

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: Learning Network 5

Superintendent: Dr. William R. Hite, Jr.

Special Education Director/Coordinator: Natalie Hess

BSE Special Education Adviser: Stephen Weitzenhoffer

Date of Report: June 11, 2015

Date Final Report Sent to LEA: September 19, 2014

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: October 17, 2014

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.			
Y						11A. FSA-LEAST RESTRICTIVE ENVIRONMENT Standard: The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.			
Y						12. FSA-EXTENDED SCHOOL YEAR SERVICES			
Y						13. FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING			
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)			
						P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					14 8 5 4 3 1	Always Sometimes Rarely Never Don't Know Does not Apply			
					13 6 5 3 7 1	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)			
46	2	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
46	2	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
37	8	3				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			

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27	19	2				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			
6	5	37				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
42	4	3				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
Y						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.			
Y						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			
						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			
49	0	1		0		CO 8. Is the classroom located within the ebb and flow of school activity?			
49	0	1		0		CO 9. Is the classroom designed for instructional purposes?			
Y						14. FSA-CASELOAD AND AGE RANGE REQUIREMENTS Standard: The LEA complies with the caseload and age range requirements			

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Y						17. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.			
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			
41	1	0		4		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?	The SD will provide documentation that the student is receiving individualized instruction as indicated in the student's IEP. Evidence of change: The SD will provide a written assurance of this correction to the BSE adviser.	09/19/2015 SD IU PaTTan BSE	06/05/2015
40	1	1		4		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?	The SD will provide documentation that the student is receiving individualized instruction as indicated in the student's IEP. Evidence of change: The SD will provide a written assurance of this correction to the BSE adviser.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
4	0	42		0		CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
23	1	22		0		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?	The SD will ensure that the student's IEP is implemented in the regular education classes. Evidence of change: The SD will provide a written assurance of this correction to the BSE adviser.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
23	1	22		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?	The SD will ensure that the student is integrated in a regular education classes. Evidence of Change: The BSE Adviser will conduct a follow up observation.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
22	0	23		1		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
45	0	1		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)			
					11 15 2 4 1 2	P 55. My child does classroom work in a regular classroom with students without disabilities. Always Sometimes Rarely Never Don't Know Does not Apply			
					22 12 0 1 0 0	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			
						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.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					26 6 2 1 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					25 7 1 1 1 0	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			
47	0	1				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
46	0	2				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
47	0	1				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?			
46	1	1				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
43	3	2				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?			
36	7	5				GE 80. Is the student making progress within the general education curriculum?			
40	5	3				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	8				GE 80b. If yes, in what ways?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>Peer interaction.</p> <p>Opportunities to participate in the real world.</p> <p>Improvement in computers, gym & art.</p> <p>More opportunities to collaborate with peers.</p> <p>The student participates but has social adjustment issues.</p> <p>Gaining skills.</p> <p>Positive peer influence.</p> <p>Participating & gaining skills.</p> <p>Peer influence.</p> <p>Social interaction, independence.</p> <p>Socialization</p> <p>Socially</p> <p>Exposed to idea & content.</p> <p>Improved collaboration with peers.</p> <p>More confident, exposed to general ed, collaboration, modeling.</p> <p>Performing at grade level with supports.</p> <p>Academic supports.</p> <p>Student benefits via socialization, organization, structure & cooperative team work.</p> <p>Improved academics, social skills & collaborations.</p> <p>Socially, student benefits from being with peers & taking on class responsibility.</p> <p>Making progress.</p> <p>Improved academics.</p> <p>Likes to participate in group activities.</p> <p>Happy, confident, more engaged, more motivated.</p> <p>Regular ed experience.</p> <p>Peer interaction.</p> <p>Social & academic benefits.</p> <p>Social benefits.</p> <p>Improved academics.</p> <p>Making friends & growing academically.</p> <p>Progressing in socialization/academically improving.</p> <p>Socially engaged.</p> <p>Growth in academic skills.</p> <p>Increased level of confidence & participation.</p> <p>Physical activity & social skills.</p> <p>Physical activity.</p> <p>Academically, socially & emotionally.</p> <p>Emotionally, academically & socially.</p> <p>More focused & willing to try. Academical & behavioral positive changes.</p> <p>More participation & achieving better progress.</p>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	43				GE 80c. If no, what does this student need that he/she is not receiving in your class? Direct supports. Academic supports. Direct behavioral support. More one on one attention for behavioral issues. One on one.			
37	9	2				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
40	4	4				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	44				GE 85b. If no, what training or support would assist you? How to focus on student IEP goals & incorporate into curriculum necessary to teach. Differentiation To appropriately modify regular ed curriculum. Professional development, adapted PE.			
46	0	2				GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			
48	1	0				SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			
41	3	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?			
29	12	8				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	20				SE 95c. If yes, what reasons were discussed for recommending removal?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>Progress</p> <p>The student's needs.</p> <p>Student's needs.</p> <p>Academic, social & emotional needs of student.</p> <p>Based on needs.</p> <p>Needs</p> <p>The student's needs.</p> <p>To improve academic skills.</p> <p>The student's academic needs.</p> <p>Student needs.</p> <p>Student's academic needs.</p> <p>The student's academic needs.</p> <p>The student's needs.</p> <p>The student needs.</p> <p>Academic needs.</p> <p>The student's needs.</p> <p>The student's needs.</p> <p>Needs</p> <p>The student's academic needs.</p> <p>Academics</p> <p>Academic support.</p> <p>Extent of child's needs.</p> <p>Extent of the student needs.</p> <p>The student's needs.</p> <p>The student's needs.</p> <p>The student's needs.</p> <p>Extra support needed.</p> <p>The student's needs.</p> <p>Support needed.</p>			
0	0	20				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>Established by SD. IEP team decides. Based on progress made. IEP decision based on needs of student. IEP team decision. IEP team. The student's needs. The student's needs. Based on the student's academic needs. Determined based on student needs. Based on the student's needs. As per student & progress in the regular ed room. Based on the student's needs. Team decision. Team decision. IEP team decision. Based on the student needs. Based on needed supports. IEP team. Based on the student's needs. IEP team. IEP meeting. IEP team meeting. IEP team. IEP team meeting. Team decision. IEP team decision. Based on the student's needs. Support needed.</p>			
