersd.org
Yolanda Pato	Special Education Teacher	Frazier El Sch	ypato@fraziersd.org
Laura Kloock	Special Education Teacher	Frazier MS	lkloock@fraziersd.org
Lori Kirchner	Special Education Teacher	Frazier HS	lkirchner@fraziersd.org

## 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.)

Frazier School District does not have a Section 1306 facility within our geographic boundaries. However, if the Frazier School District were a host district for a 1306 facility, Frazier School District would follow all appropriate regulations of PA code applicable to the education of students placed or residing in non-educational facilities, such as residential treatment facilities, other residential facilities, licensed shelters, group homes, drug and alcohol treatment centers and detention homes. For a child with a disability or an IEP, Frazier School District as host district, along with the parent(s), would first consider the educational placement options in Frazier School Districts public schools. If Frazier School District as host district and the parent(s) would determine that an alternative educational setting would be more appropriate, it would be the responsibility of Frazier School District as host district to provide the student with FAPE, and any required special education and services necessary to achieve FAPE for each student with a disability and/or IEP placed or residing in each 1306 facility. Under 22 PA Code, Chapter 14, and IDEA, Frazier School District as host district would be responsible for educational placement decisions, as well as making decisions regarding goals and specially designed instruction, through the IEP team process. As well as ensuring FAPE, host districts have the same Child Find responsibilities for students in 1306 facilities as they would for any other student residing within the school district's geographic boundaries. This means that Frazier School District as host district would be responsible for locating, identifying, and evaluating all 1306 students who would have suspected disabilities. If a host district suspects that a student may be eligible for special education services, it is the responsibility of the host district to initiate the evaluation for the special education process and seek informed consent from an individual who meets the definition of a parent under IDEA. The district always hopes for a transition back to the Frazier School District. With this goal in mind, when it is determined by the IEP team the student is ready for a least restrictive environment, the district is creative in their planning to meet the individualized needs of the student. This includes scheduling opportunities such as a gradual transition to Frazier School District. For example, one to two days a week with an anticipated gradual increase to a full time return to the district. During this transition the student is provided with all necessary accommodations and specially designed instruction. This may include transportation, behavioral schedules, classroom aides, etc.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?

When a student from Frazier School District is placed or residing in a 1306 facility in another LEA, a representative from Frazier School District, most commonly the Director of Special Education will communicate with the LEA representative from the host School District of the 1306 facility to facilitate participation in IEP team meetings. Participation frequently occurs through video/phone conferences for IEP team meetings but does allow Frazier School District to be an active participant in the decision-making process for students who are residing in 1306 facilities in other host school districts. This communication and participation in meetings does help to ensure that Frazier students are receiving FAPE in the Least Restrictive Environment when placed in 1306 facilities in other host districts. If Frazier School District were a host district to a 1306 facility, they (as the host district) would be responsible for maintaining contact with the students' resident school districts for the purpose of keeping the resident school district informed of its plans for educating the student and seeking the advice and input of the resident district in regard to each student. The host district is also responsible for appointing a surrogate

parent if no individual who meets the legal definition of a parent of a student can be located. If a student with a current IEP from his/her resident school district enters a 1306 facility, it is the responsibility of the host district to initiate an IEP team meeting as soon as possible to consider placement options to ensure that FAPE is being offered to the student in the Least Restrictive Environment. The host district should offer comparable educational services to those in the existing IEP until or unless the agreed upon placement in the student's IEP is revised by the IEP team. At this time, there are no identified problems or barriers. When a student is residing in a 1306 facility, the only potential problem/barrier would be lack of communication between the host school district and Frazier School District. If Frazier School District is not made aware of the location of a student residing in a 1306 facility, participation in educational decision-making would obviously not be possible. Keeping lines of communication open is an ongoing goal to ensure that students are receiving FAPE when they are outside the district's boundaries. If Frazier School District were a host district, the rapid receipt of student records from resident school districts would be the only possible potential barrier to providing FAPE in a timely manner. For a student already identified as a special education student, the host district should be convening an IEP team meeting without delay to determine appropriate educational services and placement options, and this would be more difficult for a host district with limited knowledge of a student when resident districts do not provide student records in a timely manner.

