



School District/Charter School Compliance Monitoring System

Charter School Facilitated Self-Assessment

Pennsylvania Department of Education
Bureau of Special Education



Charter School Facilitated Self-Assessment (FSA)

Compliance Monitoring for Continuous Improvement (CMCI)

Date(s) of Onsite Review: _____

LEA Contact Person's Name: _____

Job Title: _____

Address: _____

Telephone: _____

FAX: _____

Email Address: _____

BSE Chair Person's Name: _____

Job Title: Special Education Advisor

Address: PA Department of Education, 333 Market Street, 7th Floor, Harrisburg, PA 17126-0333

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Directions for the Facilitated Self-Assessment (FSA)

The Facilitated Self-Assessment (FSA) procedure, presented in the text for each topical area, shows what the Local Education Agencies (LEA) needs to do to complete the FSA. Information that the state is responsible for providing to help the LEA complete the FSA is prepopulated. In addition, the FSA details the procedures that will be followed by the BSE in completing the FSA review.

The FSA must be completed no later than 30 days prior to the onsite visit. **NOTE: Some items require the LEA to provide student files. Files are to be available onsite at the LEA. DO NOT FORWARD ANY CONFIDENTIAL STUDENT EDUCATIONAL FILES.**

FSA Procedure for LEA:

Each LEA will establish a team to review and complete the required FSA.

Procedure for completion of the FSA:

1. Review the required standard and regulatory basis for each topic.
2. Follow the procedure titled LEA Procedure for each topic, gathering the required data.
3. Conduct the team discussion review using the LEA Team Discussion Points provided.
4. Complete the written Data Collection Summary in the format provided.
5. Where specified in the FSA, please forward policies, procedures, and reports to Jill Deitrich at the BSE address or have them available onsite for verification, as directed by the Chairperson.

Chairperson will review the FSA in preparation for the onsite review. Should there be any questions or concerns regarding the completion of the FSA, please direct them to the Chairperson.

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1. Assistive Technology Devices and Services; Hearing Aids and External Components of Surgically Implanted Medical Devices

Standard – Assistive Technology

The Local Education Agency (LEA) observed the requirement that the provision of assistive technology is reflected in the student's IEP.

Regulatory Base

Assistive technology – 34 CFR 300.5, 300.6, 300.105, and 300.324

(a) Each public agency must ensure that assistive technology devices or assistive technology services, or both, as those terms are defined in Sections 300.5 and 300.6, respectively are made available to a student with a disability if required as a part of the student's--(1) Special education (2) Related services or (3) Supplementary aids and services.

Standard – Hearing Aids

Each public agency shall ensure that the hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. Each public agency must ensure that the external components of surgically implanted medical devices are functioning properly.

Regulatory Base

Hearing Aids – 34 CFR 300.113

Proper functioning of hearing aids. Each public agency shall ensure that the hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly.

External components of surgically implanted medical devices – 34 CFR 300.113

Each public agency must ensure that the external components of surgically implanted medical devices are functioning properly.

1	<p>Standards to Be Met / Procedures to Follow</p>
	<p>LEA Procedure</p> <p>LEA will select and review at minimum 10% of files for students for whom Assistive Technology (AT) is a required component of their IEP.</p> <p>LEA will discuss the LEA Team Discussion Points and complete Data Collection Summary.</p> <p>LEA will provide student files as needed by the Chairperson during the onsite review.</p> <p>Special Considerations</p> <p>BSE Procedure</p> <p>Chairperson will review 10%, or not less than 3 files, of students for whom AT is a required component of their IEP. Chairperson selection of files will include both files reviewed by LEA and files not reviewed by the LEA if sufficient number is available.</p> <p>Chairperson will answer the following questions:</p> <ol style="list-style-type: none"> If there are no students currently identified as receiving AT, has the LEA established processes/procedures for the provision of AT should a student be identified as requiring AT <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA Is the provision of AT reflected in the students' IEPs? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA Is the recommendation for AT services and devices promptly followed by an IEP that incorporates the recommendation(s)? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA Are AT services or devices identified with specificity in IEPs? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA Are AT services or devices reviewed annually, or as requested by the IEP team and/or parent? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA Are AT devices promptly repaired and is an interim device or backup plan in place while the device is being repaired/maintained? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
1A	<p>LEA Procedure</p> <p>LEA will provide a brief written summary of how hearing aids and external components of surgically implanted medical devices for students with disabilities are properly maintained.</p> <p>Special Considerations</p> <p>BSE Procedure</p> <p>Chairperson will interview the LEA representative then answer the following questions:</p> <ol style="list-style-type: none"> If there are no students currently identified as receiving AT, has the LEA established processes/procedures for the provision of AT should a student be identified as requiring AT? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA Does the LEA maintain proper functioning of hearing aids and external components of surgically implanted medical devices for students with disabilities? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

Data Collection Worksheet

LEA Team Discussion Points

LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.

What evidence exists that:

- AT services or devices required on students' IEPs were provided in a timely manner?
- The LEA has a process/procedure to address the need for AT?
- The LEA provides effective maintenance of all AT devices?
- The LEA selects age/developmentally appropriate AT?
- The AT used is based on recommendations from qualified personnel, (e.g., speech language pathologists)
- Personnel are aware of available AT resources?
- Hearing aids and external components of surgically implanted medical devices are being properly maintained by the LEA?

LEA Data Collection Summary

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1 To Be Completed by Chairperson:

Conclusion

- _____ Yes, In Compliance
 _____ No, Not In Compliance

1A To Be Completed by Chairperson:

Conclusion

- _____ Yes, In Compliance
 _____ No, Not In Compliance

2. Positive Behavior Support Policy

Standard – Positive Behavior Support

LEA complies with the positive behavior support policy requirements.

Regulatory Base

Positive Behavior Support – 22 Pa. Code 711.46

(f) Charter schools and cyber charter schools have the primary responsibility for ensuring that behavior support programs are in accordance with this

chapter, including the training of personnel for the use of specific procedures, methods and techniques, and for having a written policy and procedures on the use of behavior support techniques and obtaining parental consent prior to the use of restrictive or intrusive procedures or restraints.

(h) Subsequent to a referral to law enforcement, for a student with a disability who has a positive behavior support plan, an updated functional behavior assessment and positive behavior support plan shall be required.

2 Standards to Be Met / Procedures to Follow

LEA Procedure

LEA will review its Positive Behavior Support (PBS) Policy, discuss LEA Team Discussion Points, and complete the Data Collection Summary.

LEA will send its PBS Policy to BSE or make it available onsite for verification as directed by the Chairperson.

Special Considerations

BSE Procedure

Chairperson will review the RISC system report of restraints by this LEA for the prior school year and current school year to date, and will select and review approximately 10 files each (if available) of:

- Students who have been restrained
- Students who have restraints included in their IEPs

Chairperson answers the following questions:

- Does the LEA have a current PBS Policy?
 Yes No
- Do students' IEPs that permit the use of restraints explain how restraints will be used only with PBS and with the teaching of socially acceptable behavior?
 Yes No NA
- Are personnel authorized and trained in the use of restraints?
 Yes No NA
- Is there evidence in students' IEPs of a plan for eliminating the use of restraints?
 Yes No NA
- Are prone restraints prohibited and never used?
 Yes No NA
- If a student was restrained, was the parent notified and a meeting convened within 10 school days (or a written waiver provided by the parents)?
 Yes No NA
- Did the LEA complete an updated FBA and Behavior Plan for any student for whom the LEA reported a crime?
 Yes No NA

Chairperson will review the LEA's PBS Policy and indicate whether the following required components are included:

- Positive techniques for the development, change, and maintenance of behaviors shall be the least intrusive necessary.
- Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to himself, to other students, or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.

continued . . .

2	Standards to Be Met / Procedures to Follow (continued from page 8)
	<ul style="list-style-type: none"> j. The use of restraints to control the aggressive behavior of an individual student shall cause a meeting of the IEP team to review the current IEP for appropriateness and effectiveness. k. The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. l. 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 an IEP and as determined by a medical professional qualified to make the determination and as agreed to by the student’s parents. Mechanical restraints shall prevent a student from injuring himself or others or shall promote normative body positioning and physical functioning. m. The following aversive techniques of handling behavior are considered inappropriate and may not be used by agencies in educational programs: <ul style="list-style-type: none"> ◆ Corporal punishment ◆ Punishment for a manifestation of a student’s disability ◆ Locked rooms, locked boxes, or other locked structures or spaces from which the student cannot readily exit ◆ Noxious substances ◆ Deprivation of basic human rights, such as withholding meals, water, or fresh air ◆ Suspension constituting a pattern ◆ Treatment of a demeaning nature ◆ Electric shock n. LEA has the responsibility for ensuring that Positive Behavior Support programs are in accordance with 22 Pa. Code Chapter 711, including the training of personnel for the use of specific procedures, methods, and techniques. o. Policy requires that the LEA obtain parental consent prior to the use of restraints or intrusive procedures when included in a student’s IEP as reflected in 22 Pa. Code Chapter 711.46(f).

Data Collection Worksheet

LEA Team Discussion Points

LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.

LEA will conduct a review of longitudinal data regarding use of restraints, and provide conclusions about the LEA's implementation of PBS below.

What evidence exists that:

- The LEA's PBS Policy includes all the required regulatory components?
- The LEA's PBS Policy/procedure includes research-based practices and ensures that restraints are used only as a last resort?
- The LEA's PBS Policy includes a description of personnel training on use of PBS, de-escalation techniques, and emergency responses?
- The LEA employs PBS as the primary method of addressing problem behaviors?
- The LEA maintains and reports data on restraints as required by the Secretary?
- Parents are given notice when a restraint is used and, unless waived in writing, a meeting takes place within 10 school days?
- Students who require specific intervention to address behavior that interferes with learning have behavior support plans as part of their IEPs?
- Students' IEPs that include the use of restraints explain how restraints will be used only with specific component elements of PBS, in conjunction with the teaching of socially acceptable alternative skills?
- Personnel are authorized and trained in PBS and crisis restraint procedures?
- There is a plan for eliminating the use of restraints through the application of PBS?
- Prone restraints are prohibited and never used?
- When a student is referred to law enforcement, an IEP meeting is held, the Functional Behavioral Assessment is updated or developed, and a PBS plan is developed/revised by the team?
- The LEA accesses professional development opportunities and technical assistance provided by the Bureau of Special Education/PaTTAN? (e.g., School-wide Behavior Support Programs)?

LEA Data Collection Summary

2 To Be Completed by Chairperson:

Conclusion

_____ Yes, In Compliance

_____ No, Not In Compliance

3. Child Find

SPP Indicator 11

Standard – Child Find

LEA demonstrates compliance with annual public notice requirements.

Regulatory Base

Child Find – 34 CFR 300.111(a)(1) (i)(ii)(c)(1)(2)

(a) General. (1) The State must have in effect policies and procedures to ensure that—(ii) A practical method is developed and implemented to determine which children are currently receiving needed special education and related services.

(c) Other children in child find. Child find also must include—(1) Children who are suspected of being a

child with a disability under § 300.8 and in need of special education, even though they are advancing from grade to grade; and (2) Highly mobile children, including migrant children, wards of the state and parentally placed private students as appropriate.

