

School District Corrective Action Verification/Compliance and Improvement Plan - Bureau of Special Education

This form is designed to serve both as a planning tool and as verification of completion of corrective action.

School District: Chester-Upland SD

Superintendent: Dr. Craig Parkinson

Special Education Director/Coordinator: Dr Percell Whittaker

BSE Special Education Adviser: Carey Zeigler

Date of Report: May 30, 2023

Date Final Report Sent to LEA: May 05, 2022

Reminder: The timelines for corrective action of all non-compliance items may not exceed ONE YEAR from the Date Final Report Sent to LEA

First Visit Date: June 15, 2022

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 1: Policies, Practices, and Procedures			
Y						1. FSA-ASSISTIVE TECHNOLOGY AND SERVICES Standard: The Local Education Agency (LEA) observed the requirement that the provision of assistive technology is reflected in the student's IEP			
Y						1A. FSA-HEARING AIDS Standard: 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			
Y						2. FSA-POSITIVE BEHAVIOR SUPPORT Standard: LEA complies with the positive behavior support policy requirements.			
Y						3. FSA-CHILD FIND Standard: LEA demonstrates compliance with annual public notice requirements.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						4. FSA-CONFIDENTIALITY Standard The LEA is in compliance with confidentiality requirements.			
Y						5. FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION) Standard: The LEA uses dispute resolution processes for program improvement.			
Y						8. FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION Standard: The LEA adheres to procedural requirements in suspending students with disabilities.			
Y						10. FSA-INDEPENDENT EDUCATIONAL EVALUATION Standard: The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.			
	N					11A. FSA-LEAST RESTRICTIVE ENVIRONMENT Standard: The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.	The LEA will develop an improvement plan to address decreasing the percentage of students identified with emotional disturbance in more restrictive settings. Improvement plan due date: 11/1/2022	05/05/2023 LEA BSE and PaTTAN	11/01/2022
	N					12. FSA-EXTENDED SCHOOL YEAR SERVICES	The LEA will develop written procedures to ensure that the required information pertaining to Extended School Year (ESY) is included in students' IEPs and that the timelines for ESY determination are followed. Evidence of Change: The LEA will submit a copy of the procedures to the BSE Adviser. The BSE Adviser will conduct a review of files to verify that the new procedures have resulted in compliance.	05/05/2023 LEA BSE and PaTTAN	04/19/2023
Y						13. FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						15. FSA-PARENT TRAINING Standard: Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.			
						INTERVIEW RESULTS (Parent)			
					2 1 0 2 2 0	P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend. Always Sometimes Rarely Never Don't Know Does not Apply			
					1 0 1 1 4 0	P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum. Always Sometimes Rarely Never Don't Know Does not Apply			
Y						18. FSA-SURROGATE PARENTS (STUDENTS REQUIRING) Standard: The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
Y						19. FSA-PERSONNEL TRAINING Standard: 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.			
						INTERVIEW RESULTS (General & Special Education Teacher)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
10	0	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
10	0	0				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
10	0	0				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			
4	0	6				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
9	0	1				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
		X				20. FSA-INTENSIVE INTERAGENCY APPROACH Standard: 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.			
	N					21. FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION Standard: The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation	The LEA will develop a written procedure to ensure that the Summary of Academic and Functional Performance and Procedural Safeguard Requirements for Graduation are completed and issued to graduating and aging-out students and their parents. The LEA will also ensure that these documents are included in students' educational records according to required timelines. Evidence of Change: The LEA will submit a copy of the written procedure to the BSE Adviser as verification of corrective action. The BSE Adviser will conduct a file review to verify that the new procedure has resulted in compliance.	05/05/2023 LEA BSE and PaTTAN	04/19/2023

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						21A. TRANSITION REQUIREMENTS Standard: The LEA complies with requirements for transition planning for students.			
						Topical Area 2: Delivery of Service			
Y						9. FSA-FACILITIES USED FOR SPECIAL EDUCATION Standard: The LEA will be in compliance with the facilities requirements			
						CLASSROOM OBSERVATIONS			
9	0	1		0		CO 8. Is the classroom located within the ebb and flow of school activity?			
9	0	1		0		CO 9. Is the classroom designed for instructional purposes?			
	N					14. FSA-CASELOAD AND AGE RANGE REQUIREMENTS Standard: The LEA complies with the caseload and age range requirements	The LEA will reconvene IEP meetings for those students in noncompliance with the age range requirements and forward documentation of corrective action to the BSE Adviser within 90 days. Due 8/3/2022 Evidence of Change: LEA will submit documentation to PDE demonstrating compliance with caseload requirements within 90 days. (Updated caseloads, NOREPS of any students changing a program or placement)	08/03/2022 LEA BSE and PaTTAN	08/03/2022
	N					17. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.	The LEA will submit an improvement plan to decrease the percentage of students with disabilities eligible for special education services. Evidence of change: The LEA will submit an improvement plan to address identification rates of students with disabilities. The improvement plan will include analysis of building level data, patterns, and trends. Due 11/1/2022	05/05/2023 LEA BSE and PaTTAN	11/01/2022

