



_____ CHARTER SCHOOL
FACILITATED SELF ASSESSMENT (FSA)
2016-17 Compliance Monitoring for Continuous Improvement (CMCI)
 Pennsylvania Department of Education
 Bureau of Special Education

Date(s) of Onsite Review	
LEA Contact Person's Name	
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Directions for the Facilitated Self Assessment (FSA)

2016-17 Compliance Monitoring for Continuous Improvement (CMCI)

Pennsylvania Department of Education

Bureau of Special Education (BSE)

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.

ASSISTIVE TECHNOLOGY and SERVICES; HEARING AIDS and EXTERNAL COMPONENTS OF SURGICALLY IMPLANTED MEDICAL DEVICES

1.	<p>STANDARDS TO BE MET PROCEDURES TO FOLLOW</p>	
	<p>LEA PROCEDURE 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 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> <p>a. 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</p> <p>b. Is the provision of AT reflected in the students' IEPs? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>c. 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</p> <p>continued on next page</p>	

ASSISTIVE TECHNOLOGY and SERVICES; HEARING AIDS and EXTERNAL COMPONENTS OF SURGICALLY IMPLANTED MEDICAL DEVICES

	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	<p>d. Are AT services or devices identified with specificity in IEPs? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>e. 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</p> <p>f. 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</p>	
1A.	<p>LEA PROCEDURE 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 Chairperson will interview the LEA representative then answer the following questions:</p> <p>a. 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</p> <p>b. 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</p>	

ASSISTIVE TECHNOLOGY and SERVICES; HEARING AIDS and EXTERNAL COMPONENTS OF SURGICALLY IMPLANTED MEDICAL DEVICES

DATA COLLECTION WORKSHEET

	LEA Team Discussion Points	LEA Data Collection Summary
	<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>What evidence exists that:</p> <ul style="list-style-type: none"> ➤ 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? 	
1.	<p>TO BE COMPLETED BY CHAIRPERSON: CONCLUSION</p> <p>_____ Yes, In Compliance _____ No, Not in Compliance</p>	
1A.	<p>TO BE COMPLETED BY CHAIRPERSON: CONCLUSION</p> <p>_____ Yes, In Compliance _____ No, Not in Compliance</p>	

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.

POSITIVE BEHAVIOR SUPPORT POLICY

2.	<p>STANDARDS TO BE MET PROCEDURES TO FOLLOW</p>	
	<p>LEA PROCEDURE LEA will review its Positive Behavior Support (PBS) Policy, discuss LEA Team Discussion Points, and complete the Data Collection Summary.</p> <p>LEA will send its PBS Policy to BSE or make it available onsite for verification as directed by the Chairperson.</p> <p>SPECIAL CONSIDERATIONS</p> <p>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:</p> <ul style="list-style-type: none"> • students who have been restrained • students who have restraints included in their IEPs <p>Chairperson answers the following questions:</p> <p>a. Does the LEA have a current PBS Policy? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>b. 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? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>c. Are personnel authorized and trained in the use of restraints? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>d. Is there evidence in students' IEPs of a plan for eliminating the use of restraints? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>e. Are prone restraints prohibited and never used? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>continued on next page</p>	

POSITIVE BEHAVIOR SUPPORT POLICY

	STANDARDS TO BE MET	
	PROCEDURES TO FOLLOW	
	<p>f. 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)?</p> <p>_____ Yes _____ No _____ NA</p> <p>g. Did the LEA complete an updated FBA and Behavior Plan for any student for whom the LEA reported a crime?</p> <p>_____ Yes _____ No _____ NA</p> <p>Chairperson will review the LEA’s PBS Policy and indicate whether the following required components are included:</p> <p>h. Positive techniques for the development, change, and maintenance of behaviors shall be the least intrusive necessary.</p> <p>i. 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>continued on the next page</p>	

POSITIVE BEHAVIOR SUPPORT POLICY

	STANDARDS TO BE MET	
	PROCEDURES TO FOLLOW	
	<p>m. The following aversive techniques of handling behavior are considered inappropriate and may not be used by agencies in educational programs:</p> <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 <p>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.</p> <p>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).</p>	

POSITIVE BEHAVIOR SUPPORT POLICY

DATA COLLECTION WORKSHEET

	LEA Team Discussion Points	LEA Data Collection Summary
	<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 conduct a review of longitudinal data regarding use of restraints, and provide conclusions about the LEA’s implementation of PBS below.</p> <p>What evidence exists that:</p> <ul style="list-style-type: none"> ➤ 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)? 	
<p>2.</p>	<p>TO BE COMPLETED BY CHAIRPERSON:</p> <p>CONCLUSION</p> <p>_____ Yes, In Compliance</p> <p>_____ No, Not in Compliance</p>	

3. CHILD FIND

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.

