



How to Be a Special Education PRO: Proactive, Responsive & Organized

Fall, 2023 | Virtual Delivery
October 26, 2022

1

Good
Morning!

WELCOME!

For the purpose of today's training, we will consider the following in terms of administrative experience in special education:

1-3 years in a SE administrative role:

NOVICE

3 or more years in a SE administrative role:

VETERAN

Please "rename" your zoom screen with your first name and which category you fall in...

Example – Nichole/Veteran

2

PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.


3

PDE's Commitment to Least Restrictive Environment (LRE)


Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

4

Icons Used in PRO



= Handout



= Search and Share

5

5

Participants will be.....

Proactive:
Utilize tools, strategies and activities to proactively prepare for special education mandated data collection and reporting

Responsive:
Identify and respond to needed systemic changes related to special education mandated data collection and reporting

Organized:
Identify work habits to be intentionally organized to prepare for special education mandated data collection and reporting

6

6



Proactive
Responsive
Organized

Agenda

- Special Education Reporting Requirements
 - PDE Website
 - Leader Services
- Cyclical Monitoring
 - Components
 - Process
 - Policies/Procedures
 - Getting Ready for the Big Day

7


7



Timelines & Reporting

8

Self Assessment for FUN!




1. Rate your FUN experience for all 10 items on this handout.

2. Type in URL or Scan QR in and transfer your answers so we can formatively assess today's learners.

Self-Assessment "FUN"

Consider each of the reporting responsibilities listed below and rate the level of compliance for each item.	1 Not Compliant	2 Somewhat Compliant	3 Compliant	4 Exceeds Expectations
1. Compliance Plan				
2. Special Education Plan				
3. Special Education Plan Review Notice (SPRN)				
4. 80028021 LPI Requests				
5. Student Information System of Collection (SIS)				
6. Special Education Students @ Home: Homebased Instruction				
7. Special Education Students @ Home: Instruction Conducted by the State				
8. Special Education Continuity Fund				
9. Special Education Cases				
10. Complaint Monitoring for Continuous Improvement (CMCI) Open/Resolved Monitoring				



<https://tinyurl.com/selfassessmentfunfp>

9

Purpose of Reporting

The Pennsylvania Department of Education (PDE) has the responsibility to ensure that all Local Education Agencies (LEA) providing services, whether directly, or by contractual arrangements, administer special education services and programs that are in compliance with applicable state and federal laws and regulations.

13

13

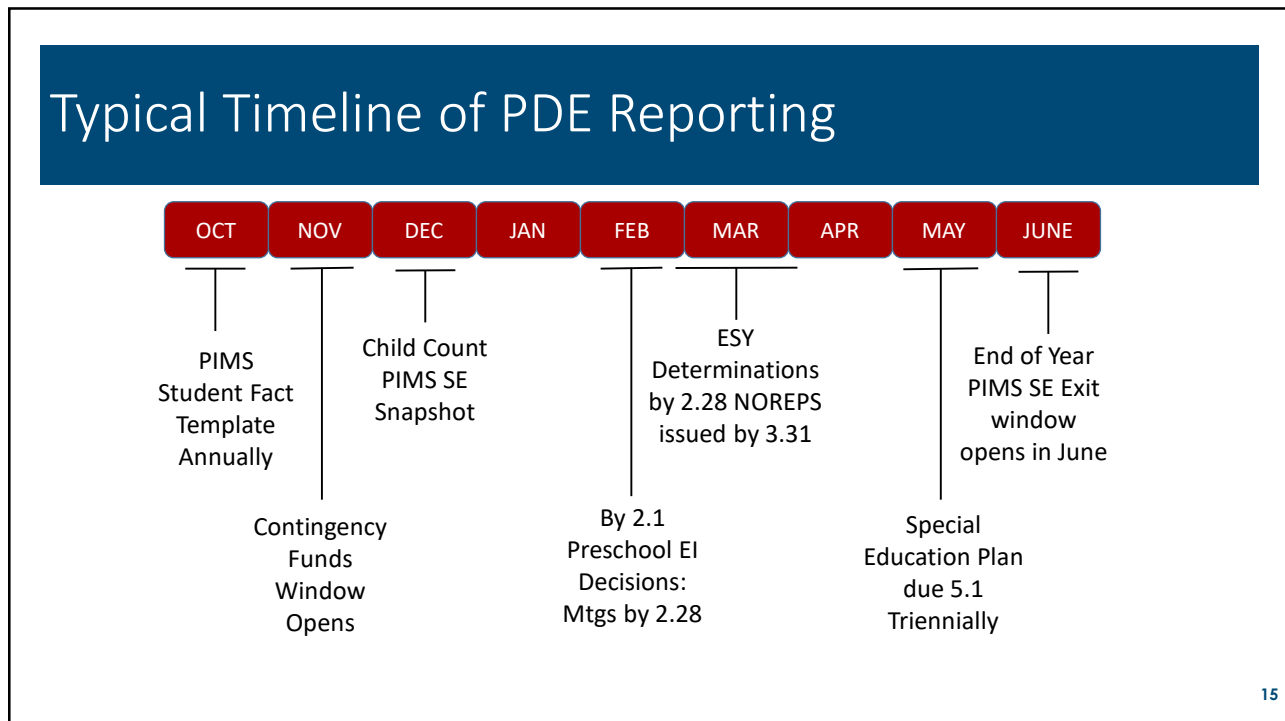
Annual Checklist & Reporting



- Use this to guide your awareness
- Collaborate with colleagues to map out responsibilities and be sure internal communication is happening

14


14



15

<h2 style="margin: 0;">Reporting by Location</h2>	PDE Website	Leader Services
	Comprehensive Plan	Restraint Information System of Collection (RISC)
	Special Education Plan	Special Education Students @ Home <ul style="list-style-type: none"> • Homebound Instruction • Instruction Conducted in the Home
	Special Education Plan Revision Notice (SEPRN)	<ul style="list-style-type: none"> • Act 16 • Special Education Contingency Fund
	4010/4011 APS Requests	Indicator 14 Post School Outcome Survey Cyclical Monitoring for Continuous Improvement (CMCI) Targeted/Focused Monitoring

16

<h2 style="margin: 0;">Professional Follow-Up</h2>	Professional Follow Up 	
	Comprehensive Plans	
	Special Education Plans	
	Special Education Plan Revision Notice (SEPRN)	
	4010/4011 APS Requests	
	Restraint Information System of Collection (RISC)	
	Homebound and Instruction Conducted in the Home	
	Special Education Contingency Fund	
	Indicator 14 Post School Outcome Survey	
Cyclical Monitoring for Continuous Improvement (CMCI)		

17

17

Reporting by Location (PDE Website)

PDE Website	Leader Services
Comprehensive Plan	Restraint Information System of Collection (RISC)
Special Education Plan	Special Education Students @ Home <ul style="list-style-type: none"> • Homebound Instruction • Instruction Conducted in the Home
4010/4011 APS Requests	Act 16 Special Education Contingency Fund
	Indicator 14 Post School Outcome Survey
	Cyclical Monitoring for Continuous Improvement (CMCI) Targeted/Focused Monitoring

18

18

Comprehensive Plan

WHAT	The Comprehensive Plan is a comprehensive and integrated K-12 program of student services that is found on the PDE Future Ready Comprehensive Planning Portal (FRCP).
WHO	LEA leadership to include superintendent, building principals, curriculum director, special education director, etc. **Check specific reports for committee requirements**
WHY	The Comprehensive Plan is a requirement of Chapter 4 for all school entities in PA.
WHEN	Every 3 years

19


19

Comprehensive
Plan
includes.....

