

Frazier SD

**Special Education Plan Report**

07/01/2018 - 06/30/2021

# District Profile

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## Demographics

142 Constitution St  
Perryopolis, PA 15473  
(724)736-4432  
Superintendent: William Henderson  
Director of Special Education: Billi Huffman

## Planning Committee

Name	Role
Billi Jo Huffman	Special Education Director/Specialist : Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 173

### *Identification Method*

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

The Pennsylvania Special Education Regulations outline the criteria for the determination of Specific Learning Disabilities. These criteria are derived from the federal IDEA regulations for special education under the category of Specific Learning Disability. An assessment of each of these components is required to ensure that the evaluation is comprehensive as required by federal and state rules. An evaluation team will determine if the student meets the inclusionary criteria of the Specific Learning Disability definition and rule out exclusionary factors of this disability category. The first inclusionary factor to be considered is whether the student does or does not achieve adequately for the child's age or meet state-approved grade level standards in eight areas of functioning. The second inclusionary factor provides districts with the option of choosing either Response to Intervention or the traditional ability-achievement discrepancy approach for determination of Specific Learning Disability. Frazier School District will use the discrepancy model for determining whether a student has a disability under the category of Specific Learning Disability.

Frazier School District will conduct a multidisciplinary evaluation that examines whether a child exhibits a pattern of strengths and weaknesses defined by a severe discrepancy between intellectual ability and achievement relative to age or grade. This process will determine whether a child achieves adequately for his/her age or meets state-approved grade level standards in one or more of the following areas:

- Oral Expression
- Listening Comprehension
- Written Expression
- Basic Reading Skills
- Reading Fluency
- Reading Comprehension
- Mathematics Calculation

- Mathematics Problem Solving

The evaluation team will assess patterns of strengths and weaknesses to determine the discrepancy between ability and achievement by administering tests of intelligence to determine a student's IQ as well as norm-referenced tests of academic achievement so that the discrepancy between scores from the two measures can be appraised. To be identified with a specific learning disability, a student must not only display an ability-achievement discrepancy but must also be achieving significantly below age or grade level standards.

Sources of data to document lack of achievement may include results of benchmark assessments conducted as part of the screening process, progress monitoring data, performance on district and state wide assessments or tests of achievement, and norm-referenced tests of academic achievement.

Documentation will establish that failure to achieve in the above areas is not the cause of:

- Vision, hearing or motor problems
- Intellectual Disability
- Emotional Disturbance
- Cultural or environmental issues
- Limited English proficiency
- Lack of appropriate instruction by qualified personnel
- Repeated assessments

The evaluation team will have documentation that the student was provided with appropriate instruction in the general education setting. The team will also document that students who fail to make adequate progress in the general education curriculum were provided with increasingly intensive interventions. Students displaying specific learning disabilities should not only demonstrate inadequacies in academic achievement in comparison to state standards, but also display an inadequate rate of improvement when presented with scientifically based interventions.

Frazier School District utilizes the Response to Intervention model for instructional delivery at some levels. Data collected during this process will be used to support the findings of the evaluation team, but the Response to Intervention model will not be the primary means of determination of Specific Learning Disability as a disability for a student.

#### Re-evaluation of Students with SLD

As per state and federal regulations, students in the Frazier School District who have been identified with specific learning disabilities will conduct a re-evaluation:

- If the district determines that the educational or related services warrant a re-evaluation
- At the request of a parent or a teacher
- Not more than once a year unless the parent and the school district agree otherwise
- At least once every three years unless the parent and the school district agree is unnecessary
- With the use of a variety of assessment tools and strategies
- Not using any single measure or assessment as the sole criterion for determining whether a child is a child with a specific learning disability
- Using technically sound instruments

The re-evaluation determines:

- If the student continues to have a disability and needs specially designed instruction
- The educational needs of the child
- The present levels of academic achievement and related development needs of the child
- The special education and related services
- If any additions or modifications to the special education and related services are needed

## ***Enrollment***

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

Using information from the Special Education Data Report from the 2016-2017 school year, suggests that Frazier School District is below the state percentage in special education enrollment. The state percentage is 16.5% and the district percentage in special education enrollment is at 13.6%. Frazier's percentages are lower than the state in the areas of Autism, Hearing Impairment Including Deafness, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impaired, Traumatic Brain Injury, and Visual Impairment Including Blindness. Frazier's rate is greater than the state in Emotional Disturbance, Specific Learning Disability, and Speech or Language Impairment. Frazier continues to follow federal and state special education guidelines for identification of student's with disabilities and have no concerns at this time in regards to the

disproportionality.

### *Non-Resident Students Oversight*

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

#### **1) How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?**

Frazier is not a host district for students under Section 1306 of the Public School Code.

#### **2) How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment?**

In Frazier School District, procedures have been established for all IEP meetings. The first option for every student is regular education, moving through the continuum of services until the most appropriate setting/program/placement is agreed upon by all team members. The needs of the student are the determining factor when deciding upon an educational program. Efforts have been made within our school district to provide an appropriate educational program within our boundaries to ensure that all students are integrated to the maximum extent appropriate with students without disabilities. When initial attempts to meet student needs through adaptations and modifications to the instructional program, as well as the physical environment are unsuccessful, the additional support of a paraprofessional is employed as a means of enabling the student to be successful in the general education environment. The support of the school social worker, who provides individual and group counseling to students in need, enables us to bring some students back from programs outside district boundaries. This permits students that were not previously educated with non-disabled children to now have that opportunity.

