


**Special Education Plan
Training
April 1, 2021**


Amy DeLuca
Division Chief

**Bureau of
Special
Education**



Future Ready Comprehensive Plan Portal


- The Pennsylvania Department of Education has created the Future Ready Comprehensive Planning Portal (FRCPP), a user-friendly system for Local Education Agencies (LEAs) and schools.
- This portal serves to ensure that all tools, resources and support systems are effective and aligned with the specific needs of stakeholders.
- The Special Education Plan is a state required report now included in the FRCPP.



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Special Education Plan Submission Dates

- Phase III School Districts – March 1, 2022
- Phase I School Districts – May 1, 2022



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Logging into FRCPP

- Go to education.pa.gov, select Data & Reporting, then My PDE Suite.
- To access MyPDESuite, users must register a Keystone Login username/password and use those credentials to login to MyPDESuite. If you need help with this process, click [here](#)
- Users are granted access to applications within MyPDESuite by a security administrator at their education agency/institution. The security administrator is responsible for adding and removing users on behalf of their agency/institution.



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Dashboard

Pennsylvania Department of Education
Future Ready Comprehensive Planning

Home My Plans Reports Resources Plan Reports and Files Admin Logout

Mission/Vision
The mission of the Department of Education is to ensure that every learner has access to a world-class education system that academically prepares children and adults for success in postsecondary education. Further, the Department seeks to establish a culture that is committed to improving opportunities throughout the Commonwealth by ensuring that technical support, resources, and optimal learning environments are available for all students, whether children or adults. Pennsylvania learners will be prepared for meaningful engagement in postsecondary education, in workforce training, in career pathways, and to be responsible, involved citizens.

Amy Deluca

<p>My Plans()</p> <p>Users Education Agency's Comprehensive Plan and all LEA School Plans can be accessed below.</p> <p>Comprehensive Plan (LEA)</p> <p>School Plans</p>	<p>Reports</p> <p>Local Education Agency's State Required Reports can be accessed below. Also, available are Optional Report and Plan Templates.</p> <p>State Required Reports</p> <p>Optional Report Templates and Plans</p>	<p>Resources</p> <p>Resource Library: Training and Orientation</p> <p>Resource Center for Plan Completion</p> <p>Resource Series for Informed Decision Making</p> <p>View All Resources</p>
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Search by LEA

Special Education Plan

.EA Name
 Clear Search

Bentworth SD

[Special Education Plan](#)

Last Accessed	Due Date
Owner	Status Not Started



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Dashboard Navigation

Bentworth SD | Special Education Plan

State Required Reports | District

- Profile and Plan Essentials
- Steering Committee
- School District Areas of Improvement and Planning
 - Indicators
 - Monitoring
- Identification Method
- Significant Disproportionality
 - Placement
 - Discipline

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Navigation

- Left hand side of screen will be a list of each topical area required to complete the plan.
- If you click on each one, it will take you to that section.
- As you complete a section, the radio button will be indicate completion

Profile and Plan Essentials

Steps to Complete this Section:

1. Enter the requested information in the designated space.
2. Ensure that the information entered in the space provided matches information in the EdNA system.
3. Use the district's most current data to complete the Special Education Student section.


Fields with asterisks (*) are required.

LEA Name * AUN *

Address 1 *

Address 2

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Profile and Plan Essentials cont


Special Education Students 0

Total Number of Special Education Students *

Total Student Enrollment *

Percent of Special Education Students

3.11.21



Navigation

- Information button
- Total # of Sped as of most recent 12/1 Child Count
- Total Enrollment as of most recent of 12/1 Child Count
- Save button

Steering Committee

Steps to Complete this Section:

1. Identify members for your LEA's Steering Committee including Director of Special Education, Superintendent, Director of Curriculum, Building Principal, General Education Teacher(s), Special Education Teacher(s), Board Member(s), and Parent(s)
2. For each member of your steering committee, enter the requested information into each cell.

Fields with asterisks (*) are required.

Name *	Position/Role *	Building *	Email *
<input type="text"/>	- Select One -	<input type="text"/>	<input type="text"/>
<input type="text"/>	- Select One -	<input type="text"/>	<input type="text"/>
<input type="text"/>	- Select One -	<input type="text"/>	<input type="text"/>
<input type="text"/>	- Select One -	<input type="text"/>	<input type="text"/>

Navigation

- Drop down for position/role.
- Ability to add email
- Buildings are pre-populated
- Ability to add or delete members

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School District Areas of Improvement & Planning

This area of the special education plan is intended to be a planning and organizational tool for the LEA.