Child Find – 22 Pa. Code 711.21(a)

(a) To enable the Commonwealth to meet its obligations under 34 CFR 300.111 (relating to child find), each charter school and cyber charter school shall establish written policies and procedures to ensure that all children with disabilities who are enrolled in the charter school or cyber charter school, and who are in need of special education and related services, are identified, located and evaluated.

3 Standards to Be Met / Procedures to Follow

LEA Procedure

LEA will review its child find and dissemination materials, discuss LEA Team Discussion Points, and complete the Data Collection Summary.

LEA will send its written policy to BSE or make it available onsite for verification as directed by the Chairperson. LEA will compile and have available for review documentation of its dissemination materials.

Special Considerations

BSE Procedure

Chairperson will answer the following questions:

- a. Does the LEA have a current written policy for child find?
 Yes No
- b. Has the LEA adopted, and does it use, a public outreach awareness system to locate and identify all children thought to be eligible for special education within the LEA's jurisdiction?
 Yes No NA
- c. Does the LEA's public outreach awareness system include methods for reaching homeless children, wards of the state, children with disabilities attending private schools, and highly mobile children, including migrant children?
 Yes No
- d. Does the LEA conduct child find activities to inform the public of its special education services and programs and the manner in which to request them?
 Yes No
- e. Is written information published in the charter school or cyber charter school handbook and website?
 Yes No
- f. Does the LEA's child find effort include information regarding potential signs of developmental delays and other risk factors that could indicate disabilities?
 Yes No NA
- g. Does the LEA provide child find information to parents throughout the LEA of child identification activities?
 Yes No NA
- h. Is the child find information published or announced in newspapers, electronic media, and other media with circulation adequate to notify parents throughout the LEA?
 Yes No NA
- i. Does the child find activity inform parents of child identification activities and procedures followed to ensure confidentiality of information pertaining to students with disabilities?
 Yes No NA
- j. Does the written policy include child find activities sufficient to inform parents of children applying to or enrolled in the charter school or cyber charter school of available special education services and programs and how to request those services and programs?
 Yes No

continued . . .

Standards to Be Met / Procedures to Follow (continued from page 12)

k. Is written information regarding services and programs and how to request them published in the LEA Handbook and LEA website?

Yes No

l. Does the written policy include systematic screening activities that lead to the identification, location and evaluation of children with disabilities enrolled in the charter school or cyber charter school?

Yes No

Data Collection Worksheet

LEA Team Discussion Points

LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.

What evidence exists that:

- The LEA's written policy includes all the required components?
- The LEA has adopted and uses a public outreach awareness system to locate and identify students thought to be eligible for special education within the LEA's jurisdiction?
- The LEA conducts awareness activities to inform parents of children applying to or enrolled in the charter school and cyber charter school of its special education services and programs and how to request services and programs?
- Written information is published in the LEA Handbook and LEA website?
- The child find information includes procedures to ensure confidentiality of information pertaining to students with disabilities?
- The LEA's personnel are familiar with the available dissemination materials and responsibility for dissemination of those materials?
- The LEA uses a variety of methods (radio, TV, printed publications) and locations to provide the public notice
- The distribution of notification to parents occurs routinely?

LEA Data Collection Summary

3 To Be Completed by Chairperson:

Conclusion

_____ Yes, In Compliance

_____ No, Not In Compliance

4. Confidentiality

Standard – Confidentiality

The LEA is in compliance with confidentiality requirements.

Regulatory Base

Confidentiality – 34 CFR 300.610

The Secretary takes appropriate action, in accordance with section 444 of GEPA, to ensure the protection of the confidentiality of any personally identifiable data, information, and records collected or maintained by the Secretary and by SEAs and LEAs pursuant to Part B of the Act, and consistent with §§ 300.611 through 300.627.

Referral to and action by law enforcement and judicial authorities – 34 CFR 300.535(b)(1)(2)

(b) Transmittal of records. (1) An agency reporting a crime committed by a child with a disability must ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the agency reports the crime. (2) An agency reporting a crime under this section may transmit copies of the child's special education and disciplinary records only to the extent that the

transmission is permitted by the Family Educational Rights and Privacy Act.

Education Records - 22 Pa. Code 711.8(a)(b)

(a) When the educational records for a child with a disability are transferred from a public agency, private school, approved private school or private agency, to a charter school or cyber charter school, the public agency, private school, approved private school or private agency from which the child transferred shall forward all of the child's educational records, including the most recent IEP, within 10 days after the public agency, private school, approved private school or private agency is notified in writing that the child is enrolled in a charter school or cyber charter school.

(b) When the educational record for a child with a disability are transferred to a public agency, private school, approved private school or private agency from a charter school or cyber charter school, the charter school or cyber charter school shall forward the child's educational records, including the most recent IEP, within 10 school days after the charter school or cyber school is notified in writing that the child is enrolled at another public agency, private school, approved private school or private agency.

LEA Procedure

LEA will review its Confidentiality Policy for compliance with regulations.

LEA will identify any students with disabilities for whom it reported a crime, and determine if the records were forwarded to the appropriate authorities. LEA will make these records available onsite for the Chairperson's review.

LEA will discuss LEA Team Discussion Points, and complete the Data Collection Summary.

LEA will send its Confidentiality Policy to BSE or make it available onsite.

Special Considerations**BSE Procedure**

The records of any students for whom the LEA reported a crime will be reviewed onsite by the Chairperson.

Chairperson will answer the following questions:

- a. Does the LEA have a current LEA Confidentiality Policy?

Yes No

Chairperson will review the LEA's Confidentiality Policy and answer the following questions:

Does the policy include:

- b. A description of the personally identifiable information maintained?

Yes No NA

- c. The uses to be made of the information?

Yes No NA

- d. A summary of the policies and procedures regarding (1) storage of information; (2) disclosure to third parties; (3) retention and destruction of personally identifiable information and information regarding record of access?

Yes No NA

- e. A description of the rights of parents to access this information?

Yes No NA

- f. Information regarding charging a fee for copies, if applicable?

Yes No NA

- g. Information regarding parents' hearing rights and hearing procedures?

Yes No NA

- h. Identification of the agency official who has responsibility for ensuring confidentiality?

Yes No NA

- i. If the agency reported a crime committed by a student with a disability, did the agency ensure that copies of the special education and disciplinary records of the student were transmitted properly and only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act (FERPA)? (34 CFR Part 99)

Yes No NA

- j. Has the LEA provided evidence that all persons collecting or using personally identifiable information receive training or instruction regarding confidentiality procedures?

Yes No NA

Data Collection Worksheet

LEA Team Discussion Points

LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the data collection summary.

What evidence exists that:

- The LEA's Confidentiality Policy includes all required components?
- LEA personnel receive adequate training regarding confidentiality?
- Personnel are familiar with requirements for transfer of records to appropriate authorities for students with disabilities who commit a crime?
- The charter school or cyber charter school has an effective system for ensuring timely transfers of education records between it and other LEAs?

LEA Data Collection Summary

4 To Be Completed by Chairperson:

Conclusion

_____ Yes, In Compliance

_____ No, Not In Compliance

5. Dispute Resolution

Standard – Dispute Resolution

The LEA uses dispute resolution processes for program improvement. – 34 CFR 300.500

Regulatory Base

Procedural Safeguards – 34 CFR 300.504

(a) Each SEA shall ensure that each public agency establishes, maintains and implements procedural safeguards that meet the requirements of 300.500 – regarding Mediation (300.506), Impartial Due Process (300.507) and State Complaints (300.151).

5	Standards to Be Met / Procedures to Follow
	<p>LEA Procedure</p> <p>LEA will review the information provided by BSE, discuss LEA Team Discussion Points, and complete the Data Collection Summary.</p> <p>Special Considerations</p> <p>BSE Procedure</p> <p>Chairperson will review a maximum of 5 (if available) due process hearing decisions from the prior school year where the parent was the prevailing party, and answer the following questions:</p> <ul style="list-style-type: none"> a. If appropriate, was the hearing decision reflected in the student’s IEP? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA b. If required, was compensatory education incorporated into the student’s IEP? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA c. Were the compensatory education services that were required by the hearing decision and included in the student’s IEP delivered? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
5A	<p>BSE Procedure</p> <p>Chairperson will review the following data and reach conclusions regarding effective use of dispute resolution systems.</p> <p>Data from the Office for Dispute Resolution (ODR) and BSE for this LEA from the prior school year:</p> <ul style="list-style-type: none"> _____ Number of complaints filed with BSE _____ Number of complaints found to be valid _____ Number of mediation requests _____ Number of mediations held _____ Number of due process hearings held _____ Number of due process hearing decisions where the parent was the prevailing party <p>Five Year Longitudinal Data Link</p>

Data Collection Worksheet

LEA Team Discussion Points

LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the data collection summary.

- What opportunities does the LEA provide parents for resolving issues at the building/LEA level?
- Are there any patterns in parent complaints (e.g., lack of related services, lack of assistive technology evaluations)?
- Are there any patterns in the issues filed for mediation or due process (e.g., lack of related services, implementation of IEP, lack of assistive technology evaluations)?
- How does the LEA ensure that mediation agreements are implemented?
- How does the LEA ensure that due process decisions are implemented?

LEA Data Collection Summary

5 To Be Completed by Chairperson:

Conclusion

LEA has implemented due process hearing decisions as required.

- Yes
 No
 NA

5A To Be Completed by Chairperson:

Conclusion

Data indicate that the LEA uses dispute resolution systems effectively.

- Yes
 No (Requires an improvement plan)
 NA

6 - 7. Graduation and Dropout Rates

SPP Indicators 1 and 2

Standard – Graduation

The graduation rate of the LEA's students with disabilities meets state targets.

Standard – Dropout

The dropout rate of the LEA's students with disabilities meets the SPP target.

Regulatory Base

Performance goals and indicators – 34 CFR 300.157(a)(3)(4)

The State must—(a) Have in effect established goals for the performance of children with disabilities in the State that—(3) Address graduation rates and dropout rates, as well as such other factors as the State may determine; and (4) Are consistent, to the extent appropriate, with any other goals and academic standards for children established by the State.