CHILD FIND	
3.	<p>STANDARDS TO BE MET PROCEDURES TO FOLLOW</p> <p>LEA PROCEDURE LEA will review its child find and dissemination materials, discuss LEA Team Discussion Points, and complete the Data Collection Summary.</p> <p>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.</p> <p>SPECIAL CONSIDERATIONS</p> <p>BSE PROCEDURE Chairperson will answer the following questions:</p> <p>a. Does the LEA have a current written policy for child find? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>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? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>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? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>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? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>e. Is written information published in the charter school or cyber charter school handbook and website? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>f. Does the LEA's child find effort include information regarding potential signs of developmental delays and other risk factors that could indicate disabilities? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>continued on next page</p>

CHILD FIND	
	STANDARDS TO BE MET PROCEDURES TO FOLLOW
	<p>g. Does the LEA provide child find information to parents throughout the LEA of child identification activities?</p> <p>_____ Yes _____ No _____ NA</p> <p>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?</p> <p>_____ Yes _____ No _____ NA</p> <p>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?</p> <p>_____ Yes _____ No _____ NA</p> <p>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?</p> <p>_____ Yes _____ No</p> <p>k. Is written information regarding services and programs and how to request them published in the LEA Handbook and LEA website?</p> <p>_____ Yes _____ No</p> <p>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?</p> <p>_____ Yes _____ No</p>

CHILD FIND**DATA COLLECTION WORKSHEET**

	LEA Team Discussion Points	LEA Data Collection Summary
	<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>What evidence exists that:</p> <ul style="list-style-type: none"> ➤ 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? 	
3.	<p>TO BE COMPLETED BY CHAIRPERSON:</p> <p>CONCLUSION</p> <p>_____ Yes, In Compliance</p> <p>_____ No, Not in Compliance</p>	

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.

CONFIDENTIALITY	
4.	<p>STANDARDS TO BE MET PROCEDURES TO FOLLOW</p> <p>LEA PROCEDURE LEA will review its Confidentiality Policy for compliance with regulations.</p> <p>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.</p> <p>LEA will discuss LEA Team Discussion Points, and complete the Data Collection Summary.</p> <p>LEA will send its Confidentiality Policy to BSE or make it available onsite.</p> <p>SPECIAL CONSIDERATIONS</p> <p>BSE PROCEDURE The records of any students for whom the LEA reported a crime will be reviewed onsite by the Chairperson.</p> <p>Chairperson will answer the following questions:</p> <p>a. Does the LEA have a current LEA Confidentiality Policy? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Chairperson will review the LEA’s Confidentiality Policy and answer the following questions: Does the policy include:</p> <p>b. a description of the personally identifiable information maintained? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>c. the uses to be made of the information? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>continued on the next page</p>

CONFIDENTIALITY**STANDARDS TO BE MET
PROCEDURES TO FOLLOW**

- 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

CONFIDENTIALITY**DATA COLLECTION WORKSHEET**

	LEA Team Discussion Points	LEA Data Collection Summary
	<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>What evidence exists that:</p> <ul style="list-style-type: none">➤ 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?	
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).

DISPUTE RESOLUTION	
5.	<p>STANDARDS TO BE MET PROCEDURES TO FOLLOW</p> <p>LEA PROCEDURE 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 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> <p>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</p> <p>b. If required, was compensatory education incorporated into the student’s IEP? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>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</p>
5A.	<p>BSE PROCEDURE 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> <p><input type="checkbox"/> Number of complaints filed with BSE <input type="checkbox"/> Number of complaints found to be valid <input type="checkbox"/> Number of mediation requests <input type="checkbox"/> Number of mediations held <input type="checkbox"/> Number of due process hearings held <input type="checkbox"/> Number of due process hearing decisions where the parent was the prevailing party</p> <p>Five Year Longitudinal Data Link</p>

DISPUTE RESOLUTION**DATA COLLECTION WORKSHEET**

	LEA Team Discussion Points	LEA Data Collection Summary
	<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"> ➤ 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, etc.)? ➤ 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, etc.)? ➤ How does the LEA ensure that mediation agreements are implemented? ➤ How does the LEA ensure that due process decisions are implemented? 	
5.	<p>TO BE COMPLETED BY CHAIRPERSON: CONCLUSION LEA has implemented due process hearing decisions as required.</p> <p>_____ Yes _____ No _____ NA</p>	
5A.	<p>TO BE COMPLETED BY CHAIRPERSON: CONCLUSION Data indicate that the LEA uses dispute resolution systems effectively.</p> <p>_____ Yes _____ No (requires an improvement plan) _____ NA</p>	

6. - 7. GRADUATION and DROPOUT RATES

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.

GRADUATION and DROPOUT RATES

6.

**STANDARDS TO BE MET
PROCEDURES TO FOLLOW**

LEA PROCEDURE – GRADUATION RATES
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.)

CLICK HERE TO VIEW YOUR LEA’S REPORT

LEA CONCLUSION
LEA results for students with disabilities compared to the SPP/AMO target:
___ Met SPP/AMO graduation target
___ Did not meet SPP/AMO graduation target
___ NA

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:

___ Number of students eligible to graduate
___ Number of students that graduated
___ Percent of students that graduated

SPECIAL CONSIDERATIONS

BSE PROCEDURE - GRADUATION RATES
Chairperson will review the data and available information to determine need for an improvement plan.

GRADUATION and DROPOUT RATES

**7. STANDARDS TO BE MET
PROCEDURES TO FOLLOW**

LEA PROCEDURE - DROPOUT RATES
 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.)