40	3	6				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?			
46	3	0				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
43	0	6				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
43	0	6				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
46	0	3				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
44	4	1				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
44	4	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.			
	N					6. FSA-GRADUATION RATES (SPP) Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.	All Learning Networks (LNs) within the School District of Philadelphia (SDP) currently have an improvement plan for improving graduation.	09/19/2015	09/19/2014
	N					7. FSA-DROPOUT RATES (SPP) Standard: The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.	All Learning Networks (LNs) within the School District of Philadelphia (SDP) currently have an improvement plan for drop-out prevention.	09/19/2015	09/19/2014
Y						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.			
	N					11. FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP) Standard: Students with disabilities are provided for in the least restrictive environment	All Learning Networks (LNs) within the School District of Philadelphia (SDP) currently have an improvement plan for LRE.	09/19/2015	09/19/2014
Y						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.			
Y						16A. FSA-DISTRICT-WIDE ASSESSMENT			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 4: Evaluation and Reevaluation Process and Content			
						CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION			
						PERMISSION TO EVALUATE (File Reviews)			
5	0	45				FR 153. PTE-Consent Form is present in the student file			
3	2	45			40%	FR 154. Demographic data	The SD will train pertinent personnel for completing the Permission to Evaluate-Consent Form using resources available from the PaTTAN website. Evidence of Change: The SD will make the training material and the sign in sheets available for the BSE Adviser review. The BSE Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
5	0	45				FR 155. Reason(s) for referral for evaluation			
5	0	45				FR 156. Proposed types of tests and assessments			
4	1	45			20%	FR 157. Contact person's name and contact information	The SD will train pertinent personnel for completing the Permission to Evaluate-Consent Form using resources available from the PaTTAN website. Evidence of Change: The SD will make the training material and the sign in sheets available for the BSE Adviser review. The BSE Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
2	3	45			60%	FR 158. Parent signature or documentation of reasonable efforts to obtain consent	The SD will train pertinent personnel for completing the Permission to Evaluate-Consent Form using resources available from the PaTTAN website. Evidence of Change: The SD will make the training material and the sign in sheets available for the BSE Adviser review. The BSE Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	3	45			60%	FR 159. Parent has selected a consent option	The SD will train pertinent personnel for completing the Permission to Evaluate-Consent Form using resources available from the PaTTAN website. Evidence of Change: The SD will make the training material and the sign in sheets available for the BSE Adviser review. The BSE Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
2	0	48				FR 159a. NOREP/Prior Written Notice was issued			
						PERMISSION TO REEVALUATE (File Reviews)			
33	4	13			11%	FR 194. PTRE-Consent Form is present in the student file	The SD will train pertinent personnel for completing the Permission to Re-Evaluate-Consent Form using resources available from the PaTTAN website. Evidence of Change: The SD will make the training material and the sign in sheets available for the BSE Adviser review. The BSE Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
32	1	17			3%	FR 195. Demographic data	The SD will train pertinent personnel for completing the Permission to Re-Evaluate-Consent Form using resources available from the PaTTAN website. Evidence of Change: The SD will make the training material and the sign in sheets available for the BSE Adviser review. The BSE Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
33	0	17				FR 196. Reason for reevaluation			
33	0	17				FR 197. Types of assessment tools, tests and procedures to be used			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
30	3	17			9%	FR 198. Contact person's name and contact information	The SD will train pertinent personnel for completing the Permission to Re-Evaluate-Consent Form using resources available from the PaTTAN website. Evidence of Change: The SD will make the training material and the sign in sheets available for the BSE Adviser review. The BSE Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
28	5	17			15%	FR 199. Parent has selected a consent option	The SD will train pertinent personnel for completing the Permission to Re-Evaluate-Consent Form using resources available from the PaTTAN website. Evidence of Change: The SD will make the training material and the sign in sheets available for the BSE Adviser review. The BSE Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
28	5	17			15%	FR 200. Parent signature or documentation of reasonable efforts to obtain consent	The SD will train pertinent personnel for completing the Permission to Re-Evaluate-Consent Form using resources available from the PaTTAN website. Evidence of Change: The SD will make the training material and the sign in sheets available for the BSE Adviser review. The BSE Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
18	5	27			22%	FR 200a. NOREP/Prior Written Notice was issued	The SD will train pertinent personnel for completing the NOREP/PWN using resources available from the PaTTAN website. Evidence of Change: The SD will make the training material and the sign in sheets available for the BSE Adviser review. The BSE Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
						AGREEMENT TO WAIVE REEVALUATION (File Reviews)			
1	0	49				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
1	0	49				FR 202. Waiver was completed within required timelines (3 years (2 years for any MR student or any student placed in an Approved Private School) from date of ER, prior RR, or Agreement to Waive RR)			
1	0	49				FR 203. Reason reevaluation is not necessary at this time is included			
1	0	49				FR 204. Contact person's name and contact information			
1	0	49				FR 205. Parent has selected a consent option			
1	0	49				FR 206. Parent signature			
						EVALUATION REPORT (INITIAL) (File Reviews)			
5	0	45				FR 160. ER is present in the student file			
2	3	45			60%	FR 161. Evaluation was completed within timelines	The SD will develop and establish the internal procedures in meeting the requirements, and provide training sessions to all pertinent personnel. Evidence of Change: The SD will make the internal procedures, the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
4	1	45			20%	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)	The SD will develop and establish the internal procedures in meeting this requirement, and provide training sessions to all pertinent personnel. Evidence of Change: The SD will make the internal procedures, the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	1	45			20%	FR 163. Demographic data	The SD will train pertinent personnel for completing the evaluation report using resources available from the PaTTAN website. Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
5	0	45				FR 164. Date report was provided to parent			
5	0	45				FR 165. Reason(s) for referral			
5	0	45				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
5	0	45				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
5	0	45				FR 168. Teacher observations and observations by related service providers, when appropriate			
5	0	45				FR 169. Recommendations by teachers			
4	1	45			20%	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	The SD will train pertinent personnel for completing the evaluation report using resources available from the PaTTAN website. Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
5	0	45				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.			