Attempts to meet the needs of students in the regular education environment with interventions in the form of adaptations and modifications is the first action to be taken when a student is recognized as having academic or behavioral difficulties in school.

Close collaboration between special education staff and regular education staff is an important step in achieving successful integration. Efforts at integration include co-teaching, professional consultation regarding accommodations and modifications, observations, and discussion. Staff development trainings occur on a regular and ongoing basis with outside consultants providing information on methods of implementation. On-site visits have occurred to neighboring districts with inclusion programs, and opportunities have been scheduled within the school itself with teachers observing each other conducting co-teaching experiences. Teachers are encouraged to

attend trainings and seminars to increase their repertoire of strategies and to become more comfortable and increase their expertise with implementing this process.

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-3 in Reading. 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 computation and application probes in math and reading fluency probes using the DIBELS program in reading and students are evaluated and moved between tiers accordingly. All students are instructed using the same reading and math programs in all grade levels. 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. . At Frazier Middle School, teachers work in grade level teams with two learning support teachers assigned to the building. Students with disabilities are included to the fullest extent possible, with the students in greatest need of support assigned to a co-teaching model class or self contained class. The co-teaching/inclusion model is implemented in all subjects with the exception of learning support math and reading. All grades have a designated resource period daily for students to receive additional instructional support or assistance with test taking or completion of assignments. 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. Students who are identifies as struggling readers are given the Star Reading Assessment and the Read 180 Assessments, to determine if they meet the requirements of the Read 180 program that is offered to students in 6th and 7th grades.

Frazier High School follows a full inclusion model with the exception of learning support math and 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. Teachers are assigned to the same content 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. Data from the 2016-2017 school year reflects that 64.9% of the students with disabilities in Frazier School District are in the general education environment 80% or more of the school day, as compared to the State level of 62.4%. Only 22

students are educated in more restrictive settings, and these represent an extremely small number of students with needs which necessitate specialized programs which exceed the resources available in the general education environment. Such students are in need of programs such as Multiple Disabilities Support, Life Skills Support, Autistic Support and Emotional Support, with numbers too few to be practical to operate programs at any level within the district. Students with Intellectual Disabilities, Autism, and Emotional Disturbance are educated within the learning support program at Frazier; however an extremely small number are educated in specialized programs as determined appropriate by the MDT teams.

**3) What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?**

No institutions exist within Frazier School District serving students under Section 1306 of the Public School Code. If there were, Frazier School District would provide appropriate educational services, including transportation and appropriate special education services for these students.

*Incarcerated Students Oversight*

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

Frazier has had no students incarcerated for more than 8 years, but if this situation does occur, Frazier School District will collaborate with the neighboring schools district(s) in which the correctional facility is located to ensure that FAPE is received for the student/s who are incarcerated. All student records will be shared with the neighboring school district and students will be provided with any supports necessary. The Special Education Supervisor will participate in all meetings regarding the evaluation and placement of students in correctional facilities. MDE/IEP time lines, as well as all state and federal regulations will be followed in the evaluation, identification and implementation of special education services.

*Least Restrictive Environment*

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based

training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)

3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

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### *Behavior Support Services*

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).

2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

All staff receives training in positive behavior support annually at district inservice training, and the special education staff is trained to conduct functional behavior assessments, as well as the development of Positive Behavior Support Plans. The district provides a Student Assistance Program in every building to support students who are at risk, and a school social worker is contracted through Intermediate Unit 1 to provide individual and group interventions across all levels 5 days per week. Students are seen by the social worker 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. The number of students in outside placements has fluctuated slightly from 25 in the 2013-2014 to 22 in the 2017-2018 school year. All district staff, including teachers, paraprofessionals and administrators, are trained and certified on a regular basis in Non-Violent Crisis Intervention techniques. In addition, Frazier Elementary School is in the process of implementing a school wide positive behavior support program, with the support of consultants from Intermediate Unit 1 and PaTTAN.

Frazier School District implements a policy on Positive Behavior Support. Students with disabilities are educated in the least restrictive environment and are only placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with disabilities develops a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation and plan or program are conducted and implemented in accordance with state and federal law and regulations.

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.

All district 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 Supervisor 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 Supervisor 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 Supervisor of Special Education or program director of any outside placement 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 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 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 room, 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 supervisor 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/Ensuring FAPE/Hard to Place Students*

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

When the district suspects a student who may be at risk of not having his/her IEP implemented in the public school setting, the district will contact the Intermediate Unit 1 Interagency coordinator who will assist the district in arranging an interagency meeting through the local CASSP office to include all agencies that provide support to the student. The IEP team members will meet to review the IEP to determine if the student's needs are being met and to make necessary changes and/or recommendations. If the team determines that the student can no longer be served in the public educational setting, placement options will then be considered and the district will follow up with making the appropriate contacts. In the event that a placement cannot be secured and the student has been or will be at risk or waiting 30 days or more for an appropriate educational placement, the district will report the required information utilizing the required form to the Pennsylvania Department of Education, updating the information monthly as needed until an appropriate placement has been secured. Additionally, the district will report to the Department of Education all students who are on Homebound Instruction or Instruction Conducted in the Home on the appropriate form.