## 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).  
Currently Frazier School District does not serve as the host district for incarcerated students. However, if this district became the "host" district, then all obligations would be met. The district would assume responsibility for child find and providing appropriate educational programs, as well as transportation and any support services necessary to ensure the provision of a free and appropriate public education. The district would review the IEP, review the evaluation or reevaluation report, review all existing data, and/or use existing placement options within the district, neighboring districts, Intermediate Unit One, or other private non-residential placements locally. A careful review of placement options would be undertaken to ensure that the student receives a free and appropriate public education within his/her least restrictive environment. The district would also invite his/her "resident" district to participate and provide feedback throughout the process as the student's program is developed and implemented. Additionally, the district would bill the resident district for the cost of the student's educational program. In this process, the district does not foresee any barriers that would limit its ability to meet its obligations under 1306 if a need would arise in the future. At this time, in proximity to this school district, the Fayette County Prison is within the geographic boundaries of the District. All appropriate special education paperwork would be provided to the serving district in order to ensure that the student is being provided FAPE. Communication with the LEA representatives of the appropriate school district and participation in IEP team meetings would be a crucial step to ensure that identified students are receiving FAPE. Students from the Frazier School District at times have been placed by the court system in other facilities and communication has been prompt and frequent. Records requests are received and responded to in a timely manner to ensure that identified students are receiving FAPE. Currently, school districts in the County collaborate for a joint Child Find Notice annually and meet at least quarterly. Continued communication with the appropriate school districts (with jails or prisons within Fayette County) when students become incarcerated would be necessary to ensure that any student who might begin to demonstrate a need for special education services was located and had the opportunity to be evaluated for special education services.

## Least Restrictive Environment

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

The 2019-2020 Special Education Data Report indicates that Frazier School District educates 68.2% of special education students inside the regular education class for 80% or more of the school day compared to the state average of 61.5%. Based on the 2019-2020 Special Education Data Report, the district has 11.8% percent of students outside the district in other settings compared to the 4.8% state average. The Frazier School District is committed to decreasing the number of students with disabilities sent to outside placements and intends on developing a plan. Currently, the district is looking at reducing the amount of outside placements for Autistic Support and Emotional Support Services. The district is developing a plan to begin the process of developing a continuum of services at all building levels. The decision to place a student in an out of district placement is made only after considerable deliberation through a multidisciplinary team approach. However, if the district has exhausted all avenues and still not meeting students' needs, the IEP team will determine the most appropriate educational placement which may result in an out of district placement. When students are placed outside the district the Director of Special Education maintains open communication by through periodic on-site visits; correspondence with administration, teacher, parent, and student; attendance at IEP meetings; managing transportation concerns; and relevant discipline issues. These communications ensure the student is receiving the most appropriate services which will best meet his/her needs.

Frazier is implementing inclusionary practices and co-teaching models at all levels. In the elementary buildings, special education teachers consult with regular education teachers to develop strategies for differentiating instruction at all grade levels. At the elementary level, a Response to Instruction and Intervention Program has been implemented in Grades K-5 in ELA and Grades K-2 for Math. Regular education teachers deliver Tier 1 and Tier 2 instruction to students making adequate progress in the general education curriculum. Title 1 teachers and special education teachers deliver Tier 3 interventions to smaller groups of students in need of additional support on targeted skills as determined by regular data collection using DIBELS. Teachers document progress through the regular administration of math computation and application probes in grade 2 and reading probes in grades K-5 using DIBELS. Additional phonics and phonemic awareness screeners are administered to students in grades K-3 and math screeners are administered in grades K-2. Spelling screeners are given in grades 2 and 3. Based on the results, students are placed in skill groups to work on their area of need. For core reading, students in grades K-3 use the Foundations Reading Program and students in grades 4 and 5 use the ReadyGen Literacy Program. For core math, students in grades K-5 use the Reveal Math Program. Students in the primary grades who experience the greatest difficulty with learning to read, and do not respond to regular instruction, receive remediation using a research based program (Title 1 Reading). A math intervention program is in the process of being implemented.

At Frazier Middle School, teachers work in grade level teams with two full-time learning support teachers and one half-time learning support teacher assigned to the building. Students with disabilities are included to the fullest extent possible with regular education students. Students who are in the greatest need of support are assigned to a co-teaching model class or self-contained class. The co-teaching/inclusion model is implemented in most subject areas. All grades have a designated resource period daily for students to receive additional instructional support, assistance with test taking, and completion of assignments. Teachers measure math and reading progress using the Star Program, Study Island, and Classroom Diagnostic Tools. These assessment tools are used to track students who are in need of additional support and to help improve proficiency. For Core Reading, students in grades 6-8 use the Collections Program. For core math, students in grades 6-8 use the Reveal Math Program. For Special Education Reading, students in grades 6-8 use the SRA Corrective Reading B 1 & 2 and C Decoding Program, Flex Literacy Secondary Volume A & B Program, and Target Spelling Program. For Special

Education Math, students in grades 6-8 use the Connecting Math Concepts Program. Grade level teams hold weekly team meetings during their common planning time to discuss strategies for meeting the needs of students and to develop instructional strategies. In fifth grade, students take regular reading fluency, STAR Reading, DIBELS, and CDT assessments to help determine the need for additional support in the coming year. Students in fifth grade who are identified as struggling readers are placed in the Read 180 Program when they begin sixth grade. This program is offered to students in 6th and 7th grade.