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						17B. FSA-PUBLIC SCHOOL ENROLLMENT Standard: Timely provision of FAPE for students who transfer from public agencies within state, and from another state.			
Y						22. FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION Standard: LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			
Y						23. FSA-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.			
						CLASSROOM OBSERVATIONS			
7	0	0		1		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
7	0	0		1		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
0	0	6		2		CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
3	0	4		1		CO 4. If the student is in a regular education setting, is he/she participating in the lesson taught by the general education teacher or a co-teacher?			
4	0	4		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			
5	0	2		1		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
8	0	0		0		CO 7. Does this setting coincide with the student's IEP with regard to the extent to which the student is educated with non-disabled peers?			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
						P 55. My child does classroom work in a regular classroom with students without disabilities.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					3 1 0 1 0 2	Always Sometimes Rarely Never Don't Know Does not Apply			
					2 0 1 0 1 3	P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities. Always Sometimes Rarely Never Don't Know Does not Apply			
					3 1 0 1 0 2	P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled. Always Sometimes Rarely Never Don't Know Does not Apply			
					3 1 0 0 1 2	P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel. Always Sometimes Rarely Never Don't Know Does not Apply			
9	1	0				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
8	0	2				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
10	0	0				GE 72. Do you have support from special education personnel to help you modify curriculum, instruction and assessment as required in the student's current IEP?			
9	0	1				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	1	3				GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?			
9	0	1				GE 80. Is the student making progress within the general education curriculum?			
9	0	1				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	1				GE 80b. If yes, in what ways? Is part of a group of students working together, learning social skills. Being with peers. Peer interactions. Learning to work together with other students. Needs to be reminded to stay on task. Being in general education I can guide back to what needs to be done. Having peers around is good to see what is being done in class. Fits in. Does very well. Needs little extra help. Friends in class. They get exercise and build basic team and social skills. They get exercise and build basic team and social skills. Asks questions when needs help.			
0	0	10				GE 80c. If no, what does this student need that he/she is not receiving in your class?			
10	0	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
10	0	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				GE 85b. If no, what training or support would assist you?			
10	0	0				GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			
9	0	1				SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			
5	0	5				SE 95a. In the most recent IEP meeting for this student, did you discuss whether he/she could be educated in a general education classroom for the entire school day?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	1	6				SE 95b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	7				SE 95c. If yes, what reasons were discussed for recommending removal? Specialized school. Based on need. Based on needs.			
0	0	7				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Full time special education. When needed. Needs			
5	0	5				SE 95e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
7	0	3				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
4	0	6				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
10	0	0				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
9	0	1				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
8	2	0				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
9	0	1				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			
						Topical Area 3: Performance Indicators			
Y						5A. FSA-EFFECTIVE USE OF DISPUTE RESOLUTION Standard: The LEA uses dispute resolution processes for program improvement.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					6. FSA-GRADUATION RATES (SPP) Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.	The LEA will submit an improvement plan to address meeting the SPP target for graduation rates. The plan is due 11/1/2022.	05/05/2023 LEA BSE and PaTTAN	11/01/2022
Y						7. FSA-DROPOUT RATES (SPP) Standard: The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.			
	N					8A. FSA-SUSPENSION RATES Standard: 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 will submit an improvement plan to address decreasing the percentage of African American students with disabilities suspended. The LEA will submit the plan by 11/1/2022	05/05/2023 LEA BSE and PaTTAN	11/01/2022
	N					11. FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP) Standard: Students with disabilities are provided for in the least restrictive environment	The LEA will submit an improvement plan to address meeting the SPP target for students with disabilities served inside the regular classroom 80% or more of the day, students with disabilities served inside the regular classroom less than 40% of the day and students with disabilities served in other locations. Evidence of change: The LEA will submit an improvement plan to the BSE Adviser by 11/1/2022	05/05/2023 LEA BSE and PaTTAN	11/01/2022
	N					16. FSA-PARTICIPATION IN PSSA AND PASA (SPP) Standard: The LEA's population of students who participate in state assessment is comparable with the state data.	The LEA is will submit an improvement plan to address increasing the state assessment participation rate of students with disabilities. The LEA will submit the plan by 11/12022	05/05/2023 LEA BSE and PaTTAN	11/01/2022
Y						16A. FSA-LOCAL ASSESSMENT			
						Topical Area 4: Evaluation and Reevaluation Process and Content			
						CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION			
						PERMISSION TO EVALUATE (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	1	9			100%	FR 153. PTE-Consent Form is present in the student file	<p>The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area.</p> <p>Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.</p>	05/05/2023 LEA BSE and PaTTAN	05/05/2023
0	0	10				FR 154. Demographic data			
0	0	10				FR 155. Reason(s) for referral for evaluation			
0	0	10				FR 156. Proposed types of tests and assessments			
0	0	10				FR 157. Contact person's name and contact information			
0	0	10				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
0	0	10				FR 159. Parent has selected a consent option			
						PERMISSION TO REEVALUATE (File Reviews)			
3	2	5			40%	FR 194. PTRE-Consent Form is present in the student file	<p>The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area.</p> <p>Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.</p>	05/05/2023 LEA BSE and PaTTAN	05/05/2023