- Ready-Set-Go
- State Required Reports
 - Chapter 49- Induction Plan
 - Act48 – Professional Development Plan
 - Chapter 12 – Student Services Assurances
 - Chapter 4 – Academic Standards & Assessment Requirements
 - ***Chapter 16 – Gifted Education Plan Assurances**

** Optional to charter schools and CTC's*

20



Search
and
Share

- Google: PDE and FRCPP
- Chapter 4 Planning Requirements Overview
 - What are the other reporting requirements nested in the Comprehensive Plan?
 - Which of the reports need to be submitted every 3 years/6 years?
- Are you familiar with the New Comprehensive Planning website?
 - <https://www.education.pa.gov/Teachers%20-%20Administrators/Comprehensive%20Planning/Pages/FRCPP.aspx>

21

21

9

Comprehensive Planning Components	Three (3) Years	Six (6) Years
	Professional Education Plan	Induction Plan
	Special Education Plan	Integrated K-12 Program of Student Services
	Pre-Kindergarten Implementation Plan	Gifted Education Plan

22



23

Registering for the Comprehensive Plan

To register, complete the following steps:

- Log into MyPDESuite
- Register for an application
- Search for FRCPP (Future Ready Comprehensive Planning Portal)
- Register for the appropriate role (LocalUser or LocalUserAdmin)
(Do NOT register for both roles)

24

24

Questions
about
Comprehensive
Planning?

2022

Content Questions | Please contact the FRCPP
Support Team at, RA-EDFRCPP@pa.gov

Technical Questions | Please contact the PA
Planning Team at, paplanning@caiu.org

25

Special Education Plan

WHAT	The Special Education Plan is one of the reporting sections nested in the FRCPP and should be aligned with the strategic plan.
WHO	Must be completed by all LEAs with the exception of Charter Schools which complete an Annual Report.
WHY	Required by Chapter 4.13 relating to strategic plans.
WHEN	Every 3 years

27

27

4010/4011 (Applications for Approved Private Schools)

WHAT	The electronic documents for Requesting PDE Tuition Assistance for Approved Private Schools and for the Notification of Disenrollment from an APS.
WHO	School District of Residence
WHY	Because these placements are partially funded by the State, all must reported.
WHEN	Every time a student is placed in an APS (4010) or returns from an APS (4011).

29

29

List of Approved Private Schools (APS)

Directory of Approved Private Schools and Chartered Schools for the Deaf and the Blind
May 2022 Update

<https://www.education.pa.gov/Documents/K-12/Special%20Education/APS%20Directory.pdf>

30

30

PDE Website – www.education.pa.gov

- Do you have your username and password for the PDE Portal?
- If so, can you locate your Comprehensive Plan and Special Ed Plan?

If you answered NO to any of these questions, please contact your Bureau of Special Education Adviser (BSE)

<http://www.education.pa.gov/k-12/special%20education/pages/default.aspx#tab-1>

31

31

Reporting by Location (Leader Services)

PDE Website	Leader Services
Comprehensive Plan	Restraint Information System of Collection (RISC)
Special Education Plan	Special Education Students @ Home <ul style="list-style-type: none"> • Homebound Instruction • Instruction Conducted in the Home
Special Education Plan Revision Notice (SEPRN)	Act 16 Special Education Contingency Fund
4010/4011 APS Requests	Indicator 14 Post School Outcome Survey
	Cyclical Monitoring for Continuous Improvement (CMCI) Targeted/Focused Monitoring

32

32

Restraint Information System Collection (RISC) Reporting Windows

Reporting windows have been updated to allow districts to analyze their data and not only report their data.

Quarter	Begin Date	End Date	Last Day to Report
1	7/1/2022	9/30/2022	10/18/2022
2	10/1/2022	12/31/2022	1/15/2023
3	1/1/2023	3/31/2023	4/14/2023
4	4/1/2023	6/30/2023	7/14/2023

Press Here

https://apps.leaderservices.com/_risc/index.aspx

33

33

<p style="text-align: center;">Documentation Needed for RISC</p>	<ul style="list-style-type: none"> • PA Secure ID • Grade • Age • Student's Disability • Program Location • Antecedent • Behavior of Concern • De-escalation Techniques used prior to restraint • Date of Restraint • Physical Location • Type of Restraint Used <ul style="list-style-type: none"> • Minutes/Seconds of restraint • Number of Staff who conducted the restraint • Titles of those who conducted restraint and whether each staff member is "trained and certified in de-escalation techniques and safe physical restraints" (Y or N) • Did injury occur (student)? • Did injury occur (staff)? • If serious student/staff injury occurs, must report to BSE (date)
--	--

34

34

<p style="text-align: center;">Additional Documentation Needed for RISC</p>	<ul style="list-style-type: none"> • Was the child restrained referred to law enforcement? • Date of Parent Notification • Was the Use of Restraints Listed in the IEP? • Date IEP Meeting Held (if not waived) • Was IEP Meeting held within 10 school days of the restraint? • Date Waiver Signed (not required if IEP meeting held) <ul style="list-style-type: none"> • Results of IEP Meeting: <ul style="list-style-type: none"> • FBA Reevaluation • New Behavioral Support Plan • Revised Behavioral Support Plan • Change of Placement
---	---

35

35

A Few Tips

1. Once a restraint report is opened in RISC, it can be closed and then reopened later to finish entering data
2. The report will be finalized upon the entering of all required information into the restraint template format and click on "Save and Complete Restraint"
3. Have "0" restraints for the quarter – LEAs must still log in and enter "0" within the zero-reporting window each quarter.

36

36

For more RISC Information . . .

https://apps.leaderservices.com/_risc/index.aspx

- Restraint Reporting Guidelines
- PennLink
- USDoE resource document of restraints and seclusion
- Restraint Entry Form that can be sent out to gather restraint information

Contact:

Keith Focht

kfocht@pa.gov

717-783-6921

37

37

Restraint Conversation

- Does your LEA use a common restraint document for all your students both within your schools and out of the district? Is it aligned with the data points requested by the RISC system?
- What procedures do you have in place to ensure that people involved in the restraint understand the required reporting protocol?