6	<p>Standards to Be Met / Procedures to Follow</p>
	<p>LEA Procedure - Graduation Rates</p> <p>LEA will discuss LEA Team Discussion Points and complete the Data Collection Summary. Data will be taken from the school year PennData Report required by the SPP/APR. (NOTE: SPP target reporting is based on prior year’s reporting cycle, e.g., 2015-16 monitoring will use 2012-13 cohort graduation data from the School District Required Federal Reporting Measures on PDE’s website. The LEA may describe and discuss more current data and performance on the SPP/AMO target in the special considerations section below.)</p> <p>CLICK HERE TO VIEW YOUR LEA’S REPORT</p> <p>LEA Conclusion</p> <p><input type="checkbox"/> Met SPP/AMO graduation target</p> <p><input type="checkbox"/> Did not meet SPP/AMO graduation target</p> <p>If the LEA’s online report does not have graduation data displayed, due to 10 or fewer students in the group, the LEA will complete the following, using the most recent data available:</p> <p><input type="checkbox"/> Number of students eligible to graduate</p> <p><input type="checkbox"/> Number of students that graduated</p> <p><input type="checkbox"/> Percent of students that graduated</p> <p>Special Considerations</p> <p>BSE Procedure - Graduation Rates</p> <p>Chairperson will review the data and available information to determine need for an improvement plan.</p>
7	<p>Standards to Be Met / Procedures to Follow</p>
	<p>LEA Procedure - Dropout Rates</p> <p>LEA will discuss LEA Team Discussion Points and complete the Data Collection Summary. Data will be taken from the school year PennData Report required by the SPP/APR. (NOTE: SPP target reporting is based on prior year’s reporting cycle e.g., 2015-16 monitoring will use 2012-13 dropout data. The LEA may describe and discuss more current data and performance on the SPP target in the Special Considerations section below.)</p> <p><input type="checkbox"/> Total number of students with disabilities reported dropped out.</p> <p><input type="checkbox"/> Total number of students with disabilities reported graduated with diploma, dropouts, certificate/GED recipients, reached maximum age, and died.</p> <p><input type="checkbox"/> LEA dropout rate for students with disabilities. $(1 \div 2 \times 100 = 3)$ (OSEP)</p> <p><input type="checkbox"/> State dropout rate for students with disabilities. (OSEP)</p> <p>LEA results for students with disabilities compared to the SPP target:</p> <p><input type="checkbox"/> Met SPP target</p> <p><input type="checkbox"/> Did not meet SPP target</p> <p style="text-align: right;">continued . . .</p>

7 Standards to Be Met / Procedures to Follow (continued from page 22)

LEA's Dropout Data by Disability Category

<u>Disability</u>	<u># Dropouts</u>
Autism	_____
Deaf-Blindness	_____
Emotional Disturbance	_____
Hearing Impairment Including Deafness	_____
Intellectual Disability	_____
Multiple Disabilities	_____
Orthopedic Impairment	_____
Other Health Impairment	_____
Specific Learning Disability	_____
Speech or Language Impairment	_____
Traumatic Brain Injury	_____
Visual Impairment Including Blindness	_____

Five Year Longitudinal Data Link

Special Considerations

BSE Procedure - Dropout Rates

Chairperson will review the data and available information to determine need for an improvement plan.

Data Collection Worksheet

LEA Team Discussion Points

LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the data collection summary.

- Are attendance rates of students with disabilities comparable to those of all students?
- Does the LEA have a process for verifying accuracy of its graduation and dropout data, including students reported as “moved, known to be continuing”?
- Are students who are highly mobile receiving comparable special education services, credit and partial credit for courses completed in other LEAs, and regular diplomas?
- What do these data mean to the LEA?
- Does a particular disability category show a disproportionately higher dropout rate?
- Does a particular disability category show a disproportionately lower graduation rate?
- How do these data compare with the trends in the LEA’s general population of students?
- How will the LEA use the data for continuous improvement initiatives?
- Does the LEA demonstrate program incentives to encourage graduation?
- Does the LEA maintain effective dropout prevention programs?

LEA Data Collection Summary

6 To Be Completed by Chairperson:

Conclusion

- _____ Yes (Met SPP/AMO target or Met BSE established target for 10 or less students eligible to graduate)
 _____ No (Requires an improvement plan)
 _____ NA

7 To Be Completed by Chairperson:

Conclusion

- _____ Yes (Met SPP target)
 _____ No (Requires an improvement plan)
 _____ NA

8. Exclusions: Suspensions and Expulsions

SPP Indicator 4A

Standard – Suspension and Expulsion

The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.

The LEA adheres to procedural requirements in suspending students with disabilities.

Regulatory Base

Suspension and expulsion rates – 34 CFR 300.170(a)(1)(2)(b)

(a) General. The SEA must examine data, including data disaggregated by race and ethnicity, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities—(1) Among LEAs in the State; or (2) Compared to the rates for nondisabled children within those agencies. (b) Review and revision of policies. If the discrepancies described in paragraph (a) of this section are occurring, the SEA must review and, if appropriate, revise (or require the affected State agency or LEA to revise)

its policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure that these policies, procedures, and practices comply with the Act.

Disciplinary placements – 22 Pa. Code 711.61

(e) Notwithstanding the requirements incorporated by reference in 34 CFR 300.530(b) and 300.536 (relating to authority of school personnel; and change placement because of disciplinary removals), a disciplinary exclusion of a student with a disability for more than 15 cumulative school days in a school year will be considered a pattern so as to be deemed a change in educational placement. (c) Any removal from the current educational placement is a change of placement for a student who is identified with mental retardation, except if the student's actions are consistent with 34 CFR 300.530(g)(1)-(3) (relating to authority of school personnel).

LEA Procedure

LEA will select at minimum 10% of the files of students with disabilities who have been suspended for more than 10 consecutive or 15 cumulative school days in the prior school year. LEA will review for compliance with the mandated procedural safeguards requirements. LEA will discuss LEA Team Discussion Points and complete the Data Collection Summary.

LEA will provide a list of all students with disabilities who were suspended (in and out of school) during the prior school year. This list is to include all removals. The information will include the student's name, birth date, primary disability, and each date the student was suspended. LEA will have available the files of all students on the list.

Special Considerations**BSE Procedure**

Divide the list into 2 groups as follows:

Group 1 = Students (other than a student with intellectual disability) who were suspended from school for more than 10 consecutive or 15 cumulative school days during the prior school year.

Group 2 = Students with intellectual disability (regardless of whether the intellectual disability is a primary or secondary exceptionality) who were suspended from school for any number of days during the prior school year.

For each group, the Chairperson will select and review approximately a 20% sample and conduct the following review:

- a. **Group 1 only:** Any disciplinary exclusion of a student with disabilities for more than 10 consecutive school days or more than 15 cumulative school days in a school year is considered a change in educational placement. Manifestation determination, and if a manifestation, either Functional Behavioral Assessment is completed and a positive behavior support plan developed, or if a behavioral intervention plan already has been developed, a review of the behavioral intervention plan and modification if necessary, and notice to the parents shall be afforded prior to exclusion
 Yes No NA
- b. **Group 2 only:** Any disciplinary exclusion of a student with intellectual disability is considered a change in educational placement. Manifestation determination, and if a manifestation, either Functional Behavioral Assessment is completed and a positive behavior support plan developed, or if a behavioral intervention plan already has been developed, a review of the behavioral intervention plan and modification if necessary, and notice to the parents shall be afforded prior to exclusion.
 Yes No NA
- c. **For Group 1:** Was FAPE provided on day 11 following consecutive suspension or on day 16 following cumulative suspensions?
 Yes No NA
- d. **For Group 2:** Was FAPE provided from day 1?
 Yes No NA

8A	<p>Standards to Be Met / Procedures to Follow</p> <p>LEA Procedure</p> <p>LEA will complete the following information for the prior school year, discuss LEA Team Discussion Points, and complete the Data Collection Summary.</p> <p>Note: Suspensions include any suspension that resulted in the denial of FAPE for a student with a disability, both in-school and out-of-school suspension.</p> <p>Long Term Suspensions (Greater than 10 consecutive or 15 cumulative school days or is a pattern)</p> <p>a. General education population:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%;">Total # students</td> <td style="width: 30%;"># Suspended Long Term</td> <td style="width: 30%;">% of Pop</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____ %</td> </tr> </table> <p>b. Population of students with intellectual disability:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%;">Total # students with ID</td> <td style="width: 30%;"># Suspended Long Term</td> <td style="width: 30%;">% of Pop.</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____ %</td> </tr> </table> <p>c. Other students with disabilities:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%;">Total # other students with disabilities</td> <td style="width: 30%;"># Suspended Long Term</td> <td style="width: 30%;">% of Pop</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____ %</td> </tr> </table> <p>Expulsions</p> <p>d. Total # students</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%;">_____</td> <td style="width: 30%;"># Expelled Long Term</td> <td style="width: 30%;">% of Pop</td> </tr> <tr> <td></td> <td>_____</td> <td>_____ %</td> </tr> </table> <p>e. Population of students with intellectual disability:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%;">Total # students with ID</td> <td style="width: 30%;"># Expelled Long Term</td> <td style="width: 30%;">% of Pop.</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____ %</td> </tr> </table> <p>f. Other students with disabilities:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%;">Total # other students with disabilities</td> <td style="width: 30%;"># Expelled Long Term</td> <td style="width: 30%;">% of Pop</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____ %</td> </tr> </table> <p>Students placed in 45 school day interim alternative educational settings for drug/weapons offenses and students who have inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under SEA or LEA jurisdiction:</p> <p>g. _____ Total # students with disabilities in LEA.</p> <p>h. _____ Total # students with disabilities placed in Interim Alternative Educational Settings by this LEA.</p> <p>i. _____ Total # students for whom this placement was preceded by issuance of a NOREP/PWN.</p> <p>Special Considerations</p> <p>BSE Procedure - Dropout Rates</p> <p>Chairperson will review the information the LEA provided regarding data for their student population placed on suspensions and expulsions during the prior school year and answer the corresponding compliance questions..</p>	Total # students	# Suspended Long Term	% of Pop	_____	_____	_____ %	Total # students with ID	# Suspended Long Term	% of Pop.	_____	_____	_____ %	Total # other students with disabilities	# Suspended Long Term	% of Pop	_____	_____	_____ %	_____	# Expelled Long Term	% of Pop		_____	_____ %	Total # students with ID	# Expelled Long Term	% of Pop.	_____	_____	_____ %	Total # other students with disabilities	# Expelled Long Term	% of Pop	_____	_____	_____ %
Total # students	# Suspended Long Term	% of Pop																																			
_____	_____	_____ %																																			
Total # students with ID	# Suspended Long Term	% of Pop.																																			
_____	_____	_____ %																																			
Total # other students with disabilities	# Suspended Long Term	% of Pop																																			
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_____	# Expelled Long Term	% of Pop																																			
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Total # students with ID	# Expelled Long Term	% of Pop.																																			
_____	_____	_____ %																																			
Total # other students with disabilities	# Expelled Long Term	% of Pop																																			
_____	_____	_____ %																																			

Data Collection Worksheet

LEA Team Discussion Points

LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.

What evidence exists that:

- The LEA reviews the data for patterns and causes of suspensions and expulsions?
- The LEA has considered these data?
- These data are comparable to trends in the general student population?
- The LEA uses follow-up studies and LEA data to drive program changes?
- The LEA provides Functional Behavioral Assessment, manifestation determination, and FAPE to students whose removal constitutes a change of placement?
- The LEA reviews data if there are concerns specific to students identified with intellectual disability?

- Are there any instances of students with disabilities being sent home for disciplinary purposes are considered official suspension?

LEA Data Collection Summary

8 To Be Completed by Chairperson:

Conclusion

- Yes, In Compliance with procedural requirements
 No, Not in Compliance with procedural requirements
 NA

8A To Be Completed by Chairperson:

Conclusion

Special education suspension rates are consistent with, or less than, general education suspension rates.

- Yes
 No (Requires an improvement plan)
 NA

10. Independent Educational Evaluation

Standard – Independent Educational Evaluation

The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.

Regulatory Base

Independent Educational Evaluation – 34 CFR 300.502

General. (1) The parents of a child with a disability have the right under this part to obtain an independent educational evaluation of the child, subject to paragraphs (b) through (e) of this section. (2) Each public agency must provide to parents, upon request for an independent educational evaluation, information about where an independent educational evaluation may be obtained, and the agency criteria applicable for independent educational evaluations as set forth in paragraph (e) of this section.