### *Strengths and Highlights*

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

The Special Education program in Frazier School district reflects a total district effort to meet the challenge of addressing the educational needs of students with disabilities with an instructional program that is in compliance with the state's mandated regulations and raises the level of expectation and achievement for all students, including those with special learning needs. To meet the district's goals, teams of teachers regularly meet by content level to review the curriculum, and to establish methods of content delivery and consistent assessment procedures.

Frazier School District's screening process increases the use of prevention and early intervention strategies in order to decrease inappropriate referrals to special education, and to meet the needs of the students in the regular education environment in lieu of placement in more restrictive settings. Teachers follow a procedure for meeting the learning needs of students: when a student begins to demonstrate difficulty in any subject area, and classroom interventions are applied via various methods of differentiated instruction. Data is collected as to the intervention strategy, as well as the result. Consult with the school psychologist, Title 1 and special education teachers is helpful in determining strategies that may be successful with students. If classroom interventions are not successful, meeting with the student (at the secondary level) followed by meeting with the parent, either by phone or a face to face meeting is the next step. Students who continue to demonstrate difficulty, and all students who score Basic or Below Basic on the PSSA or Keystone exams are targeted for remedial interventions at all building levels. Teachers, parents and administrators collaborate to outline specific strategies that will be employed to attempt to assist the student in grasping concepts in the content areas. If all of the interventions have been utilized, and the student is still not being successful, referral for evaluation to determine eligibility for special education services is initiated.

At the elementary level, a Response to Intervention initiative has been implemented in grades K - 3 in reading and math, with a view to providing interventions to students before they experience failure. Tier 1 and Tier 2 instruction is provided by the regular education teachers. The DIBELS program is used to collect data to identify students who struggle with instruction on this level. The Title 1 teachers and the special education teachers, deliver Tier 3 interventions to small groups of students. Progress monitoring data collected through DIBELS determines movement between the groups based on student needs. This program has in the past greatly reduced the number of referrals to special education and has provided students the supports they need to be successful in school.

Students who exhibit behaviors of concern at the elementary level have these needs addressed initially through classroom interventions with recommendations from the special education professionals, including individual and group counseling to build positive behavior skills. If these interventions do not meet the student's needs in the general education environment, an evaluation will be conducted to determine the student's eligibility for special education services. This includes the discussion about the most appropriate educational placement for the student. Data collected through previous interventions will be used as part of the evaluation process.

Although the district implements intervention and data collection strategies which reflect Response to Intervention as a means of meeting students' instructional needs, Frazier School District still utilizes the discrepancy model as a final determinant for identification for specific learning disabilities.

The district utilizes data-driven instruction in the classroom, so that teachers can base their teaching

decisions on data rather than on subjective assumptions, and adjustments can be implemented at an early stage to avoid continual student failure. This requires the use of data to track and improve achievement at the classroom level. This concept is based on the assumption that if data is consistently analyzed and strategies developed based on the data, student achievement is likely to increase. Special Education teachers have been trained in Progress Monitoring techniques, and administer regular reading and math probes to assess student fluency in word reading, math computation and math application. Reading probes are used to assess student reading comprehension. IEP goals and objectives are developed based on the results of the probes, the results charted, and instructional interventions implemented as indicated by the data. Elementary and Middle School learning support teachers also collect and chart data on behavior. Charts are sent home to parents as determined by the IEP team, and behavioral supports provided based on the information acquired. Reward systems have been put into place at both levels where students work to earn points which are exchanged for tangible rewards each week.

In addition to monitoring student progress via the progress monitoring system, weekly grade reports are generated and reviewed by the Supervisor of Special Education, who highlights concerns and contacts the learning support teachers assigned to those students for follow up. Follow up consists of meeting with the student, meeting with the regular education teacher to devise instructional strategies or assist with the completion of assignments or tests, or contacting the parents. This process has continued to decrease the failure rate of special education students within the regular classroom environment.

All learning support teachers meet for an individual conference with every student on their roster at least once per nine week period. At the conference, the teacher and student will review the student's progress, strengths, needs and personal goals, as well as what will be needed to help them achieve their goals. The personal individual contact conveys the attitude that the teachers care about the students and are willing to provide whatever supports are necessary. It is also an opportunity for the teacher to identify any areas needing intervention at an early stage so that appropriate interventions may be initiated.

Frazier School District utilizes an online program which allows parents to access school information such as classroom projects and assignments due, and homework for each day. Many parents take advantage of this program on a daily basis to help their children keep up with their assignments, and it enables them to contact the teachers promptly for help before the students fall too far behind.

Frazier School District utilizes Study Island assessments during the course of the school year. The results provide valuable information to teachers as to any learning gaps in students' repertoire that would impede their ability to perform successfully on state assessments. This data is extremely helpful when addressing the needs of our special education students, as teachers are able to ascertain which information needs to be targeted in the presentation of curriculum content.