- _____ Total number of students with disabilities reported dropped out.
- _____ Total number of students with disabilities reported graduated with diploma, dropouts, certificate/GED recipients, reached maximum age, and died.
- _____ LEA dropout rate for students with disabilities.
(1 ÷ 2 X 100 = 3) (OSEP)
- _____ State dropout rate for students with disabilities. (OSEP)

LEA results for students with disabilities compared to the SPP target:
 _____ Met SPP target
 _____ Did not meet SPP target

LEA’s Dropout Data by Disability Category	
Disability	# Dropouts
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.

GRADUATION and DROPOUT RATES**DATA COLLECTION WORKSHEET**

	LEA Team Discussion Points	LEA Data Collection Summary
	<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 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? 	
6.	<p>TO BE COMPLETED BY CHAIRPERSON: CONCLUSION</p> <p>_____ Yes (Met SPP/AMO target or Met BSE established target for 10 or less students eligible to graduate)</p> <p>_____ No (Requires an improvement plan)</p> <p>_____ NA</p>	
7.	<p>TO BE COMPLETED BY CHAIRPERSON: CONCLUSION</p> <p>_____ Yes (Met SPP target)</p> <p>_____ No (Requires an improvement plan)</p> <p>_____ NA</p>	

8. EXCLUSIONS: SUSPENSIONS and EXPULSIONS

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).

EXCLUSIONS: SUSPENSIONS and EXPULSIONS

8.	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	<p>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.</p> <p>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.</p> <p>SPECIAL CONSIDERATIONS</p> <p>BSE PROCEDURE Divide the list into 2 groups as follows:</p> <p>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.</p> <p>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.</p> <p>For each group, the Chairperson will select and review approximately a 20% sample and conduct the following review:</p> <p>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.</p> <p>_____ Yes _____ No _____ NA</p> <p>continued on next page</p>	

EXCLUSIONS: SUSPENSIONS and EXPULSIONS (continued)

	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	<p>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.</p> <p>_____ Yes _____ No _____ NA</p> <p>c. For GROUP 1 was FAPE provided on day 11 following consecutive suspension or on day 16 following cumulative suspensions?</p> <p>_____ Yes _____ No _____ NA</p> <p>d. For GROUP 2, was FAPE provided from day 1?</p> <p>_____ Yes _____ No _____ NA</p>	

EXCLUSIONS: SUSPENSIONS and EXPULSIONS

	STANDARDS TO BE MET PROCEDURES TO FOLLOW																																			
8A.	<p>LEA PROCEDURE LEA will complete the following information for the prior school year, discuss LEA Team Discussion Points, and complete the Data Collection Summary. 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 style="text-align: center;">LONG TERM SUSPENSIONS</p> <p>(Greater than 10 consecutive or 15 cumulative school days or is a pattern):</p> <p>a. Regular education population:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Total # students</td> <td style="width: 33%;"># Suspended Long Term</td> <td style="width: 33%;">% of Pop</td> </tr> <tr> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____ %</td> </tr> </table> <p>b. Population of students with intellectual disability:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Total # students with ID/MR</td> <td style="width: 33%;"># Suspended Long Term</td> <td style="width: 33%;">% of Pop.</td> </tr> <tr> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____ %</td> </tr> </table> <p>c. Other students with disabilities:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Total # other students with disabilities</td> <td style="width: 33%;"># Suspended Long Term</td> <td style="width: 33%;">% of Pop</td> </tr> <tr> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____ %</td> </tr> </table> <p style="text-align: center;">EXPULSIONS</p> <p>d. Total # students</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;"># Expelled Long Term</td> <td style="width: 33%;">% of Pop</td> </tr> <tr> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____ %</td> </tr> </table> <p>e. Population of students with intellectual disability:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Total # students with MR</td> <td style="width: 33%;"># Expelled Long Term</td> <td style="width: 33%;">% of Pop.</td> </tr> <tr> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____ %</td> </tr> </table> <p>f. Other students with disabilities:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Total # other students with disabilities</td> <td style="width: 33%;"># Expelled Long Term</td> <td style="width: 33%;">% of Pop</td> </tr> <tr> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____ %</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 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/MR	# Suspended Long Term	% of Pop.	_____	_____	_____ %	Total # other students with disabilities	# Suspended Long Term	% of Pop	_____	_____	_____ %	# Expelled Long Term	% of Pop	_____	_____ %	Total # students with MR	# 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/MR	# Suspended Long Term	% of Pop.																																		
_____	_____	_____ %																																		
Total # other students with disabilities	# Suspended Long Term	% of Pop																																		
_____	_____	_____ %																																		
# Expelled Long Term	% of Pop																																			
_____	_____ %																																			
Total # students with MR	# Expelled Long Term	% of Pop.																																		
_____	_____	_____ %																																		
Total # other students with disabilities	# Expelled Long Term	% of Pop																																		
_____	_____	_____ %																																		

EXCLUSIONS: SUSPENSIONS and EXPULSIONS (continued)**DATA COLLECTION WORKSHEET**

	LEA Team Discussion Points	LEA Data Collection Summary
	<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>What evidence exists that:</p> <ul style="list-style-type: none"> ➤ 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? 	
8.	<p>TO BE COMPLETED BY CHAIRPERSON: CONCLUSION <input type="checkbox"/> Yes, In Compliance with procedural requirements <input type="checkbox"/> No, Not in Compliance with procedural requirements <input type="checkbox"/> NA</p>	
8A.	<p>TO BE COMPLETED BY CHAIRPERSON: CONCLUSION Special education suspension rates are consistent with, or less than, regular education suspension rates. <input type="checkbox"/> Yes <input type="checkbox"/> No (requires improvement plan) <input type="checkbox"/> NA</p>	

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.