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0	0	50				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)			
4	0	46				FR 173. Lack of appropriate instruction in reading			
4	0	46				FR 174. Lack of appropriate instruction in math			
4	0	46				FR 175. Limited English proficiency			
5	0	45				FR 176. Present levels of academic achievement			
5	0	45				FR 177. Present levels of functional performance			
4	0	46				FR 178. Behavioral information			
5	0	45				FR 179. Conclusions			
5	0	45				FR 180. Disability Category			
5	0	45				FR 181. Recommendations for consideration by the IEP team			
4	1	45			20%	FR 182. Evaluation Team Participants documented	The SD will train pertinent personnel for completing the evaluation report using resources available from the PaTTAN website. Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
2	0	48				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
2	0	48				FR 184. Documentation that the student does not achieve adequately for age, etc.			
2	0	48				FR 185. Indication of process(es) used to determine eligibility			
2	0	48				FR 186. Instructional strategies used and student-centered data collected			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	48				FR 187. Educationally relevant medical findings, if any			
2	0	48				FR 188. Effects of the student's environment, culture, or economic background			
2	0	48				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
2	0	48				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
2	0	48				FR 191. Observation in the student's learning environment			
0	0	50				FR 192. Other data if needed			
2	0	48				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						REEVALUATION REPORT (File Reviews)			
43	1	6			2%	FR 207. RR is present in the student file	<p>The SD will develop and establish the internal procedures in meeting this requirement, and provide training sessions to all pertinent personnel.</p> <p>Evidence of Change: The SD will make the internal procedures, the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.</p>	09/19/2015 SD IU PaTTAN BSE	06/05/2015
32	10	8			24%	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 MR student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR)	<p>The SD will develop and establish the internal procedures in meeting this requirement, and provide training sessions to all pertinent personnel.</p> <p>Evidence of Change: The SD will make the internal procedures, the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.</p>	09/19/2015 SD IU PaTTAN BSE	06/05/2015

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
30	12	8			29%	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 SD will develop and establish the internal procedures in meeting this requirement, and provide training sessions to all pertinent personnel.</p> <p>Evidence of Change: The SD will make the internal procedures, the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.</p>	09/19/2015 SD IU PaTTAN BSE	06/05/2015
43	0	7				FR 210. Demographic data			
41	2	7			5%	FR 211. Date IEP team reviewed existing evaluation data	<p>The SD will train pertinent personnel for completing the evaluation report using resources available from the PaTTAN website.</p> <p>Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.</p>	09/19/2015 SD IU PaTTAN BSE	06/05/2015
42	1	7			2%	FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education	<p>The SD will train pertinent personnel for completing the evaluation report using resources available from the PaTTAN website.</p> <p>Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.</p>	09/19/2015 SD IU PaTTAN BSE	06/05/2015
39	3	8			7%	FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)	<p>The SD will train pertinent personnel for completing the evaluation report using resources available from the PaTTAN website.</p> <p>Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.</p>	09/19/2015 SD IU PaTTAN BSE	06/05/2015

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
39	3	8			7%	FR 214. Aptitude and achievement tests	<p>The SD will train pertinent personnel for completing the evaluation report using resources available from the PaTTAN website.</p> <p>Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.</p>	09/19/2015 SD IU PaTTAN BSE	06/05/2015
39	2	9			5%	FR 215. Current classroom based assessments and local and/or state assessments	<p>The SD will train pertinent personnel for completing the evaluation report using resources available from the PaTTAN website.</p> <p>Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.</p>	09/19/2015 SD IU PaTTAN BSE	06/05/2015
42	1	7			2%	FR 216. Observations by teacher(s) and related service provider(s) when appropriate	<p>The SD will train pertinent personnel for completing the evaluation report using resources available from the PaTTAN website.</p> <p>Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.</p>	09/19/2015 SD IU PaTTAN BSE	06/05/2015
38	5	7			12%	FR 217. Teacher recommendations	<p>The SD will train pertinent personnel for completing the evaluation report using resources available from the PaTTAN website.</p> <p>Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.</p>	09/19/2015 SD IU PaTTAN BSE	06/05/2015
35	0	15				FR 218. Lack of appropriate instruction in reading			
35	0	15				FR 219. Lack of appropriate instruction in math			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
36	0	14				FR 220. Limited English proficiency			
40	1	9			2%	FR 221. Conclusion regarding need for additional data is indicated	<p>The SD will train pertinent personnel for completing the evaluation report using resources available from the PaTTAN website.</p> <p>Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.</p>	09/19/2015 SD IU PaTTAN BSE	06/05/2015
21	2	27			9%	FR 222. Reasons additional data are not needed are included	<p>The SD will train pertinent personnel for completing the evaluation report using resources available from the PaTTAN website.</p> <p>Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.</p>	09/19/2015 SD IU PaTTAN BSE	06/05/2015
43	0	7				FR 223. Determination whether the child has a disability and requires special education			
41	1	8			2%	FR 224. Disability category(ies)	<p>The SD will train pertinent personnel for completing the evaluation report using resources available from the PaTTAN website.</p> <p>Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.</p>	09/19/2015 SD IU PaTTAN BSE	06/05/2015
40	2	8			5%	FR 225. Summary of findings includes student's educational strengths and needs	<p>The SD will train pertinent personnel for completing the evaluation report using resources available from the PaTTAN website.</p> <p>Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.</p>	09/19/2015 SD IU PaTTAN BSE	06/05/2015