The following opportunities are available to address the specific needs of each student:

1. Grade level core subject tutoring at the elementary
2. Kindergarten Readiness program provides a 2 week preparation for students entering kindergarten in the fall
3. Middle/ High School Learning Support teachers are relieved of extra duties so that they may provide resource assistance/tutoring to any student in need for 30 minutes daily during homeroom

period

4. Implementation of the Read 180 program to close learning gaps in reading
5. Full inclusion/co-teaching model in place for all core content subjects in grades 6, 7 and 8.
6. Apangea math - web based program provides supplemental instruction in math
7. Daily tutoring during high school activity periods
8. Full inclusion/co-teaching model in place for many core content subjects at the middle school and high school

Ongoing professional development provides an opportunity for the special education faculty to acquire knowledge about the content of the subjects they are teaching and skill in the pedagogy of teaching students with disabilities. The training sessions also focus on information about the unique needs of students and the implications of specific disabilities on their education. Annual training is provided to all staff is conducted to address issues related specifically to special education, and includes topics such as: IDEA updates and regulations, progress monitoring, confidentiality, report writing and organization of special education files and documents, transition and inclusive practices. Staff is encouraged to participate in trainings at Intermediate Unit 1, and PATTAN Pittsburgh for further experience in areas related to their specific needs.

In addition, Frazier School District focuses intensely on inclusion and the co-teaching model as strategies for assisting special education student in increasing their level of achievement, as well as providing interventions and support for students who are not identified as being in need of special education services. Students are more likely to increase their levels of achievement if they are exposed to the content on which they will be evaluated according to mandated state assessment. Students are more likely to be exposed to this content in the regular education classrooms. Regular education teachers are enthusiastic about this challenge as long as they have the necessary supports to assist them in doing this, as well as meeting the learning needs of the students. Co-teaching involving regular and special education teachers is a way to accomplish this in a win/win situation. Implementing the co-teaching model has resulted in numerous advantages to all students. Student failure has greatly reduced. It is no longer necessary to refer students for evaluation for special education in order to provide interventions when they are struggling. Student schedules are adjusted so that they may receive support in a co-teaching classroom. As students experience success, their confidence is reflected in their increased class participation and positive social skills. According to the data report from 2016-2017, 64.9% of the students in Frazier School District are in the general education environment 80% or more of the time, as opposed to the state average of 62.4 %.

Transition programs are designed to prepare students to be employed following graduation by stressing the application of knowledge, skills, and attitudes, especially information management, decision-making, critical and creative thinking, teamwork and work ethics. Many special education students are enrolled in vocational-technical training to acquire specific skills for select jobs after graduation. Every year representatives from the Office of Vocational Rehabilitation come to Frazier High School to address all 11th and 12th grade students and their parents and to provide information on the services they offer. Freshmen are required to take a course at the high school entitled "Freshman Seminar" which focuses on providing structured development of skills which will ensure their future success in high school. Students rotate among four classes, changing each

nine weeks. Classes and skills they are exposed to include organization skills, team building, responsibility, computer skills (research into job opportunities, writing resumes), math (maintaining a checking account, calculating insurance, car payments etc) and language Arts (writing a research paper). In addition, the high school organizes a College and Career night for parents and students to attend. This provides an opportunity for parents and students to meet with post secondary schools, armed forces, and local businesses.

The district and early childhood programs provide transition activities in order to create a smooth movement from early childhood programs to school-age programs. A committee meets during the year to address the correlation of the early childhood curriculum with that of the school-age program. Children enrolled in Head Start, Child Alert and other pre-school programs have the opportunity to visit the kindergarten classrooms and to meet the teachers and principal. The need of children with disabilities are reviewed early in the spring so that appropriate programs may be determined in a timely manner. Frazier School District operates its own Pre-K program for 4 year olds. Approximately 40 children are served in a morning and afternoon programs. Teachers carefully monitor children's progress so that when they enter kindergarten their learning and social needs are anticipated and proper interventions put in to place without interruption of service. During the summer, prior to the start of the school year, a two week Kindergarten Readiness program prepares students to successfully enter kindergarten, including boarding and disembarking from a school bus. The Pre-K program also hosts a two week Pre-K readiness program to prepare the younger children for their program.

The Supervisor of Special Education collaborated with all of the other Fayette County LEA's to organize and provide training for parents on topics relative to students with disabilities. The meetings are held monthly, six or seven times during the school year. They are held in the evenings maximize convenience to parents and accommodate work schedules. Topics covered include: Transition, Confidentiality, Assistive Technology, Low Incidence Disabilities, Behavior, Keystone Assessments, Traumatic Brain Injury, FAPE/LRE, Autism, Bullying, Cyber Bullying, Gifted, ADHD, Special Education Eligibility, ESY, Post High School Options, and OVR/MH:MR with additional topics to be added if a specific need is presented.