INDEPENDENT EDUCATIONAL EVALUATION

10.	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	<p>LEA PROCEDURE 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 Chairperson will select and review 10%, or not less than 3 files, of LEA files and answer the following questions:</p> <p>a. Does the LEA provide information where an IEE may be obtained? ____ Yes ____ No ____ NA</p> <p>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? ____ Yes ____ No ____ NA</p> <p>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? ____ Yes ____ No ____ NA</p> <p>d. Is there evidence that the LEA considered the IEE? ____ Yes ____ No ____ NA</p>	

INDEPENDENT EDUCATIONAL EVALUATION**DATA COLLECTION WORKSHEET**

	LEA Team Discussion Points	LEA Data Collection Summary
	<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?	
10.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION _____ Yes, In Compliance (Must answer Yes or NA to all 4 questions (a-d) under BSE Procedure.) _____ No, Not in Compliance	

11. LEAST RESTRICTIVE ENVIRONMENT (LRE)

1st 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 regular 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 regular class placement.

2nd 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 regular educational 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.

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

LEAST RESTRICTIVE ENVIRONMENT (LRE)

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 regular classroom 80% or more of the day (State % is _____ %)
- b. _____ % of LEA students with an IEP served inside the regular 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 regular classroom less than 40% of the day (State % is _____ %)
- d. _____ % of LEA students educated in public separate facilities (EX: centers, segregated settings (State % is _____ %)
- e. _____ % of LEA students educated in private separate facilities (EX: private day schools) (State % is _____ %)
- f. _____ % of LEA students educated in public or private separate residential facilities (EX: 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

LEAST RESTRICTIVE ENVIRONMENT (LRE)

**STANDARDS TO BE MET
PROCEDURES TO FOLLOW**

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 regular classroom 80% or more of the day.
- h. Met SPP target for students with disabilities served inside the regular 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

LEAST RESTRICTIVE ENVIRONMENT (LRE)

LEA TABLE 1: DISTRIBUTION OF ALL STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION

11A.	STANDARDS TO BE MET PROCEDURES TO FOLLOW							
	<p>LEA PROCEDURE The LEA will review LEA Table 1 and State Table 1, 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 regular education class less than 40% of the school day, or other settings). The data in LEA Table 1 is PennData submitted by the LEA, which summarizes the number and percentage of students, by primary disability, placed in each location of intervention. A link to five years of data is provided so that trends may be examined. State Table 1, 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>		<p>BSE PROCEDURE BSE Chairperson will review the data provided for the LEA and the State and make note of data that suggests compliance, non-compliance, or need for improvement.</p>					
		LOCATION OF INTERVENTION: (number of students/percentage of total for the disability category)						
PRIMARY DISABILITY	Inside the regular class 80% or more of the school day	Inside the regular class 40-79% of the school day	Inside the regular 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
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								

LEAST RESTRICTIVE ENVIRONMENT (LRE)

STATE TABLE 1: DISTRIBUTION OF ALL STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION

PRIMARY DISABILITY	LOCATION OF INTERVENTION: (percentage of total for the disability category)							TOTAL
	Inside the regular class 80% or more of the school day	Inside the regular class 40-79% of the school day	Inside the regular 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	
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

LEAST RESTRICTIVE ENVIRONMENT (LRE)

LEA TABLE 1A: DISTRIBUTION OF ALL STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION BY GRADE LEVEL

<p>STANDARDS TO BE MET PROCEDURES TO FOLLOW</p>	
<p>LEA PROCEDURE The LEA will review LEA Table 1A, LEA data by grade level (E=Elementary (grades K-6), M=Middle School (grades 7-8), H=High School (grades 9-12)) and provide explanation of any significant changes in placement patterns between the three levels. For example, if 60% of students with intellectual disability are served inside the regular class 80% or more at the Elementary level, and this decreases to 45% at the Middle School level, the LEA is to provide an explanation. In general, the LEA is to explain any change of greater than 10 percentage points across levels and disability categories. 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>	<p>BSE PROCEDURE BSE Chairperson will review the data provided for the LEA and the State and make note of data that suggests compliance, non-compliance, or need for improvement.</p>

PRIMARY DISABILITY	LOCATION OF INTERVENTION: (percentage of total for the disability category)																							
	Inside the regular class 80% or more of the school day			Inside the regular class 40-79% of the school day			Inside the regular 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		
	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H			
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																								

LEAST RESTRICTIVE ENVIRONMENT (LRE)

LEA TABLE 2: DISTRIBUTION OF FIRST GRADE STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION

	STANDARDS TO BE MET PROCEDURES TO FOLLOW							
	<p>LEA PROCEDURE 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 regular 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. 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>		<p>BSE PROCEDURE BSE Chairperson will review the data provided for the LEA and the State and make note of data that suggests compliance, non-compliance or need for improvement.</p>					
	LOCATION OF INTERVENTION: (number of first grade students/percentage of total for the disability category)							
PRIMARY DISABILITY	Inside the regular class 80% or more of the school day	Inside the regular class 40-79% of the school day	Inside the regular 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
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								