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
38	4	8			10%	FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate	The SD will train pertinent personnel for completing the evaluation report using resources available from the PaTTAN website. Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
39	3	8			7%	FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs	The SD will train pertinent personnel for completing the evaluation report using resources available from the PaTTAN website. Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
19	1	30			5%	FR 228. Interpretation of additional data	The SD will train pertinent personnel for completing the evaluation report using resources available from the PaTTAN website. Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
3	0	47				FR 229. Documentation that the student does not achieve adequately for age, etc.			
3	0	47				FR 230. Indication of process(es) used to determine eligibility			
2	1	47			33%	FR 231. Instructional strategies used and student-centered data collected	The SD will train pertinent personnel for completing the evaluation report using resources available from the PaTTAN website. Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	0	47				FR 232. Educationally relevant medical findings, if any			
3	0	47				FR 233. Effects of the student's environment, culture, or economic background			
3	0	47				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
3	0	47				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
2	1	47			33%	FR 236. Observation in the student's learning environment	The SD will train pertinent personnel for completing the evaluation report using resources available from the PaTTAN website. Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
2	0	48				FR 237. Other data if needed			
3	0	47				FR 238. Statement for all 6 items			
42	1	7			2%	FR 239. Documentation of Evaluation Team Participants	The SD will train pertinent personnel for completing the evaluation report using resources available from the PaTTAN website. Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
11	3	36			21%	FR 240. Documentation that team members Agree/Disagree	The SD will train pertinent personnel for completing the evaluation report using resources available from the PaTTAN website. Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
35	0	0	0			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
34	1	0	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
34	0	0	1			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
12	0	22	1			P 27. If your child was not reevaluated when required (every 2 years for children with mental 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?			
3	23	8	1			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
1	3	29	2			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
2	0	32	1			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
12	0	37				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						Topical Area 5: IEP Process and Content			
						INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
47	3	0			6%	FR 241. Invitation is present in the student file	<p>The SD will develop and establish the internal procedures in meeting this requirement, and provide training sessions to all pertinent personnel.</p> <p>Evidence of Change: The SD will make the internal procedures, the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.</p>	09/19/2015 SD IU PaTTAN BSE	06/05/2015
43	2	5			4%	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)	<p>The SD will develop and establish the internal procedures in meeting this requirement, and provide training sessions to all pertinent personnel.</p> <p>Evidence of Change: The SD will make the internal procedures, the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.</p>	09/19/2015 SD IU PaTTAN BSE	06/05/2015
46	1	3			2%	FR 243. Demographic data	<p>The SD will train pertinent personnel for completing the Invitation using resources available from the PaTTAN website.</p> <p>Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.</p>	09/19/2015 SD IU PaTTAN BSE	06/05/2015
46	0	4				FR 244. Purpose(s) of the meeting			
16	1	33			6%	FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)	<p>The SD will train pertinent personnel for completing the Invitation form using resources available from the PaTTAN website.</p> <p>Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.</p>	09/19/2015 SD IU PaTTAN BSE	06/05/2015

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	40			10%	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	The SD will train pertinent personnel for completing the Invitation form using resources available from the PaTTAN website. Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
15	3	32			17%	FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)	The SD will train pertinent personnel for completing the Invitation form using resources available from the PaTTAN website. Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
47	0	3				FR 248. Invited IEP team members			
47	0	3				FR 249. Date/time/location of meeting			
42	4	4			9%	FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation	The SD will train pertinent personnel for completing the Invitation form using resources available from the PaTTAN website. Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
						PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)			
0	0	50				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
0	0	50				FR 252. Demographic data			
0	0	50				FR 253. Form designates IEP team member(s) for whom attendance is not necessary			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	50				FR 254. Form designates which members will submit written input prior to the meeting			
0	0	50				FR 255. Parent written consent is documented			
					0 0 0	FR 256. The team members excused: a. General Education Teacher b. Special Education Teacher c. Local Education Agency Representative			
						IEP CONTENT (File Reviews)			
49	1	0			2%	FR 257. IEP is present in the student file	The SD will develop and establish the internal procedures in meeting this requirement, and provide training sessions to all pertinent personnel. Evidence of Change: The SD will make the internal procedures, the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
42	6	2			13%	FR 258. IEP was completed within timelines	The SD will develop and establish the internal procedures in meeting this requirement, and provide training sessions to all pertinent personnel. Evidence of Change: The SD will make the internal procedures, the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
49	0	1				FR 259. Demographic data			
49	0	1				FR 260. IEP implementation date			
49	0	1				FR 261. Anticipated duration of services and programs			
8	0	42				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
48	1	1			2%	FR 263. Parents	<p>The SD will develop and establish the internal procedures in meeting this requirement, and provide training sessions to all pertinent personnel.</p> <p>Evidence of Change: The SD will make the internal procedures, the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.</p>	09/19/2015 SD IU PaTTAN BSE	06/05/2015
16	2	32			11%	FR 264. Student	<p>The SD will develop and establish the internal procedures in meeting this requirement, and provide training sessions to all pertinent personnel.</p> <p>Evidence of Change: The SD will make the internal procedures, the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.</p>	09/19/2015 SD IU PaTTAN BSE	06/05/2015
48	1	1			2%	FR 265. General Education Teacher	<p>The SD will develop and establish the internal procedures in meeting this requirement, and provide training sessions to all pertinent personnel.</p> <p>Evidence of Change: The SD will make the internal procedures, the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.</p>	09/19/2015 SD IU PaTTAN BSE	06/05/2015
49	0	1				FR 266. Special Education Teacher			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
47	1	2			2%	FR 267. Local Education Agency Representative	The SD will develop and establish the internal procedures in meeting this requirement, and provide training sessions to all pertinent personnel. Evidence of Change: The SD will make the internal procedures, the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
3	0	47				FR 270. Community Agency Representative			
0	0	50				FR 271. Teacher of the Gifted			
0	0	50				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			
49	0	1				FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year			
SPECIAL CONSIDERATIONS (File Reviews)									
1	0	49				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			
2	0	48				FR 275. If the student is deaf or hard of hearing, a communication plan			
15	0	35				FR 276. If the student has communication needs, needs must be addressed in the IEP			
3	0	47				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
5	0	45				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
17	1	32			6%	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	The SD will train pertinent personnel for completing an IEP using resources available from the PaTTAN website including but not limited to Annotated IEP, Teacher's Desk Reference, and Writing IEP goals. Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
3	0	47				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)			
44	5	1			10%	FR 281. Student's present levels of academic achievement	The SD will train pertinent personnel for completing an IEP using resources available from the PaTTAN website including but not limited to Annotated IEP, Teacher's Desk Reference, and Writing IEP goals. Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
46	3	1			6%	FR 282. Student's present levels of functional performance	The SD will train pertinent personnel for completing an IEP using resources available from the PaTTAN website including but not limited to Annotated IEP, Teacher's Desk Reference, and Writing IEP goals. Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
24	2	24			8%	FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)	The SD will train pertinent personnel for completing an IEP using resources available from the PaTTAN website including but not limited to Annotated IEP, Teacher's Desk Reference, and Writing IEP goals. Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
47	0	3				FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)			
49	0	1				FR 285. How the student's disability affects involvement and progress in the general education curriculum			
48	1	1			2%	FR 286. Strengths	The SD will train pertinent personnel for completing an IEP using resources available from the PaTTAN website including but not limited to Annotated IEP, Teacher's Desk Reference, and Writing IEP goals. Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
48	1	1			2%	FR 287. Academic, developmental, and functional needs related to student's disability	The SD will train pertinent personnel for completing an IEP using resources available from the PaTTAN website including but not limited to Annotated IEP, Teacher's Desk Reference, and Writing IEP goals. Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
						TRANSITION SERVICES (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
15	3	32			17%	FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment	<p>The SD will train pertinent personnel for completing an IEP using resources available from the PaTTAN website including but not limited to Annotated IEP, Teacher's Desk Reference, and Writing IEP goals.</p> <p>Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.</p>	09/19/2015 SD IU PaTTAN BSE	06/05/2015
16	2	32			11%	FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living	<p>The SD will train pertinent personnel for completing an IEP using resources available from the PaTTAN website including but not limited to Annotated IEP, Teacher's Desk Reference, and Writing IEP goals.</p> <p>Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.</p>	09/19/2015 SD IU PaTTAN BSE	06/05/2015
11	2	37			15%	FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually	<p>The SD will train pertinent personnel for completing an IEP using resources available from the PaTTAN website including but not limited to Annotated IEP, Teacher's Desk Reference, and Writing IEP goals.</p> <p>Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.</p>	09/19/2015 SD IU PaTTAN BSE	06/05/2015
14	4	32			22%	FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service	<p>The SD will train pertinent personnel for completing an IEP using resources available from the PaTTAN website including but not limited to Annotated IEP, Teacher's Desk Reference, and Writing IEP goals.</p> <p>Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.</p>	09/19/2015 SD IU PaTTAN BSE	06/05/2015