Steps to Complete this Section:

1. Use Penn Data SEDR to reference your data

Fields with asterisks (*) are required.

Indicators **Monitoring**

Suspension/Expulsion by Race/Ethnicity (Indicator 4B)

Indicator not flagged at this time.

Improvement and Planning Activity *

Navigation

- Link to SEDR
- Alignment with Indicators
- Alignment with Cyclical Monitoring

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School District Areas of Improvement & Planning

Steps to Complete this Section:

1. If the LEA has been flagged in monitoring in the 3 last years, please list any current/open improvement plans, training or other critical information.
2. Use your Corrective Action Verification (CAV) in the Cyclical Monitoring for Continuous Improvement (CMCI) web application to reference your data.

Fields with asterisks (*) are required.

Indicators **Monitoring**

District has completed all monitoring corrective action/improvement plans.

Corrective Action *	Improvement and Planning Activities *	Comments/Notable Observations
<input type="text"/>	<input type="text"/>	<input type="text"/>

Navigation

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Significant Disproportionality Con't

Click on Resource for Support

Save

Resources

Significant Disproportionality Calculations

Back Continue

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Non-Resident Student Oversight

Steps to Complete this Section:

- Respond to questions 1-3.
- Selecting Yes to question 1 requires completion of the facilities chart.
- Selecting No to question 1 still requires an answer to questions 2-3.


Fields with asterisks (*) are required.

1. Is your district current a host district for 1306 facility? * Yes No

2. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility?

3. Describe the district's procedures for communicating with the 1306 facility and the student's school district of residence to ensure successful transition back to school?

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Non-Resident Oversight Con't

1. Is your district current a host district for 1306 facility? * Yes No

24 P.S. 1306 facilities

Facility Name * Facility Type *

Services Provided By * Total Students in Facility *

Select One

Navigation

- Facility chart appears if yes is checked for #1
- Facility type is drop down with options

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Non-Resident Student Oversight Con't

Click on Resource for assistance

Resources

Educational Programs for Students in Non-Educational Placements

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Incarcerated Student Oversight

Steps to Complete this Section:

1. Respond to question 1.
2. Selecting No to question 1 will require the completion of a facilities chart and a response to question 2.
3. If you select No to question 1, no response for question 2 is required.

Fields with asterisks (*) are required.

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries? * Yes No

2. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

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Least Restrictive Environment

1. Please provide a response to each question.
2. Use [Penn Data SEDR](#) to reference your data.

Fields with asterisks (*) are required.

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement. *

2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments? *


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Least Restrictive Environment Con't

3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum. *

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. *

5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district/extracurricular activities? *

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Least Restrictive Environment Con't

• Final Question for LRE

6. Discuss the district's the need to build capacity and expand programs and services in an effort to provide a continuum of services. *

• Out of District Placements


Steps to Complete this Section:

1. The district will only list outside educational placements made by the district

Facility Name* Facility Type*

Operated By* Service Type* Number of Students


Placed*

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Least Restrictive Environment Con't

Click on resource for assistance

Resources

 Least Restrictive Environment (LRE) and Educational Placement for Students with Individualized Education

Back Continue

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Behavior Support

Fields with asterisks (*) are required.

Please upload the district's policy on Behavior Support Services * Date of Approval *


Uploaded Files

1. How does the district support the emotional, social needs of students with disabilities? *

2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. *

Navigation

- Upload behavior support policy
- Date of Board approval



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Behavior Support Con't

3. Describe the district positive school wide support programs. *

4. Describe the district school-based behavior health services. *

5. Describe the district restraint procedure. *





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Behavior Support Con't

Click on Resource for assistance

Resources

 Disciplinary Exclusions for Students with Disabilities



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Intensive Interagency

Fields with asterisks (*) are required.

Review the district's SES reporting. Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of missing more than 30 days for an appropriate educational placement. (link to SES reporting [?])*

Save

Back
Continue

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Education Program Profile

1. Complete each required field for the FTE ID
2. Each FTE ID can provide multiple levels of support but not equal more than 1.0 FTE for a full-time position or 0.5 FTE for a part-time position.
3. This section will NOT generate a SEPRN.

