

## 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: Neighborhood Network 7

Superintendent: Dr. William R. Hite

Special Education Director/Coordinator: Ed. Davies

BSE Special Education Adviser: Katrina Sexton

Date of Report: July 16, 2019

Date Final Report Sent to LEA: July 16, 2018

**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: September 06, 2018

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<b>Topical Area 1: Policies, Practices, and Procedures</b>			
Y						1. <b>FSA-ASSISTIVE TECHNOLOGY AND SERVICES</b>  <b>Standard:</b> The Local Education Agency (LEA) observed the requirement that the provision of assistive technology is reflected in the student's IEP			
Y						1A. <b>FSA-HEARING AIDS</b>  <b>Standard:</b> 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. <b>FSA-POSITIVE BEHAVIOR SUPPORT</b>  <b>Standard:</b> LEA complies with the positive behavior support policy requirements.			
Y						3. <b>FSA-CHILD FIND</b>  <b>Standard:</b> 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. <b>FSA-CONFIDENTIALITY</b>  <b>Standard</b> The LEA is in compliance with confidentiality requirements.			
		X				5. <b>FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION)</b>  <b>Standard:</b> The LEA uses dispute resolution processes for program improvement.			
Y						8. <b>FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION</b>  <b>Standard:</b> The LEA adheres to procedural requirements in suspending students with disabilities.			
Y						10. <b>FSA-INDEPENDENT EDUCATIONAL EVALUATION</b>  <b>Standard:</b> The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.			
Y						11A. <b>FSA-LEAST RESTRICTIVE ENVIRONMENT</b>  <b>Standard:</b> The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.			
Y						12. <b>FSA-EXTENDED SCHOOL YEAR SERVICES</b>			
Y						13. <b>FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING</b>			
Y						15. <b>FSA-PARENT TRAINING</b>  <b>Standard:</b> Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.			
						<b>INTERVIEW RESULTS (Parent)</b>			
						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
					10 5 0 6 4 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					10 2 1 5 7 0	P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum.  Always Sometimes Rarely Never Don't Know Does not Apply			
Y						18. <b>FSA-SURROGATE PARENTS (STUDENTS REQUIRING)</b>  <b>Standard:</b> The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
Y						19. <b>FSA-PERSONNEL TRAINING</b>  <b>Standard:</b> 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.			
						<b>INTERVIEW RESULTS (General &amp; Special Education Teacher)</b>			
49	4	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
47	3	3				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
43	8	2				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
35	18	0				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			
8	8	37				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
50	1	1				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
		X				20. <b>FSA-INTENSIVE INTERAGENCY APPROACH</b>  <b>Standard:</b> 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. <b>FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION</b>  <b>Standard:</b> 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			
	N					21A. <b>TRANSITION REQUIREMENTS</b>  <b>Standard:</b> The LEA complies with requirements for transition planning for students.	The LEA has been provided with the names of individual students for whom corrective action is required.  Due to the reorganization of buildings within this Network, the Network no longer includes a high school. Therefore, BSE Adviser was unable to do a file review to verify systemic closure.	07/16/2019 SDP BSE PaTAAN	04/05/2019
						<b>Topical Area 2: Delivery of Service</b>			
Y						9. <b>FSA-FACILITIES USED FOR SPECIAL EDUCATION</b>  <b>Standard:</b> The LEA will be in compliance with the facilities requirements			
						<b>CLASSROOM OBSERVATIONS</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
53	0	2		0		CO 8. Is the classroom located within the ebb and flow of school activity?			
53	0	2		0		CO 9. Is the classroom designed for instructional purposes?			
	N					14. <b>FSA-CASELOAD AND AGE RANGE REQUIREMENTS</b>  <b>Standard:</b> The LEA complies with the caseload and age range requirements	LEA will provide BSE Advisers with current school profile and teacher caseload tracking documents.	10/14/2018 SDP BSE PaTTAN	10/14/2018
Y						17. <b>FSA-PUBLIC SCHOOL ENROLLMENT</b>  <b>Standard:</b> The LEA's percentage of children with disabilities served in special education is comparable to state data.			
Y						17B. <b>FSA-PUBLIC SCHOOL ENROLLMENT</b>  <b>Standard:</b> Timely provision of FAPE for students who transfer from public agencies within state, and from another state.			
Y						22. <b>FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION</b>  <b>Standard:</b> LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			
	N					23. <b>FSA-EDUCATIONAL BENEFIT REVIEW</b>  <b>Standard:</b> The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.	The LEA has been provided with the names of individual students for whom corrective action is required within 30 days of the date of this report.	08/15/2018 BSE SDP PaTTAN	08/07/2018
						<b>CLASSROOM OBSERVATIONS</b>			
46	0	0		2		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
44	0	0		4		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
11	0	36		1		CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
33	0	14		1		CO 4. If the student is in a regular education setting, is he/she participating in the lesson taught by the general education teacher or a co-teacher?			