38

38

Overview: Homebound Instruction	
HOW and WHEN are the need for services determined?	<ul style="list-style-type: none"> • Parents initiates request • LEA makes the decision for the student to receive Homebound Instruction • Student must be excused from compulsory attendance under 22 Pa. Code Section 11.25 due to temporary mental or physical illness or other urgent reasons • Requires a doctor's note indicating a medical or psychological issue.
WHO provides instruction?	If the student receives special education services, instruction must be provided by a certified special education teacher.
WHY and WHERE?	The purpose is to keep the student on track academically while the student is temporarily out of school. It is for a limited time. This service is provided in the student's location (e.g., home, hospital, treatment facility).
HOW long can a student receive this service?	Anticipated length of service may not exceed 3 months unless the LEA requests approval from PDE to extend the provision of Homebound Instruction, which shall be reevaluated every three months

39

39

Overview: Instruction Conducted in the Home

HOW and WHEN are the need for services determined?	Placement is determined only by the decision of an IEP team and requires a signed NOREP/PWN. It is recognized as a placement option on the continuum of alternative placements for students with disabilities (34 CFR Section 300.115). It is restricted to those students whose needs require full time special education services and programs outside of the school setting for the entire day.
WHO provides instruction?	The LEA is responsible for the provision of instruction. Instruction must be provided by a certified special education teacher.
WHERE is instruction provided?	Instruction is limited to the student’s home or other mutually agreed upon location that is decided by the IEP team.
HOW long can a student receive this service?	For the length of the IEP (the IEP can be reviewed at any time)

40

Special Education Students @ Home

**Login to the
Special Education
Students @ Home
Reporting System**

Welcome to the Pennsylvania Department of Education's Special Education Students at Home Reporting System (SES@Home).

LEAs may log in below to view or modify records for students currently in Homebound Instruction/Instruction Conducted in the Home. For security reasons, all communication with this site is encrypted using 128-bit SSL technology after login. Please log in using the form below..

Use your Accounting Unit Number (AUN) without hyphens as your username.

Username:

Password:

[Forgot password?](#)

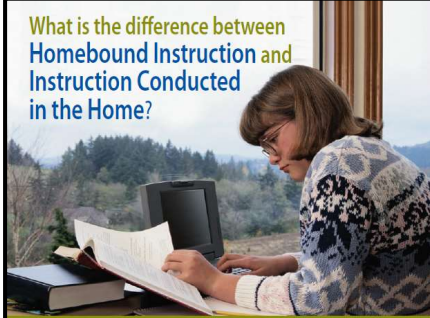
<https://apps.leaderservices.com/seshomenet/index.aspx>

41

41

Homebound Instruction & Instruction Conducted in the Home

What is the difference between Homebound Instruction and Instruction Conducted in the Home?



When referring to a student who receives special education services, the terms Homebound Instruction and Instruction Conducted in the Home are often confused. This fact sheet explains the difference between the two services and provides links to further information.

Homebound Instruction describes the instruction a local educational agency (LEA) may provide when a student has been excused from compulsory attendance under 22 Pa. Code §11-25 due to temporary mental or physical illness or other urgent reasons. Homebound Instruction applies to all students—general education students, as well as students who receive special education services. The purpose of Homebound Instruction is to keep the student on track academically while the student is temporarily out of school. Homebound Instruction is school-supplied, one-to-one tutoring for a limited time. Homebound Instruction is not a special education placement option for students with disabilities; there are occasions when a student with a disability may receive homebound instruction due to a temporary excusal from compulsory attendance in the same manner as the student's nondisabled peers. It is recommended that specially designed instruction and monitoring of progress are included for a student with a disability during the temporary placement. For more information about Homebound Instruction, visit the Pennsylvania Department of Education website at <http://myart.ednet.edu/pdohomebound>.

Instruction Conducted in the Home Instruction Conducted in the Home is included in the definition of special education located in the federal regulations (34 CFR §300.302(a)), and is recognized as a placement option on the continuum of alternative placements for students with disabilities (34 CFR §300.115). The use of Instruction Conducted in the Home is restricted to students whose needs require full-time special education services and programs outside of the school setting for the entire day. Ordinarily, these are students who, because of a severe medical condition or mobility requirements, are unable to leave home to attend school. Instruction Conducted in the Home is a placement determined only by the decision of an individualized education program (IEP)

INSTRUCTION CONDUCTED IN THE HOME

DATE OF ISSUE: September 1, 1997
DATE OF REVIEW: June 2018
 July 1, 2009
 June 30, 2005 (revised)
 October 31, 2001 (formerly BEC 22 PA Code § 342.42(c))

PURPOSE

The purpose of this Basic Education Circular (BEC) is to provide:

1. The federal and state regulations that apply to Instruction Conducted in the Home.
2. A definition for Instruction Conducted in the Home and Educational Placement.
3. The reporting requirements for students with disabilities assigned to Instruction Conducted in the Home by the Individualized Education Program (IEP) Team.
4. The difference between Instruction Conducted in the Home and Homebound Instruction for students with disabilities.


NOTE: This BEC will address only the reporting requirements of children placed by the IEP Team to instruction conducted in the home or assigned to homebound instruction. The Intensive Interagency Coordination BEC addresses the identification of children who are experiencing placement delays or who are at-risk for placement delays.

FEDERAL AND STATE REGULATIONS

Instruction Conducted in the Home is included in the federal regulations under 34 CFR § 300.39 Special education (a)(1) as: instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings. Also, 34 CFR § 300.115 Continuum of alternative placements (b)(1) includes Instruction Conducted in the Home as: Include the alternative placements listed in the definition of special education under 34 CFR § 300.39 (instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions).


Pennsylvania special education regulations under Title 22 PA Code Chapter 14, specifically § 14.102 Purposes, adopts by reference those federal regulations that refer to Instruction Conducted in the Home. They include: 34 CFR § 300.39 (relating to special education), 34 CFR § 300.113 and § 300.114(a)(2) (relating to routine checking of hearing aids and external components of surgically implanted medical devices; and

HBI or ICITH Activity



Homebound Instruction

VS.



Instruction Conducted in the Home

Which One?