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	0	7				FR 195. Demographic data			
3	0	7				FR 196. Reason for reevaluation			
3	0	7				FR 197. Types of assessment tools, tests and procedures to be used			
3	0	7				FR 198. Contact person's name and contact information			
1	2	7			67%	FR 199. Parent has selected a consent option	<p>The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area.</p> <p>Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.</p>	05/05/2023 LEA BSE and PaTTAN	05/05/2023
1	2	7			67%	FR 200. Parent signature or documentation of reasonable efforts to obtain consent	<p>The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area.</p> <p>Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.</p>	05/05/2023 LEA BSE and PaTTAN	05/05/2023
						AGREEMENT TO WAIVE REEVALUATION (File Reviews)			
0	0	10				FR 201. Agreement to Waive Reevaluation is present in the student file			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 202. Waiver was completed within required timelines (3 years (2 years for any ID student or any student placed in an Approved Private School) from date of ER, prior RR, or Agreement to Waive RR)			
0	0	10				FR 203. Reason reevaluation is not necessary at this time is included			
0	0	10				FR 204. Contact person's name and contact information			
0	0	10				FR 205. Parent has selected a consent option			
0	0	10				FR 206. Parent signature			
						EVALUATION REPORT (INITIAL) (File Reviews)			
1	0	9				FR 160. ER is present in the student file			
0	1	9			100%	FR 161. Evaluation was completed within timelines	The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area. Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.	05/05/2023 LEA BSE and PaTTAN	05/05/2023
1	0	9				FR 162. A copy of the ER was disseminated to parents at least 10 school days prior to meeting of the IEP team (unless this requirement is waived by parent in writing)			
1	0	9				FR 163. Demographic data			
1	0	9				FR 164. Date report was provided to parent			
1	0	9				FR 165. Reason(s) for referral			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	1	9			100%	FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form	The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area. Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.	05/05/2023 LEA BSE and PaTTAN	05/05/2023
1	0	9				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
1	0	9				FR 168. Teacher observations and observations by related service providers, when appropriate			
1	0	9				FR 169. Recommendations by teachers			
1	0	9				FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education			
1	0	9				FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.			
1	0	9				FR 172. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication)			
1	0	9				FR 173. Lack of appropriate instruction in reading			
1	0	9				FR 174. Lack of appropriate instruction in math			
1	0	9				FR 175. Limited English proficiency			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 176. Present levels of academic achievement			
1	0	9				FR 177. Present levels of functional performance			
1	0	9				FR 178. Behavioral information			
1	0	9				FR 179. Conclusions			
1	0	9				FR 180. Disability Category			
1	0	9				FR 181. Recommendations for consideration by the IEP team			
1	0	9				FR 182. Evaluation Team Participants documented			
0	0	10				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
0	0	10				FR 184. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 185. Indication of process(es) used to determine eligibility			
0	0	10				FR 186. Instructional strategies used and student-centered data collected			
0	0	10				FR 187. Educationally relevant medical findings, if any			
0	0	10				FR 188. Effects of the student's environment, culture, or economic background			
0	0	10				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 191. Observation in the student's learning environment			
0	0	10				FR 192. Other data if needed			
0	0	10				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						REEVALUATION REPORT (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	1	1			11%	FR 207. RR is present in the student file	<p>The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area.</p> <p>Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.</p>	05/05/2023 LEA BSE and PaTTAN	05/05/2023
8	0	2				FR 208. Reevaluation was completed within timelines (either 60 calendar days from the date of LEA receipt of signed PTRE-Consent Form, excluding summer break, or within 3 years (2 years for any ID student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR)			
6	2	2			25%	FR 209. A copy of the RR was disseminated to parents at least 10 school days prior to the meeting of the IEP team (unless this requirement was waived by a parent in writing)	<p>The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area.</p> <p>Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.</p>	05/05/2023 LEA BSE and PaTTAN	05/05/2023
8	0	2				FR 210. Demographic data			
8	0	2				FR 211. Date IEP team reviewed existing evaluation data			
8	0	2				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	0	2				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
7	1	2			13%	FR 214. Aptitude and achievement tests	<p>The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area.</p> <p>Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.</p>	05/05/2023 LEA BSE and PaTTAN	05/05/2023
6	2	2			25%	FR 215. Current classroom based assessments and local and/or state assessments	<p>The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area.</p> <p>Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.</p>	05/05/2023 LEA BSE and PaTTAN	05/05/2023
8	0	2				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
8	0	2				FR 217. Teacher recommendations			
8	0	2				FR 218. Lack of appropriate instruction in reading			
8	0	2				FR 219. Lack of appropriate instruction in math			
8	0	2				FR 220. Limited English proficiency			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	0	2				FR 221. Conclusion regarding need for additional data is indicated			
4	0	6				FR 222. Reasons additional data are not needed are included			
8	0	2				FR 223. Determination whether the child has a disability and requires special education			
8	0	2				FR 224. Disability category(ies)			
8	0	2				FR 225. Summary of findings includes student's educational strengths and needs			
8	0	2				FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
8	0	2				FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
4	0	6				FR 228. Interpretation of additional data			
0	0	10				FR 229. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 230. Indication of process(es) used to determine eligibility			
0	0	10				FR 231. Instructional strategies used and student-centered data collected			
0	0	10				FR 232. Educationally relevant medical findings, if any			
0	0	10				FR 233. Effects of the student's environment, culture, or economic background			
0	0	10				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 236. Observation in the student's learning environment			
0	0	10				FR 237. Other data if needed			
0	0	10				FR 238. Statement for all 6 items			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	1	2			13%	FR 239. Documentation of Evaluation Team Participants	The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area. Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.	05/05/2023 LEA BSE and PaTTAN	05/05/2023
2	0	8				FR 240. Documentation that team members Agree/Disagree			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
6	0	0	1			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
5	0	2	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
5	0	2	0			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
4	0	1	2			P 27. If your child was not reevaluated when required (every 2 years for children with intellectual disability (consent retardation), or any child placed in an Approved Private School, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			
0	3	4	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	0	7	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	0	7	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
2	0	8				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 5: IEP Process and Content			
						INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)			
8	2	0			20%	FR 241. Invitation is present in the student file	The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area. Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.	05/05/2023 LEA BSE and PaTTAN	05/05/2023
8	0	2				FR 242. Invitation to Participate in the IEP Meeting was issued prior to the meeting (or documentation that parent signed waiver to move directly to IEP meeting)			
8	0	2				FR 243. Demographic data			
8	0	2				FR 244. Purpose(s) of the meeting			
5	0	5				FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			
3	0	7				FR 246. Transition planning and services - if appropriate, evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student			
5	0	5				FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)			
8	0	2				FR 248. Invited IEP team members			
8	0	2				FR 249. Date/time/location of meeting			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	4	2			50%	FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation	The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area. Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.	05/05/2023 LEA BSE and PaTTAN	05/05/2023
						PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)			
0	1	9			100%	FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file	The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area. Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.	05/05/2023 LEA BSE and PaTTAN	05/05/2023
0	0	10				FR 252. Demographic data			
0	0	10				FR 253. Form designates required IEP team member(s) for whom attendance is not necessary			
0	0	10				FR 254. Form designates which members will submit written input prior to the meeting			
0	0	10				FR 255. Parent written consent is documented			
						FR 256. The team members excused:			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					0	a. General Education Teacher			
					0	b. Special Education Teacher			
					0	c. Local Education Agency Representative			
						IEP CONTENT (File Reviews)			
9	1	0			10%	FR 257. IEP is present in the student file	<p>The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area.</p> <p>Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.</p>	05/05/2023 LEA BSE and PaTTAN	05/05/2023