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
16	2	32			11%	FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)	The SD will train pertinent personnel for completing an IEP using resources available from the PaTTAN website including but not limited to Annotated IEP, Teacher's Desk Reference, and Writing IEP goals. Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
16	2	32			11%	FR 292b. Transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)	The SD will train pertinent personnel for completing an IEP using resources available from the PaTTAN website including but not limited to Annotated IEP, Teacher's Desk Reference, and Writing IEP goals. Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
16	2	32			11%	FR 292c. Annual goals are related to the student's transition services	The SD will train pertinent personnel for completing an IEP using resources available from the PaTTAN website including but not limited to Annotated IEP, Teacher's Desk Reference, and Writing IEP goals. Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			
43	0	7				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams or PASA)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
28	1	21			3%	FR 294. If the student will participate in the PSSA/Keystone Exams, documentation of IEP team decision regarding participation with or without accommodations	The SD will train pertinent personnel for completing an IEP using resources available from the PaTTAN website including but not limited to Annotated IEP, Teacher's Desk Reference, and Writing IEP goals. Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
10	0	40				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams			
11	0	39				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
12	0	38				FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
32	6	12			16%	FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)	The SD will train pertinent personnel for completing an IEP using resources available from the PaTTAN website including but not limited to Annotated IEP, Teacher's Desk Reference, and Writing IEP goals. Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
25	1	24			4%	FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations	The SD will train pertinent personnel for completing an IEP using resources available from the PaTTAN website including but not limited to Annotated IEP, Teacher's Desk Reference, and Writing IEP goals. Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	1	41			11%	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	The SD will train pertinent personnel for completing an IEP using resources available from the PaTTAN website including but not limited to Annotated IEP, Teacher's Desk Reference, and Writing IEP goals. Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
8	1	41			11%	FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate	The SD will train pertinent personnel for completing an IEP using resources available from the PaTTAN website including but not limited to Annotated IEP, Teacher's Desk Reference, and Writing IEP goals. Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
						ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)			
48	1	1			2%	FR 302. Measurable Annual Goals	The SD will train pertinent personnel for completing an IEP using resources available from the PaTTAN website including but not limited to Annotated IEP, Teacher's Desk Reference, and Writing IEP goals. Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
49	0	1				FR 303. Description of how student progress toward meeting goals will be measured			
49	0	1				FR 304. Description of when periodic reports on progress will be provided to parents			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
45	4	1			8%	FR 305. Documentation of progress reporting on Annual Goals	<p>The SD will train pertinent personnel for completing an IEP using resources available from the PaTTAN website including but not limited to Annotated IEP, Teacher's Desk Reference, and Writing IEP goals.</p> <p>Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.</p>	09/19/2015 SD IU PaTTAN BSE	06/05/2015
29	0	21				FR 306. Short Term Objectives			
						SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)			
48	1	1			2%	FR 307. Program Modifications and Specially-Designed Instruction	<p>The SD will train pertinent personnel for completing an IEP using resources available from the PaTTAN website including but not limited to Annotated IEP, Teacher's Desk Reference, and Writing IEP goals.</p> <p>Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.</p>	09/19/2015 SD IU PaTTAN BSE	06/05/2015
35	2	13			5%	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	<p>The SD will train pertinent personnel for completing an IEP using resources available from the PaTTAN website including but not limited to Annotated IEP, Teacher's Desk Reference, and Writing IEP goals.</p> <p>Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.</p>	09/19/2015 SD IU PaTTAN BSE	06/05/2015