LEAST RESTRICTIVE ENVIRONMENT (LRE)

STATE TABLE 2: DISTRIBUTION OF FIRST GRADE STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION

PRIMARY DISABILITY	LOCATION OF INTERVENTION: (percentage of total for the disability category)							TOTAL
	Inside the regular class 80% or more of the school day	Inside the regular class 40-79% of the school day	Inside the regular 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	
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

LEAST RESTRICTIVE ENVIRONMENT (LRE)

LEA TABLE 3: DISTRIBUTION OF FIRST GRADE STUDENTS BY TYPE OF SUPPORT CATEGORY ACROSS LOCATIONS OF INTERVENTION

STANDARDS TO BE MET PROCEDURES TO FOLLOW								
<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 regular 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>		<p>BSE PROCEDURE BSE Chairperson will review the data provided for the LEA and the State and make note of data that suggests compliance, non-compliance or need for improvement.</p>						
		LOCATION OF INTERVENTION: (number of students/percentage of total for the type of support category)						
TYPE OF SUPPORT	Inside the regular class 80% or more of the school day	Inside the regular class 40-79% of the school day	Inside the regular 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								

LEAST RESTRICTIVE ENVIRONMENT (LRE)**STATE TABLE 3: DISTRIBUTION OF FIRST GRADE STUDENTS BY TYPE OF SUPPORT ACROSS LOCATIONS OF INTERVENTION**

TYPE OF SUPPORT	Inside the regular class 80% or more of the school day	Inside the regular class 40-79% of the school day	Inside the regular 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

LEAST RESTRICTIVE ENVIRONMENT (LRE)**DATA COLLECTION WORKSHEET**

11A.	LEA Team Discussion Points	LEA Data Collection Summary
	<p>Review LEA Tables 1 and 1A, and State Table 1, respond to the following questions and provide explanation.</p> <p>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.</p> <p>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?</p> <p>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</p> <p>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.</p> <p>_____ Increase _____ Decrease _____ Remained relatively the same _____ NA</p> <p>d. Do the data in the LEA Tables match the current Special Education Plan Program Profile? (Not applicable to Charter Schools.)</p> <p>_____ Yes _____ No _____ NA</p> <p>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.)</p> <p>_____ Yes _____ No _____ NA</p>	

LEAST RESTRICTIVE ENVIRONMENT (LRE)**DATA COLLECTION WORKSHEET****LEA Team Discussion Points****LEA Data Collection Summary**

Review LEA Tables 2 & 3 and State Tables 2 & 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

LEAST RESTRICTIVE ENVIRONMENT (LRE)**DATA COLLECTION WORKSHEET****LEA Team Discussion Points****LEA Data Collection Summary**

Respond to the following questions and provide a brief explanation.

- For students educated outside the regular 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 regular 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 non-disabled?
- 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 regular 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 regular 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?

LEAST RESTRICTIVE ENVIRONMENT (LRE)

	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	<p>BSE PROCEDURE 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> <p>a. 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</p> <p>b. 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</p> <p>c. 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</p> <p>d. 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</p> <p>e. 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</p> <p>f. 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>	

LEAST RESTRICTIVE ENVIRONMENT (LRE)		
11.	TO BE COMPLETED BY BSE PERSONNEL: CONCLUSION <input type="checkbox"/> Yes (Met SPP target) <input type="checkbox"/> No (Requires improvement plan)	
11A.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION 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. <input type="checkbox"/> Yes <input type="checkbox"/> No	

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.

PROVISION OF EXTENDED SCHOOL YEAR (ESY) SERVICES		
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? 	

PROVISION OF EXTENDED SCHOOL YEAR (ESY) SERVICES

DATA COLLECTION WORKSHEET

	LEA Team Discussion Points	LEA Data Collection Summary
	<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"> ➤ 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? 	
12.	<p>TO BE COMPLETED BY CHAIRPERSON: CONCLUSION _____ Yes, In Compliance _____ No, Not in Compliance _____ NA</p>	

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.

PROVISION OF RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING	
13.	<p>STANDARDS TO BE MET</p> <p>PROCEDURES TO FOLLOW</p>
	<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>

PROVISION OF RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING

DATA COLLECTION WORKSHEET

	LEA Team Discussion Points	LEA Data Collection Summary
	<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 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?	
13.	<p>TO BE COMPLETED BY CHAIRPERSON: CONCLUSION _____ Yes, In Compliance _____ No, Not in Compliance</p>	

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 - 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.