Frazier High School follows a full inclusion model with the exception of learning support math and learning support reading classes per day. The learning support teachers function as co-teaching partners and are assigned by content specialty to classes in which the need is greatest. The special education teachers are assigned to the same content as regular education teachers from year to year as much as possible. In our block schedule, resource periods are available for students who need additional instructional support or assistance with completion of an assignment or administration of a test. The high school learning support teachers are not assigned regular duties as are the other teachers, nor are they responsible for a homeroom. Their duty is to provide resource support for at least 45 minutes each day to any high school students in need. At all levels, integration occurs in varying circumstances. Students may be included in all classes with modifications and adaptations depending on their needs. There may be a balance of instruction in a resource room and regular education setting. There may be occasions where a student is integrated for socialization purposes with age appropriate peers. Teachers observe a reduction in the need for disciplinary action with the increase in co-teaching support. Each decision is made based on the individual needs of the students.

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

The Frazier School District educates students with disabilities with non-disabled students to the maximum extent appropriate with supplemental aids and services provided to them. Supplementary aids and services are provided to students through the Individualized Education Plan (IEP) process via the Least Restrictive Environment appropriate for the student. The number and variety of supplementary aids and services is quite large and the specific considerations by teams are individualized to each student. Some of the most frequently utilized examples would include modified curriculum, staff training to address particular student needs, positive behavior support systems, and the use of paraprofessionals. Many other supplementary aids and services that are frequently considered fall into 4 broad categories: Collaborative, Instructional, Physical, and Social-Behavioral. Some Collaborative examples that teams frequently consider are instructional arrangements that support collaboration (such as co-teaching or paraprofessional support in the general education setting) and scheduled collaboration time for staff. Instructional aids and services that are frequently utilized by teams are as follows: modified curricular goals, alternate materials or assistive technology, instructional adaptations, and alternate ways to demonstrate student learning. Physical aids and services that teams frequently consider include specific seating arrangements, other arrangements of furniture or physical space, and individualized desk equipment and/or structural aids. Social-behavioral aids and services that teams frequently consider and utilize include social skills instruction, counseling and social work services, facilitated peer supports, Positive Behavior Support Plans, and modified rules and expectations. These are just some examples of the supplementary aids and services that are frequently utilized by teams. Teams will also frequently reference PaTTAN publications for additional ideas. Special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs ONLY if the severity of the disability is such that education in regular education classes, even with the use of supplementary aids and services, could not be achieved satisfactorily. Students placed outside of the school district are monitored via telephone contacts, e-mail, attendance at IEP meetings, maintaining a database of information, and monthly meetings with the center-based supervisor. There are currently 21 students placed outside of the school district. These placements consist of Intermediate Unit 1 operated Autistic Support/Emotional Support Programs/Life Skill Programs, Approved Private Schools for

Autism and Vision Impairment, Licensed Private Academic Schools for Autism, and 2 students who receive instruction in the home for multiple disabilities. IEP meetings begin by focusing on the student's classroom performance located in the Present Levels of Academic Achievement and Functional Performance section of the IEP. General education teachers are present at every IEP meeting and are not routinely excused without parent permission.

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 Team reviews assessment data including results from standardized tests, local assessments, curriculum-based assessments, daily classroom performance (grades, attendance, and discipline), general education teacher input, parent input, and student input (if appropriate). The team also reviews the student's strengths and needs as well as instructional strategies that have been implemented in the general education classroom to address the student's specific areas of needs. The team discusses the effectiveness of these strategies/modifications/accommodations in relation to the individual student's progress compared to his/her classmates and curricular benchmarks. The team discusses how the student's difficulties directly impact his/her achievement and progress in the general education curriculum. The IEP Team develops specific goals for the student that will allow progress and skills to be quantified and monitored. The IEP Team reflects on the effectiveness of strategies currently being implemented in the classroom and discusses any additional strategies/accommodations that would be necessary and are directly related to the student's targeted area of need and goal. In this discussion, the IEP Team considers the need for supplemental aids and services as well as additional support for school personnel to facilitate student success toward goals. Placement options are not considered until the body of the IEP has been developed. The IEP Team considers input from all members including the general education teacher, parent, and student (if appropriate) to determine if these strategies are appropriate and able to be implemented in the general education classroom with supports and services. If members agree the program can be implemented in the general education classroom, that placement option is chosen. If the members of the team conclude that a more restrictive environment (small group, pull out class) would best meet the student's need, then the IEP team will choose this option. The more restrictive option is chosen if the IEP Team agrees that the student would not gain educational benefit in the general education class, even with support and services. Based on students' needs, outside placement will be considered only after all other options have been discussed. If the student's needs would be best met at an outside placement that option will then be considered. After the IEP is completely developed, a Notice of Recommended Educational Placement (NOREP) is issued based on the student's needs. The array of placement options are outlined and reviewed with the parent. If the parent agrees and signs the NOREP the placement begins. If the parent disagrees and refuses the district's recommendation, dialogue continues until a consensus about student needs and appropriate programming is reached. If need be, the district and/or parent can request and participate in Mediation or the Dispute Resolution Process through the Office for Dispute Resolution. Frazier School District currently implements the co-teaching model in grades K-12. The District will continue to provide training and professional development on the co-teaching model. The District will continue to seek out programs and grant monies that assist in facilitating access to the general education curriculum in the least restrictive environment. All buildings offer common planning time to ensure collaboration between general education and special education teachers. Consultations are provided by Intermediate Unit 1 and PATTAN to assist in behavior management of students. They are available to assist teachers in conducting Functional Behavior Assessments and writing Positive Behavior Support Plans when a student's behavior is impeding the learning of themselves or others. Program supervision is provided by the Special Education Director. The District also has a partnership with Chestnut Ridge Counseling Services to provide on-site therapists 2 times per week. The District has also certified the Director of Special Education through Safety Care Train the Trainer to train Safety Care to staff within the District. There are currently 1 Elementary principal, 4 special education teachers, and 1 paraprofessional that are certified. This Safety-Care Behavioral Safety Training program provides the skills and competencies necessary to effectively prevent, minimize, and manage behavioral