	Homebound Instruction	Instruction Conducted in the Home
1. A temporary excusal from compulsory education laws for mental, physical or other urgent reasons.	<input type="checkbox"/>	<input type="checkbox"/>
2. Placement is an individualized education program (IEP) team decision	<input type="checkbox"/>	<input type="checkbox"/>
3. Parent initiated	<input type="checkbox"/>	<input type="checkbox"/>
4. A placement option on the continuum of placements for students with disabilities who require full-time special education services and programs outside the school setting for the entire day	<input type="checkbox"/>	<input type="checkbox"/>
5. Requires issuance of a HCR/IEP	<input type="checkbox"/>	<input type="checkbox"/>
6. For a specified period of time	<input type="checkbox"/>	<input type="checkbox"/>
7. For all students, not just special education	<input type="checkbox"/>	<input type="checkbox"/>
8. Requires certified special education instruction	<input type="checkbox"/>	<input type="checkbox"/>
9. A student with special needs gets a concussion and has a doctor's order that s/he/she needs to be out of school for a week. (Physician's note to school district)	<input type="checkbox"/>	<input type="checkbox"/>
10. A student with special needs has cancer and will be able to receive instruction between treatments however due to instruction needs to be in the home for the next 6 months due to the medical interventions that must be provided. A teacher will go to the home to instruct the student. (IEP Team decision)	<input type="checkbox"/>	<input type="checkbox"/>
11. A student with special needs has an immune disorder which prevents him/her from leaving the house for anything other than doctor appointments. A teacher will go to the home to instruct the student. (IEP Team decision)	<input type="checkbox"/>	<input type="checkbox"/>
12. A student without an IEP is receiving chemotherapy treatments and will be monitored by physician for the next 90 days. (Physician's note to school district)	<input type="checkbox"/>	<input type="checkbox"/>
13. A student with an IEP has provided a doctor's note stating that his anxiety has increased to the point that he is not able to attend school. The doctor is working on medication changes. The side effects of these medications are also causing complications that impede John's daily functioning in school. The IEP team is not meeting until the doctor changes the medication.	<input type="checkbox"/>	<input type="checkbox"/>

Procedures for Initial Placement

- Reports must be made within five (5) days of the placement.
- LEAs should use their Administrative Unit Number (AUN) as the username to log into the website. The password is identical to the one used to log into the Compliance Monitoring System on Leaderservices.com.
- Indicate, if after a reevaluation, it is expected that the student will be on Homebound Instruction or Instruction Conducted in the Home.
- Include a brief description as to why the student is on Homebound Instruction or Instruction Conducted in the Home.

44

44

Procedures for Follow-Up Reporting

- LEAs submitting follow-up reports for these records should do so via the website. If a student returns to school, the date of their return should be recorded in the "When did student return to school?" field, then click Save.
- Indicate if it is expected that the student will be on Homebound Instruction or Instruction Conducted in the Home for longer than three months.
- Report student to the Leader Services website if filing an extension using PDE 4675 Homebound Instruction form and PDE 4676 Request/Approval for Homebound Instruction form.
- Report "Day Student Returned to School," including last day of school if Homebound Instruction or Instruction Conducted in the Home lasted until the end of the school year.

45

45

Procedures for Extended Reporting

- If the placement is being extended, provide a reason for the extension in the “Provide brief explanation why student is on Homebound or placed on Instruction Conducted in the Home” field and record the new anticipated return date in the “Extended Anticipated Length of Placement” field then click Save.
- The “Extended Anticipated Length of Placement” field may be updated as many times as necessary; however, it is requested that extensions are reported.

46

46

Act 16 Expenditures Per Student Report

WHAT	Act 16 of 2000, in part, amends Section 1372 of the PS code and requires PDE to annually compile information listing the number of students with disabilities in one of three financial categories.
WHO	All 500 school districts and 177 charter schools. There is an expected 100 percent reporting rate for this data.
WHY	This data is an assessment of the individual cost of the delivery of special education services to each child in each of the three categories.
WHEN	This data collection occurs during Collection #1 in the Pennsylvania Information Management System reporting system during the month of October.

47

47

Monetary Categories

School entities should refer to the PIMS Student Fact Template Specifications, in order to submit data accurately for the Act 16 Report. Appendix AJ of the PIMS User Manual, Vol. 2, exhibits the complete list of monetary values, pertaining to categories in ACT 16, and is listed below:

Category	Dollar Amount
1A	\$1.00 - \$4,999.99
1B	\$5,000 - \$27,303.07
2	\$27,303.08 - \$54,606.16
3A	\$54,606.17 - \$81,909.25
3B	\$81,909.26 and over

48

Special Education Contingency Fund

WHAT	The Secretary of Education under P.S. §25-2509.8 was given the authority to establish guidelines for the application, approval, distribution and expenditure of funds for extraordinary special education program expenses
WHO	For students with significant disabilities whose expenses result from needs/circumstances which are not ordinarily present in a typical special education service and program delivery system and which costs exceed the state funding
WHY	To help LEAs offset costs of extraordinary educational needs of a child with significant disabilities who requires a highly specialized program or related services in order to receive an appropriate education, in the LRE
WHEN	Applications are usually accepted between November and January

49




Search and Share

- Google: PA Special Education Contingency Fund
- Contingency Fund Guidelines for Extraordinary Special Education Program Expenses 2022-2023
 - Applications with Total Eligible Costs of \$_____ will be reviewed
 - Applications should be submitted by what date?
 - What are some expenses NOT eligible for reimbursement?

50

50

Contingency Fund Activity

- Contingency Fund Guidelines August, 2022 
- How many students do you have who reach the \$75,000 threshold?
- Where can you find this information?
- Who can you contact or what other resources can you utilize in order to gather this information?

<https://www.education.pa.gov/Documents/K-12/Special%20Education/Funding%20Sources/Contingency%20Fund%20Guidelines.pdf>

51

51

Indicator 14 Reporting Process

WHAT	Measurement of Post Secondary Outcomes relative to a student's IEP	
WHO	1/5 of LEAs Annually (1 Exception: 1/5 of Philadelphia High Schools per year)	
WHY	Collect information required for federal reporting collect information to inform program improvements resulting in better post school outcomes for youth with disabilities	
WHEN	The 2-year process occurs once per five-year period – depending on the LEA's assigned Cohort	Year 1 = Exit Survey Year 2 = Post School Survey

52

52

PaPOS is a 2-year Process

- Year 1 | Complete EXIT surveys for all potential student “leavers” during that school year
- Year 2 | Complete POST SCHOOL surveys for those same student “leavers” a year post graduation/drop out/aged out

53

53

Reporting Responsibility

LEAs are responsible for all exiting youth with IEPs:

- Any youth currently in your LEA as reported on your child count from Dec 1 of previous school year.
- Approved Private Schools
- Career and Tech Education
- AEDY Facility
- Adjudicated Youth

54

Year 1 Timeline | Exit Survey

Fall | Designated LEAs announced via Penn Link

September | Attend webinar to learn about the process ahead

September - March | Administer Exit Surveys (early leavers only)