PARENT TRAINING

15.	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	<p>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.</p> <p>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.</p> <p>a. _____ Number of trainings offered by the LEA specifically for parents of students with disabilities</p> <p>Topic of Trainings: _____ Behavior Support _____ Response to Intervention (Reading, Math, Progress Monitoring) _____ Inclusive Practices _____ Transition _____ AT _____ Autism _____ Interagency _____ Other (please list topic)</p> <p>Source of Training: _____ Approximate Dates of Trainings in the past 24 months: _____</p> <p>SPECIAL CONSIDERATIONS</p> <p>b. _____ Approximate number of parents of students with disabilities who attended trainings or opportunities provided by the LEA</p> <p>Topic of Trainings: _____ Behavior Support _____ Response to Intervention (Reading, Math, Progress Monitoring) _____ Inclusive Practices _____ Transition _____ AT _____ Autism _____ Interagency _____ Other (please list topic)</p> <p>Source of Training: _____ Approximate Dates of Trainings in the past 24 months: _____</p> <p>SPECIAL CONSIDERATIONS</p>	

PARENT TRAINING		
	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	<p>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.</p> <p>BSE PROCEDURE 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.</p> <p>_____ Yes _____ No</p>	
15A.	<p>BSE PROCEDURE 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>	

PARENT TRAINING**DATA COLLECTION WORKSHEET**

	LEA Team Discussion Points	LEA Data Collection Summary
	<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>What evidence exists that:</p> <ul style="list-style-type: none"> ➤ 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, etc.)? ➤ 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? 	
15.	<p>TO BE COMPLETED BY CHAIRPERSON: CONCLUSION <input type="checkbox"/> Yes, In Compliance <input type="checkbox"/> No, Not in Compliance</p>	
15A.	<p>TO BE COMPLETED BY CHAIRPERSON: CONCLUSION The parent survey results do not indicate need for an improvement plan. <input type="checkbox"/> Yes <input type="checkbox"/> No (Requires improvement plan)</p>	

16. PARTICIPATION IN STATE AND LOCAL ASSESSMENTS

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.

Participation in State and Local Assessments	
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				
	LEA Rate	State Rate	SPP Target	LEA Met SPP Target
Reading				
Math				

Participation in State and Local Assessments	
	STANDARDS TO BE MET PROCEDURES TO FOLLOW
16A.	<p>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.)</p> <p>CHARTER SCHOOL-WIDE LOCAL ASSESSMENTS List grades in which the LEA conducted charter school-wide local assessments.</p> <p>_____ Total number of students with disabilities in grades participating in charter school-wide local assessment.</p> <p>_____ Total number of students with disabilities who participated in the charter school-wide local assessment.</p> <p>_____ Total number of students with disabilities who participated in an alternate local assessment.</p> <p>BSE PROCEDURE Chairperson will review the data provided by the LEA to determine compliance.</p> <p>SPECIAL CONSIDERATIONS</p>

Participation in State and Local Assessments

DATA COLLECTION WORKSHEET

	LEA Team Discussion Points	LEA Data Collection Summary
	<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"> ➤ 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? 	
<p>16.</p>	<p>TO BE COMPLETED BY CHAIRPERSON: CONCLUSION</p> <p>_____ Yes (Met SPP target for participation rate) _____ No (Requires improvement plan for participation rate) _____ NA</p>	
<p>16A.</p>	<p>TO BE COMPLETED BY CHAIRPERSON: CONCLUSION</p> <p>LEA complies with requirements for charter school-wide local assessment</p> <p>_____ Yes _____ No (Requires improvement plan) _____ NA</p>	

17. PUBLIC SCHOOL ENROLLMENT

1st 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.

2nd 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.

3rd 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.

PUBLIC SCHOOL ENROLLMENT

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 # LEA's student population
 - _____ Number Elementary (K-6)
 - _____ Number Secondary (7-12)
- _____ Total # 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, etc.

SPECIAL CONSIDERATIONS

BSE PROCEDURE

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

PUBLIC SCHOOL ENROLLMENT**DATA COLLECTION WORKSHEET****LEA Team Discussion Points****LEA Data Collection Summary**

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'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?

PUBLIC SCHOOL ENROLLMENT		
	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
17A.	<p>LEA PROCEDURE 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 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> <p>a. Does the LEA have a written Policy on Student Admission? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>b. Does the Policy include a statement or description of entitlement to education for resident and non-resident students? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>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</p> <p>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> <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>	

PUBLIC SCHOOL ENROLLMENT

**STANDARDS TO BE MET
PROCEDURES TO FOLLOW**

- 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 can not prohibit or delay admission contingent upon receipt of this additional information?
 Yes
 No

- 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?
 Yes
 No

- 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.)
 Yes
 No

PUBLIC SCHOOL ENROLLMENT	
	STANDARDS TO BE MET PROCEDURES TO FOLLOW
17B.	<p>LEA PROCEDURE 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 Chairperson will examine files, review the LEA Data Collection Summary, and respond to the following question:</p> <p>In the files reviewed, did the LEA provide timely FAPE for transfer students in accordance with regulations?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA (no students for whom requirements were applicable)</p>

PUBLIC SCHOOL ENROLLMENT

DATA COLLECTION WORKSHEET

LEA Team Discussion Points

LEA Data Collection Summary

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?

