

**Leader Considerations: In-LEA Placements**

* How do you know that all relevant staff are proficient at calculating Penn Data?
* How do you know that all staff understand that “Amount of Special Education” in section VII of the IEP is completely independent from Penn Data?
* Is your educational placement/LRE data aligned with the state average on your Special Education Data Report (SEDR)?
* What process does your LEA follow to ensure consideration of least restrictive environments prior to discussion of more restrictive placements?
* Does your LEA have a continuum of placement options available? Are staff aware of the various options?
* What missing elements of the existing program can you identify that would allow more students to be in general education settings for additional portions of the day?
* What professional development is needed by staff to build the capacity needed to implement improved LRE efforts (e.g., MTSS, Universal Design for Learning (UDL), school-wide positive behavior)
* How do IEP teams process and actualize agreed-upon recommendations from the school psychologist in the evaluation and reevaluation reports, including Independent Educational Evaluations (IEEs)?
* What protocol or process does your LEA follow to determine if paraprofessional support is needed, for what purposes, and in what settings?
* What training is required to ensure paraprofessionals obtain and maintain the knowledge and skills needed to support students in both general and special education settings?
* How do IEP teams set data goals to determine the appropriate time to discuss the fading of paraprofessional supports?
* What parent/caregiver training may be needed to increase students’ time in general education settings?
* Do you meet with the LEA’s business manager and other LEA leadership to discuss cost analyses with regards to LRE improvement strategies?
* Who makes the decisions about student placement and supports when significant funding will likely be involved? Is it the IEP team/special education department or the business office?
* What transition planning exists prior to a student’s change to a less restrictive environment and are all stake holders included?
* If there is a predominant type of support represented in more restrictive placements, what ongoing professional development exists to prepare staff for working with students with those support needs?