February | Attend webinar to learn about on-line system

March to May | Continue Exit Surveys & Enter exit survey data via on-line system

Early May – Receives a status update of all completed student records

Late May – Final submission of all completed Exit Surveys

55

55

Year 2 Timeline | Post Survey

February | LEA receives Penn Link

April | attend training webinar

May | online system opens

June to September | window to enter Post
Survey data

Last Friday in September | Online system closes

56

56

Additional Tips

1. Recorded webinars on the PaTTAN website
2. Selecting your sample of youth with IEPs to survey
3. Work out your local LEA protocol regarding who, how and when the PaPOS surveys will be completed.
4. Each Intermediate has an assigned IU TaC designated to Secondary Transition
5. Leaders Services | prior to the due date of submission, be sure to work out who has access to enter the data

57

57

Resources | Indicator 14

Name of Resource	Web Link
PaPOS Exit Survey Overview (9.22.20)	https://www.youtube.com/watch?v=fSdj6wxq7H0&feature=youtu.be
NTACT National Technical Assistance Center on Transition	https://www.transitionta.org/
PaTTAN – PA Post School Outcomes (PaPOS)	https://www.pattan.net/Graduation-Post-Secondary-Outcomes/Educational-Initiatives/Post-School-Outcomes
Strategies for Contacting Hard to Find Youth	https://www.pattan.net/Graduation-Post-Secondary-Outcomes/Educational-Initiatives/Post-School-Outcomes/Strategies-for-Contacting-Hard-to-Find-Youth
Secondary Transition Directory	

58

58

Cyclical Monitoring for Continuous Improvement (CMCI)



https://apps.leaderservices.com/pde_comp_mon/

When was your LEA's last monitoring?
 Does your LEA have an outstanding Corrective Action Verification Plan (CAVP)?
 When is your LEA's next monitoring?

59

59

Targeted/Focused Monitoring

- Suspensions and Expulsions (Indicator 4)
- Least Restrictive Environment (Indicator 5)
- Or if particular compliance issues are noted requiring closer review

If your rates are significantly discrepant in either of these areas, you may be notified of your LEA being targeted for monitoring

https://apps.leaderservices.com/_pde_comp_mon/

60

60

Leader Services: www.leaderservice.com

- Do you have your username and password for Leader Services website?
- If so, can you locate RISC, Special Education Students @Home, etc?
- Do you know how to complete a restraint report?

If you answered NO to any of these questions, please contact your BSE Adviser!

61

61

Reporting Matching
Activity

game.educaplay.com

PIN – 441643

Breakout
&
Challenge



62

62

PRO
Grab
&
Gos

The Grab and Go Series consists of recorded videos, all under 10 minutes in length, designed to provide special education leaders with a succinct synopsis of the mandatory reporting requirements completed through the PA Department of Education (PDE) and Leader Services portals. Leaders and those who hold the responsibility for special education reporting in local education agencies can access the following reporting videos online at any time:

- Act 16 Reporting
- Approved Private School (APS) 4010 & 4011 Reporting
- Comprehensive Plan Reporting
- Contingency Fund Reporting
- Homebound Instruction & Instruction Conducted in the Home Reporting
- Restraint Information System Collection (RISC) Reporting
- Special Education Plan Reporting
- Students at Home (SES) Reporting

A playlist of these recordings can be accessed at the following link:
https://www.youtube.com/playlist?list=PLCkBP2csbOstt8srzRLe5C1FuHt_axHJ8

63

63

Components of Cyclical Monitoring for Continuous Improvement (CMCI)

64

Cyclical
Monitoring

“...PDE provides general supervision over all public schools, school districts, and other public education agencies within the state to **ensure that each student with a disability receives a Free Appropriate Public Education (FAPE) and that each family has the benefits of a system of procedural safeguards.**”

65

65

CMCI

Cyclical Monitoring for Continuous Improvement (CMCI)

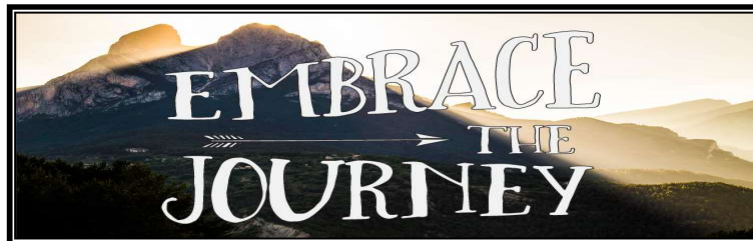
Don't be afraid – this is formative.
Learn and apply.

66

66

Embrace the Journey of CMCI

- For those who have been through CMCI...
 - What advice do you have to offer?
- For those who have NOT been through CMCI...
 - What questions do you still have?



67

67

Major Document Components of CMCI

1. Facilitated Self Assessment (online)
2. Student, Parent and Teacher Surveys (online)
3. Administrative Interview (on site)
4. File Reviews (on site)
5. Classroom Observations (on site)
6. Parent and Teacher Interviews (on site)
7. Educational Benefit Review

68

68

1. Facilitated Self-Assessment (FSA)

- Trained by BSE prior to start of the school year
- All topics require documentation and explanations
- Pre-populated data needs to be reviewed to include most recent data for accuracy and addressed in the narrative

69

69



Search and Share

- PDE Website:
- School District Facilitated Self Assessment
 - How many topics are there in the FSA?
 - What are some of these?

70

70

23
Topics
for
FSA

Index of FSA Topics		
Page	Topic #	Topic
4	1	Assistive Technology and Services; Hearing Aids and External Components of Surgically Implanted Medical Devices
8	2	Positive Behavior Support Policy
13	3	Child Find (Annual Public Notice and General Dissemination Materials)
17	4	Confidentiality
21	5	Dispute Resolution
24	6-7	Graduation and Dropout Rates
28	8	Exclusions: Suspensions and Expulsions
33	9	Facilities Used for Special Education
38	10	Independent Educational Evaluation
41	11	Least Restrictive Environment (LRE)
60	12	Provision of Extended School Year Services
63	13	Provision of Related Service Including Psychological Counseling
66	14	Caseload and Age Range Requirements
70	15	Parent Training
74	16	Participation in State and Local Assessments
78	17	Public School Enrollment
87	18	Surrogate Parents (Students Requiring)
91	19	Personnel Training
96	20	Intensive Interagency Approach
99	21	Summary of Academic Achievement and Functional Performance; Procedural Safeguard Requirements for Graduation; SPP/APR Indicator 13 (Transition)
103	22	Disproportionate Representation that is the Result of Inappropriate Identification
106	23	Educational Benefit Review

71

2. Student, Parent and Teacher Surveys

- LEA is responsible for disseminating the surveys to all parties
- Surveys are on-line
- Hard copies are available in English and Spanish – must then be submitted into the database

72

72

3. Administrative Interview

- LEA may provide interview questions prior to the interview so administrators can prepare
- The more administrators that participate, the better
- 5 sections
 - Demographics
 - Administrative structure
 - Collaboration with families
 - Provision of Services in the LRE
 - Strengths and Needs