10	Standards to Be Met / Procedures to Follow
	<p>LEA Procedure</p> <p>LEA will provide a description of its procedure for responding to requests from parents for an Independent Educational Evaluation (IEE) at public expense.</p> <p>LEA will make available files of all students for whom an IEE at public expense was requested by the parent during the prior school year.</p> <p>LEA will discuss LEA Team Discussion Points and complete the Data Collection Summary.</p> <p>Special Considerations</p> <p>BSE Procedure</p> <p>Chairperson will select and review 10%, or not less than 3 files, of LEA files and answer the following questions:</p> <ol style="list-style-type: none"> a. Does the LEA provide information where an IEE may be obtained? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA b. Does the LEA notify parents in writing via a NOREP/PWN when the LEA declines the parent’s request for an IEE at public expense and the reason for denial of the IEE? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA c. Does the LEA’s procedure demonstrate that the LEA does not unreasonably delay either providing the IEE at public expense or initiating a due process hearing? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA d. Is there evidence that the LEA considered the IEE? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

Data Collection Worksheet

	LEA Team Discussion Points
	<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <ul style="list-style-type: none"> • Are LEA personnel (principals, administrators, psychologists, and teachers) familiar with the requirements for IEEs? • How does the LEA ensure that the results of an IEE are considered in any decision made with respect to the provision of FAPE?
	LEA Data Collection Summary
10	<p>To Be Completed by Chairperson:</p> <p>Conclusion</p> <p>_____ Yes, In Compliance (Must answer Yes or NA to all 4 questions (a-d) under BSE Procedure.)</p> <p>_____ No, Not in Compliance</p>

11. Least Restrictive Environment (LRE)

SPP Indicator 5

First Standard – Continuum

The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.

Regulatory Base

Continuum – 34 CFR 300.115(a)(b)(1)(2)

(a) Each public agency must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. (b) The continuum required in paragraph (a) of this section must—(1) Include the alternative placements listed in the definition of special education under § 300.38 (instruction in general education classes, special classes, special schools, home instruction, and instruction in hospitals and institutions); and (2) Make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with general education classroom placement.

Second Standard –Distribution of School-Aged Students

Students with disabilities are provided for in the least restrictive environment. – 34 CFR 300.114 – 117

Regulatory Base

General LRE Requirements – 34 CFR 300.114-117(2)(i)(ii)

(2) Each public agency must ensure that—(i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and (ii) Special classes, separate schooling, or other removal of children with disabilities from the general educational environment occurs only if the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily.

FSA 11 and 11A Data and Table Index

Data Display	Comparison of LEA and State Educational Placement Data and LEA Performance on SPP Targets
LEA Table 1	Distribution of All Students by Primary Disability Category Across Locations of Intervention
State Table 1	Distribution of All Students by Primary Disability Category Across Locations of Intervention
LEA Table 1A	Distribution of All Students by Primary Disability Category Across Locations of Intervention by Grade Level
LEA Table 2	Distribution of First Grade Students by Primary Disability Category Across Locations of Intervention
State Table 2	Distribution of First Grade Students by Primary Disability Category Across Locations of Intervention
LEA Table 3	Distribution of First Grade Students by Type of Support Category Across Locations of Intervention
State Table 3	Distribution of First Grade Students by Type of Support Category Across Locations of Intervention

Comparison of LEA and State Educational Placement Data and LEA Performance on SPP Targets

11 Standards to Be Met / Procedures to Follow

LEA Procedure

LEA has reviewed its parent survey results and identified any areas of needed improvement. The LEA will make this information available on-site for BSE verification.

The LEA will examine the following data comparing local and state rates and LEA performance on SPP targets, and will reflect upon this information in the Team Discussion Points and Data Collection Summary:

- a. _____% of LEA students with an IEP served inside the general education classroom 80% or more of the day (State % is _____ %)
- b. _____% of LEA students with an IEP served inside the general education classroom no more than 79% of the day and no less than 40% of the day (State % is _____ %)
- c. _____% of LEA students with an IEP served inside the general education classroom less than 40% of the day (State % is _____ %)
- d. _____% of LEA students educated in public separate facilities (e.g., centers, segregated settings) (State % is _____ %)
- e. _____% of LEA students educated in private separate facilities (e.g., private day schools) (State % is _____ %)
- f. _____% of LEA students educated in public or private separate residential facilities (e.g., ICP, PRRI, residential treatment program) (State % is _____ %)

Compared to state percentages, LEA data for the above 6 items are as follows:

Setting	Above State Rate	Below State Rate	Same As State Rate
a.	_____	_____	_____
b.	_____	_____	_____
c.	_____	_____	_____
d.	_____	_____	_____
e.	_____	_____	_____
f.	_____	_____	_____

Five Year Longitudinal Data Link

LEA results for students with disabilities compared to the SPP target: (NOTE: This SPP target reporting is based on prior year's reporting cycle. The LEA may describe and discuss more current data and performance on SPP target in the Special Considerations section below.)

- g. Met SPP target for students with disabilities served inside the general education classroom 80% or more of the day.
- h. Met SPP target for students with disabilities served inside the general education classroom less than 40% of the day.
- i. Met SPP target for students with disabilities served in other locations.

Setting	Met SPP Target	
80% or more	Y	N
Less than 40%	Y	N
Other Locations	Y	N

Special Considerations

continued ...

State Table 1: Distribution of All Students by Primary Disability Category Across Locations of Intervention

	LOCATION OF INTERVENTION: (percentage of total for the disability category)							
	Inside the general education class 80% or more of the school day	Inside the general education class 40-79% of the school day	Inside the general education class less than 40% of the school day	Educated in public separate facilities	Educated in private separate facilities	Educated in public or private separate residential facilities	Receive instruction in the home	TOTAL
PRIMARY DISABILITY								
Intellectual Disability								
Hearing Impairment Including Deafness								
Speech or Language Impairment								
Visual Impairment Including Blindness								
Emotional Disturbance								
Orthopedic Impairment								
Other Health Impairment								
Specific Learning Disability								
Deaf-Blindness								
Multiple Disabilities								
Autism								
Traumatic Brain Injury								

Five Year Longitudinal Data Link

LEA Table 2: Distribution of First Grade Students by Primary Disability Category Across Locations of Intervention

<p>STANDARDS TO BE MET PROCEDURES TO FOLLOW</p>	
<p>LEA PROCEDURE</p>	<p>The LEA will review LEA Table 2 and State Table 2, carefully reviewing LEA data that is discrepant from the state data and providing an explanation for any LEA data that differs from the state data by greater than 10 percentage points for more segregated settings (i.e. inside the general education class less than 40% of the school day, or other settings). The data in LEA Table 2 is PennData submitted by the LEA, which summarizes the number and percentage of LEA FIRST GRADE students, by primary disability, placed in each location of intervention.</p> <p>A link to five years of data is provided so that trends may be examined. State Table 2, on the next page, is a state summary of the distribution of FIRST GRADE STUDENTS, and is provided as a point of reference for the team. The team should reference their analysis of this data in the LEA Team Discussion and the LEA Data Collection Summary.</p> <p>Five Year Longitudinal Data Link</p>

	LOCATION OF INTERVENTION: (number of first grade students/percentage of total for the disability category)						TOTAL
	Inside the general education class 80% or more of the school day	Inside the general education class 40-79% of the school day	Inside the general education class less than 40% of the school day	Educated in public separate facilities	Educated in private separate facilities	Educated in public or private separate residential facilities	Receive instruction in the home
PRIMARY DISABILITY							
Intellectual Disability							
Hearing Impairment Including Deafness							
Speech or Language Impairment							
Visual Impairment Including Blindness							
Emotional Disturbance							
Orthopedic Impairment							
Other Health Impairment							
Specific Learning Disability							
Deaf-Blindness							
Multiple Disabilities							
Autism							
Traumatic Brain Injury							

State Table 2: Distribution of First Grade Students by Primary Disability Category Across Locations of Intervention

	LOCATION OF INTERVENTION: (percentage of total for the disability category)								TOTAL
	Inside the general education class 80% or more of the school day	Inside the general education class 40-79% of the school day	Inside the general education class less than 40% of the school day	Educated in public separate facilities	Educated in private separate facilities	Educated in public or private separate residential facilities	Receive instruction in the home		
PRIMARY DISABILITY									
Intellectual Disability									
Hearing Impairment Including Deafness									
Speech or Language Impairment									
Visual Impairment Including Blindness									
Emotional Disturbance									
Orthopedic Impairment									
Other Health Impairment									
Specific Learning Disability									
Deaf-Blindness									
Multiple Disabilities									
Autism									
Traumatic Brain Injury									

Five Year Longitudinal Data Link

LEA Table 3: Distribution of First Grade Students by Type of Support Category Across Locations of Intervention

<p>STANDARDS TO BE MET PROCEDURES TO FOLLOW</p>	<p>BSE PROCEDURE BSE Chairperson will review the data provided for the LEA and the State and make note of data that suggests compliance, noncompliance or need for improvement.</p>
<p>LEA PROCEDURE The LEA will review LEA Table 3 and State Table 3 carefully reviewing LEA data that is discrepant from the state data and providing an explanation for any LEA data that differs from the state data by greater than 10 percentage points for more segregated settings (i.e., inside the general education class less than 40% of the school day, or other settings). The data in LEA Table 3 is PennData submitted by the LEA, which summarizes the number and percentage of LEA FIRST GRADE students, by type of support and location of intervention. A link to five years of data is provided so that trends may be examined. State Table 3, on the next page, is a state summary of the distribution, and is provided as a point of reference for the team. The team should reference their analysis of this data in the LEA Team Discussion and the LEA Data Collection Summary.</p>	<p>Five Year Longitudinal Data Link</p>

	LOCATION OF INTERVENTION: (number of students/percentage of total for the type of support category)							TOTAL
TYPE OF SUPPORT	Inside the general education class 80% or more of the school day	Inside the general education class 40-79% of the school day	Inside the general education less than 40% of the school day	Educated in public separate facilities	Educated in private separate facilities	Educated in public or private separate residential facilities	Receive instruction in the home	
Autistic Support								
Emotional Support								
Deaf and Hard of Hearing Support								
Learning Support								
Life Skills Support								
Multiple Disabilities Support								
Physical Support								
Speech and Language Support								
Blind-Visually Impaired Support								

State Table 3: Distribution of First Grade Students by Type of Support Category Across Locations of Intervention

TYPE OF SUPPORT	Inside the general education class 80% or more of the school day	Inside the general education class 40-79% of the school day	Inside the general education class less than 40% of the school day	Educated in public separate facilities	Educated in private separate facilities	Educated in public or private separate residential facilities	Receive instruction in the home	TOTAL
Autistic Support								
Emotional Support								
Deaf and Hard of Hearing Support								
Learning Support								
Life Skills Support								
Multiple Disabilities Support								
Physical Support								
Speech and Language Support								
Blind-Visually Impaired Support								

Five Year Longitudinal Data Link

Data Collection Worksheet

11A LEA Team Discussion Points

Review LEA Tables 1 and 1A, and State Table 1, respond to the following questions and provide explanation.

The team discussion points have been developed to guide discussion among members of the team as they review the data. These points are to encourage discussion on indicators that reflect effective programs. These points should be reflected in the data collection summary. Please provide a written response for each question.