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33	0	14		1		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			
34	0	9		5		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
47	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?			
						<b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>			
					11 8 0 1 4 1	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			
					17 4 0 3 0 1	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			
					14 4 0 5 1 1	P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled. Always Sometimes Rarely Never Don't Know Does not Apply			
						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.			

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					13 11 0 0 1 0	Always Sometimes Rarely Never Don't Know Does not Apply			
53	0	0				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
50	0	3				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
49	3	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?			
49	4	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
48	2	3				GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?			
52	0	1				GE 80. Is the student making progress within the general education curriculum?			
51	2	0				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	2				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>Appropriate interaction with peers. Peer interaction. Improving academics. Progress of IEP goals. Benefiting from small group instruction and social support. Making academic progress. Works well in collaborative groups. Success from goals in IEP. Social, academic, emotional. Challenges in general curriculum are positive. Socialization, learning 5th grade level math, self control. Listens and participates in conversations. Benchmarks and work habits have increased and eagerly participates. Talking opportunities, practice, progress with sight words. Reads aloud, has discussions. Reading &amp; math skills are improving. Socialization Reading, fluency and decoding. Reading and writing. Across all academic domains. Socially Making progress academically and learning with peers. Targeted small group support on content at other grade level per IEP goals. Making progress. Improved Peer Interaction Improved academics. Making great progress academically. General education peers, enjoys the class. Participates and does well. Socialization and academic skills have improved. Results of Hunter Challenge testing shows progress on sight words. Multiplication facts have improved; Reading fluency has improved. Social aspect; group collaboration in Math discussions; participates. One on one review with necessary skill reinforcement is all that is needed. Learning the Math Curriculum. Exposed to on grade level material and discussions with fellow classmates. Thinks critically and expanded comprehension. has improved articulation</p>			



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>Able to perform classroom assignments with accommodations.</p> <p>Is learning with peers. The Push In program is helping.</p> <p>Improved skills related to the course.</p> <p>Skills are improving.</p> <p>Skills are improving.</p> <p>Making slow progress.</p> <p>Exposed to collaboration during special class times.</p> <p>Increased confidence in academics and socialization.</p> <p>Curriculum exposure to grade level content.</p> <p>Experiences collaboration and cooperation socially within groups of peers.</p> <p>The speech service is helping.</p> <p>Participates in class.</p> <p>Learning skills needed for life.</p> <p>Developing self confidence, singing skills, concentration skills, group participation.</p> <p>Soccer, gymnastics, social skills.</p> <p>Likes art class.</p> <p>Motivation to succeed.</p> <p>Sits with peers, participates in class, included in class.</p> <p>More verbal.</p>			
0	0	51				<p>GE 80c. If no, what does this student need that he/she is not receiving in your class?</p> <p>Emotional support.</p> <p>Smaller class size.</p>			
49	4	0				<p>GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?</p>			
46	4	3				<p>GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?</p>			
0	0	49				<p>GE 85b. If no, what training or support would assist you?</p> <p>Strategies to address behavior, differentiated instruction.</p> <p>Collaboration with Special Education.</p> <p>None mentioned at this time.</p> <p>Modifications of instruction.</p>			
47	3	3				<p>GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?</p>			
51	1	0				<p>SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?</p>			