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
42	1	7			2%	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	The SD will train pertinent personnel for completing an IEP using resources available from the PaTTAN website including but not limited to Annotated IEP, Teacher's Desk Reference, and Writing IEP goals. Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
0	0	50				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			
36	0	14				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
26	0	24				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			
45	1	4			2%	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	The SD will train pertinent personnel for completing an IEP using resources available from the PaTTAN website including but not limited to Annotated IEP, Teacher's Desk Reference, and Writing IEP goals. Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
34	1	15			3%	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	The SD will train pertinent personnel for completing an IEP using resources available from the PaTTAN website including but not limited to Annotated IEP, Teacher's Desk Reference, and Writing IEP goals. Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
0	0	50				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
49	0	1				FR 316. A conclusion regarding student eligibility for ESY			
47	2	1			4%	FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination	The SD will train pertinent personnel for completing an IEP using resources available from the PaTTAN website including but not limited to Annotated IEP, Teacher's Desk Reference, and Writing IEP goals. Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
19	0	31				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			
18	1	31			5%	FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services	The SD will train pertinent personnel for completing an IEP using resources available from the PaTTAN website including but not limited to Annotated IEP, Teacher's Desk Reference, and Writing IEP goals. Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
						EDUCATIONAL PLACEMENT (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
47	2	1			4%	FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class	The SD will train pertinent personnel for completing an IEP using resources available from the PaTTAN website including but not limited to Annotated IEP, Teacher's Desk Reference, and Writing IEP goals. Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
46	3	1			6%	FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum	The SD will train pertinent personnel for completing an IEP using resources available from the PaTTAN website including but not limited to Annotated IEP, Teacher's Desk Reference, and Writing IEP goals. Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
49	0	1				FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
49	0	1				FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
49	0	1				FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
49	0	1				FR 325. Location of student's program (name of School Building where the IEP will be implemented)			
25	0	25				FR 326. If child will not be attending his/her neighborhood school, reason why not			
						PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)			
48	1	1			2%	FR 327. Completed Section A or Section B	The SD will train pertinent personnel for completing an IEP using resources available from the PaTTAN website. Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						IEP DEVELOPMENT			
						INTERVIEW RESULTS (Parent & General Education Teacher)			
35	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
35	0	0	0			P 29. Did you participate in developing the current IEP for your child?			
33	1	1	0			P 30. Was the meeting held at a time and location that was convenient for you?			
16	0	19	0			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?			
34	0	0	1			P 32. Was the input you provided considered in the development of your child's current IEP?			
27	5	2	1			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	30	0			P 32b. If no, what training or support would assist you? Unsure Not sure. Not sure. IEP process. Meetings to explain how I can help my child.			
34	0	0	1			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
30	5	0	0			P 35. Was the current IEP developed at the IEP meeting?			
26	3	6	0			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?			
33	1	1	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
6	0	29	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?			
4	2	29	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
		32	0			P 65. If you did not participate in your child's IEP meeting, what kept you from participating? a. transportation issues c. not enough notice given e. afraid to go (would be uncomfortable) g. other Work			
36	6	6				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
17	20	11				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
17	0	31				GE 76. Were those recommendations considered by the IEP team?			
48	0	0				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?			
39	7	2				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						IEP CONTENT			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
33	0	1	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?			
28	3	4	0			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?			
43	0	5				GE 81. Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
45	0	3				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
45	0	3				GE 83. Is the current IEP appropriate to meet this student's educational needs?			
48	0	1				SE 98. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?			
49	0	0				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
49	0	0				SE 103. Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
39	0	10				SE 104. If appropriate, are the student's annual goals based on functional performance?			
45	0	4				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?			
40	0	9				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?			
43	0	6				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?			
44	1	4				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?			
46	3	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
42	2	5				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	7				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>Interaction with peers, self-advocacy, independence, academic success.</p> <p>Student is making progress.</p> <p>Improved self-esteem, excited about learning.</p> <p>Becoming knowledgeable in all areas. Enjoys learning new materials.</p> <p>Becoming knowledgeable in all areas. Enjoys learning new materials.</p> <p>Experience of general ed.</p> <p>Social skills, emotional management, common core.</p> <p>Exposure to general ed curriculum.</p> <p>Pursue the special talent.</p> <p>Socialization, exposure to grade level curriculum.</p> <p>New friends made.</p> <p>Exposure to grade level & peer socialization.</p> <p>Socialization & collaboration.</p> <p>Improved academically & socially.</p> <p>Academically at or above grade level & improved social skills.</p> <p>Interaction with regular ed students.</p> <p>Student socializes with peers & is exposed to grade content curriculum.</p> <p>Social & emotional benefits.</p> <p>Student benefits from exposure to general ed curriculum & peer interaction in academic setting.</p> <p>Student socially making progress with peers. Increase student participation & a little more on task.</p> <p>Higher access to general ed.</p> <p>Was advancing.</p> <p>Improved academics.</p> <p>Demonstrating academic growth.</p> <p>Improved peer interaction.</p> <p>Real life situation.</p> <p>Gaining in academic skills.</p> <p>The student is able to be in different settings & can work on skills.</p> <p>Able to be in other environments.</p> <p>Participating more in class discussions.</p> <p>Learning socialization skills.</p> <p>Participates in class discussions/activities.</p> <p>Language development, vocabulary & grammar growth.</p> <p>Practice working with new teachers/transitions.</p> <p>Practice working with new teachers/transitioning.</p> <p>Student is making progress & responding very well to participating in general ed program.</p>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Due to the student's needs, benefits are limited. Socially Academically, socially & emotionally. Socially, emotionally & academically. Attention to task, behavior. Increase academic levels & social skills.			