challenges. The Student Assistance Program Team is also available to conduct assessments and develop intervention plans focusing on the student's academic and behavior issues. The Frazier School District has a full time social worker and 2 guidance counselors that provide individual and small group counseling sessions to address student behavior, academic, or emotional issues. The Frazier School District also has a full time School Psychologist to provide psychological services. The Special Education Director developed a manual for Special Education Teachers with various special education topics including: Responsibilities of the Special Education Teacher, Special Education Landmark Cases, Least Restrictive Environment and Educational Placements, Inclusion Practices, Accommodations and Modifications, co-teaching approaches, Behavior Management techniques and Changing Actions and Attitudes toward people with Disabilities. A District wide format for writing special education documents has been implemented to work towards meeting and maintaining Pennsylvania Department of Education Compliance Standards. In addition, the Special Education Director and Intermediate Unit 1 will conduct professional development classes on Transition Practices, Behavior Management Support, Special Education Law, Functional Behavior Assessments/Positive Behavior Support Plans, Extended School Year, Assistive Technology, and Writing Reevaluations. The District will also send staff to participate in professional development activities sponsored through PATTAN and Intermediate Unit 1. The District is committed to reading instruction and reading programs to meet student needs. All students are exposed to the general education curriculum. Intensive intervention materials are utilized from the general education curriculum for those students who need extra support. The District is committed to using researched-based programs in math. Students are exposed to the regular education curriculum by using the co-teaching model. When not appropriate, students are provided instruction in smaller group, slower paced settings using a functional math program. Student data reviews are stressed to enable teaching staff to make connections between the needs of diverse learners and differentiated instruction as an effective instructional strategy. The District plans to continue to provide professional development regarding Inclusive Practices, Least Restrictive Environment, Differentiated Curriculum, Universal Design Learning, Assistive Technology, Behavior Management, Disabilities, Parent Engagement, and Researched-based Interventions. The District also intends to establish improved partnerships with the community and families.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.  
The Frazier School District provides all students with disabilities an equal opportunity to participate in the schools' extracurricular activities, ensuring that students with disabilities are given the opportunity to participate alongside their non-disabled peers.
  
5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?  
The Frazier SD does not prohibit disabled students in private institutions from participating in district extracurricular activities. Students placed in private institutions are permitted to participate in District-wide extracurricular activities. Transportation is provided by the District from the private institution to the district-site.

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

The Frazier SD benefits from trainings and consultation from Intermediate Unit 1 and outside agencies. Frazier School District staff has had opportunities for MTSS, SAP, FBA, and PBIS trainings. The Frazier SD continues to partner with outside agencies to provide in and out of school support and training to strengthen children and families. As of now, the Frazier School District has the ability to offer Itinerant or Supplemental Learning Support Services. With the needs of students increasing significantly statewide and the district's limited supports, school administrators have been discussing short-term and long-term goals to build and expand academic programming in special education in order to provide a continuum of services across the district as well as decrease the amount of students who are placed outside of the district.

## Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
IU1 Educational Campus at Colonial	Other		Intermediate Unit 1	Emotional Support	6
Marshall Elementary	Other		Intermediate Unit 1	Autistic Support	2
ACLD Tillotson School	Approved Private School (APS)		ACLD Tillotson School	Autistic Support	2
Clelian Heights School	Licensed Private Academic		Clelian Heights School	Autistic Support	2
Highlands Hospital Regional Center for Autism	Licensed Private Academic		Highlands Hospital Regional Center for Autism	Autistic Support	2
Merakey Education Center	Licensed Private Academic		Merakey	Autistic Support	1
Mon Valley School			Mon Valley School	Autistic Support	2
New Directions Partial Hospitalization Program	Licensed Private Academic		Chestnut Ridge Counseling	Emotional Support	1
Transformation Learning Corporation	Licensed Private Academic		Transformation Learning Corporation	Emotional Support	1
Western Pennsylvania School for the Blind	Approved Private School (APS)		Western Pennsylvania School for the Blind	Blind and Visually Impaired Support	1
Instruction in the Home	Other	Provided by District	Frazier School District	Multiple Disabilities Support	2