- a. Are there specific disability categories that show a high number of students placed outside the general education classroom for more than 20% of the school day?
- b. If the answer to "a" is "yes," list the reasons why a high number of students in those categories are placed outside the general education classroom for more than 20% of the school day
- c. Do trend data in LEA tables and Five Year Longitudinal Data show an increase or decrease in the number of students with an IEP served in general education classrooms for increased portions of the school day? If there is a decrease in the trends, please explain.
 Increase Decrease Remained relatively the same NA
- d. Do the data in the LEA Tables match the current Special Education Plan Program Profile? **(Not applicable to Charter Schools.)**
 Yes No NA
- e. Does the current Special Education Plan Program Profile describe the services and programs available to ensure that the continuum of services is available within the LEA? **(Not applicable to Charter Schools.)**
 Yes No NA

Review LEA Tables 2 and 3 and State Tables 2 and 3 for first grade students, respond to the following questions and provide explanation.

- f. Are there specific disability categories that show a high number of first grade students placed outside the general education classroom for more than 20% of the school day?
 Yes No NA
- g. If the answer to "f" is "yes," list the reasons why a high number of students in those categories are placed outside the general education classroom for more than 20% of the school day.
- h. Are there specific types of support that show a high number of first grade students placed outside the general education classroom for more than 20% of the school day?
 Yes No NA
- i. If the answer to "h" is "yes," list the reasons why a high number of first grade students in those types of support are placed outside the regular classroom for more than 20% of the school day.
- j. Do the trend data show an increase or decrease in the number of first grade students with an IEP served in general education classrooms for increased portions of the school day? If there is a decrease in the trends, please explain.
 Increase Decrease Remained relatively the same NA
- k. Are there specific school buildings that show a high number of first grade students placed outside the general education classroom for more than 20% of the school day?
 Yes No NA

continued . . .

LEA Team Discussion Points (continued from page 41)

Respond to the following questions and provide a brief explanation.

- For students educated outside the general education classroom for more than 20% of the school day, did IEP teams determine that those students could not receive a meaningful benefit from education in the general education classroom?
- If so, what were the reasons?
- What supplementary aids and services in the general education classroom did the team discuss prior to recommending removal from general education class for any portion of the school day?
- In what types of settings and environments are the following types of support provided: learning support, life skills support, emotional support, autistic support, physical support, multiple disability support, hearing support, vision support, speech and language support?
- For each of the above, is that type of support provided in general education classes as well as in special education classes?
- If it is not provided in general education classes, what are the reasons?
- How are students whose behavior may disrupt their own learning or that of others supported by the LEA?
- What plans does the LEA have to develop programs and services to ensure that the continuum of services is available within the LEA?
- Do students with an IEP have the same opportunities to participate in academic, nonacademic or extracurricular activities as peers who are nondisabled?
- If a student needs supplementary aids and services to participate in extracurricular activities, is that support provided?
- Do IEP teams begin the discussion of educational placement with the option of general education class for the entire school day?
- During IEP team meetings in which a student's educational placement is determined, does the team discuss how the student can be educated in general education class with supplementary aids and services for the entire school day?
- Are additional resources or supports needed to facilitate providing supplementary aids and services to students with an IEP within general education classrooms? If so, explain.
- How often are special education teachers available for co-teaching and consultation in general education classrooms?
- Do students with an IEP tend to spend less time in general education classes as they grow older?
- If so, is this true for students with all disabilities or only for certain disability categories?

	<p>Standards to Be Met / Procedures to Follow</p>
	<p>BSE Procedure</p> <p>The BSE Chairperson will review the data in all tables, as well as the current Special Education Program Plan Profile, the Data Collection Summary, information provided by the LEA, the Parent Survey results, and the Teacher Survey results, and answer the following questions:</p> <ol style="list-style-type: none"> No specific disability groups or grade levels show a high number of students in more restrictive settings? <input type="checkbox"/> Yes <input type="checkbox"/> No Do trend data in LEA tables show an increase in the number of students with an IEP served in general education classrooms for increased portions of the school day? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA Do data in the LEA Tables match the current Special Education Plan Program Profile? (Not applicable to Charter Schools.) <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA Does the current Special Education Plan Program Profile describe the services and programs available to ensure that a continuum of services is available within the LEA? (Not applicable to Charter Schools.) <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA The data support a conclusion that the LEA is complying with requirements for continuum of services as articulated in the standards and regulatory base for LRE? <input type="checkbox"/> Yes <input type="checkbox"/> No Available information supports a conclusion that the LEA is complying with requirements for the provision of a full range of supplementary aids and services as articulated in the standards and regulatory base for LRE? <input type="checkbox"/> Yes <input type="checkbox"/> No
	<p>LEA Data Collection Summary</p>
<p>11</p>	<p>To Be Completed by BSE Personnel:</p> <p>Conclusion</p> <p>_____ Yes (Met SPP target)</p> <p>_____ No (Requires an improvement plan)</p>
<p>11A</p>	<p>To Be Completed by Chairperson:</p> <p>Conclusion</p> <p>The data and information in the FSA, in combination with interviews and file reviews, supports a conclusion that the LEA is complying with requirements for the continuum of services and provision of a full range of supplementary aids and services, as articulated in the standards and regulatory base for LRE.</p> <p>_____ Yes</p> <p>_____ No</p>

12. Provision of Extended School Year (ESY) Services

Standard – Provision of Extended School Year (ESY) Services

Regulatory Base

ESY – 34 CFR 300.106

(a) General. (1) Each public agency must ensure that extended school year services are available as necessary to provide FAPE, consistent with paragraph (a)(2) of this section. (2) Extended school year services must be provided only if a child's IEP Team determines, on an individual basis, in accordance with §§ 300.320 through 300.324, that the services are necessary for the provision of FAPE to the child. (3) In implementing the requirements of this section, a public agency may not—(i) Limit extended school year services to particular categories of disability; or (ii) Unilaterally limit the type, amount, or duration of those services. (b) Definition. As used in this

section, the term extended school year services means special education and related services that—(1) Are provided to a child with a disability—(i) Beyond the normal school year of the public agency; (ii) In accordance with the child's IEP; and (iii) At no cost to the parents of the child; and (2) Meet the standards of the SEA.

ESY - 22 Pa. Code 711.44

(a) In addition to the requirements incorporated by reference in 34 CFR 300.106 (relating to extended school year services), charter schools and cyber charter schools shall use the following standards for determining whether a student with disabilities requires ESY as part of the student's program: (1) At each IEP meeting for a student with disabilities, the charter school or cyber charter school shall determine whether the student is eligible for ESY services and, if so, make subsequent determinations about the services to be provided.

12	Standards to Be Met / Procedures to Follow
	<p>LEA Procedure</p> <p>LEA will prepare a list of all students currently determined to be eligible for ESY services. The list is to include the student's name, disability category of eligibility, and type and location of special education service the student receives. (Use PennData definitions for category, type, and location.)</p> <p>LEA will send the list to BSE or make it available onsite for verification as directed by the Chairperson.</p> <p>LEA will review its data regarding ESY provision by disability, location of intervention, number of program hours, related services provided, and date of determination.</p> <p>Special Considerations</p> <p>BSE Procedure</p> <p>Chairperson will examine the list of students receiving ESY services to determine if students with various disabilities and types of services are receiving ESY programs. Chairperson will also consider the findings of other team members from the file reviews.</p> <p>Chairperson will select and review files of students found to be eligible and ineligible for ESY and reach conclusions. The sample will consist of at least 10 files in each eligibility category if available.</p> <p>Chairperson will answer the following questions</p> <ol style="list-style-type: none"> a. Is expedited review being offered to families of students who are not "target" group members if there is a disagreement about eligibility or the content of the program? b. Is the LEA complying with timelines for the new deadlines for "target" group students? c. Are procedural safeguard options provided to parents who disagree with ESY eligibility determinations? d. Is there evidence that ESY programs are individualized with regard to amount of services and individually appropriate goals and related services? e. In cases where ESY eligibility is denied, is there evidence in the file to support that conclusion, including information and data that demonstrates that the student does not require ESY in accordance with the determination criteria included in state regulations?

Data Collection Worksheet

LEA Team Discussion Points

LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.

- Does data regarding ESY participation indicate that all students with disabilities are considered for eligibility for ESY services, regardless of disability category, or type of special education service they are receiving?
- Does the LEA make ESY determinations based on student needs, considering both short and long-term breaks and interruptions in services?
- Are ESY program decisions based on individual student needs vs. administrative convenience or other factors?
- Are expedited reviews offered to families of students who are not “target” group members if there is a disagreement about eligibility or content of the program?
- Are procedural safeguard options provided to parents who disagree with ESY eligibility determinations?
- Is there evidence that ESY programs are individualized with regard to amount of services and individually appropriate goals and related services?
- In cases where ESY eligibility is denied, is there evidence in the file to support that conclusion, including information and data that demonstrates that the student does not require ESY in accordance with the determination criteria included in state regulations?

LEA Data Collection Summary

12 To Be Completed by Chairperson:

Conclusion

- Yes, In Compliance
 No, Not in Compliance
 NA

13. Provision of Related Service Including Psychological Counseling

Standard – Provision of Related Service Including Psychological Counseling

Regulatory Base

Related Services – 34 CFR 300.34(10)(i)(ii)(iii)(iv)(v)(vi)

10) Psychological services includes—(i) Administering psychological and educational tests, and other assessment procedures; (ii) Interpreting assessment results; (iii) Obtaining, integrating, and interpreting

information about child behavior and conditions relating to learning; (iv) Consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observation, and behavioral evaluations; (v) Planning and managing a program of psychological services, including psychological counseling for children and parents; and (vi) Assisting in developing positive behavioral intervention strategies.

13	Standards to Be Met / Procedures to Follow
	<p>LEA Procedure</p> <p>LEA will describe the provision of psychological counseling services to students within the LEA, specifically how it plans and manages a program of psychological services, including psychological counseling for those students whose IEPs require this service as a provision of FAPE. LEA will provide, in this FSA, a brief listing of what services are available both within the school setting and for school-funded services obtained from outside agencies. During the onsite review, the LEA must provide to the Chairperson specific written assurance or other documentation that parents are not charged for psychological counseling services that students require if the service is a necessary related service.</p> <p>Special Considerations</p> <p>BSE Procedure</p> <p>Chairperson will review the description in the FSA and assurance or other documentation provided onsite to assess compliance with requirements.</p>

Data Collection Worksheet

LEA Team Discussion Points

LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.

- Are there sufficient psychological counseling services available to meet the needs of students in the LEA?
- Is there a continuum of services available to address students who need varying types and levels of support?
- Are psychological counseling services, when included in a student's IEP, provided at no cost to parents?
- Does the LEA have effective arrangements with outside service providers?
- If students require psychological counseling as a related service, and it is provided outside of the school setting, is transportation provided where necessary and at no cost to the parent?

LEA Data Collection Summary

13 To Be Completed by Chairperson:

Conclusion

_____ Yes, In Compliance

_____ No, Not in Compliance

15. Parent Training

Standard – Parent Training

Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.

Regulatory Base

Parent Training – 34 CFR 300.34(c)(8)(i)(ii)(iii)

(8)(i) Parent counseling and training means assisting parents in understanding the special needs of their child; (ii) Providing parents with information about child development; and (iii) Helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP or IFSP.

LEA Procedure

LEA has reviewed its parent survey results and identified any areas of needed improvement. The LEA will make this information available on-site for BSE verification.