8	1	1			11%	FR 258. IEP was completed within timelines	<p>The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area.</p> <p>Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.</p>	05/05/2023 LEA BSE and PaTTAN	05/05/2023
9	0	1				FR 259. Demographic data			
9	0	1				FR 260. IEP implementation date			
9	0	1				FR 261. Anticipated duration of services and programs			
1	0	9				FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting			
						DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				FR 263. Parents			
5	0	5				FR 264. Student			
6	3	1			33%	FR 265. General Education Teacher	<p>The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area.</p> <p>Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.</p>	05/05/2023 LEA BSE and PaTTAN	05/05/2023
8	1	1			11%	FR 266. Special Education Teacher	<p>The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area.</p> <p>Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.</p>	05/05/2023 LEA BSE and PaTTAN	05/05/2023
9	0	1				FR 267. Local Education Agency Representative			
0	0	10				FR 270. Community Agency Representative			
0	0	10				FR 271. Teacher of the Gifted			
0	0	10				FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	1	1			11%	FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year	The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area. Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.	05/05/2023 LEA BSE and PaTTAN	05/05/2023
						SPECIAL CONSIDERATIONS (File Reviews)			
0	0	10				FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate			
1	0	9				FR 275. If the student is deaf or hard of hearing, a communication plan			
5	0	5				FR 276. If the student has communication needs, needs must be addressed in the IEP			
1	0	9				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
1	0	9				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
3	0	7				FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques			
0	0	10				FR 280. If the student has other special considerations, these are addressed in the IEP			
						PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)			
9	0	1				FR 281. Student's present levels of academic achievement			
9	0	1				FR 282. Student's present levels of functional performance			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	4				FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
9	0	1				FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)			
9	0	1				FR 285. How the student's disability affects involvement and progress in the general education curriculum			
9	0	1				FR 286. Strengths			
9	0	1				FR 287. Academic, developmental, and functional needs related to student's disability			
						TRANSITION SERVICES (File Reviews)			
5	0	5				FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment			
5	0	5				FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living			
5	0	5				FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually			
5	0	5				FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service			
5	0	5				FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)			
5	0	5				FR 292b. Transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)			
5	0	5				FR 292c. Annual goals are related to the student's transition services			
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			
9	0	1				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams, ACCESS for ELLS, Alternate ACCESS for ELLS or PASA)			
6	0	4				FR 294. If the student will participate in the PSSA/Keystone Exams, documentation of IEP team decision regarding participation with or without accommodations			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	0	7				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams			
3	0	7				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
2	1	7			33%	FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)	The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area. Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.	05/05/2023 LEA BSE and PaTTAN	05/05/2023
9	0	1				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
6	0	4				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
1	0	9				FR 300. If the IEP indicates the student will participate in an alternate local assessment, explanation of why the student cannot participate in the regular assessment			
1	0	9				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			
						ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)			
9	0	1				FR 302. Measurable Annual Goals			
9	0	1				FR 303. Description of how student progress toward meeting goals will be measured			
9	0	1				FR 304. Description of when periodic reports on progress will be provided to parents			
9	0	1				FR 305. Documentation of progress reporting on Annual Goals			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	0	6				FR 306. Short Term Objectives			
						SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)			
9	0	1				FR 307. Program Modifications and Specially-Designed Instruction			
9	0	1				FR 308. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP			
7	2	1			22%	FR 309. If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services	<p>The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area.</p> <p>Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.</p>	05/05/2023 LEA BSE and PaTTAN	05/05/2023
0	0	10				FR 310. If a student attends a Career or Vocational Technical School, evidence that the specially designed instruction addresses the student's needs in Career and Vocational Technical School			
9	0	1				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
9	0	1				FR 312. If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP			
9	0	1				FR 313. If Supports for school personnel are included on the IEP, the personnel to receive support, support, location, frequency, projected beginning date and anticipated duration of services			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				FR 314. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP			
0	0	10				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
9	0	1				FR 316. A conclusion regarding student eligibility for ESY			
9	0	1				FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination			
6	0	4				FR 318. Where ESY services were deemed appropriate, annual goals and when appropriate, short term objectives that are to be addressed in the child's ESY program			
5	1	4			17%	FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services	<p>The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area.</p> <p>Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.</p>	05/05/2023 LEA BSE and PaTTAN	05/05/2023
						EDUCATIONAL PLACEMENT (File Reviews)			
9	0	1				FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class			
9	0	1				FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum			
9	0	1				FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
9	0	1				FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
9	0	1				FR 324. Location of student's program (name of LEA where the IEP will be implemented)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				FR 325. Location of student's program (name of School Building where the IEP will be implemented)			
2	0	8				FR 326. If child will not be attending his/her neighborhood school, reason why not			
						PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)			
9	0	1				FR 327. Completed Section A or Section B			
						IEP DEVELOPMENT			
						INTERVIEW RESULTS (Parent & General Education Teacher)			
7	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
6	0	1	0			P 29. Did you participate in developing the current IEP for your child?			
6	0	0	1			P 30. Was the meeting held at a time and location that was convenient for you?			
1	0	5	1			P 31. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?			
7	0	0	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
3	2	2	0			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	5	0			P 32b. If no, what training or support would assist you? About laws and supports available for my child. But did not ask for it.			
4	1	0	2			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
5	0	0	2			P 35. Was the current IEP developed at the IEP meeting?			
4	0	0	3			P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
5	0	0	2			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	7	0			P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
0	0	7	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		5	1			P 65. If you did not participate in your child's IEP meeting, what kept you from participating?			
6	1	3				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
7	0	3				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
7	0	3				GE 76. Were those recommendations considered by the IEP team?			
9	0	1				GE 86. When a student with a disability is included in your class do you have the opportunity to provide information to the IEP team?			
9	0	1				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						IEP CONTENT			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
6	0	0	1			P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			
4	0	1	2			P 41. Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons?			
8	0	2				GE 81. Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
7	0	3				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
8	0	2				GE 83. Is the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 98. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 103. Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
9	0	1				SE 104. If appropriate, are the student's annual goals based on functional performance?			
9	0	1				SE 106. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
10	0	0				SE 107. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
10	0	0				SE 108. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the student, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
10	0	0				SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA/Keystone Exams, PASA, and other district-wide/charter school-wide assessments?			
10	0	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
7	0	3				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	3				SE 117b. If yes, in what ways?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>Making progress. Teacher is including student in a concert that will be seen by the whole school.</p> <p>Socialization and communication skills and social norms are improving.</p> <p>Socialization and communication skills and social norms are improving.</p> <p>Peer interactions.</p> <p>Honor student, is a success story, has made amazing progress.</p> <p>Getting exposure to grade level content, exposure to peers, social aspect, etc. Modifications are working.</p> <p>Being with peers.</p>			