Fields with asterisks (*) are required.

Education Program (Caseload FTE)
Special Education Facilities

Search By:

FTE ID

Building Select One

Support Type Select One

Clear
Search

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Education Program Profile Tab

Create a New FTE ID:

FTE ID

Full-time or Part-time Position? Full-time (1.0)

Classroom Location Secondary

Create an FTE

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Special Education Facilities

East Derry El Sch | Room 101

Building Name *
East Derry El Sch Room # *
101

School Building *
Select one Building Description *
Select one

Classroom Measurements *
0 ft 0 in x 0 ft 0 in Classroom Area Measurement
0 sqft Max # of students in classroom
0

Upload Features For Each Classroom Space
Choose File | No file chosen Implementation Date *
03/26/2021

Assurance Check

The class is maintained as close as appropriate to the ebb and flow of usual school activities Yes No

The class is located where noise will not interfere with instruction Yes No

The class is located only in space that is designed for purposes of instruction Yes No

The class is readily accessible Yes No

The class is composed of at least 28 square feet per student Yes No

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Example of facility

East Derry El Sch | Room 101

Building Name *
East Derry El Sch Room # *
101

School Building *
Elementary Building Description *
A building in which general education programs are operated

Classroom Measurements *
25 ft 6 in x 24 ft 8 in Classroom Area Measurement
629sqft Max # of students in classroom
22

Upload Features For Each Classroom Space
Choose File | No file chosen Implementation Date *
03/26/2021

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Special Education Support Services

Steps to Complete this Section:

- In this section, you will list school district employees who do not carry a caseload.
- Complete each required box.

Fields with asterisks (*) are required.

Special Education Support Services	Numerical Value *	Primary Location	Contractor or District
Select One	1	Select One	Select One
Select One		Select One	Select One
Select One		Select One	Select One
Select One		Select One	Select One

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Special Education Personnel Development

Special Education Personnel Development ⓘ

Special Education

Steps to Complete this Section:

- Description of Training:** Identify training details
- Lead Person/position:** List the person who is responsible for the training.
- Year of Training:** Identify school year(s) in which training will take place.
- Hours of Training:** Identify the time (in hours) needed for each training session.
- Number of Sessions:** Identify the number of sessions required for training.
- Provider:** List the person or organization that will provide the professional learning.
- Audience:** List the stakeholder group(s) who will engage in the personnel development.

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Special Education Personnel Development

Autism

Description of Training *

Lead Person/Position * Year of Training *

Hours Per Training * Number of Sessions * Provider * Audience *

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Special Education Personnel Development

Behavior Support

Paraprofessional


Transition

Science of Literacy

Parent Training

IEP Writing


Add a Training Topic

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Summary Checklist & Submission

1. Go back and complete any section that does not have a green check in front of the page title.
2. Once all the sections are marked with a green check, the Submit button will be available.
3. Click the Submit button to submit the Special Education Plan.

- Special Education Chapter 14 Profile and Plan Essentials Complete
- Special Education Chapter 14 Steering Committee Complete
- Special Education Chapter 14 School District Areas of Improvement and Planning Complete
- Special Education Chapter 14 Identification Method Complete
- Special Education Chapter 14 Significant Disproportionality Complete

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Monitoring of Personnel Development

Description of Training *
 Social skills and Sensory

Lead Person/Position *
 Amy DeLuca

Year of Training *
 2021

Hours Per Training *
 6

Number of Sessions *
 3

Provider *
 district

Audience *
 general education teacher, spec

[Add a Training Completion](#)

Date Training Complete
 mm/dd/yyyy

Upload Agenda for Specific Training
 Choose File | No file chosen


Upload Attendance for Specific Training
 Choose File | No file chosen

Upload Files

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Special Education Plan Supports

- Portal continues to be updated by the development team
- The special education plan will be open and available to Phase 2 and Phase 3 on May 1, 2021 to begin work
- FRCPP Special Education Plan Demonstration Webinar will be released May 1, 2021 on the PaTTAN Special Education Plan website

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Special Education Plan Supports

- Amy DeLuca amdeluca@pa.gov
- FRCPP has a form that can be used for technical assistance, the link is below:

<https://forms.gle/QKHECpgc1NZufHd66>

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