LEA will review its evidence of training that addresses special education held during the past 24 months as well as training anticipated to be given during the current school year.

- a. _____ Number of trainings offered by the LEA specifically for parents of students with disabilities

Topic of Trainings: _____ Behavior Support
 _____ Response to Intervention (Reading, Math, Progress Monitoring)
 _____ Inclusive Practices
 _____ Transition
 _____ AT
 _____ Autism
 _____ Interagency
 _____ Other (please list topic)

Source of Training: _____

Approximate Dates of Trainings in the past 24 months: _____

Special Considerations

- b. _____ Approximate number of parents of students with disabilities who attended trainings or opportunities provided by the LEA

Topic of Trainings: _____ Behavior Support
 _____ Response to Intervention (Reading, Math, Progress Monitoring)
 _____ Inclusive Practices
 _____ Transition
 _____ AT
 _____ Autism
 _____ Interagency
 _____ Other (please list topic)

Source of Training: _____

Approximate Dates of Trainings in the past 24 months: _____

Special Considerations

LEA will review its plan for parent training, methods of outreach to parents, including foster/surrogate parents, parent training needs assessment tools, and LEA policy on parent access to classrooms.

continued ...

	Standards to Be Met / Procedures to Follow (continued from page 51)
	<p>BSE Procedure</p> <p>Chairperson will review the data provided by the LEA to determine compliance.</p> <p>Chairperson will review documentation of parent training delivered in the past 24 months as well as training anticipated to be given during the current school year to assess the LEA's plans and implementation of meaningful parent training, including LEA-wide parent training, student-specific training, and counseling and support for families.</p> <p>Chairperson will verify whether the LEA has a policy that ensures that parents have reasonable access to their child's classrooms.</p> <p>c. LEA documents that they have a policy that ensures reasonable classroom access for parents. <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
15A	<p>Chairperson will review information provided by the LEA regarding parent survey results and identified areas of need, if any, and will determine if improvement plan is needed.</p>

Data Collection Worksheet

LEA Team Discussion Points

LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.

What evidence exists that:

- Parent input is sought to determine what parent trainings are needed/desired?
- Parents are notified of all meetings for the purpose of identification, evaluation, educational placement, and the provision of FAPE?
- Accommodations are made by the LEA to support parent participation in meetings (e.g. after-school meetings, conference calls, transportation, childcare)?
- Efforts are made by the LEA to seek parent input when parents do not attend trainings offered by the LEA?
- The LEA identifies parents who may need additional support to fully participate in their child's educational process?
- The LEA seeks to improve parent attendance at parent trainings?
- The LEA trains personnel and parents together?
- The LEA invites surrogate parents and foster parents to parent training opportunities?

LEA Data Collection Summary

15 **To Be Completed by Chairperson:**

Conclusion

- _____ Yes, In Compliance
 _____ No, Not in Compliance

15A **To Be Completed by Chairperson:**

Conclusion

The parent survey results do not indicate need for an improvement plan.

- _____ Yes
 _____ No (Requires improvement plan)

16. Participation in State and Local Assessments

SPP Indicator 3B

Standard – Participation in Statewide Assessments

The LEA's population of students who participate in state assessment is comparable with the state data.

Regulatory Base

Participation in Assessments – 34 CFR 300.160(a)

General. A State must ensure that all children with disabilities are included in all general State and district-wide assessment programs, including assessments described under section 1111 of the ESEA, 20 U.S.C. 6311, with appropriate accommodations and alternate assessments, if necessary, as indicated in their respective IEPs.

16 Standards to Be Met / Procedures to Follow

LEA Procedure

LEA will review data in the chart below, discuss LEA Team Discussion Points, and complete the Data Collection Summary.

Data will be taken from the school year PennData Report required in the SPP/APR. (NOTE: SPP target reporting is based on prior year’s reporting cycle.)

Special Considerations

LEA specific information will be provided in chart format on the web.

Participation Rate				
	<u>LEA Rate</u>	<u>State Rate</u>	<u>SPP Target</u>	<u>LEA Met SPP Target</u>
Reading	_____	_____	_____	_____
Math	_____	_____	_____	_____

16A LEA Procedure

LEA will complete the following information using the school year report required by the SPP/APR and discuss LEA Team Discussion Points. (NOTE: SPP target reporting is based on prior year’s reporting cycle.)

School-wide Local Assessments

List grades in which the LEA conducted charter school-wide local assessments. _____

_____ Total number of students with disabilities in grades participating in charter school-wide local assessment.

_____ Total number of students with disabilities who participated in the charter school-wide local assessment.

_____ Total number of students with disabilities who participated in an alternate local assessment.

BSE Procedure

Chairperson will review the data provided by the LEA to determine compliance.

Special Considerations

Data Collection Worksheet

LEA Team Discussion Points

LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.

What evidence exists that:

- If the LEA has not met the SPP target for participation in statewide assessment, what improvements are needed?
- How does the LEA determine student participation in LEA and statewide assessment?
- What methods are being used to ensure that students with disabilities participate in the PSSA/Keystone Exams or PASA?
- Does the LEA monitor student participation in statewide assessment as students advance from elementary to secondary grades to ensure consistently high participation rates across all grade levels?
- Has the LEA in-serviced its personnel, including administrators, regarding the requirement of participation in statewide assessments?
- Has the LEA made available to personnel the PA guidelines regarding statewide assessments?
- Does the LEA provide preparation for students in test-taking techniques prior to the administration of testing?
- Does the LEA provide training for personnel on the PSSA/Keystone Exams and PASA?
- Are statewide and LEA-wide assessment data used to drive program changes?

LEA Data Collection Summary

16

To Be Completed by Chairperson:

Conclusion

- _____ Yes (Met SPP target for participation rate)
 _____ No (Requires improvement plan for participation rate)
 _____ NA

16A

To Be Completed by Chairperson:

Conclusion

- _____ Yes
 _____ No (Requires and improvement plan)
 _____ NA

17. Public School Enrollment

First Standard – Public School Enrollment

The LEA's percentage of children with disabilities served in special education is comparable to state data.

Regulatory Base

Child Find – 34 CFR 300.111

Children with disabilities within each disability category have been identified, located, and evaluated.

Second Standard – Timely Provision of FAPE

Regulatory Base

When IEPs must be in effect – 34 CFR 300.323

(e) IEPs for children who transfer public agencies in the same State. If a child with a disability (who had an IEP that was in effect in a previous public agency in the same State) transfers to a new public agency in the same State, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) must provide FAPE to the child (including services comparable to those described in the child's IEP from the previous public agency) until the new public agency either- (1) adopts the child's IEP from the previous public agency; or (2) develops, adopts, and implements a new IEP that meets the applicable requirements in 300.321 through 300.324.

(f) IEPs for children who transfer from another State. If a child with a disability (who had an IEP that was in effect in a previous public agency in another State) transfers to a public agency in a new State, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) must provide the child with FAPE (including services comparable to those described in the child's IEP from the previous public agency) until the new public agency (1) conducts an evaluation pursuant to 300.304 through 300.306 (if determined to be necessary by the new public agency); and (2) Develops, adopts, and implements a new IEP, if appropriate, that meets the applicable requirements in 300.320 through 300.324.

Third Standard – Charter School Enrollment

Regulatory Base

Enrollment – Chapter 711.7

(a) A charter school or cyber charter school may not deny enrollment or otherwise discriminate in its admission policies or practices on the basis of a child's disability or the child's need for special education or supplementary aids or services.

(c) A charter school or cyber charter school may not discriminate in its admission policies or practices on the basis of intellectual disability. Admission criteria may not include measures of achievement or aptitude.

17

Standards to Be Met / Procedures to Follow

LEA Procedure

LEA will review the following data from the prior school year, discuss LEA Team Discussion Points, and complete the Data Collection Summary.

- _____ Total number of LEA's student population
 - _____ Number Elementary (K-6)
 - _____ Number Secondary (7-12)
- _____ Total number of special education population
 - _____ Number Disabled excluding Speech
 - _____ % Disabled excluding Speech
 - _____ Number Speech only
 - _____ % Speech only

Percentage of students with disabilities identified eligible for special education:

State % _____ LEA % _____

LEA results compared to state:

_____ Lower _____ Same _____ Higher

LEA should explain any extraordinary circumstances that might impact LEA enrollment data, e.g. institutions or correctional facilities located in the LEA's geographical region, recent establishment of community living arrangements, significant population changes)

Special Considerations

BSE Procedure

Chairperson will review the LEA data to determine need for improvement.

Data Collection Worksheet

17	LEA Team Discussion Points
	<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <ul style="list-style-type: none"> • How does the LEA's overall percentage of students with disabilities compare to the state percentage of students with disabilities? • Is the percentage of students with disabilities usually higher or lower than the state average? • Is there any particular category of disability that the LEA may need to review for proportionality? • How will the LEA use the data to make informed program decisions?
	LEA Data Collection Summary

17A	Standards to Be Met / Procedures to Follow
	<p>LEA Procedure</p> <p>LEA will send its written Policy on Student Admission (22 Pa Code, 11.41 BEC Enrollment of Students, January 22, 2009) to BSE or make it available onsite for verification as directed by the Chairperson.</p> <p>Special Considerations</p> <p>BSE Procedure</p> <p>Chairperson will review the Policy and answer questions a-f. If the response to any of these questions is "No" the Bureau of Special Education will refer the LEA to the School Services Unit of PDE for follow up.</p> <ol style="list-style-type: none"> a. Does the LEA have a written Policy on Student Admission? <input type="checkbox"/> Yes <input type="checkbox"/> No b. Does the Policy include a statement or description of entitlement to education for resident and nonresident students? <input type="checkbox"/> Yes <input type="checkbox"/> No c. Does the Policy include provisions for timely enrollment? (A school district or charter school shall normally enroll a child the next business day but no later than 5 business days of application) <input type="checkbox"/> Yes <input type="checkbox"/> No d. Does the Policy include a statement or description that a child's right to be admitted to school may not be conditioned on the child's immigration status, and that the LEA may not inquire regarding the immigration status of a child as part of the admission process? <input type="checkbox"/> Yes <input type="checkbox"/> No <p style="text-align: right;">continued . . .</p>

	<p>Standards to Be Met / Procedures to Follow (continued from page 59)</p>
	<p>e. Does the Policy include provision for administering a home language survey to all students seeking first time enrollment in its schools? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>f. If the Policy describes additional information (other than proof of age, immunizations required by law, proof of residency, parent registration statement, and home language survey) that the LEA requests in the admission process, is it explained that the LEA cannot prohibit or delay admission contingent upon receipt of this additional information? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>g. Is there any evidence in the school's Admission Policy and/or the file reviews conducted for 17B that the charter school denies enrollment or discriminates in admission policies or practices on the basis of a child's disability or the child's need for special education or supplementary aids or services? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>h. Is there any evidence in the school's Admission Policy and/or the file reviews conducted for 17B that the charter school discriminates in its admission policies or practices on the basis of intellectual ability? (Admission criteria may not include measures of achievement or aptitude.) <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>17B</p>	<p>Standards to Be Met / Procedures to Follow</p>
	<p>LEA Procedure</p> <p>LEA will compile a list of students who meet ALL of the following criteria:</p> <ul style="list-style-type: none"> • Student transferred to the LEA from another LEA in Pennsylvania or another State within the past 6 months • Student had an IEP in place when he/she transferred to the LEA • Student is still being served by the LEA <p>LEA will review the files of 10 students who meet the above criteria. If less than 10 students meet the above criteria, review all the files, e.g., if 7 students meet all three criteria review all 7 files. Respond to the LEA Team Discussion Points in the LEA Data Collection Summary.</p> <p>LEA will send the list of students to BSE or make it available onsite for verification as directed by the Chairperson. Chairperson may review the same files as the LEA, and/or select other files as warranted.</p> <p>Special Considerations</p> <p>BSE Procedure</p> <p>Chairperson will examine files, review the LEA Data Collection Summary, and respond to the following question: In the files reviewed, did the LEA provide timely FAPE for transfer students in accordance with regulations? <input type="checkbox"/> Yes <input type="checkbox"/> No NA (No students for whom requirements were applicable)</p>

Data Collection Worksheet

LEA Team Discussion Points

LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.