0	0	10				SE 117c. If no, what does this student need that he/she is not receiving?			
10	0	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						IEP IMPLEMENTATION			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
7	0	0	0			P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?			
6	0	1	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
					6 0 0 1 0 0	<p>P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals.</p> <p>Always</p> <p>Sometimes</p> <p>Rarely</p> <p>Never</p> <p>Don't Know</p> <p>Does not Apply</p>			
					6 0 0 1 0 0	<p>P 58. My child's progress is reported to me by the school in a manner that I understand.</p> <p>Always</p> <p>Sometimes</p> <p>Rarely</p> <p>Never</p> <p>Don't Know</p> <p>Does not Apply</p>			
7	0	0	0			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	0	2				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
7	0	3				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
2	0	8				GE 79a. In the most recent IEP meeting for this student, did you discuss whether the student could be educated in a general education classroom for the entire school day?			
1	1	8				GE 79b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	9				GE 79c. If yes, what reasons were discussed for recommending removal? Level of support needed.			
0	0	9				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Full- time.			
2	0	8				GE 79e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
4	0	6				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
9	0	1				GE 92. If a student with an IEP is having behavioral difficulties in your classroom, do you address the behavior in your classroom rather than sending him/her back to the special education classroom to address the behavior issue unless indicated otherwise in the student's IEP?			
10	0	0				SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
10	0	0				SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				SE 110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
10	0	0				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
10	0	0				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
9	1	0				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
10	0	0				SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent & Special Education Teacher)			
3	0	4	0			P 42. If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including transportation, are they provided at no cost to you?			
4	0	2	1			P 43. Was your child's need for extended school year (ESY) – which means services over the summer or during breaks from the regular school calendar - discussed at an IEP meeting?			
6	0	1	0			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
7	0	0	0			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	0	7	0			P 46. If you did not agree with the decision on ESY eligibility, were you given a written notice (NOREP/PWN) explaining that you could ask for a due process hearing?			
4	0	3	0			P 47. If your child was determined to be eligible for ESY services, did the IEP team decide upon the goals and services needed for the ESY program?			
10	0	0				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
6	0	4				SE 122. If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				SE 122a. At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition this student back into the school district (or charter school if student is enrolled in a charter school) with supplementary aids and services?			
1	0	9				SE 122b. Are staff from the home district (or charter school if student is enrolled in a charter school) involved with the planning and implementation of this student program?			
0	1	9				SE 122c. Does this student go on field trips, attend school functions or participate in extracurricular activities with his/her same age/grade peers who are non-disabled?			
1	0	9				SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
1	0	9				SE 122e. If yes, are needed supplementary aids and services being provided to this student?			
0	1	9				SE 122f. Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			
						SECONDARY TRANSITION (Parent & Special Education Teacher)			
3	0	4	0			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
2	1	2	2			P 50a. In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day?			
1	3	2	1			P 50b. In the most recent IEP meeting, did the IEP team recommend removal of your child from the general education classroom for any part of the school day?			
0	0	6	0			P 50c. If yes, what reasons were discussed for recommending removal? Don't remember.			
0	0	6	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? Don't remember.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	1	2	1			P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
4	0	3	0			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	3	0			P 50g. If yes, in what ways? Improved since last IEP meeting. In general classes. I spoke with teacher. Student is doing well with peers. Making progress. Yes, learns more in the general education class.			
0	0	7	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			
					3 0 0 0 1 3	P 59. I am satisfied with the transition services developed for my child. Always Sometimes Rarely Never Don't Know Does not Apply			
					3 1 2 0 0 1	P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment. Always Sometimes Rarely Never Don't Know Does not Apply			
5	0	5				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
7	0	3				SE 123. Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?			
						Topical Area 6: NOREP/PWN			
						(File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 328. NOREP/PWN is present in the student file	<p>The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area.</p> <p>Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.</p>	05/05/2023 LEA BSE and PaTTAN	05/05/2023
9	0	1				FR 329. Demographic data			
9	0	1				FR 330. Type of action taken			
9	0	1				FR 331. A description of the action proposed or refused by the LEA			
9	0	1				FR 332. An explanation of why the LEA proposed or refused to take the action			
9	0	1				FR 333. A description of the other options the IEP team considered and the reason why those options were rejected			
9	0	1				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
8	0	2				FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
9	0	1				FR 336. Educational placement recommended (including amount and type)			
9	0	1				FR 337. Signature of school district superintendent or charter school CEO or designee			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	4	1			44%	FR 338. Parent signature or documentation of reasonable efforts to obtain consent (e.g. mailed to parents, certified mail, visit to the parent's home, etc.)	The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area. Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.	05/05/2023 LEA BSE and PaTTAN	05/05/2023
6	3	1			33%	FR 339. Parent has selected a consent option	The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area. Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.	05/05/2023 LEA BSE and PaTTAN	05/05/2023
9	0	1				FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			
						INTERVIEW RESULTS (Parent)			
1	0	6	0			P 34. If services that you requested for your child were rejected by the school, did you receive a written notice (NOREP/PWN) explaining why the request was rejected?			
						P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me.			
					3	Always			
					4	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 7: Additional Interview Responses			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
					4 3 0 0 0 0	P 54. I am a partner with school personnel when we plan my child's education program. Always Sometimes Rarely Never Don't Know Does not Apply			
		0	0			P 66. Tell me anything you really like about your child's special education program.			
		3	0			P 67. Tell me anything you would like to change about the program.			
		0	0			P 68. The school explains what options parents have if the parent disagrees with a decision of the school.			
						P 69. Additional comments about your child's program. School means well but they need support from the district level. None at this time. I would love to have an after school program that students with special needs could attend.			
9	0	1				SE 101. Do you hold the required certification to implement this student's program?			
9	0	1				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				SE 101b. If no, what training or support would assist you?			
						Topical Area 8: Other Non-compliance Issues			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						The LEA was unable to close the ICAP for Jose Guardado, PA Secure ID# 5913907949. The LEA will submit the evidence of change for the 8 cited areas and the due process decision after the hearing.	<p>The LEA failed to submit the evidence of change for the ICAP for Jose Guardada. The LEA is required to submit the following evidence of change: Updated</p> <ol style="list-style-type: none"> 1.RR (signed with agree/disagree if student's primary disability becomes SLD) 2.Signed Invitation 3. Signed IEP and Procedural safeguard page 4. Signed NOREP <p>The BSE Adviser will conduct a file review.</p>	<p>05/05/2024</p> <p>LEA Administrative Team PaTTAN BSE</p>	
						The LEA has not met criteria for the Extended School Year files that were reviewed for compliancy.	<p>The LEA will be required to review ESY procedures with case managers and provide training.</p> <p>The BSE Adviser will conduct a file review to ensure compliancy is implemented. The LEA will provide the BSE adviser with evidence of training.</p>	<p>05/05/2024</p>	
						Topical Area 9: Other Improvement Plan Issues			
						FSA 19A Teacher Survey Results - Participation rate was 26.24% 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	<p>Based on the results of the teacher survey, the LEA will submit an improvement plan to address teacher training.</p> <p>The LEA will submit an improvement plan that addresses the training needs by building level that focuses on eliminating the barriers that prevent students with disabilities being educated in generale education settings.</p>	<p>05/05/2025</p> <ul style="list-style-type: none"> • Distribute administer survey of teachers and administrators for CMCI Survey to increase 12/2023 Completed surveys Agendas indicate survey distribute/analysis Evidence Due 5/5/2025 	11/01/2022