0	0	47				SE 117c. If no, what does this student need that he/she is not receiving? Direct behavioral support. Does not interact with peers.			
49	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)			
33	1	0	1			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?			
34	1	0	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
					34 1 0 0 0 0	P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals. Always Sometimes Rarely Never Don't Know Does not Apply			
					31 3 1 0 0 0	P 58. My child's progress is reported to me by the school in a manner that I understand. Always Sometimes Rarely Never Don't Know Does not Apply			
34	0	0	1			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
45	0	3				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
47	0	1				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
24	6	18				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?			
24	7	17				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	24				GE 79c. If yes, what reasons were discussed for recommending removal? Academics need to be supported. Academics need to be supported. Allowing the student to participate. The student's needs. Student needs reading intervention. To participate in the on-line instruction. Also, receive additional academic supports. The student's needs. Based on needs. Based on the student's needs. Student needs academic supports. The student's needs. The student's needs. The student's needs. Based on needs. The student's needs. The student's academic needs. One area. Needs academic supports. Academics The student's needs. More intensive help. The student's needs. Extra support. The student needs.			
0	0	24				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>IEP decides.</p> <p>IEP team decided.</p> <p>Based on the student needs.</p> <p>Based on need.</p> <p>Based on need.</p> <p>By IEP team.</p> <p>Based on need.</p> <p>IEP team.</p> <p>On an as needed basis of the student.</p> <p>By the student's progress.</p> <p>Based on the student's needs.</p> <p>Based on the student's needs.</p> <p>The needs of the student.</p> <p>Based on academic needs.</p> <p>Based on needs.</p> <p>Based on needs.</p> <p>Based on the student's needs.</p> <p>Based on the student's needs.</p> <p>Based on the student's needs.</p> <p>Based on the student's needs.</p> <p>IEP team decision.</p> <p>IEP team.</p> <p>Support needed.</p> <p>Needs based.</p>			
29	5	14				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?			
26	0	22				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
44	0	4				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?			
48	0	1				SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
48	0	1				SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?			
49	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?			
46	0	3				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
37	0	12				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
46	2	1				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
49	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)			
18	0	16	1			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?			
31	2	2	0			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?			
32	2	1	0			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
33	1	1	0			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
5	1	29	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?			
18	1	16	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?			
49	0	0				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
23	0	26				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?			
0	0	49				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?			
0	0	49				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	0	49				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?			
0	0	49				SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
0	0	49				SE 122e. If yes, are needed supplementary aids and services being provided to this student?			
0	0	49				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)			
10	2	23	0			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
27	8	0	0			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?			
15	18	2	0			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	20	0			P 50c. If yes, what reasons were discussed for recommending removal?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>To locate appropriate placement.</p> <p>The student's needs.</p> <p>To maintain grade level academics.</p> <p>Student academic needs.</p> <p>Student's needs.</p> <p>The student's needs.</p> <p>Student's needs.</p> <p>For direct small group instruction.</p> <p>Small direct instruction.</p> <p>Based on needs.</p> <p>The student's needs.</p> <p>Academic support.</p> <p>The student's needs.</p> <p>Academic support.</p> <p>The student's needs.</p>			
0	0	20	0			<p>P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided?</p> <p>IEP team.</p> <p>Lunch & prep, based on need.</p> <p>To support academic skills.</p> <p>IEP team.</p> <p>IEP team meeting.</p> <p>IEP team.</p> <p>Based on needs.</p> <p>Based on the student's needs.</p> <p>Don't know.</p> <p>IEP team.</p> <p>Group decision.</p> <p>IEP team.</p> <p>Based on the student's academic needs.</p> <p>IEP team.</p> <p>IEP team.</p>			
26	4	2	3			<p>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?</p>			
26	5	3	1			<p>P 50f. In your opinion, is your child benefiting from participation in the general education classroom?</p>			
0	0	9	0			<p>P 50g. If yes, in what ways?</p>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Contact with peers, expectation of equality with other classmates. Improved academic skills. Does good in class & likes general ed. Learning with peers. Regular ed peers. Progress in general ed. Ability to succeed in general ed. Socially friends. Learning well. Has friends. Don't know. Speaking more. Academic skills are at grade level. Student benefits academically. Student also follows directions - improving. Student benefits academically & socially. Student liked teacher & did some work. Student has friends & likes class. Improvement in academics. Learning more. Learns more. Helps the student. Able to mingle with non-disabled peers. Better communication skills. Academics Educational concepts/social skills. Improved academics. Improving Socialization			
0	0	30	0			P 50h. If no, what does your child need that he/she is not receiving in the class? Support staff. Want most restrictive environment. Academic supports. Behavior supports. Needs one on one assistance.			
					16 2 1 0 1 15	P 59. I am satisfied with the transition services developed for my child. Always Sometimes Rarely Never Don't Know Does not Apply			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					21 6 1 0 1 6	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			
23	1	25				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
27	2	20				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)			
47	3	0			6%	FR 328. NOREP/PWN is present in the student file	The SD will develop and establish the internal procedures in meeting this requirement, and provide training sessions to all pertinent personnel. Evidence of Change: The SD will make the internal procedures, the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
47	0	3				FR 329. Demographic data			
47	0	3				FR 330. Type of action taken			
45	2	3			4%	FR 331. A description of the action proposed or refused by the LEA	The SD will train pertinent personnel for completing an NOREP/PWN using resources available from the PaTTAN website. Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
42	3	5			7%	FR 332. An explanation of why the LEA proposed or refused to take the action	The SD will train pertinent personnel for completing an NOREP/PWN using resources available from the PaTTAN website. Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
43	3	4			7%	FR 333. A description of the other options the IEP team considered and the reason why those options were rejected	The SD will train pertinent personnel for completing an NOREP/PWN using resources available from the PaTTAN website. Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
46	1	3			2%	FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused	The SD will train pertinent personnel for completing an NOREP/PWN using resources available from the PaTTAN website. Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