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33	3	16				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?			
33	2	17				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	19				SE 95c. If yes, what reasons were discussed for recommending removal? Service delivery. Service delivery. Service delivery. Current plan working. Stay with current plan. Continue current level of support. Need for speech support. Additional direct service. Direct academic support. Below grade level, requires math and reading interventions. To give interventions for low level students. Small group instruction. Reading and math interventions. To receive specially designed instruction. To help with academic and behavioral needs. Removal for math and reading intervention. For interventions. For interventions. Academically behind, small group instruction needed. Needs coping skills. Reading and math interventions. Needs small group setting for learning purposes. Small group setting for appropriate attending skills. Needs more individualized, small group instruction for mathematics. For Direct Speech-Language services. Instructional needs. Need for improvement of skills. Skill improvement. Skill improvement. Struggles in math and reading. To receive supplemental interventions. Receives 75 minutes of speech per month to target pragmatic skills. Team decision based on needs. Reading and math pull out service.			

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0	0	19				<p>SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided?</p> <p>Based on need.  Team decision.  Team decision.  Based on current plan.  Based on current IEP.  Based on IEP team decision.  IEP team decision.  IEP team decision.  For 2, 45 minute periods a day.  A 45 minute period per day.  Determining if needed both math and reading or just one on one.  Time frame of interventions.  To receive reading and math support.  3x week for 60 minutes academic. 1 x week 30 minutes of counseling.  Scheduled intervention periods.  Two periods a day for five days a week.  For the time necessary to ensure program fidelity.  Based on the specific interventions needed, least restrictive environment considered.  Team discussion.  45 minutes needed for each intervention.  A 45 minute period was sufficient to meet learning needs.  One class period 45 minutes was sufficient to address learning needs.  Based on need.  Progress Report Data  IEP team review of specific academic needs.  IEP team review of needs.  IEP team determination based on review of needs.  Team decision based on review of needs.  Data from evaluations in math and reading.  Data based on evaluations.  75 minutes per month.  For small group testing.  90 minutes a day.</p>			

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34	2	16				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?			
47	2	3				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
47	0	5				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
39	1	12				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
49	3	0				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
34	8	10				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
48	2	2				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?			
						<b>Topical Area 3: Performance Indicators</b>			
Y						5A. <b>FSA-EFFECTIVE USE OF DISPUTE RESOLUTION</b>  <b>Standard:</b> The LEA uses dispute resolution processes for program improvement.			
Y						6. <b>FSA-GRADUATION RATES (SPP)</b>  <b>Standard:</b> The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.			
	N					7. <b>FSA-DROPOUT RATES (SPP)</b>  <b>Standard:</b> The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.	All Philadelphia School District Neighborhood Networks are currently implementing an improvement plan to meet the SPP target for drop-out rates.	07/16/2019 SDP BSE PaTTAN	09/06/2018
Y						8A. <b>FSA-SUSPENSION RATES</b>  <b>Standard:</b> The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			