73

73

4. File Review (for students selected)

- Most Recent Documents needed:
 - Permission to Evaluate/Reevaluate
 - * ER/RR document
 - Invitation
 - Consent to Excuse (if required)
 - IEP (including documentation related to FBA and Progress Monitoring)
 - NOREP/PWN
- 10 additional student files are reviewed for students of transition-age as well

74

74

5. Classroom Observations

- Only applies to school districts/not cyber charter schools
- Single Point of Contact (SPoC) will provide guidance on how many observations will be needed
- Observations are completed for students who have been chosen for the file review

75

75

6. Parent and Teacher Interviews

- LEA may provide interview questions prior to the interview
- Interviews are completed for students who have been chosen for the file review
- LEA should provide a quiet environment with a phone in order to contact parents for the interview
- LEA is responsible for interview schedule

76

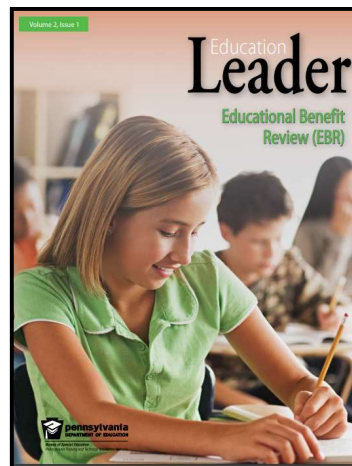
76

7. Educational Benefit Review (EBR)

• Educational Benefit Review (EBR) and the Law

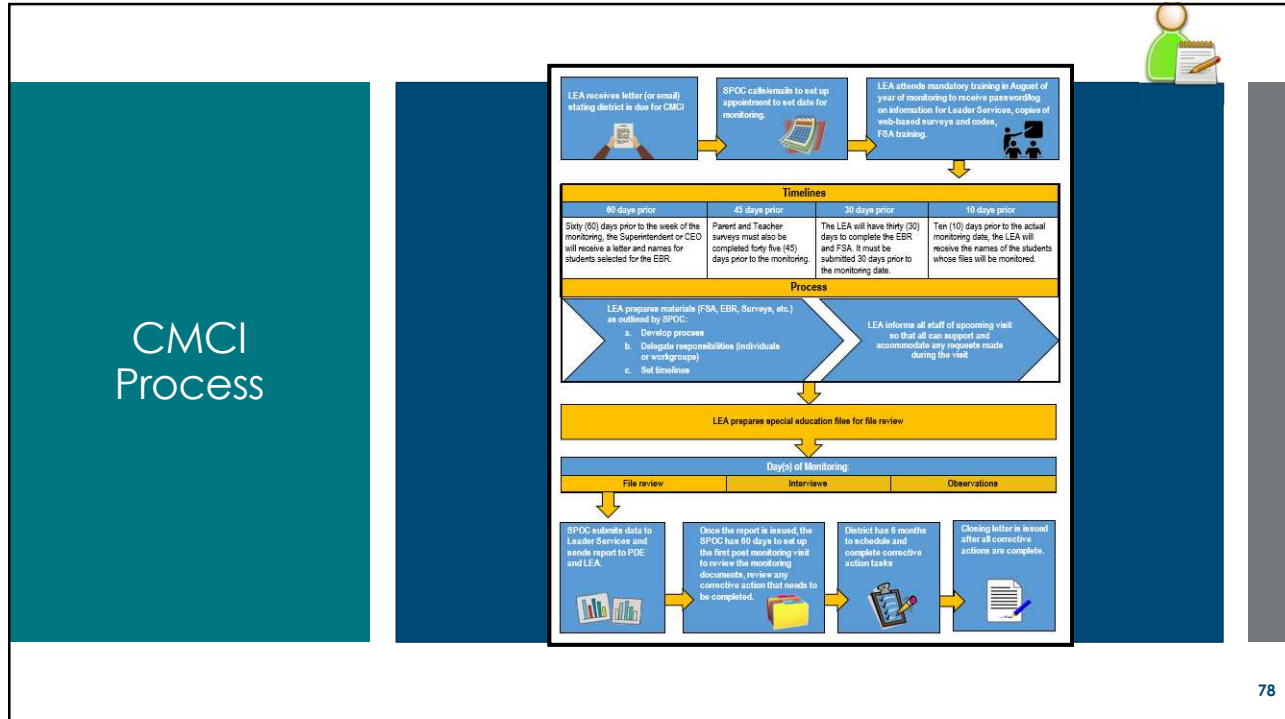
The basis for the EBR is found in §300.324 of the IDEA 2006 Regulations, which states that “each public agency must ensure that the IEP team:

- Reviews the IEP periodically, but not less than annually to determine whether the annual goals for the child are being achieved;
- Revises the IEP, as appropriate, to address any lack of expected progress toward the annual goals, and in the general education curriculum, if appropriate.”



77

77



78

PDE Website

Simply Google:
PDE and CMCI

pennsylvania DEPARTMENT OF EDUCATION
TOM WOLF, GOVERNOR | PEDRO A. RIVERA, SECRETARY

Facebook Twitter YouTube Flickr Pinterest

PDE > K-12 > Special Education > Cyclical Monitoring

CYCLICAL MONITORING DOCUMENTS

The Bureau of Special Education (BSE) monitors all school districts and charter schools in the state to ensure that they are complying with federal and state education regulations and are improving performance outcomes of students with disabilities. All programs are monitored at least once over a six-year cycle. Monitoring is conducted onsite by a team of trained personnel. Following the onsite monitoring, the BSE sends a report of findings to the school district or charter school. If noncompliance has been found, it must be corrected as soon as possible but no later than one year from the report. School districts and charter schools may also be required to engage in improvement planning to address substantive changes over time, e.g. improvement in graduation rates. Improvement plans require more than one year from initiation to completion. The BSE works with the local program to ensure that resources are in place to assist the local education agency, and verifies completion of all corrective action and improvement plans.

There is some variation in the monitoring document used for school districts vs. charter schools due to different regulatory requirements governing each by the entity. However, the major components of cyclical monitoring are the same and are as follows:

The Facilitated Self Assessment- to evaluate the school district or charter school's compliance with required policies and procedures and assess program outcomes

79

What is a POLICY/PROCEDURE?

Policies are written documents that reflect local specifications as well as *current* state and federal laws and regulations.

- States how an organization must operate in light of relevant governing bodies.
- States where the organization stands
- Generally written and approved by upper management and governing bodies

Procedures define implemented protocol that fulfill or endorse the policies it is supporting.

- Step by step actions written by leaders at the operations level of the organization.