A small number of students with low incidence, severe disabilities, such as severe autism, severe intellectual disabilities, multiple disabilities and severe emotional disturbance, whose needs exceed the resources available in the general education environment, and who are in need of a specialized program to meet their needs, are enrolled in programs outside of the district which meet their individual needs. Such programs are operated by intermediate units, neighboring school districts or private schools. All students receive an education appropriate for their specific needs. The Supervisor of Special Education is intensely involved in all alternate placements to ensure that the appropriate services are being delivered, and to be aware of the operation of these programs in order to match students with the best possible programs in the future. Students placed in these programs are those for whom the general education environment has either not met their needs in the past despite interventions and supports, or who require a curriculum that differs significantly from that provided in any other setting. In many cases, placement is at the specific request of the parents.

Students with disabilities who satisfactorily complete a special education program identified in his/her Individual Education Plan (IEP) under IDEA shall be issued a regular Frazier High School

Diploma, and will participate in graduation ceremonies if they so wish. Should they wish to do so, any and all supports are provided to make this possible.

# Assurances

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## Special Education Assurances

*No policies or procedures have been identified.*

## 24 P.S. §1306 and §1306.2 Facilities

*There are no facilities.*

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Wesley Spectrum Highlands	Approved Private Schools	Emotional Support	2
Western Pennsylvania School for Blind Children	Approved Private Schools	Blind/Visually Impaired Support	1
Mon Valley School	Special Education Centers	Life Skills Support	1
Highlands Hospital Center for Autism	Special Education Centers	Autistic Support	2
New Directions	Other	Emotional Support/ Partial Hospitalization	2
Clelian Heights	Special Education Centers	Life Skills Support/ Multiple Disabilities	3
NHS Autism School	Special Education Centers	Autistic Support	2
Instruction Conducted in the Home	Instruction in the Home	Multiple Disabilities Support	1
Bentworth School District	Neighboring School Districts	Emotional Support/ Partial Hospitalization	3
IU 1 Colonial Campus	Other	Emotional Support	4

## Special Education Program Profile

### Program Position #1

*Operator:* School District

### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* July 1, 2015

*Reason for the proposed change:* Perry Elementary will be torn down beginning 6/1/15. A brand new PreK-8 building has been constructed adjacent to the current Perry Elementary site and will be ready for occupancy at the beginning of the 2015-2016 school year. All staff and students in grades PreK - 8 will move to the new building.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	25	0.5
Locations:				
New Frazier Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	10	0.5
Locations:				
New Frazier Elementary School	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #2

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* July 1, 2015

*Reason for the proposed change:* Perry Elementary School will be torn down beginning 6/1/15. A brand new PreK-8 building has been constructed adjacent to the present Perry Elementary site. All staff and students in grades PreK-8 will be moved to the new building by the beginning of the 2015-2016 school year.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	25	0.5
Locations:				
New Frazier Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	10	0.5
Locations:				
New Frazier Elementary School	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #3

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class and Position

*Implementation Date:* July 1, 2015

*Reason for the proposed change:* Frazier Middle School in its present location will be closed effective 6/1/15. All staff and students in grades 6-8 will relocate to the brand new Frazier Middle School located adjacent to the present Perry Elementary School site in time for the beginning of the 2015-2016 school year.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	25	0.5
Locations:				
New Frazier Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	10	0.5
Locations:				
New Frazier Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #4**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* ClassandPosition

*Implementation Date:* July 1, 2015

*Reason for the proposed change:* Frazier Middle School in its present location will be closed effective 6/1/15. A brand new PreK-8 building has been constructed adjacent to the present Perry Elementary site. All staff and students will relocate to the new building in time for the beginning of the 2015-2016 school year.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	25	0.5
Locations:				
New Frazier Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	10	0.5
Locations:				
New Frazier Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #5**

*Operator:* School District

**PROGRAM DETAILS**

*Type:*

*Implementation Date:*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 21	25	0.5
Justification: Students of varying ages are not together unless an age range waiver is signed and agreed upon by the IEP team and parents.				
Locations:				
Frazier High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	10	0.5
Justification: Students of varying ages are not together unless an age range waiver is signed and agreed upon by the IEP team and parents.				
Locations:				
Frazier High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #6***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 21	25	0.5
Justification: Students of varying ages are not together unless an age range waiver is signed and agreed upon by the IEP team and parents.				
Locations:				
Frazier High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	10	0.5
Justification: Students of varying ages are not together unless an age range waiver is signed and agreed upon by the IEP team and parents.				
Locations:				
Frazier High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #7***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 24, 2015*Reason for the proposed change:* Due to low enrollment the district would like to change the class to .50 Autistic Support, .50 Life Skill Support.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	14 to 21	4	0.5
Justification: Students of varying ages are not together unless an age range waiver is signed and agreed upon by the IEP team and parents.				
Locations:				
Frazier High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 21	10	0.5
Justification: Students of varying ages are not together unless an age range waiver is signed and agreed upon by the IEP team and parents.				
Locations:				
Frazier High School	A Senior High School Building	A building in which General Education programs are operated		

### Program Position #8

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* August 17, 2015

*Reason for the proposed change:* \*\*After operating the new building for one school year it was determined that to service both the elementary and middle school students a more central location for the speech room would be beneficial.