36	4	10			10%	FR 335. Description of other factor(s) relevant to LEA's proposal or refusal	The SD will train pertinent personnel for completing an NOREP/PWN using resources available from the PaTTAN website. Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
46	0	4				FR 336. Educational placement recommended (including amount and type)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
46	1	3			2%	FR 337. Signature of school district superintendent or charter school CEO or designee	The SD will develop and establish the internal procedures in meeting this requirement, and provide training sessions to all pertinent personnel. Evidence of Change: The SD will make the internal procedures, the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
45	2	3			4%	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 SD will develop and establish the internal procedures in meeting this requirement, and provide training sessions to all pertinent personnel. Evidence of Change: The SD will make the internal procedures, the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
44	2	4			4%	FR 339. Parent has selected a consent option	The SD will develop and establish the internal procedures in meeting this requirement, and provide training sessions to all pertinent personnel. Evidence of Change: The SD will make the internal procedures, the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015 SD IU PaTTAN BSE	06/05/2015
44	3	3			6%	FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP	The SD will train pertinent personnel for completing an NOREP/PWN using resources available from the PaTTAN website. Evidence of Change: The SD will make the training agenda, and sign-in sheets available for the BSE Adviser review. The Adviser will conduct the file review of randomly selected students.	09/19/2015	06/05/2015
						INTERVIEW RESULTS (Parent)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	25	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?			
					31 2 1 0 1 0	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. Always Sometimes Rarely Never Don't Know Does not Apply			
						Topical Area 7: Additional Interview Responses			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
					27 4 2 1 1 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			
		1	0		8 16 8 17 4 3 22 16 12 6 16 4 1 4	P 66. Tell me anything you really like about your child's special education program. a. modifications b. progress reports c. staff-aide ratios d. staff's knowledge, training e. instructional materials f. less inclusion g. staff open to suggestions, good communication h. follow the IEP i. support services j. student ratios k. staff's understanding and attitude l. more inclusion m. services provided outside neighborhood school n. other Student & parent are supported by the school. Library activities. I like everything. I like everything about the program.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
		19	0			<p>P 67. Tell me anything you would like to change about the program.</p> <p>c. staff-aide ratios 4 f. less inclusion 1 g. staff open to suggestions, good communication 1 i. support services 5 j. student ratios 4 l. more inclusion 1 m. services provided outside neighborhood school 4 n. other 5 Counselors to help with college applications - with IEP. Needs additional services. Too many special ed students for one teacher. Placement - a special school. Need fewer students in the classroom due to behaviors.</p>			
		0	0			<p>P 68. The school explains what options parents have if the parent disagrees with a decision of the school.</p> <p>a. Very strongly agree 12 b. Strongly agree 8 c. Agree 12 d. Disagree 1 f. Very strongly disagree 2</p>			
						<p>P 69. Additional comments about your child's program.</p> <p>I think the world of the program designed for special needs students. Needs the personal services for riding a bus. Had difficulty but is doing better. I am very appreciative & happy with the program & my child's school (CAPA). Needs homework in the parent's native language to assist the child. Very content with program. Need a playground for children to exercise & play. Continue programs as they are. Smaller class size, more one on one assistance. The student needs one on one assistance. No. Everything is fine. Not enough time to finish class work. Placement concerns.</p>			
49	0	0				SE 101. Do you hold the required certification to implement this student's program?			
45	3	1				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	46				SE 101b. If no, what training or support would assist you? ADHD training. Training on specific disability. Training for specific disability.			
						Topical Area 8: Student Interview Results			
			0			S 126. What kind of support are you currently receiving? 4 a. Learning Support 1 b. Speech/Language Support 1 d. Life Skills Support 2 e. Autistic Support 1 h. Emotional Support 1 k. Don't Know			
9	0	0	0			S 127. Is this support enough to help you be successful in your school program?			
						S 128. How satisfied are you with your high school educational program? 4 Very 2 Somewhat 2 A Little 0 Not at All 1 Don't Know			
						S 129. What do you like best about the program? Don't know. Transition program. Special ed class. Pool, good friends. It's easy. The teachers are nice & helpful. I like doing academic subject. Learning about different topics, books, cultures. Academic subject.			
						S 130. What do you like least about the program?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Don't know. Presenting in front of groups. I like everything. Academic subject. Not enough teachers for the kids. Not enough individual time, too many kids in the classes. I don't like doing homework. Class too long (90 minutes). School's lunch.			
					5 4 0 0 0	S 131. How satisfied are you with your special education supports/services? Very Somewhat A Little Not at All Don't Know			
						S 132. What do you like best about the special education supports/services? Don't know. Teachers are nice. My classroom. My teacher. The extra time they give you for tests. I like my domain classes & going out to volunteer. Reading books, class. Get lots of help.			
						S 133. What do you like least about the special education supports/services? Don't know. Tests I like everything. People bother you. Never have enough books. Other kids knowing about special ed. Don't know. Don't know.			
					0 5 3 1 0	S 134. How much time do you spend with students who do not have disabilities? Too Much Enough A Little Not Enough Don't Know			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	5	0	0			S 135. Do you participate in any extra-curricular activities?			
						S 136. If yes, which ones After school clubs. Sports Activity Music			
						S 137. If no, why not Job program. I don't feel like it. I like to go home. Don't know. Do not want to.			
9	0		0			S 138. Were you invited to participate in the last IEP meeting? Other			
8	1		0			S 139. Did you participate in the last IEP meeting? Other			
6	1		2			S 140. Do you have a post secondary transition program? Other			
7	0		2			S 141. Do you have an employment transition program? Other			
3	3		3			S 142. Do you have a community living transition program? Other			
6	1		2			S 143. Did you assist in the development of the transition program? Other			
5	0		4			S 144. Is that transition plan being followed? Other			
6	2		1			S 145. Did you discuss what you would do after graduation or finishing high school? Other			
			0			S 146. Which of the following agencies participate in your IEP development?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					* * * *	a. Office of Vocational Rehabilitation b. County of Mental Health/Retardation Service e. None g. Don't Know			
0	0		7			S 147. If any agency participated in your IEP did they assist you or provide services? Other			
						S 148. Comments			
6	3	0	0			S 149. Do you participate in any activities in the community?			
						S 150. If yes, which ones? Library assistant. Sports A social group. Health ctr, free library, animal ctr. Music Community activity.			
						S 151. If no, why not? Job program. Too tired.			
						S 152. Are there any other agencies that could help you within the community? Don't know. No Getting a job. Don't know. Don't know. Don't know.			
						Topical Area 9: Other Non-compliance Issues			
						Topical Area 10: Other Improvement Plan Issues			