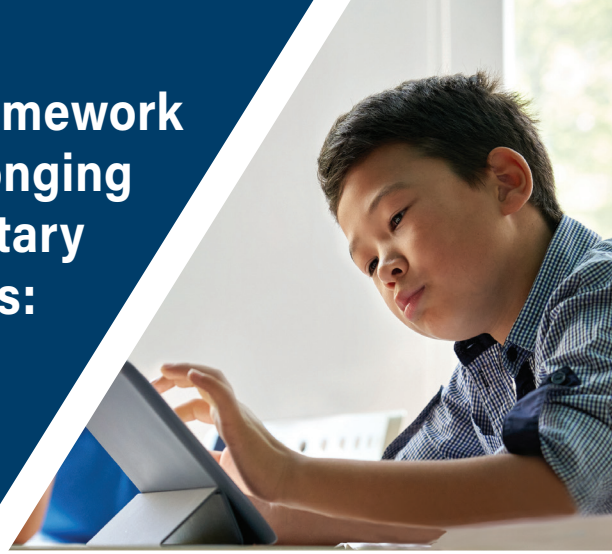




# The Framework for Access and Belonging (FAB) With Supplementary Aids and Services:

## A Guide for Schools



### What is the Framework for Access and Belonging With Supplementary Aids and Services (FAB)?

The Framework for Access & Belonging (FAB) with Supplementary Aids and Services is a structured and collaborative process used to identify a student goal for inclusion. A team consisting of school staff, family members, and the student, when appropriate, analyzes the physical, social, and instructional environment with the assistance of a trained FAB facilitator. The intended outcome of the FAB process is to reduce or eliminate the barriers that may impede meaningful access and belonging within an educational environment and expand learning and progress for the student. The FAB Process is not limited to instructional environments and can be beneficial in removing barriers to access and belonging within noncurricular or extracurricular environments. Visit the [FAB Resource Site](#) to learn more about the FAB Process.

### When can the FAB process be used?

A team may consider using the FAB Process when they want to expand participation and learning for a student with a disability. In these scenarios, the team engages in the FAB process to proactively analyze and plan for meaningful inclusion for the course(s) within the new environment. The FAB Process may be helpful when a student with disabilities is:

- **Transitioning to a new educational environment during the school year** – Through the use of the FAB process, the team can identify potential barriers within the new environment and develop a plan to reduce/remove the barriers before the transition occurs.
- **Experiencing challenges in a current course or educational setting** – When supplementary aids and services are not promoting the level of progress as anticipated, the FAB process can be utilized to determine specific strategies to implement that will address access or belonging within the current course or environment.
- **Considering future educational environments** – Examples of future educational environments include:
  - Transitioning from Early Intervention to a school-age program
  - An elementary student moving to middle school
  - A middle school student moving to high school
  - A high school student entering a Career and Technical Education Center
  - A secondary student taking a new course in the next quarter or semester

## How does a school team request a FAB facilitation?

A request must be made by the school administrator on behalf of the team (family, teacher(s), student – when applicable). The local educational agency (LEA) must make a formal request for a FAB facilitation by contacting a trained FAB facilitator. Trained facilitators can be internal facilitators (members of the school staff) or external facilitators (Intermediate Unit, PaTTAN, outside agencies, etc.). If the school is unable to identify a facilitator, email: [FAB@pattan.net](mailto:FAB@pattan.net). A PaTTAN consultant will assist the administrator in securing a facilitator for the team.

**NOTE:** An implementation plan designed as part of the FAB process is not required to become part of a student's individualized education program (IEP). If a team wants to consider revising a student's IEP based on the outcomes of a FAB process, this must be an IEP team decision.

## Commonwealth of Pennsylvania

Josh Shapiro, Governor