Now that the new building is open, it has been determined that there is a better location with more room and better access available for the speech classes.

\*Perry Elementary School will be torn down beginning 6/1/15. A brand new K-8 building is being constructed adjacent to the present Perry Elementary site. All staff and students in grades Pre-K-8 will move to the new building in time for the beginning of the 2015-2016 school year.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	30	0.5
Justification: Teacher serves students in grades K - 5. Students are served individually or in small groups of the same age. Students outside the age variance are not in the class at the same time.				
Locations:				
New Frazier Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	7 to 10	11	0.2
Locations:				
New Frazier Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 14	13	0.2
Justification: Caseload for speech and language clinician may be up to 65 total students				
Locations:				
New Frazier Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 17	3	0.1
Locations:				
Frazier High School	A Senior High School Building	A building in which General Education programs are operated		

### Program Position #10

*Operator:* Intermediate Unit

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* May 1, 2018

*Reason for the proposed change:* Student's age range has changed and additional students were identified as needing services.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	16 to 21	1	0.05
Justification: Students have severe medical needs and are educated in the home. Placement is not in a separate educational building.				
Locations:				
Instruction Conducted in the Home	A Junior/Senior High School Building	A special education Center in which no general education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 11	2	0.05
Justification: Student are not receiving services at the same time.				
Locations:				
Frazier Elementary	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #15

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class and Position

*Implementation Date:* August 21, 2017

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	25	0.5
Locations:				
Frazier Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	10	0.5
Locations:				
Frazier Elementary	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #14

*Operator:* Intermediate Unit

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* May 1, 2018

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

*Explain any unchecked boxes for facilities questions:* This service is provided in the student's home school building.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 11	1	0.1
Justification: Students are not receive services at the same time.				
Locations:				
Frazier Elementary	An Elementary School Building	A building in which General Education programs are operated		

### Special Education Support Services

Support Service	Location	Teacher FTE
Paraprofessional	Frazier Middle School	1
Paraprofessional	Frazier High School	1
Paraprofessional	Frazier Middle School	1
Paraprofessional	Frazier Middle School	1
Paraprofessional	Frazier Middle School	1
Paraprofessional	Frazier Elementary	1
Special Education Supervisor	Frazier School District	1
Paraprofessional	Frazier Elementary	1
Paraprofessional	Frazier Elementary	1

Paraprofessional	Frazier Elementary	1
Paraprofessional	Frazier Elementary	1
Paraprofessional	Frazier Elementary	1
Paraprofessional	Frazier Elementary	1
Paraprofessional	Frazier Elementary	1

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
School Psychologist	Intermediate Unit	5 Days
School Social Worker	Intermediate Unit	5 Days
Occupational Therapist	Intermediate Unit	0.1 Days
Physical Therapist	Intermediate Unit	1 Days
Occupational Therapist-COTL	Intermediate Unit	1 Days

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	<p>Annual staff development will be provided to all district staff, including teachers, paraprofessionals and administrators to cover the following topics relative to students with Autism Spectrum Disorder:</p> <ul style="list-style-type: none"> <li>• Characteristics of Autism Spectrum Disorder (ASD)</li> <li>• Foundations that support research on Autism, such as the Autism Society of America</li> <li>• Effects of ASD on a student's cognitive functioning, social relationships, communication skills, behavior and sensory processing</li> <li>• Challenging behaviors observed in individuals with ASD</li> <li>• Learning styles of individuals with ASD</li> <li>• Classroom strategies</li> </ul> <p>Sign in sheets will provide evidence of staff attendance and participation in staff development activities.</p>
<b>Person Responsible</b>	Special Education Supervisor, Intermediate Unit consultants, PATTAN consultants
<b>Start Date</b>	5/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Teacher Induction, Special Education

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	100
<b>Provider</b>	School District, Intermediate Unit 1, PATTAN
<b>Provider Type</b>	School District, Intermediate Unit, PATTAN
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Staff will gain a knowledge base and understanding of the characteristics of

	<p>ASD and how it may affect students in their classes. They will learn effective ways to address challenges in behavior, learning, socialization and communication. This knowledge base and understanding will enable teachers to effectively address the needs of students with ASD in the regular education environment, allowing students to be successful in the least restrictive environment.</p>
<b>Research &amp; Best Practices Base</b>	<p>When staff is appropriately trained in appropriate techniques for addressing student needs they are able to successfully meet their needs in the least restrictive environment. Student performance is more likely to increase, both on standardized test scores and classroom based tasks. Students will benefit academically, socially, and behaviorally.</p>
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation School Whole Group Presentation</p>
<b>Participant Roles</b>	<p>Classroom teachers Principals / Asst. Principals School counselors</p>

	Paraprofessional New Staff Other educational specialists Related Service Personnel Parents
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans Review of written reports summarizing instructional activity Staff will demonstrate application of knowledge and understanding of students on the autism spectrum by maintaining full inclusion of students with autism and implementation of strategies that will enable the students to be academically successful in the high school. Student grades will be at least a C average and scores on standardized tests (PSSA/Keystone/PASA) will be at the Proficient or Advanced level in all areas assessed.