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						FSA 11 A- LRE- Standard: The LEA’s continuum of special education services supports the availability of LRE under 34 CFR Part 300 The LEA will develop an improvement plan to address decreasing the percentage of students identified with emotional disturbance in more restrictive settings.	<p>Actionable Steps:</p> <ul style="list-style-type: none"> Distribution of HQ Program Indicator for ESS to ESS Teachers and Staff https://www.pattan.net/Publications/Quality-Indicators-of-Emotional-Support-Service-1 Complete EBRs for students receiving Emotional Supports Professional development in January/February for staff on PaTTAN’s Inclusive Practices Modules . This focus area supports commitment to least restrictive environment (LRE). Inclusive education describes the successful education of students who have IEP s with the appropriate supports and services to participate in and benefit from general classroom settings and other natural environments. IEP Teams will be provided one-pager for LRE in ES programs with items to consider and recommendations for IEP team meetings 	<p>06/30/2024</p> <p>12/1/22 • Special Education Supervisors will integrate review/planning into team meeting beginning Dec. 2022 12/15/22 Creation of Guidance document for IEP teams for ESS programing-Director/Supervisor 12/22/22 • Special Education Supervisors training/practice conducting EBR 2/3/23 • Supervisors and Director will format for staff PD during weekly meeting Evidence Due 6/30/3024</p>	<p>Extension Date: 06/30/2026</p>