- Are staff that are responsible for enrolling students with disabilities in the LEA aware of the regulatory requirements for transferring students with IEPs from LEAs within state and out of state?
- Are there written procedures that address these requirements?
- Does the LEA have any additional requirements for admitting students with disabilities (beyond those established by the LEA's Policy on Student Admission)?
- Have there been instances in the past six months in which timely provision of FAPE has been denied for transferring students?
- If denial of timely FAPE has occurred, did the LEA offer compensatory education?

LEA Data Collection Summary

18. Surrogate Parents (Students Requiring)

Standard – Surrogate Parents

The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.

Regulatory Base

Surrogate Parents – 34 CFR 300.519(a)(1)(2)(3)(4)(b)(1)(2)(h)

(a) General. Each public agency must ensure that the rights of a child are protected when—(1) No parent (as defined in § 300.30) can be identified; (2) The public agency, after reasonable efforts, cannot locate a parent; (3) The child is a ward of the State under the laws of that State; or (4) The

child is an unaccompanied homeless youth as defined in section 725(6) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(6)). (b) Duties of public agency. The duties of a public agency under paragraph (a) of this section include the assignment of an individual to act as a surrogate for the parents. This must include a method—(1) For determining whether a child needs a surrogate parent; and (2) For assigning a surrogate parent to the child. (h) SEA responsibility. The SEA must make reasonable efforts to ensure the assignment of a surrogate parent not more than 30 days after a public agency determines that the child needs a surrogate parent.

18

Standards to Be Met / Procedures to Follow

LEA Procedure

LEA will send a report of students in need of a surrogate parent (including students whose parents are unknown or unavailable and all students who are wards of the state) to BSE or make it available onsite for verification as directed by the Chairperson. LEA will have available files of all students who have a surrogate parent assigned.

LEA will review and send to BSE, or make it available onsite for verification as directed by the Chairperson, evidence of recruitment, selection, training, and assignment of surrogate parents.

LEA will discuss LEA Team Discussion Points and complete the Data Collection Summary.

LEA will also answer the following two questions:

Does the LEA document a procedure to identify students who need surrogate parents, including unaccompanied homeless youth?

Yes No

Does the LEA document a procedure to assign a surrogate parent not more than 30 days after the LEA determines that the student needs a surrogate parent?

Yes No

Special Considerations

BSE Procedure

Chairperson will select and review 10%, or not less than 3, files of non-wards of state students with surrogate parents assigned. Chairperson will also review all files of students who are wards of the state.

Chairperson will answer the following questions:

a. Were surrogate parents appointed within 30 days of identification of need for a surrogate?

Yes No NA (No students need surrogate parents)

b. Are assigned surrogate parents persons other than individuals employed by an agency involved in the education or care of the child?

Yes No NA (No students need surrogate parents)

c. Are surrogate parents actively involved in the education of the child (e.g. attending IEP meetings)?

d. Does the LEA document a procedure to identify students who need surrogate parents, including unaccompanied homeless youth?

Yes No NA

Chairperson will review the report provided by the LEA to determine compliance.

Data Collection Worksheet

LEA Team Discussion Points

LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.

- How does the LEA determine whether a student needs a surrogate parent?
- What methods are used to recruit surrogate parents?
- Are there enough surrogate parents to meet the LEA's needs?
- Are surrogate parents afforded all the educational rights of other parents of students with disabilities in the LEA?
- Does the LEA review the training provided to surrogate parents to ensure surrogate parents have adequate knowledge to serve in this capacity?
- For children for whom a surrogate parent is required, does the LEA have procedures in place to ensure that a surrogate is appointed within 30 days?

LEA Data Collection Summary

18

To Be Completed by Chairperson:

Conclusion

_____ Yes, In Compliance

_____ No, Not in Compliance

19. Personnel Training

Standard – Training

In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.

Regulatory Base

Personnel Development – 34 CFR 300.207

The LEA must ensure that all personnel necessary to carry out Part B of the Act are appropriately and adequately prepared, subject to the requirements of 300.156 (related to personnel qualifications) and section 2122 of the ESEA.

State-Level Activities – 34 CFR 300.704(b)(4)(i)

Funds reserved under paragraph (b) (1) of this section must be used to carry out the following activities: (1) For support and direct services, including technical assistance, personnel preparation, and professional development and training.

Standards to Be Met / Procedures to Follow**LEA Procedure**

LEA has reviewed its teacher survey results and identified any areas of needed improvement. The LEA will make this information available on-site for BSE verification.

LEA will review its evidence of training that addresses special education held during the past 24 months as well as training anticipated to be given during the current school year.

LEA will provide the following data:

Training is provided as part of the Professional Development Plan of the LEA and Act 48 credit is available.

Yes No NA

_____ Number of trainings and/or consultations with topics regarding special education provided to LEA personnel.

Topic of Training: Behavior Support
 Reading
 FAPE in the LRE
 Transition
 AT/Low Incidence
 Confidentiality
 IEP Development
 FBAs/Manifestation Determinations
 Other (please list topic)

Source of Training: _____

Approximate Dates of Trainings in the past 24 months: _____

Does the LEA plan include a description of personnel training on use of PBS, de-escalation techniques, and emergency responses.

Yes No

_____ Number of trainings and/or consultations with topics regarding special education provided jointly to parents of students with disabilities and personnel.

Topic of Trainings: Behavior Support
 Reading
 FAPE in the LRE
 Transition
 AT/Low Incidence
 Confidentiality
 IEP Development
 FBAs/Manifestation Determinations
 Other (please list topic)

Source of Training: _____

Approximate Dates of Trainings in the past 24 months: _____

continued...

	<p>Standards to Be Met / Procedures to Follow (continued from page 68)</p>
	<p>LEA will indicate whether the training audience included the following stakeholders:</p> <ul style="list-style-type: none"> a. Administration <input type="checkbox"/> Yes <input type="checkbox"/> No b. Teachers, General Education <input type="checkbox"/> Yes <input type="checkbox"/> No c. Teachers, Special Education <input type="checkbox"/> Yes <input type="checkbox"/> No d. Paraprofessionals <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA e. Personal Care Assistants <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA f. Educational Interpreters <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA <p>Special Considerations</p> <p>BSE Procedure</p> <p>Chairperson will review the evidence of training and determine compliance.</p>
<p>19A</p>	<p>Standards to Be Met / Procedures to Follow</p>
	<p>BSE Procedures</p> <p>Chairperson will review information provided by the LEA regarding teacher survey results and identified areas of need, if any, and will determine if improvement plan is needed.</p>

Data Collection Worksheet

LEA Team Discussion Points

LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.

What evidence exists that:

- Instructional paraprofessionals receive 20 hours of staff development activities related to their assignment each school year?
- Personal care assistants receive 20 hours of staff development activities related to their assignment each school year (the 20 hours of training may include training required by the school-based ACCESS program)?
- Educational interpreters receive 20 hours of staff development activities relating to interpreting or transliterating services annually?
- The LEA identifies personnel training needs?
- The LEA addresses the identified personnel training needs?
- The LEA provides professional development activities for both general and special education professional personnel?
- The LEA provides professional development activities for paraprofessional personnel?
- The LEA provides professional development activities for personal care assistant personnel?
- The LEA ensures that personnel have the skills and knowledge necessary to meet the needs of students with disabilities?
- Training has enhanced the ability of teachers and others to use strategies such as behavioral interventions to address the conduct of students with disabilities that impedes their learning?
- The LEA acquires and disseminates to teachers, administrators, and related services personnel significant knowledge derived from educational research and other sources?
- The LEA adopts effective practices, materials, and technology?
- The data demonstrate instructional changes that impact student performance?

LEA Data Collection Summary

19 To Be Completed by Chairperson:

Conclusion

- Yes, In Compliance
 No, Not in Compliance

19A To Be Completed by Chairperson:

Conclusion

The teacher survey results do not indicate need for an improvement plan.

- Yes
 No (Requires and improvement plan)

20. Intensive Interagency Approach (formerly Cordero class members)

Standard – Intensive Interagency Approach

The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.

Regulatory Base

Provision of FAPE – 300.101(a)

(a) General. A free appropriate public education must be available to all children residing in the State between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school, as provided for in 300.530(d).

Least Restrictive Environment – 34 CFR 300.114

Each public agency shall ensure – (i) that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and (ii) that special classes, separate schooling or other removal of children with disabilities from the regular education environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

20	Standards to Be Met / Procedures to Follow
	<p>LEA Procedure</p> <p>LEA will have available for the onsite review files of all students included on the Intensive Interagency Report (formerly TAP Report).</p> <p>LEA will review the files of students reported as Cordero class members and those students with disabilities currently receiving Instruction in the Home or Homebound Instruction and answer the following questions:</p> <p>Does the LEA report all students with disabilities who have been identified as requiring homebound instruction? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>Does the LEA report all students with disabilities who have been identified as requiring Instruction in the Home? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>Special Considerations</p> <p>BSE Procedure</p> <p>Chairperson will answer the following questions:</p> <ol style="list-style-type: none"> a. Has the LEA reported in a timely manner all students with disabilities that are receiving Instruction in the Home or Homebound Instruction? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA (Mark NA only if the LEA does not have any students receiving Instruction in the Home or Homebound Instruction.) b. Has the LEA reported in a timely manner all currently active Cordero class members? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA (Mark NA only if the LEA does not have any currently active Cordero class members.)

Data Collection Worksheet

LEA Team Discussion Points

LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.

What evidence exists that:

- The LEA has students for whom it has had difficulty locating a program to ensure the provision of FAPE?
- The LEA has resolved the issues of locating services for difficult to place students?
- The LEA utilizes the Regional Interagency Coordinators to assist in interagency planning to mitigate and/or eliminate barriers to placement resolution?
- The LEA participated in interagency approach trainings?
- The LEA uses interagency approach situations to improve LEA program capacity?
- The LEA engages in intensive interagency collaboration for students with complex needs?
- The LEA engages other student serving systems (e.g. mental health, intellectual disability, child protective services, juvenile probation, and drug/alcohol treatment services) for difficult to place students?
- There is a particular disability category of students or types of educational placement needed that the LEA has difficulty locating?
- The LEA continually monitors students receiving Homebound Instruction?
- The LEA continually monitors students receiving Instruction in the Home for ongoing placement needs?
- The LEA has effective arrangements with outside service providers?
- The LEA continues to identify unmet needs that may still exist?