## Behavior Support

<b>Description</b>	All district staff receive training in positive behavior support, and special education staff is trained to conduct functional behavior assessments, as well as the development of Positive Behavior Support Plans. The district provides a Student Assistance Program in all buildings to support students who are at risk, and a school social worker is contracted through Intermediate Unit 1 to provide individual and group interventions across all levels. 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
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	<p>collaboration between the LEA and teachers have assisted students to successfully make the transition to their home school from outside placements. All staff, including paraprofessionals, teachers and administrators, are trained and certified in the techniques for Non-Violent Crisis Intervention.</p> <p>The Elementary building is currently implementing a school wide Positive Behavior Support Plan with the support of consultants from Intermediate Unit 1 and PATTAN. The district plan to expand implementation to both the middle school and high school during this plan period.</p> <p>Sign in sheets will provide documentation of staff participation in trainings.</p>
<b>Person Responsible</b>	Special Education Supervisor, Intermediate Unit consultants, PATTAN consultants, District Administrators
<b>Start Date</b>	5/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Teacher Induction, Special Education

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	18
<b># of Participants Per Session</b>	50
<b>Provider</b>	School District, Intermediate Unit 1, PATTAN
<b>Provider Type</b>	School District, Intermediate Unit, PATTAN
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Staff will be certified in de-escalation techniques determined to be effective by a certified trainer. All staff will have the experience and knowledge to intervene safely in student related situations at all levels. Student needs will thus be effectively met in the school environment and will reduce the number of students educated in specialized programs outside of the district. Implementation of the school wide positive behavior support program will provide a consistent system for addressing behavioral concerns in a positive manner according to the Response to Intervention model.
<b>Research &amp; Best Practices Base</b>	The district will be utilizing an approved certification program for providing safe intervention and de-escalation techniques when dealing with negative behaviors. The Response to Intervention utilizes data to determine intervention strategies and document success.
<b>For classroom teachers,</b>	Enhances the educator's content knowledge in the area of the

<b>school counselors and education specialists</b>	<p>educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation  Series of Workshops  School Whole Group Presentation  Professional Learning Communities</p>
<b>Participant Roles</b>	<p>Classroom teachers  Principals / Asst. Principals  School counselors  Paraprofessional  New Staff  Other educational specialists  Related Service Personnel</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)  Elementary - Intermediate (grades 2-5)  Middle (grades 6-8)  High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p>

	Lesson modeling with mentoring
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Standardized student assessment data other than the PSSA</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Positive Behavior Support strategies will be implemented in the classrooms to enable students with behavior concerns to succeed in the classroom in the least restrictive environment.</p>

## Paraprofessional

<b>Description</b>	<p>Paraprofessionals will be provided annual training on topics such as: confidentiality, behavior, CPR/First Aid (every two years), De-escalation and positive behavior support (every two years), ASD, and Chapter 14 regulations. They will be provided the opportunity to participate in online webinars addressing such topics as: foundations of special education, development and characteristics of learners, individual learning differences, instructional strategies, learning environments and socialization, language, instructional planning, assessment, professional and ethical practice, collaboration and increasing independence. Paraprofessionals are included in staff development opportunities scheduled for teaching staff during inservice days and monthly faculty meetings. They are also included in training for initiatives such as Response to Intervention and implementation of a school wide positive behavior support plan.</p> <p>Sign in sheets, evaluation forms, certificates of participation and documentation of hours toward continuation of highly qualified status will provide evidence that the action step has been implemented.</p>
<b>Person Responsible</b>	Special Education Supervisor, Intermediate Unit consultants, PATTAN consultants
<b>Start Date</b>	5/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Special Education

## Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	30

<b># of Participants Per Session</b>	25
<b>Provider</b>	School District, Intermediate Unit 1, PATTAN
<b>Provider Type</b>	School District, Intermediate Unit, PATTAN
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Paraprofessionals will have the knowledge, training and experience to provide support to staff and students in virtually any situation or need, including academics, behavior or clerical duties. They will be able to provide safe, research based interventions that will ensure that student needs are being met and students are being successful in the least restrictive environment.
<b>Research &amp; Best Practices Base</b>	Training provided by school district, PATTAN or Intermediate Unit that follow research based best practices in all areas, including Response to Intervention and school wide Positive Behavior Support Plan.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p>

	<p>Live Webinar  Online-Synchronous  Online-Asynchronous</p>
<b>Participant Roles</b>	Paraprofessional
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)  Elementary - Intermediate (grades 2-5)  Middle (grades 6-8)  High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Lesson modeling with mentoring  Journaling and reflecting</p>
<b>Evaluation Methods</b>	<p>Participant survey  Review of written reports summarizing instructional activity</p>