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						FSA 8A Suspension Rates: Standard: 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 will submit an improvement plan to address decreasing the percentage of African American students with disabilities suspended	Actionable Steps <ul style="list-style-type: none"> • Draft Discipline and Behavior Support Guidance for Leaders and Climate staff <ul style="list-style-type: none"> o Suspensions resulting in 6 days (cumulative or consecutive) will require Central Office Approval (director) • Provide Case Managers, School Teams with Data Collection tools regarding behavior • Professional development, “Behavioral Interventions/Supports for Students with Disabilities and Aligned Disciplinary Practices” for Building Leaders and Climate Staff • Professional development, ““Behavioral Interventions/Supports for Students with Disabilities and Aligned Disciplinary Practices” for Case Managers, Special Education Staff 	06/30/2024 12/1/22 Collaboration/Communication with School Board and Executive Cabinet to use Guidance documents help inform official board policy 12/12/22 Special Education Supervisors will provide Data Collection Tools used in schools and will help streamline documents for use Special Education Supervisors/Director will conduct PD-Draft Evidence Due 6/20/2024	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						FSA 17 Public School Enrollment: The LEA's percentage of children with disabilities served in special education is comparable to state data.	<p>Actionable Steps</p> <p>Complete MTSS Needs Assessment https://www.pattan.net/CMSPages/GetAmazonFile.aspx?path=~\pattan\media\publications\2019%20accessible%20pdfs\mtss-needs-asses-implemtool-10-19wba.pdf&hash=0cd49394d8cffc8a65a6d2a447b2c66455c4af274990c66a07afe781556d0554&ext=.pdf</p> <p>Identify and communicate universal screening procedures district wide. Create opportunities for cross-disciplinary teaming. Establish implementation teams. Establish implementation stages. Establish implementation reflection cycles. Develop MTSS infrastructure district wide. Create system or assessing fidelity of MTSS system. Training for Building leaders and Administration. Training for school teams.</p>	<p>06/30/2023</p> <p>February 28, 2023 Pattan MTTs Consultant Tiered Supports Pattan MTTs Consultant PBIS Supports Webinar-Training for Building Leaders and Administration https://www.solutionwhere.com/www.pattan/Aspx/Public/Search/ShowCourse.aspx?courseNum=3112&cId=21&pCId=0 June 30, 2023</p>	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						FSA 6 Graduation Rates: The graduation rate of the LEA's students with disabilities is comparable to the state graduation data.	<p>Actionable Steps: Review and Analyze Baseline Graduation Data: In 2019-2020, the SPP target was 72.6%. During 2019-2020 school year, 100% (10/10) students with disabilities graduated from STEM High School (STEM) and 58% (49/84 students) graduated from Chester High School (CHS). Following the pandemic, there was a decrease in both STEM and CHS's graduation rates. During the 2020-2021 school year, STEM's graduation rate was 93% (14/15 students) while CHS's 42.5% (37/87 students). Graduation data for the 2021-2022 school year was not available CUSD is proposing to have three consecutive years of an increase in the graduation rates. Using the data from the 2020-2021 school year, CHS would need a 33% increase in graduates to meet the SPP target of 72.6%. CUSD is proposing to increase the percentage of graduates from 42.5% at CHS to greater than 72.6% at CHS by implementing an early warning system. The early warning system would also be utilized at STEM to maintain their current graduation rates.</p> <p>Action Step 1: Committee Establishment - Establish a committee who will work in tandem with the MTSS team. The focus of this committee is to increase the graduation rate to greater than 72.6%</p> <p>Action Step 2: Data Analysis - Compile and analyze longitudinal CUSD graduation data to identify trends and potential barriers preventing students from graduating.</p>	<p>06/30/2023</p> <p>June 30, 2023 Action Step 1 Resources: -The Special Education Department will work with Principals to identify members of the committee. -The committee will use SSIP's Coherent Improvement Strategies: EWS/Seven Strategies to Increase Graduation Rates Action Step 2 Resources: -The committee will use SSIP's EWS Metrics: How to Identify Students Off-Track for Graduation Based on ABC Data -The committee will use SSIP's EWS Data Analysis Protocol for Individual Students -The Committee will use SSIP's EWS Data Analysis Team Meeting Action Step 3 Resources: -The committee will use HUNE's Using an Early Warning System</p>	<p>Extension Date: 06/30/2025</p>