## Positive Behavior Support

Date of Approval  
2018-02-26

Uploaded Files  
Behavior Support Policy.pdf

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

The district provides a Student Assistance Program in every building to support students who are at risk, and a full time school social worker is contracted through Intermediate Unit 1 to provide individual and group interventions across all grade levels. Students are seen by the social worker at least weekly in either individual, group sessions or both. The social worker and school psychologist are available to intervene in crisis situations, as well as to provide consultation to classroom teachers to develop effective strategies for addressing student behaviors. Frazier School District also collaborates with outside agencies to support Therapeutic Staff Support and Behavior Specialist services to individual students in the school setting. These professionals provide modeling and consultation to teachers and paraprofessionals to make sure that students' behavioral needs are met. Students placed outside the regular school environment have the opportunity to return to their regular school as soon as they are ready, with the option to return on a modified day schedule to facilitate this transition. Communication and collaboration between the LEA and teachers have assisted students to successfully make the transition to their home school from outside placements. Current Board-Approved Behavioral Support policy states that positive, rather than negative measures must form the basis of behavior support programs to ensure that all students must be free from demeaning treatment, the use of aversive techniques, and the unreasonable use of restraints. Behavior support programs and plans must be based upon a functional assessment and utilize positive behavioral techniques. When an intervention is needed to address a problem behavior, the types of interventions chosen must be the least intrusive necessary. The use of restraints is considered as a measure of last resort, only to be used after less intrusive measures, including deescalating techniques. The use of restraints on an individual student shall result in an IEP meeting within 10 school days regarding the inappropriate behavior causing the use of restraints, unless the parent agrees in writing to waive the meeting. At this meeting, it will be determined by the IEP Team whether the student is in need of a Functional Behavior Assessment, Reevaluation, or new/revised Positive Behavior Support Plan. The Frazier School District is obligated to report data on the use of restraints on the RISC system maintained by Leader Services.

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 provides training to all staff through Intermediate Unit 1 Behavior Management Specialist, yearly, in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. This district provides training and re-certification to specific special education staff for Safety Care Behavioral Safety Program. In addition, the District administration and Intermediate Unit 1 Behavior management specialist is available for consultative services for specific issues for individual students.

3. Describe the district positive school wide support programs.

Currently the District participates in a school wide positive behavior interventions and supports program at the Elementary level. This is a decision-making framework that guides selection, integration, and implementation of the best evidence-based academic and behavior practices for improving important academic and behavior outcomes for all students.

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

The Frazier School District provides various behavioral, social, and emotional supports to help maintain students in the Least Restrictive Environment. The District has established a school wide Positive Behavior Support Program at the Elementary Level. The district will also utilize the On Hands System as an early data tracking system to detect students who are having attendance, behavior, and class performance issues. A Data Team will be assigned to monitor the at risk student's academic performance, behavior, and attendance. Team members will attempt to establish personal connections with student/family and make phone calls home and hold meetings to discuss attendance, behavior, and/or poor grades. It will also be determined what interventions are needed for student success. The District employs two guidance counselors with one in each building (Elementary School/ Middle School Building, High School Building). We also have one full time social worker and 1 full time school psychologist for the district. The guidance counselors, social worker, and school psychologist meet with individual or small groups of students. Some activities and services provided are: academic support, decision making, post-secondary school/career awareness, problem-solving/conflict resolution, getting along with peers, relationships, social skills, and coping strategies. The District has a Student Assistance Program in all three buildings. The team has been specially trained to conduct student needs assessments, develop intervention plans focusing on the academic, social, emotional, and behavioral needs of the students. Members on the team include administration members, social worker, school psychologist, guidance counselor, teachers, and a liaison from Fayette County Drug and Alcohol. The District also has a partnership with Chestnut Ridge Counseling Services that provides therapeutic services to eligible students.