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	N					11. <b>FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP)</b>  <b>Standard:</b> Students with disabilities are provided for in the least restrictive environment	All Philadelphia School District Neighborhood Networks are currently implementing an improvement plan to meet the SPP target for LRE.	07/16/2019 BSE SDP PaTTAN	09/06/2018
Y						16. <b>FSA-PARTICIPATION IN PSSA AND PASA (SPP)</b>  <b>Standard:</b> The LEA's population of students who participate in state assessment is comparable with the state data.			
Y						16A. <b>FSA-LOCAL ASSESSMENT</b>			
						<b>Topical Area 4: Evaluation and Reevaluation Process and Content</b>			
						<b>CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION</b>			
						<b>PERMISSION TO EVALUATE (File Reviews)</b>			
5	2	48			29%	FR 153. PTE-Consent Form is present in the student file	SD will issue the e-mail to pertinent personnel on this requirement using the Annotated Re-Evaluation Format available from the PaTTAN web site. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 SD BSE PATTAN	05/24/2019
3	2	50			40%	FR 154. Demographic data	SD will issue the e-mail to pertinent personnel on this requirement using the Annotated Re-Evaluation Format available from the PaTTAN web site. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 SD BSE PATTAN	05/24/2019
5	0	50				FR 155. Reason(s) for referral for evaluation			
5	0	50				FR 156. Proposed types of tests and assessments			
2	3	50			60%	FR 157. Contact person's name and contact information	SD will issue the e-mail to pertinent personnel on this requirement using the Annotated Re-Evaluation Format available from the PaTTAN web site. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 SD BSE PATTAN	05/24/2019

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5	0	50				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
5	0	50				FR 159. Parent has selected a consent option			
						<b>PERMISSION TO REEVALUATE (File Reviews)</b>			
39	6	10			13%	FR 194. PTRE-Consent Form is present in the student file	SD will issue the e-mail to pertinent personnel on this requirement using the Annotated Re-Evaluation Format available from the PaTTAN web site. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019	05/24/2019
37	2	16			5%	FR 195. Demographic data	SD will issue the e-mail to pertinent personnel on this requirement using the Annotated Re-Evaluation Format available from the PaTTAN web site. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 SD BSE PATTAN	05/24/2019
39	0	16				FR 196. Reason for reevaluation			
39	0	16				FR 197. Types of assessment tools, tests and procedures to be used			
38	1	16			3%	FR 198. Contact person's name and contact information	SD will issue the e-mail to pertinent personnel on this requirement using the Annotated Re-Evaluation Format available from the PaTTAN web site. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 SD BSE PATTAN	05/24/2019
36	3	16			8%	FR 199. Parent has selected a consent option	SD will issue the e-mail to pertinent personnel on this requirement using the Annotated Re-Evaluation Format available from the PaTTAN web site. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 SD BSE PATTAN	05/24/2019

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36	3	16			8%	FR 200. Parent signature or documentation of reasonable efforts to obtain consent	SD will issue the e-mail to pertinent personnel on this requirement using the Annotated Re-Evaluation Format available from the PaTTAN web site. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 SD BSE PATTAN	05/24/2019
						<b>AGREEMENT TO WAIVE REEVALUATION (File Reviews)</b>			
0	0	53				FR 201. Agreement to Waive Reevaluation is present in the student file			
0	0	53				FR 202. Waiver was completed within required timelines (3 years (2 years for any ID student or any student placed in an Approved Private School) from date of ER, prior RR, or Agreement to Waive RR)			
0	0	53				FR 203. Reason reevaluation is not necessary at this time is included			
0	0	53				FR 204. Contact person's name and contact information			
0	0	53				FR 205. Parent has selected a consent option			
0	0	53				FR 206. Parent signature			
						<b>EVALUATION REPORT (INITIAL) (File Reviews)</b>			
6	1	48			14%	FR 160. ER is present in the student file	SD will issue the e-mail to pertinent personnel on this requirement using the Annotated Re-Evaluation Format available from the PaTTAN web site. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 BSE SD PATTAN	05/24/2019
2	4	49			67%	FR 161. Evaluation was completed within timelines	SD will issue the e-mail to pertinent personnel on this requirement using the Annotated Re-Evaluation Format available from the PaTTAN web site. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 BSE SD PATTAN	05/24/2019