PUBLIC SCHOOL ENROLLMENT

	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
17C.	<p>LEA PROCEDURE LEA will complete the following information for the prior school year, discuss LEA Team Discussion Points, and provide the following information about students who are currently enrolled or attending an Alternative Education for Disruptive Youth (AEDY) program.</p> <p>Prior school year information:</p> <p>a. _____ Total number of students, both regular education and students with disabilities with an IEP enrolled or attending an AEDY program in the prior year</p> <p>b. _____ Total number of students with disabilities with an IEP enrolled or attending an AEDY program in the prior year</p> <p>Current school year students with disabilities with an IEP list:</p> <p>c. The LEA will provide a list of all students with disabilities with an IEP who are currently enrolled or attending an AEDY program. This list will include the student’s name, birth date, primary disability, name of the AEDY program, the date enrolled in the AEDY program, and the date of the initial or most recent reevaluation. The LEA will have available the files of all students on the list.</p> <p>LEA should explain under Special Considerations any extraordinary circumstances that might impact the LEA AEDY data, e.g. institutions or correctional facilities located in the LEAs geographical region, significant population changes, etc.</p> <p>SPECIAL CONSIDERATIONS</p> <p>BSE PROCEDURE Prior school year information: The BSE Chairperson will review the information regarding data for the population of students with disabilities with an IEP enrolled or attending an AEDY program and answer the corresponding conclusion question.</p> <p>Current school year students with disabilities with an IEP list: The BSE Chairperson will select at least 3 files, unless there are less than 3 students with disabilities with an IEP, to be assigned to a peer monitor to conduct all special education monitoring activities including, student file review, parent interview, special education teacher interview, general education teacher interview and classroom observation.</p>	

PUBLIC SCHOOL ENROLLMENT

DATA COLLECTION WORKSHEET

LEA Team Discussion Points	LEA Data Collection Summary
<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">➤ Is the percentage of students with disabilities with an IEP disproportionately higher than the percentage of regular education students assigned to AEDY programs?➤ Does the LEA have a process of reviewing their AEDY data to identify any patterns of referral?➤ Do the reasons for referral to AEYD programs for students with disabilities with an IEP show a pattern of similar offenses?➤ Has the LEA initiated any steps to implement school based prevention programs to proactively reduce the number of students with disabilities with an IEP referred to AEDY programs?	

PUBLIC SCHOOL ENROLLMENT	
17	<p>TO BE COMPLETED BY CHAIRPERSON: CONCLUSION</p> <p><input type="checkbox"/> Yes, LEA is comparable to statewide average.</p> <p><input type="checkbox"/> No, LEA is significantly discrepant compared to the statewide average (Requires an improvement plan)</p>
17A.	<p>TO BE COMPLETED BY CHAIRPERSON: CONCLUSION</p> <p>17 A. (a-f)</p> <p><input type="checkbox"/> Yes, LEA Policy on Student Admission includes all components reviewed.</p> <p><input type="checkbox"/> No, LEA Policy on Student Admission does not have all components reviewed. BSE will refer the LEA to the School Services Unit of PDE for follow up.</p> <p>17 A. (g-h)</p> <p><input type="checkbox"/> Yes, LEA's admission policies and practices comply with Chapter 711.7</p> <p><input type="checkbox"/> No, LEA's admission policies and practices do not comply with Chapter 711.7. Corrective action is required and BSE will follow up.</p>
17B.	<p>TO BE COMPLETED BY CHAIRPERSON: CONCLUSION</p> <p><input type="checkbox"/> Yes, In Compliance with regulatory requirements for transfer of students with IEPs from LEA to LEA.</p> <p><input type="checkbox"/> No, Not in Compliance with regulatory requirements for transfer of students with IEPs from LEA to LEA.</p> <p><input type="checkbox"/> NA</p>
17C.	<p>TO BE COMPLETED BY CHAIRPERSON: CONCLUSION</p> <p><input type="checkbox"/> Yes, the LEA data indicates that the placement rate of students with disabilities with an IEP in AEDY programs is comparable to the placement rate of regular education students.</p> <p><input type="checkbox"/> No, the LEA data indicates that the placement rate of students with disabilities with an IEP in AEDY programs is significantly discrepant compared to the placement rate of regular education students.</p> <p><input type="checkbox"/> NA</p>

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.

SURROGATE PARENTS (STUDENTS REQUIRING)

18.	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	<p>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.</p> <p>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.</p> <p>LEA will discuss LEA Team Discussion Points and complete the Data Collection Summary.</p> <p>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</p> <p>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</p> <p>SPECIAL CONSIDERATIONS</p> <p>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 student who are wards of the state.</p> <p>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)</p> <p>continued on next page</p>	

SURROGATE PARENTS (STUDENTS REQUIRING)

	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	<p>b. Are assigned surrogate parents persons other than individuals employed by an agency involved in the education or care of the child? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA (No students need surrogate parents)</p> <p>c. Are surrogate parents actively involved in the education of the child (e.g. attending IEP meetings)? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA (No students need surrogate parents)</p> <p>d. Does the LEA document a procedure to identify students who need surrogate parents, including unaccompanied homeless youth? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>Chairperson will review the report provided by the LEA to determine compliance.</p>	

SURROGATE PARENTS (STUDENTS REQUIRING)**DATA COLLECTION WORKSHEET**

	LEA Team Discussion Points	LEA Data Collection Summary
	<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 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? 	
18.	<p>TO BE COMPLETED BY CHAIRPERSON:</p> <p>CONCLUSION</p> <p>_____ Yes, In Compliance</p> <p>_____ No, Not in Compliance</p>	

19. PERSONNEL TRAINING

STANDARDS - 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.