### Reading NCLB #1

<b>Description</b>	<p>All district professional and paraprofessional staff will be trained at district inservice presentations on effective practices for reading development. Staff will be trained in curriculum development, research based instructional practices, use of data to drive instructional decision making, alignment with state standards and collaboration in professional learning communities. Sign in sheets, evaluation sheets and Act 48 records will provide documentation of staff participation in professional development activities.</p> <p>Teachers will implement intervention strategies that will enable students to achieve and students will demonstrate measures of growth on state assessments (PSSA/Keystone/PASA)</p>
<b>Person Responsible</b>	School district administrators, Intermediate Unit, PATTAN
<b>Start Date</b>	5/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	20
<b># of Participants Per Session</b>	100
<b>Provider</b>	School District, Intermediate Unit 1, PATTAN
<b>Provider Type</b>	School District, Intermediate Unit, PATTAN
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	<p>Intense concentration of efforts will be focused on the percentage of students scoring Basic or Below Basic. Integration of students in the general education classroom with the support of a co-teacher will support student success in mastering skills at grade level and access to the resource room for additional support, tutoring and focused instruction will provide remediation and targeted skill instruction. Continued efforts to sustain present standards and increase to at least 80% proficiency.</p> <p>Staff will receive in depth training in curriculum development, differentiated instruction and methods of using data to drive instructional decision making. The knowledge thus acquired will enable them to successfully implement strategies which will enhance student performance in reading as well as in all areas of academic instruction.</p>
<b>Research &amp; Best Practices Base</b>	Teachers' skills will be enhanced through strategies based on research on effective practice, with attention given to interventions for struggling students. They will be provided with a variety of classroom based assessment skills as well as skills needed to analyze and use data to drive instructional decision making. All strategies will be aligned with state standards.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and</p>

	community partners.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Professional Learning Communities</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p> <p>Journaling and reflecting</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom</p>

	<p>environment, instructional delivery and professionalism.</p> <ul style="list-style-type: none"> <li>Student PSSA data</li> <li>Standardized student assessment data other than the PSSA</li> <li>Classroom student assessment data</li> <li>Review of participant lesson plans</li> <li>Review of written reports summarizing instructional activity</li> <li>Portfolio</li> </ul>
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## Transition

<p><b>Description</b></p>	<p>Meetings are held in February of each year to ensure a smooth transition without a break in services from early intervention to school age programs. Student needs are determined at this time, and services are put in place to begin at the beginning of the student's kindergarten year.</p> <p>Prior to students making the transition from elementary to middle school, extensive preparation is conducted to make sure that the adjustment is smooth and students are comfortable. At the end of the 5th grade year, a day is set aside for students to visit the middle school, tour the building with their 6th grade schedule.</p> <p>At the middle school, all 8th grade students participate in an annual career fair hosted by the Fayette County Chamber of Commerce Education Council. An average of 100 vendors set up booths to present information on their career. Students are extensively prepared prior to the event, and come dressed as for a job interview. They are required to interview a minimum of 3 persons, asking questions about their career. They then report back to their teachers when they return to school.</p> <p>When making the transition from middle to high school, all entering freshmen are required to take a class entitled Freshman Seminar, which provides extensive support for 9th grade students in areas such as: responsibility, study skills, report writing, working as part of a team, technology and computer skills.</p> <p>At the high school level, the learning support teachers ensure that all students are provided the necessary connections for a successful post-secondary experience. Representatives from the Office of Vocational Rehabilitation conduct a presentation each October to make students and parents aware of the supports and services offered. Contact with interested families is made and follow--up appointments for assessment are scheduled. Many special</p>
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	<p>education students participate in programs at the area career and technical center to develop skills that will lead to competitive employment following graduation. A group of high school students visits a post-secondary training facility each year for additional exposure to opportunities for consideration. The school guidance counselor/transition coordinator works with individual students to assist with job readiness, post secondary education applications and direction to appropriate choices.</p> <p>Frazier School District participates with all other county school districts to provide a series of parent trainings and workshops throughout the year. These workshops are held monthly in the evenings. At least 2 sessions are devoted to transition planning and hosting transition and career fairs.</p> <p>Sign in sheets will provide documentation of presentations to parents. Schedules and handout materials will provide documentation of career fair events. Student transition portfolios will provide documentation of transition activities geared toward meeting individual student needs.</p>
<b>Person Responsible</b>	Special Education Supervisor, Guidance Counselors, Special Education staff, OVR, IU1, PaTTAN
<b>Start Date</b>	5/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	15
<b># of Participants Per Session</b>	20
<b>Provider</b>	School District
<b>Provider Type</b>	Special Education Supervisor, Guidance Counselors, Special Education staff, OVR, IU1, PaTTAN
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Students will receive information that will assist them in making smooth transitions in the school environment, whether it be from early intervention to school age, elementary to middle school, middle school to high school, or high school to post secondary.
<b>Research &amp; Best Practices Base</b>	Research indicates that students are more likely to be successful when provided with appropriate and sufficient supports when making transitions.

<p><b>For classroom teachers, school counselors and education specialists</b></p>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<p><b>For school or LEA administrators, and other educators seeking leadership roles</b></p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<p><b>Training Format</b></p>	<p>LEA Whole Group Presentation Series of Workshops</p>
<p><b>Participant Roles</b></p>	<p>Classroom teachers School counselors Other educational specialists Parents</p>
<p><b>Grade Levels</b></p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p><b>Follow-up Activities</b></p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p> <p>Joint planning period activities</p>

<b>Evaluation Methods</b>	Review of written reports summarizing instructional activity
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# Special Education Affirmations

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

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

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

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*