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
							<p>Action Step 3: Tracking System - Establish an Early Warning System (EWS). The EWS will capture students who are at risk of not graduating; it will allow the committee to put interventions and supports in place before students fall too far behind.</p> <p>Action Step 4: Training/Resources - Determine training and resource needs for students, parents, and staff.</p> <p>Action Step 5: Data Review Cycle - Establish a calendar with dates for baseline and benchmark data collection/analysis that will occur until students graduate. The data review calendar will allow the committee to adequately monitor students' matriculation and allow for intervention to occur in a timely manner.</p>	<p>(EWS) to Increase Graduation Rates of Students with Disabilities -The committee will work with Educational Consultant from PaTTAN for support when establishing the EWS. Action Step 4 Resources: -The Special Education Department will consult with BSE for guidance on SPP targets -The committee will use HUNE's Listening to Students' Voice -The committee will receive formal training from PaTTAN on EWSs -Students and their parents will use SSIP's Student Voices: Are you on track to graduate? Action Step 5 Resources: -The committee will work with Educational Consultant from PaTTAN for support when establishing the Data Review Cycle Calendar</p>	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						FSA 11 LRE Students with disabilities are provided for in the least restrictive environment.	<p>Actionable Steps</p> <p>Action Step 1: Data Analysis - Director of Special Education/Pupil Services will review LRE data from cyclical monitoring to identify trends. The following SPP targets from the 2020-2021 school year will be used in comparison to the CUSD data:</p> <ul style="list-style-type: none"> • 80% or More in Gen. Ed.: 64.1% • 40% or Less in Gen. Ed.: 8.1% • Other Settings: 4.6% <p>Data from the CMCI that was conducted on February 14, 2022 yielded the following data from CUSD:</p> <ul style="list-style-type: none"> • 80% or More in Gen. Ed.: 38.89% • 40% or Less in Gen. Ed.: 30.85 • Other Settings: 12.57 <p>Action Step 2: Internal Action Planning – Director of Special Education/Pupil Services will establish a committee to review LRE data, review IEPs, and identify supplementary aids and services.</p> <p>Action Step 3: IEP Revisions – The IEP team will determine if students’ needs can be met in a least restrictive environment to improve the district’s LRE percentages to 64.1% (80% or more in general education), 8.1% (40% or less in general education), and 4.6 (other settings).</p> <p>Action Step 4: Training – CUSD will offer training for case managers/teachers on best practices.</p>	<p>06/30/2024</p> <p>June 30, 2024</p> <p>Action Step 1 Resources: -Use cyclical monitoring data to inform decision making. -Use data from IEP Writer to inform decision making. -Communicate with consultants on best practices.</p> <p>Action Step 2 Resources: -Work with PaTTAN’s Educational Consultants. -Use PaTTAN’s Teachers Desk Reference: Supplementary Aids and Services.</p> <p>Action Step 3 Resources: -Consult with DCIU regarding inclusive practices and resources for teachers/staff.</p> <p>Action Step 4 Resources: -Sweet-Stevens Law Firm will facilitate a training on IEP writing for special education teachers. -DCIU will facilitate a training on inclusive practices for administrators,</p>	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
								general education and special education teachers. --CUSD will use PaTTAN's Calculating Amount of Supports and Services webinar for training for special education teachers.	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						FSA 16 Participation state assessments :The LEA's Population of students who participate in state assessment is comparable with the state data.	<p>Actionable Steps</p> <ul style="list-style-type: none"> • SPP Target 95% participation rates for students with disabilities • Share testing brochures and information on school website • Send home emails/post DOJO class tag information regarding testing { • Complete teacher training related to testing before 2nd quarter so it can be reviewed at progress reports conferences. • Share resource with teachers in Kite Portal regarding accessing DLM teacher news PASA resource. • Host open town hall zoom session Q &A related to PASA and PSSA • Teachers complete Lessons learned PASA training by January 15th 2023. • Complete PSA with T3 Media to education families about the importance of assessments. 	<p>06/30/2023</p> <p>Janaury - February 2023 • SPP Target 95% participation rates for students with disabilities • Share testing brochures and information on school website • Send home emails/post DOJO class tag information regarding testing { January 15, 2023 • Complete teacher training related to testing before 2nd quarter so it can be reviewed at progress reports conferences. January 2, 2023 • Share resource with teachers in Kite Portal regarding accessing DLM teacher news PASA resource. • Host open town hall zoom session Q &A related to PASA and PSSA March 1, 2023 • Teachers complete Lessons learned PASA training by January 15th 2023. Janaury 15, 2023 Complete PSA with T3</p>	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
								Media to education families about the importance of assessments.	