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5	1	49			17%	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)	SD will issue the e-mail to pertinent personnel on this requirement using the Annotated Re-Evaluation Format available from the PaTTAN web site. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 BSE SD PATTAN	05/24/2019
6	0	49				FR 163. Demographic data			
6	0	49				FR 164. Date report was provided to parent			
5	1	49			17%	FR 165. Reason(s) for referral	SD will issue the e-mail to pertinent personnel on this requirement using the Annotated Re-Evaluation Format available from the PaTTAN web site. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 BSE SD PATTAN	05/24/2019
4	2	49			33%	FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form	SD will issue the e-mail to pertinent personnel on this requirement using the Annotated Re-Evaluation Format available from the PaTTAN web site. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 BSE SD PATTAN	05/24/2019
5	1	49			17%	FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)	SD will issue the e-mail to pertinent personnel on this requirement using the Annotated Re-Evaluation Format available from the PaTTAN web site. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 PATTAN BSE SD	05/24/2019
5	1	49			17%	FR 168. Teacher observations and observations by related service providers, when appropriate	SD will issue the e-mail to pertinent personnel on this requirement using the Annotated Re-Evaluation Format available from the PaTTAN web site. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 SD BSE PATT	05/24/2019
6	0	49				FR 169. Recommendations by teachers			



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	49				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			
6	0	49				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.			
0	0	55				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)			
6	0	49				FR 173. Lack of appropriate instruction in reading			
6	0	49				FR 174. Lack of appropriate instruction in math			
6	0	49				FR 175. Limited English proficiency			
6	0	49				FR 176. Present levels of academic achievement			
6	0	49				FR 177. Present levels of functional performance			
6	0	49				FR 178. Behavioral information			
6	0	49				FR 179. Conclusions			
6	0	49				FR 180. Disability Category			
6	0	49				FR 181. Recommendations for consideration by the IEP team			
6	0	49				FR 182. Evaluation Team Participants documented			
3	0	52				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
3	0	52				FR 184. Documentation that the student does not achieve adequately for age, etc.			
3	0	52				FR 185. Indication of process(es) used to determine eligibility			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	1	52			33%	FR 186. Instructional strategies used and student-centered data collected	SD will issue the e-mail to pertinent personnel on this requirement using the Annotated Re-Evaluation Format available from the PaTTAN web site. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 SD BSE PATTA	05/24/2019
3	0	52				FR 187. Educationally relevant medical findings, if any			
3	0	52				FR 188. Effects of the student's environment, culture, or economic background			
2	1	52			33%	FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable	SD will issue the e-mail to pertinent personnel on this requirement using the Annotated Re-Evaluation Format available from the PaTTAN web site. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 SD BSE PATTAN	05/24/2019
2	1	52			33%	FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents	SD will issue the e-mail to pertinent personnel on this requirement using the Annotated Re-Evaluation Format available from the PaTTAN web site. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 SD BSE PATTAN	05/24/2019
3	0	52				FR 191. Observation in the student's learning environment			
2	0	53				FR 192. Other data if needed			
3	0	52				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						<b>REEVALUATION REPORT (File Reviews)</b>			
42	6	7			13%	FR 207. RR is present in the student file	SD will issue the e-mail to pertinent personnel on this requirement using the Annotated Re-Evaluation Format available from the PaTTAN web site. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 SD BSE PATTAN	05/24/2019