80

80

Policy Standard Sequence

000 – 99 = Local Board Procedures

100 – 199 = Programs

200 – 299 = Pupils

300 – 399 = Administrative Employees

400 – 499 = Professional Employees

500 – 599 = Classified Employees

600 – 699 = Finances

700 – 799 = Property

800 – 899 = Operations

900 – 999 = Community

81

81

Know Your District Policies and Practices !

Review

- How are district policies cycled throughout regularly scheduled board meetings?
- Who updates policies as federal and state laws evolve?
- If you were to recommend an update, do you know who to talk to?
- Where can you go to review sample policies?

82

82

Required Policies for CMCI

Required Policies	Legal
Positive Behavior Support	22 Pa. Code 14.133 BEC
Confidentiality	34 CFR 300.610 through 300.627 & 300.535(b)(1)(2) 444 of GEPA FERPA
Public School Enrollment	22 Pa.Code 11.41 BEC Enrollment of Students Jan 22, 2009
School Visitor Policy	34 CFR 300.34(c)(8)(i)(ii)(iii) (8)(i) Ensures reasonable classroom access for parents Under Topic 15 Parent Training in the FSA

83

83

Positive Behavior Support Look Fors

- Policy is current
- Restraint
 - Use
 - Training of personnel
 - Reporting
- SPoC will review LEA data in RISC system

84

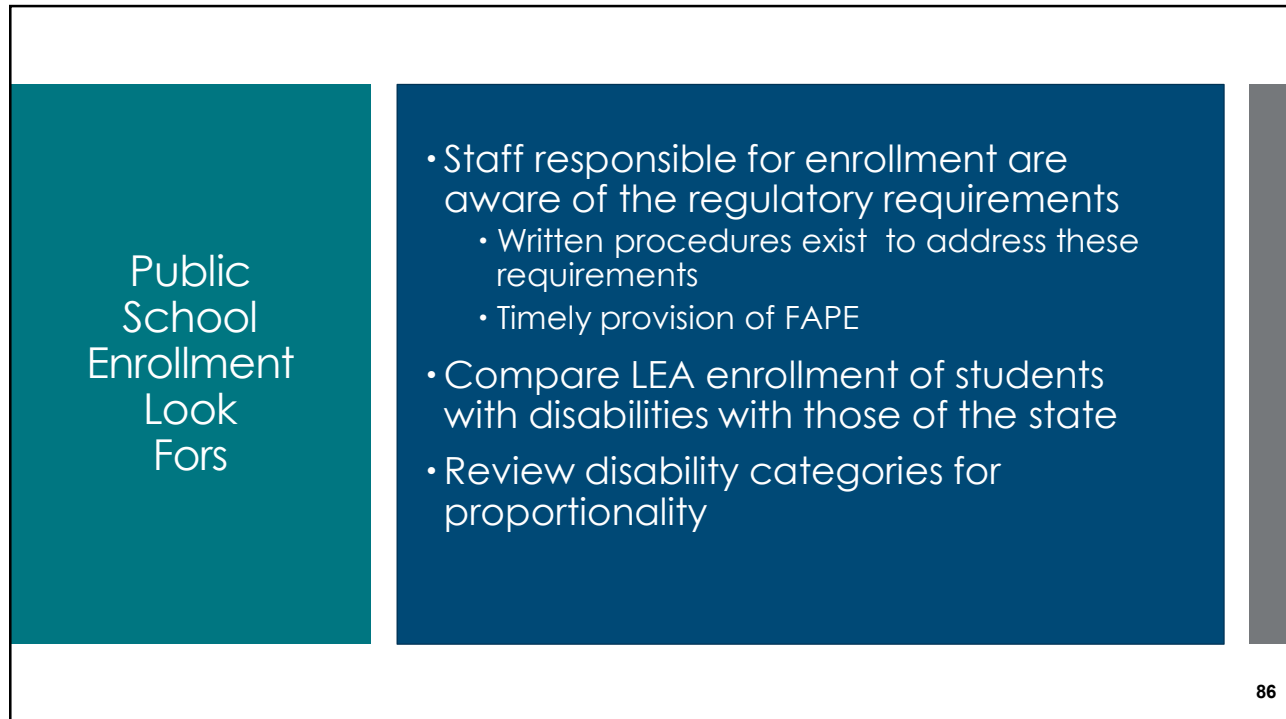
Confidentiality Look Fors

- 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

85

85

40

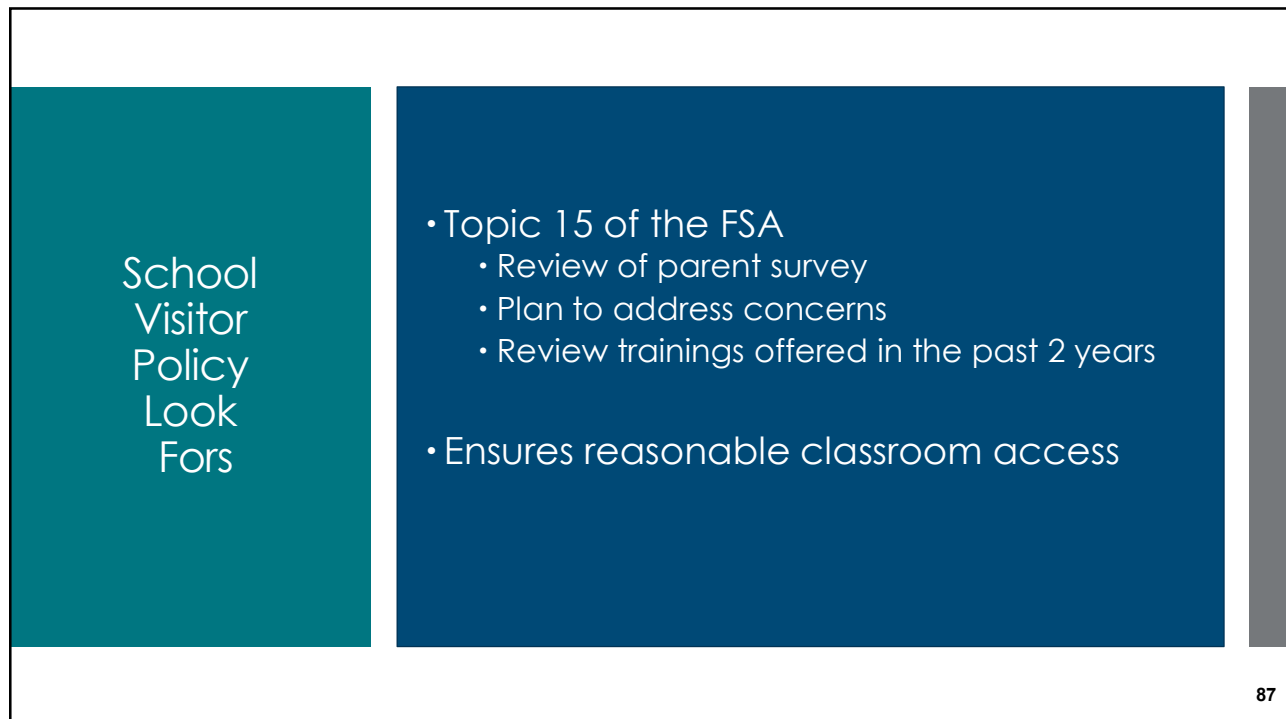


Public School Enrollment Look Fors

- Staff responsible for enrollment are aware of the regulatory requirements
 - Written procedures exist to address these requirements
 - Timely provision of FAPE
- Compare LEA enrollment of students with disabilities with those of the state
- Review disability categories for proportionality