PERSONNEL TRAINING

19.	<p>STANDARDS TO BE MET PROCEDURES TO FOLLOW</p>	
	<p>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.</p> <p>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.</p> <p>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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p><input type="checkbox"/> Number of trainings and/or consultations with topics regarding special education provided to LEA personnel.</p> <p>Topic of Training: <input type="checkbox"/> Behavior Support <input type="checkbox"/> Reading <input type="checkbox"/> FAPE in the LRE <input type="checkbox"/> Transition <input type="checkbox"/> AT/Low Incidence <input type="checkbox"/> Confidentiality <input type="checkbox"/> FBAs/Manifestation Determinations <input type="checkbox"/> Other (please list topic)</p> <p>Source of Training: _____ Approximate Dates of Trainings in past 24 months: _____</p> <p>Does the LEA plan include a description of personnel training on use of PBS, de-escalation techniques, and emergency responses.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>continued on next page</p>	

PERSONNEL TRAINING

**STANDARDS TO BE MET
PROCEDURES TO FOLLOW**

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

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

Source of Training: _____

Approximate Dates of Trainings in past 24 months:

LEA will indicate whether the training audience included the following stakeholders:

a. Administration:

- _____ Yes
_____ No

b. Teachers, Regular Education

- _____ Yes
_____ No

c. Teachers, Special Education

- _____ Yes
_____ No

d. Paraprofessionals

- _____ Yes
_____ No
_____ NA

e. Personal Care Assistants

- _____ Yes
_____ No
_____ NA

f. Educational Interpreters

- _____ Yes
_____ No
_____ NA

SPECIAL CONSIDERATIONS

BSE PROCEDURE

Chairperson will review the evidence of training and determine compliance.

PERSONNEL TRAINING		
	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
19A.	BSE PROCEDURES 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.	

PERSONNEL TRAINING

DATA COLLECTION WORKSHEET

	LEA Team Discussion Points	LEA Data Collection Summary
	<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>What evidence exists that:</p> <ul style="list-style-type: none"> ➤ 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? 	
<p>19.</p>	<p>TO BE COMPLETED BY CHAIRPERSON: CONCLUSION</p> <p>_____ Yes, In Compliance _____ No, Not in Compliance</p>	
<p>19A.</p>	<p>TO BE COMPLETED BY CHAIRPERSON: CONCLUSION</p> <p>The teacher survey results do not indicate need for an improvement plan.</p> <p>_____ Yes _____ No (Requires improvement plan)</p>	

20. INTENSIVE INTERAGENCY APPROACH (FORMERLY CORDERO CLASS MEMBERS)

STANDARDS – 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.

INTENSIVE INTERAGENCY APPROACH

20.	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	<p>LEA PROCEDURE: 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: Does the LEA reports all students with disabilities who have been identified as requiring homebound instruction? ____ Yes ____ No ____ NA</p> <p>Does the LEA report all students with disabilities who have been identified as requiring Instruction in the Home? ____ Yes ____ No ____ NA</p> <p>SPECIAL CONSIDERATIONS</p> <p>BSE PROCEDURE: Chairperson will answer the following questions: a. Has the LEA reported in a timely manner all students with disabilities that are receiving Instruction in the Home or Homebound Instruction? ____ Yes ____ No ____ 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? ____ Yes ____ No ____ NA (Mark NA only if the LEA does not have any currently active Cordero class members.)</p>	

INTENSIVE INTERAGENCY APPROACH**DATA COLLECTION WORKSHEET**

	LEA Team Discussion Points	LEA Data Collection Summary
	<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>What evidence exists that:</p> <ul style="list-style-type: none"> ➤ 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? 	
20.	<p>TO BE COMPLETED BY CHAIRPERSON:</p> <p>CONCLUSION</p> <p>_____ Yes, In Compliance</p> <p>_____ No, Not in Compliance</p> <p>_____ NA</p>	

21. SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE; PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION; SPP/APR INDICATOR 13 (TRANSITION)

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.

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.

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.

SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION; SPP/APR INDICATOR 13 (TRANSITION)

21.	<p>STANDARDS TO BE MET PROCEDURES TO FOLLOW</p>	
	<p>LEA PROCEDURE 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 onsite 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>	

SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION; SPP/APR INDICATOR 13 (TRANSITION)		
21A.	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	LEA PROCEDURE 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.	
21.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION _____ Yes, In Compliance _____ No, Not in Compliance	
21A.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION _____ Yes, In Compliance _____ No, Not in Compliance	

22. DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION

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.

DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION

22.	<p>STANDARDS TO BE MET PROCEDURES TO FOLLOW</p>	
	<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> <p>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</p> <p>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</p>	

DATA COLLECTION WORKSHEET

	LEA Team Discussion Points	LEA Data Collection Summary
	<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? 	
22.	<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:

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

EDUCATIONAL BENEFIT REVIEW

23.	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	<p>LEA PROCEDURE LEA will conduct an Educational Benefits 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 <i>did not</i> 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 <i>did</i> 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 non-academic 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?	

EDUCATIONAL BENEFIT REVIEW**DATA COLLECTION WORKSHEET**

	LEA Team Discussion Points	LEA Data Collection Summary
	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.	
23.	TO BE COMPLETED BY BSE PERSONNEL: 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 _____
 Student's ID Number _____

LEA _____

Year 1

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

Year 2

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

Year 3

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

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 non-academic 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 _____