5. Describe the district restraint procedure.

The district's behavior support programs are based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques are attempted. Behavior support programs and plans are based on a functional assessment of behavior and include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment. Special Education staff receive regular training and retraining as needed in the use of specific procedures, methods and techniques, including restraints and seclusion, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs. The Director of Special Education maintains and reports data on the use of restraints as required. When a student placed in a program outside the district, including private schools, agencies, intermediate units and vocational schools, is restrained, that program will provide all required information to the Director of Special Education for documentation and reporting purposes. When an intervention is necessary to address problem behavior, the types of intervention chosen for a student shall be the least intrusive necessary. Restraints to control acute or episodic aggressive behavior are 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. The Director of Special Education or program director of any outside placement shall notify the parent/guardian as soon as possible of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten 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 is in need of a functional behavior assessment, re-evaluation, a new or revised positive behavior support plan, or a change of placement to address the inappropriate behavior. 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) The restraint is used with specific component elements of a positive behavior 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) Behavior Support Plan includes efforts to eliminate the use of restraints. Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by the IEP and as determined by a medical professional qualified to make the determination and as agreed to by the student's parent or guardians. Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning. The district permits involuntary seclusion of a student in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative. The district prohibits the seclusion of students in locked rooms, locked boxes and other structures or spaces from which the student cannot readily exit. The following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs: 1) Corporal punishment 2) Punishment for a manifestation of a student's disability 3) Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit 4) Deprivation of basic human rights, such as withholding meals, water or fresh air 6) Suspensions constituting a pattern as defined in state regulations 7) Treatment of a demeaning nature 8) Electric shock 9) Methods implemented by untrained personnel 10) Prone restraints, which are restraints by which a student is held face down on the floor Subsequent to a referral to law enforcement, an updated functional behavioral assessment and behavior support plan shall be required for students with disabilities who have behavior support plans at the time of such referral. If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the district, the Director of Special Education shall ensure that the responsible school district or intermediate unit is informed of the need to update the student's functional behavior assessment and behavior support plan.

## 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.

Frazier School District currently has students who are placed on Instruction Conducted in the Home. At this current time the district provides instruction utilizing a certified special education teacher with an agreed upon schedule and goals established by the IEP team. When the Frazier School District recognizes that a student is having significant difficulty succeeding in his or her educational program, the IEP Team reconvenes to discuss and develop additional strategies and supports to address the student's difficulty. If after exhausting all supplemental aids and services, the District suspects that a student requires a more restrictive educational environment than is available in the home school setting, the District contacts other local agencies including the Intermediate Unit One and Privately Licensed Academic Facilities to see if either can provide necessary services to the student. The Fayette County Inter-Agency Team Coordinators should also be contacted. After the student's situation has been discussed and needs clearly defined, if an appropriate placement cannot be found, the District will convene an Inter-Agency Team meeting with the Intermediate Unit 1 and the Interagency Coordinator at PATTAN to assist in the process of securing a placement for the student. In the event that a placement cannot be secured and in the event that the student has been or will be at risk of waiting 30 days or more for an appropriate educational placement, the District will report the required information to the Pennsylvania Department of Education, updating the information monthly as needed until the appropriate placement can be secured. Additionally, the District will report to the Pennsylvania Department of Education all students who are on Homebound Instruction or Instruction in the Home.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JMG712	Multiple	Part-time (0.5)	04/26/2022 01:04 PM

<b>Building Name</b>		
Frazier SD		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	11 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
The teacher will work with small groups of students based on grade level that meet the age range requirements. If a group should have the variance that requires a waiver, the IEP team will discuss and agree upon that grouping.		0.2

<b>Building Name</b>		
Frazier SD		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	11 to 21
<b>Age Range Justification</b>		<b>FTE %</b>

The teacher will work with small groups of students based on grade level that meet the age range requirements. If a group should have the variance that requires a waiver, the IEP team will discuss and agree upon that grouping.	0.3
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MBSP	Multiple	Full-time (1.0)	04/26/2022 12:56 PM

<b>Building Name</b>		
Frazier El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		45
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
The teacher will work with small groups of students based on grade level that meet the age range requirements. If a group should have the variance that requires a waiver, the IEP team will discuss and agree upon that grouping.		0.69

<b>Building Name</b>		
Frazier MS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
The teacher will work with small groups of students based on grade level that meet the age range requirements. If a group should have the variance that requires a waiver, the IEP team will discuss and agree upon that grouping.		0.23

<b>Building Name</b>		
Frazier HS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
The teacher will work with small groups of students based on grade level that meet the age range requirements. If a group should have the variance that requires a waiver, the IEP team will discuss and agree upon that grouping.		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LK912	Secondary	Full-time (1.0)	04/26/2022 12:31 PM

<b>Building Name</b>		
Frazier HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		25

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
The teacher will work with small groups of students based on grade level that meet the age range requirements. If a group should have the variance that requires a waiver, the IEP team will discuss and agree upon that grouping.		0.5

<b>Building Name</b>		
Frazier HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
The teacher will work with small groups of students based on grade level that meet the age range requirements. If a group should have the variance that requires a waiver, the IEP team will discuss and agree upon that grouping.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MH912	Secondary	Full-time (1.0)	04/26/2022 12:30 PM

<b>Building Name</b>		
Frazier HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		25
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
The teacher will work with small groups of students based on grade level that meet the age range requirements. If a group should have the variance that requires a waiver, the IEP team will discuss and agree upon that grouping.		0.5

<b>Building Name</b>		
Frazier HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
The teacher will work with small groups of students based on grade level that meet the age range requirements. If a group should have the variance that requires a waiver, the IEP team will discuss and agree upon that grouping.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HB68	Secondary	Full-time (1.0)	04/26/2022 12:56 PM

<b>Building Name</b>		
Frazier MS		
<b>Support Type</b>		
Learning Support		

<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
The teacher will work with small groups of students based on grade level that meet the age range requirements. If a group should have the variance that requires a waiver, the IEP team will discuss and agree upon that grouping.		0.4