LEA Data Collection Summary

20

To Be Completed by Chairperson:

Conclusion

- Yes, In Compliance
 No, Not in Compliance
 NA

21. Summary of Academic Achievement and Functional Performance; Procedural Safeguard Requirements for Graduation; SPP/APR Indicator 13 (Transition)

SPP Indicator 13

First Standard – Summary of Performance

The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out.

Regulatory Base

Additional requirements for evaluations and reevaluations – 34 CFR 300.305(e)(3)

(e) Evaluations before change in eligibility. (1) Except as provided in paragraph (e)(2) of this section, a public agency must evaluate a child with a disability in accordance with §§300.304 through 300.311 before determining that the child is no longer a child with a disability. (3) For a child whose eligibility terminates under circumstances described in paragraph (e)(2) of this section, a public agency must provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.

Second Standard – Procedural Safeguards for Graduation

The LEA provides required prior written notice for graduation.

Regulatory Base

Limitation-exception to FAPE for certain ages – 34 CFR 300.102(B)(iii)

(iii) Graduation from high school with a regular high school diploma constitutes a change in placement, requiring written prior notice in accordance with §300.503.

Third Standard – Transition Requirements

The LEA complies with requirements for transition planning for students.

Regulatory Base

Transition – (20 U.S.C. 1416(a)(3)(B))

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

21	Standards to Be Met / Procedures to Follow
	<p>LEA Procedure</p> <p>LEA will prepare a list of students who graduated or aged out in the prior school year and send the list to BSE or make it available on-site for verification as directed by the Chairperson. LEA will make files available for those students selected by the Chairperson.</p> <p>LEA has reviewed its student survey results and identified any areas of needed improvement. The LEA will make this information available on-site for BSE verification.</p> <p>Special Considerations</p> <p>BSE Procedure</p> <p>NOTE: The following 3 questions (a, b and the conclusion) can only be marked NA for charter schools who do not serve children whose eligibility terminates due to graduation or aging out.</p> <p>Chairperson will select and review 10%, or not less than 3 files, of students who have graduated or aged out, and confirm that a Summary of Academic Achievement and Functional Performance has been provided to the student.</p> <p>Chairperson will select and review 10%, or not less than 3 files, of students who have graduated, and confirm that a NOREP/PWN was issued by the LEA.</p> <p>Chairperson will answer the following questions:</p> <p>a. Has the LEA issued a Summary of Academic Achievement and Functional Performance for all students reviewed as required? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>b. Did the LEA issue prior written notice (NOREP/PWN) recommending graduation for all students reviewed? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p>
21A	Standards to Be Met / Procedures to Follow
	<p>LEA Procedure</p> <p>LEA will provide the BSE with a list of students who are age 16 and older as per the age on the IEP. Chairperson will select 10 files from the list and review to determine compliance with SPP/APR Indicator 13 transition requirements.</p>
21	<p>To Be Completed by Chairperson:</p> <p>Conclusion</p> <p><input type="checkbox"/> Yes, In Compliance</p> <p><input type="checkbox"/> No, Not in Compliance</p>
21A	<p>To Be Completed by Chairperson:</p> <p>Conclusion</p> <p><input type="checkbox"/> Yes, In Compliance</p> <p><input type="checkbox"/> No, Not in Compliance</p>

22. Disproportionate Representation That is the Result of Inappropriate Identification

SPP Indicators 9 and 10

Standard – Disproportionate Representation

LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.

Regulatory Base

State monitoring and enforcement –
34 CFR 300.600(d)(3)

(d) The State must monitor the LEAs located in the State, using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas: (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification.

22	Standards to Be Met / Procedures to Follow
	<p>LEA Procedure LEA will review its identification data by race/ethnicity and complete LEA Team Discussion Points.</p> <p>Special Considerations</p> <p>BSE Procedure Chairperson will review LEA team discussion points, compare with the charter school annual report/SPP-APR Annual Public Reporting, consider results of file review findings for evaluation, and will answer the following questions.</p> <ul style="list-style-type: none"> a. Is there an indication of disproportionate representation of racial/ethnic groups receiving special education that is the result of inappropriate identification? <input type="checkbox"/> Yes <input type="checkbox"/> No b. Is there an indication of disproportionate representation of racial/ethnic groups by disability category receiving special education that is the result of inappropriate identification? <input type="checkbox"/> Yes <input type="checkbox"/> No

Data Collection Worksheet

	<p>LEA Team Discussion Points</p>
	<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>LEA will review its identification data by race/ethnicity.</p> <ul style="list-style-type: none"> • What do the data mean to the LEA? • How do the data for students with disabilities compare with race/ethnicity in the general student population of the LEA? • Is any particular disability group disproportionately represented by a higher or lower identification rate? • If so, are continuous improvement activities in place? • Has the LEA established policies and procedures to prevent inappropriate identification of students by race/ethnicity receiving special education? • If so, are continuous improvement activities in place? • Has the LEA established policies and procedures to prevent inappropriate identification of students by race/ethnicity by disability category? • If so, are continuous improvement activities in place?
	<p>LEA Data Collection Summary</p>
<p>22</p>	<p>To Be Completed by Chairperson:</p> <p>Conclusion</p> <p>_____ Yes</p> <p>_____ No (Requires an improvement plan)</p>

23. Educational Benefit Review

Standard – Educational Benefit Review

The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.

Regulatory Base

Definition of individualized education program – 34 CFR 300.320

IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with 300.320 through 300.324 and that must include – (2) (i) A statement of measurable annual goals, including academic and functional goals designed to – (A) Meet the child’s needs that result from the child’s

disability to enable the child to be involved in and make progress in the general education curriculum; and (B) Meet each of the child’s other educational needs that result from the child’s disability.

Development, review, and revision of IEP – 34 CFR 300.324

Each public agency must ensure that, subject to paragraphs (b) (2) and (b) (3) of this section, the IEP Team – (i) Reviews the IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and (ii) Revises the IEP, as appropriate, to address – (A) Any lack of expected progress toward the annual goals described in 300.320 (a) (2), and in the general education curriculum, if appropriate.

23	<p>Standards to Be Met / Procedures to Follow</p>
	<p>LEA Procedure</p> <p>LEA will conduct an Educational Benefit Review (EBR) for a sample of students, in accordance with training and instructions provided by the BSE. The team will answer the following ten questions for each student in the sample:</p> <ol style="list-style-type: none"> 1. Are the assessments complete and do they identify all of the student’s needs, including postsecondary outcomes and/or career assessment/functional vocational evaluation for secondary students? 2. In Year 3, does the IEP, through the Present Level of Academic Achievement and Functional Performance (PLAAFP) statement or other IEP information, identify all of the student’s significant needs? 3. In Year 3, are all of the student’s needs addressed by goals and objectives, transition services, and/or supplementary aids and services, including, for secondary students, postsecondary outcomes, preferences, and interests? 4. In Year 3, are there programs and services to support all of the student’s goals and objectives? 5. Do the transition services provided for the student over the three-year period of review represent a coordinated set of activities related to the student’s vision for adult life? 6. In reviewing the comparison of the PLAAFP from Year 1 to Year 2 and from Year 2 to Year 3, if the student did not make progress, were the goals and objectives, transition activities, or programs and services in Year 3 changed in the IEP to facilitate the student’s future progress? 7. In reviewing the comparison of the PLAAFP from Year 1 to Year 2 and from Year 2 to Year 3, if the student did make progress, were the goals and objectives, transition activities, or programs and services in Year 3 changed in the IEP to facilitate the student’s future progress, including participation in general education? 8. Were sufficient services provided to ensure that the student would make progress? 9. Is this student provided with supplementary aids and services to support participation in extracurricular and nonacademic activities if determined to be needed by the IEP team? 10. Based upon the review of Worksheets Year 1, 2 and 3 and questions # 1-9 above, the LEA has determined that the student has received educational benefit?

Data Collection Worksheet

LEA Team Discussion Points

LEA team will analyze results of the EBR review in accordance with training and instructions provided by BSE, and will provide summary results in the LEA Data Collection Summary.

BSE Procedure

BSE will review the data provided, discuss the LEA's conclusions with LEA personnel, and determine compliance or noncompliance with requirements.

LEA Data Collection Summary

23

To Be Completed by Chairperson:

Conclusion

IEPs for all students in the sample are reasonably calculated to result in Educational Benefit.

_____ Yes

_____ No

Educational Benefit Review Worksheet

Instructions: LEAs participating in cyclical monitoring are required to use this worksheet to address the Educational Benefit Review (EBR) in FSA #23. The LEA is to form a team, and complete one worksheet for each student on the EBR/FSA #23 list provided to the LEA by the BSE. The LEA is to have the completed worksheet for each student, as well as each student's educational record, available for review by the BSE team chairperson during the onsite review.

The overall purpose of the EBR process is to determine whether the IEP was reasonably calculated to provide for educational benefit. Specific instructions about how to complete the EBR were provided by the BSE during the monitoring training.

Name of Student: _____ LEA: _____

Student's ID Number: _____

Year 1

Present Levels of Performance	Needs/Concerns	Annual Goals/ Accommodations and Modifications	Services/ Placement	Progress	Was IEP Adjusted?

Year 2

Present Levels of Performance	Needs/Concerns	Annual Goals/ Accommodations and Modifications	Services/ Placement	Progress	Was IEP Adjusted?

continued ...

Year 3

Present Levels of Performance	Needs/Concerns	Annual Goals/ Accommodations and Modifications	Services/ Placement	Progress	Was IEP Adjusted?

continued ...

After reviewing the above data and information, answer each of the 10 questions below.

1. Are the assessments complete and do they identify all of the student's needs, including postsecondary outcomes and/or career assessment/functional vocational evaluation for secondary students?
Yes _____ No _____ NA _____
2. In Year 3, does the IEP, through the Present Level of Academic Achievement and Functional Performance (PLAAFP) statement or other IEP information, identify all of the student's significant needs?
Yes _____ No _____ NA _____
3. In Year 3, are all of the student's needs addressed by goals and objectives, transition services, and/or supplementary aids and services, including, for secondary students, postsecondary outcomes, preferences, and interests?
Yes _____ No _____ NA _____
4. In Year 3, are there programs and services to support all of the student's goals and objectives?
Yes _____ No _____ NA _____
5. Do the transition services provided for the student over the three-year period of review represent a coordinated set of activities related to the student's vision for adult life?
Yes _____ No _____ NA _____
6. In reviewing the comparison of the PLAAFP from Year 1 to Year 2 and from Year 2 to Year 3, if the student did not make progress, were the goals and objectives, transition activities, or programs and services in Year 3 changed in the IEP to facilitate the student's future progress?
Yes _____ No _____ NA _____
7. In reviewing the comparison of the PLAAFP from Year 1 to Year 2 and from Year 2 to Year 3, if the student did make progress, were the goals and objectives, transition activities, or programs and services in Year 3 changed in the IEP to facilitate the student's future progress, including participation in general education?
Yes _____ No _____ NA _____
8. Were sufficient services provided to ensure that the student would make progress?
Yes _____ No _____ NA _____
9. Is this student provided with supplementary aids and services to support participation in extracurricular and nonacademic activities if determined to be needed by the IEP team?
Yes _____ No _____ NA _____
10. Based upon the review of Worksheets Year 1, 2 and 3 and questions # 1-9 above, the LEA has determined that the student has received educational benefit?
Yes _____ No _____

Commonwealth of Pennsylvania

Tom Wolf, Governor