86

86



School Visitor Policy Look Fors

- Topic 15 of the FSA
 - Review of parent survey
 - Plan to address concerns
 - Review trainings offered in the past 2 years
- Ensures reasonable classroom access

87

87

<p style="text-align: center;"><u>Required Procedures</u> for CMCI</p>	Required Procedures	Legal
	Assistive Technology	34 CFR 300.5, 300.6, 300.105, 300.113 & 300.324
	Independent Education Evaluation	34 CFR 300.502
	Surrogate Parents	34 CFR 300.519(a)(1)(2)(3)(4)(b)(1)(2)(h)

88

Assistive Technology Procedure Look Fors

- Topic 1 of FSA
- LEA has procedure for addressing AT
- Made available at no cost to parents
- Must insure proper functioning and maintenance of hearing aids

89

89

Independent Educational Evaluation (IEE) Look Fors

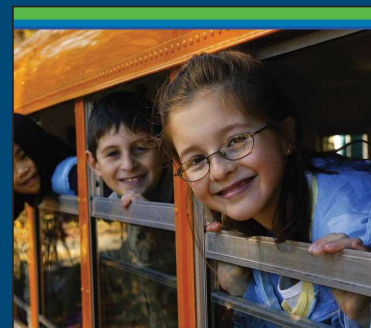
- Topic 10 of FSA
- Information how and where to obtain
- NOREPs issued with LEA Decision
- Evidence of consideration

90

90

Surrogate Parent Procedure Look Fors

- Topic 18 of FSA
- Show evidence of recruitment, selection, training and assignment of surrogate parents when needed



Pennsylvania Department of Education
Surrogate Parent Guidelines
 for IDEA-Eligible
 or Thought-to-Be Eligible Students
 July 2014

91

Other Written Documents Needed for CMCI	Other Documents Needed	Legal
	Child Find	Requires Annual Notice 34 CFR 300.111(a)(1) (i)(ii)(c)(1)(2) & Chapter 14.121(a)
	Psychological Counseling as Related Services	Requires a Written Assurance (or other documentation) that if Psychological Counseling is required by the IEP Team, as a related service, it is provided at no charge 34 CFR 300.111(a)(1) (i)(ii)(c)(1)(2) & Chapter 14.121(a)

92

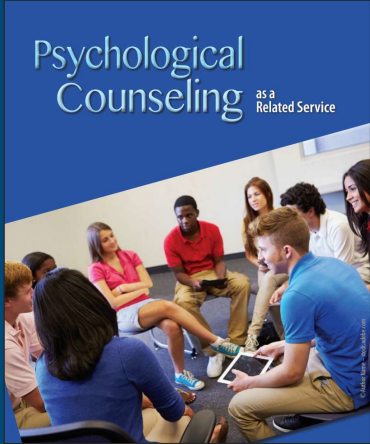
Child Find Procedure Look Fors	<ul style="list-style-type: none"> • Topic 3 of FSA • Annual Notice and General Dissemination Materials <ul style="list-style-type: none"> • Print media • On-line resources • Other electronic media • Public Outreach Awareness <ul style="list-style-type: none"> • Inform parents • Describe contact procedures
--------------------------------	---

93

93

Psychological Counseling Look Fors

- Topic 13 of FSA
- Written assurance that if student with a disability is in need of Psychological Counseling, it is provided to the student with no cost to parents



The image shows a group of diverse students sitting in a circle on the floor, engaged in a discussion. One student is holding a tablet. The text 'Psychological Counseling as a Related Service' is overlaid on the top of the image.

94

Don't Fear CMC!



The image features a blue background with the text 'Don't Fear CMC!' in large, red, bubbly letters. To the right, there is a yellow rectangular sign with a black border and a red diagonal line striking through the word 'Fear' written in black.

95

95

Getting Ready for the BIG DAY!

- Who is in charge of organizing your folders for the CMCI file review?
- Do you have a checklist for organizing the files?
- How do you measure quality of record management and record content?
- What is your internal communication to prepare
 - your principals?
 - your teachers?
 - your parents?

96

96

What Happens Before?

4 Important Items to support your incoming Monitoring Team:

- ✓ Directions to buildings
- ✓ Take out menus of local places, or places nearby
- ✓ Student & Teacher Schedules
- ✓ Parent Contact Information

97

97

What Happens After?

1. Exit Interview (on the last day of the onsite visit)
2. Monitoring Data (submitted to Leader Services through SPoC)
3. Monitoring Report issued (by Leader Services)
4. Corrective Action Verification Plan (CAVP) Meeting (within 60 days of the report being issued)
5. Corrective Action proceeds

98

98

Recommendations for Improvement Plans

- Address all targeted area(s) for improvement
- Work with your IU TaC and PaTTAN staff on developing the improvement plan
- Forecast and document timelines
- Schedule appropriate personnel to provide training and technical assistance
- Follow up with BSE Adviser as needed

99

99

When will your district be monitored?

If you are unaware of where your district is in the cycle,
contact your BSE Adviser.

100

100

Remember: Formative, not Summative

Success is not final; failure is not fatal:
it is the courage to continue that
counts.

~Winston Churchill

101

101

Resources

- PaTTAN – all offices
- Local IU
- Bureau of Special Education Adviser

102

102

Resources

Cyclical Monitoring and Special Education Programmatic Improvement

- <https://sites.google.com/pattan.net/cmciresource/home>

Common Questions and Answers for Leaders of Special Education Resource Companion

- <https://docs.google.com/document/d/1tJ-vsqhGQy5hcGzcEyfCNDhTFZkANcmW/edit?usp=sharing&oid=108623625477498692914&rtpof=true&sd=true>

103

103

Act 48 Survey

Participants must complete the survey by 10/26/22 at the following QR code or link in order to obtain Act 48 credit:



<https://fs25.formsite.com/3fHiZQ/HowtobeaspecialEdPRO2022/index.html>

104

104

Sue Fariss, Educational Consultant
PaTTAN West
sfariss@pattan.net

Nichole Kopco, Educational Consultant
PaTTAN Central
nkopco@pattan.net

**Commonwealth of
Pennsylvania**
Tom Wolf, Governor

105