<b>Building Name</b>		
Frazier MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
The teacher will work with small groups of students based on grade level that meet the age range requirements. If a group should have the variance that requires a waiver, the IEP team will discuss and agree upon that grouping.		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LK68	Secondary	Full-time (1.0)	04/26/2022 12:56 PM

<b>Building Name</b>		
Frazier MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
The teacher will work with small groups of students based on grade level that meet the age range requirements. If a group should have the variance that requires a waiver, the IEP team will discuss and agree upon that grouping.		0.4

<b>Building Name</b>		
Frazier MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
The teacher will work with small groups of students based on grade level that meet the age range requirements. If a group should have the variance that requires a waiver, the IEP team will discuss and agree upon that grouping.		0.6

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
AZ35	Elementary	Full-time (1.0)	04/26/2022 10:47 AM

<b>Building Name</b>		
Frazier El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
The teacher will work with small groups of students based on grade level that meet the age range requirements. If a group should have the variance that requires a waiver, the IEP team will discuss and agree upon that grouping.		0.4

<b>Building Name</b>		
Frazier El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>

The teacher will work with small groups of students based on grade level that meet the age range requirements. If a group should have the variance that requires a waiver, the IEP team will discuss and agree upon that grouping. The teacher will work with small groups of students based on grade level that meet the age range requirements. If a group should have the variance that requires a waiver, the IEP team will discuss and agree upon that grouping.	0.6
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
YP35	Elementary	Full-time (1.0)	04/26/2022 10:44 AM

<b>Building Name</b>		
Frazier El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
The teacher will work with small groups of students based on grade level that meet the age range requirements. If a group should have the variance that requires a waiver, the IEP team will discuss and agree upon that grouping.		0.4

<b>Building Name</b>		
Frazier El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		12

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
The teacher will work with small groups of students based on grade level that meet the age range requirements. If a group should have the variance that requires a waiver, the IEP team will discuss and agree upon that grouping.		0.6

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
JKk5	Elementary	Part-time (0.5)	04/26/2022 10:14 AM

<b>Building Name</b>		
Frazier El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
The teacher will work with small groups of students based on grade level that meet the age range requirements. If a group should have the variance that requires a waiver, the IEP team will discuss and agree upon that grouping.		0.14

<b>Building Name</b>		
Frazier El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		

<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
The teacher will work with small groups of students based on grade level that meet the age range requirements. If a group should have the variance that requires a waiver, the IEP team will discuss and agree upon that grouping.		0.25

<b>Building Name</b>		
Frazier El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
The teacher will work with small groups of students based on grade level that meet the age range requirements. If a group should have the variance that requires a waiver, the IEP team will discuss and agree upon that grouping.		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
AAk2	Elementary	Full-time (1.0)	04/26/2022 10:35 AM

<b>Building Name</b>		
Frazier El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
The teacher will work with small groups of students based on grade level that meet the age range requirements. If a group should have the variance that requires a waiver, the IEP team will discuss and agree upon that grouping.		0.4

<b>Building Name</b>		
Frazier El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
The teacher will work with small groups of students based on grade level that meet the age range requirements. If a group should have the variance that requires a waiver, the IEP team will discuss and agree upon that grouping.		0.6

## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Frazier El Sch		114
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
34 feet, 0 inches x 24 feet, 0 inches	816sqft	29
<b>Implementation Date</b>		
2022-05-11		
<b>Uploaded Files</b>		
floor plans special ed plan 2022.pdf		

### 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	

<b>Building Name</b>		<b>Room #</b>
Frazier El Sch		112
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
34 feet, 0 inches x 26 feet, 0 inches	884sqft	31
<b>Implementation Date</b>		
2022-05-11		
<b>Uploaded Files</b>		
floor plans special ed plan 2022.pdf		

### 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	

<b>Building Name</b>		<b>Room #</b>
Frazier El Sch		200
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
34 feet, 0 inches x 24 feet, 0 inches	816sqft	29
<b>Implementation Date</b>		
2022-05-11		
<b>Uploaded Files</b>		
floor plans special ed plan 2022.pdf		

### 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	

<b>Building Name</b>		<b>Room #</b>
Frazier El Sch		201
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
34 feet, 0 inches x 24 feet, 0 inches	816sqft	29
<b>Implementation Date</b>		

2022-05-11
<b>Uploaded Files</b>
floor plans special ed plan 2022.pdf

#### 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	

<b>Building Name</b>		<b>Room #</b>
Frazier El Sch		281
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 0 inches x 21 feet, 0 inches	672sqft	24
<b>Implementation Date</b>		
2022-05-11		
<b>Uploaded Files</b>		
floor plans special ed plan 2022.pdf		

#### 5Assurance 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	

<b>Building Name</b>		<b>Room #</b>
Frazier El Sch		280
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 0 inches x 30 feet, 0 inches	960sqft	34
<b>Implementation Date</b>		
2022-05-11		
<b>Uploaded Files</b>		
floor plans special ed plan 2022.pdf		

#### 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	

<b>Building Name</b>		<b>Room #</b>
Frazier MS		277
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 0 inches x 24 feet, 0 inches	768sqft	27
<b>Implementation Date</b>		
2022-05-11		
<b>Uploaded Files</b>		
floor plans special ed plan 2022.pdf		

#### 7 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	

<b>Building Name</b>		<b>Room #</b>
Frazier MS		171
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 0 inches x 24 feet, 0 inches	768sqft	27
<b>Implementation Date</b>		
2022-05-11		
<b>Uploaded Files</b>		
floor plans special ed plan 2022.pdf		

8Assurance 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	

<b>Building Name</b>		<b>Room #</b>
Frazier HS		110
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 0 inches x 37 feet, 0 inches	814sqft	29
<b>Implementation Date</b>		
2022-05-11		
<b>Uploaded Files</b>		
floor plans special ed plan 2022.pdf		

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	

<b>Building Name</b>		<b>Room #</b>
Frazier HS		111
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
19 feet, 0 inches x 17 feet, 0 inches	323sqft	11
<b>Implementation Date</b>		
2022-05-11		
<b>Uploaded Files</b>		
floor plans special ed plan 2022.pdf		

10 Assurance Check

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

## Special Education Support Services

### 11Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
School Psychologist	1	District Wide	Contractor
Social Worker	1	District Wide	Contractor
Paraprofessionals	13	District Wide	District
Social Worker	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor

## Special Education Personnel Development

### Autism

<b>Description of Training</b>			
Annual staff development in the fall and spring will be provided to district staff, including teachers, paraprofessionals, and administrators to cover topics relative to students who are identified with Autism Spectrum Disorder. Evidence of these training's include: agenda's, flyers, and sign in sheets.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education		2022-2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	2	District Intermediate Unit PaTTAN	Building Administrators General Education Teachers Special Education Teachers

### Positive Behavior Support

<b>Description of Training</b>			
Annual staff development in the fall and spring will be provided to district staff, including teachers, paraprofessionals, and administrators to cover topics relative to analyzing student discipline data, School-wide Positive Behavior Support, Functional Behavioral Assessments, Positive Behavioral Support Plans, and the Student Assistance Program (SAP). These trainings will examine patterns of problematic behaviors and disciplinary consequences and exclusions. Evidence of these training's include: agenda's, flyers, and sign in sheets.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education		2022-2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	2	District Intermediate Unit PaTTAN Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

## Paraprofessional

<b>Description of Training</b>			
Annual staff development in the fall and spring will be provided to Paraprofessionals related to the following topics: Confidentiality, Safety-Care, Behavior Support, CPR/First Aid (every two years), ASD, Chapter 14 regulations, and ACCESS Billing. Paraprofessionals will also be provided the opportunity to participate in online training via the Frame welder website on a variety of topics and content related to special education. Evidence of these training's include: agenda's, flyers, certificates of attendance, and sign in sheets.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education		2022-2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	2	District Intermediate Unit PaTTAN Other	Paraprofessionals

## Transition

<b>Description of Training</b>			
Annual staff development in the fall and spring will be provided to district staff including teachers, paraprofessionals, and administrators to cover topics related to indicator 13, transitioning grade levels, transitioning to post-secondary options, transitioning to alternative placements, OVR services, and engaging families in transition planning. Evidence of these training's include: agenda's, flyers, and sign in sheets.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education		2022-2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	2	District Intermediate Unit PaTTAN Other	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

## Science of Literacy

<b>Description of Training</b>			
Annual staff development in the fall and spring will be provided to district staff, including teachers, paraprofessionals, and administrators to cover topics related to effective practices for reading development. Professional development will be related to topics such as curriculum development, research based instructional practices, use of data to drive instructional decision making, alignment with state standards and collaboration in professional learning communities. Evidence of these training's include: agenda's, flyers, certificates of attendance, and sign in sheets.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director Of Special Education, Building Administrators		2022-2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	4	District Intermediate Unit PaTTAN Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

## Parent Training

<b>Description of Training</b>			
Annual parent training in the fall and spring will be provided to parents and guardians related to Chapter 14 Regulations, Special Education programming, Community Resources, OVR, Parental rights, and IEP Development. Evidence of these training's include: agenda's, flyers, and sign in sheets.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education		2022-2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	2	District Intermediate Unit PaTTAN Other	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

## IEP Development

<b>Description of Training</b>			
Annual staff development in the fall and spring in addition to In-Service Trainings and team meetings will be provided to special education teachers related to IEP development, Utilization of the District Special Education Electronic Resource Manual, Goal Writing, Chapter 14 Regulations, and Special Education Programming. Evidence of these training's include: agenda's, flyers, and sign in sheets.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education		2022-2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	4	District Intermediate Unit PaTTAN	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