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
36	6	13			14%	FR 208. Reevaluation was completed within timelines (either 60 calendar days from the date of LEA receipt of signed PTRE-Consent Form, excluding summer break, or within 3 years (2 years for any ID student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR)	SD will issue the e-mail to pertinent personnel on this requirement using the Annotated Re-Evaluation Format available from the PaTTAN web site. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019  SD BSE PATTAN	05/24/2019
33	9	13			21%	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)	SD will issue the e-mail to pertinent personnel on this requirement using the Annotated Re-Evaluation Format available from the PaTTAN web site. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019  BSE SD PATTAN	05/24/2019
40	2	13			5%	FR 210. Demographic data	SD will issue the e-mail to pertinent personnel on this requirement using the Annotated Re-Evaluation Format available from the PaTTAN web site. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019  BSE SD PATTAN	05/24/2019
39	3	13			7%	FR 211. Date IEP team reviewed existing evaluation data	SD will issue the e-mail to pertinent personnel on this requirement using the Annotated Re-Evaluation Format available from the PaTTAN web site. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019  BSE SD PATTAN	05/24/2019
42	0	13				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
39	3	13			7%	FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)	SD will issue the e-mail to pertinent personnel on this requirement using the Annotated Re-Evaluation Format available from the PaTTAN web site. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019  BSE SD PATTAN	05/24/2019

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
40	2	13			5%	FR 214. Aptitude and achievement tests	SD will issue the e-mail to pertinent personnel on this requirement using the Annotated Re-Evaluation Format available from the PaTTAN web site. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019  BSE SD PATTAN	05/24/2019
38	4	13			10%	FR 215. Current classroom based assessments and local and/or state assessments	SD will issue the e-mail to pertinent personnel on this requirement using the Annotated Re-Evaluation Format available from the PaTTAN web site. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019  BSE SD PATTAN	05/24/2019
41	1	13			2%	FR 216. Observations by teacher(s) and related service provider(s) when appropriate	SD will issue the e-mail to pertinent personnel on this requirement using the Annotated Re-Evaluation Format available from the PaTTAN web site. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019  BSE SD PATTAN	05/24/2019
36	6	13			14%	FR 217. Teacher recommendations	SD will issue the e-mail to pertinent personnel on this requirement using the Annotated Re-Evaluation Format available from the PaTTAN web site. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 BSE SD PATTAN	05/24/2019
41	1	13			2%	FR 218. Lack of appropriate instruction in reading	SD will issue the e-mail to pertinent personnel on this requirement using the Annotated Re-Evaluation Format available from the PaTTAN web site. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019  BSE SD PATTAN	05/24/2019
41	1	13			2%	FR 219. Lack of appropriate instruction in math	SD will issue the e-mail to pertinent personnel on this requirement using the Annotated Re-Evaluation Format available from the PaTTAN web site. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 BSE SD PATTAN	05/24/2019

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
42	0	13				FR 220. Limited English proficiency			
41	1	13			2%	FR 221. Conclusion regarding need for additional data is indicated	SD will issue the e-mail to pertinent personnel on this requirement using the Annotated Re-Evaluation Format available from the PaTTAN web site. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019  BSE SD PATTAN	05/24/2019
9	3	43			25%	FR 222. Reasons additional data are not needed are included	SD will issue the e-mail to pertinent personnel on this requirement using the Annotated Re-Evaluation Format available from the PaTTAN web site. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019  BSE SD PATTAN	05/24/2019
41	1	13			2%	FR 223. Determination whether the child has a disability and requires special education	SD will issue the e-mail to pertinent personnel on this requirement using the Annotated Re-Evaluation Format available from the PaTTAN web site. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 SD PATTAN BSE	05/24/2019
41	1	13			2%	FR 224. Disability category(ies)	SD will issue the e-mail to pertinent personnel on this requirement using the Annotated Re-Evaluation Format available from the PaTTAN web site. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 PATTAN BSE SD	05/24/2019
39	3	13			7%	FR 225. Summary of findings includes student's educational strengths and needs	SD will issue the e-mail to pertinent personnel on this requirement using the Annotated Re-Evaluation Format available from the PaTTAN web site. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 SD PATTAN BSE	05/24/2019

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
40	2	13			5%	FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate	SD will issue the e-mail to pertinent personnel on this requirement using the Annotated Re-Evaluation Format available from the PaTTAN web site. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019  BSE SD PATTAN	05/24/2019
40	2	13			5%	FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs	SD will issue the e-mail to pertinent personnel on this requirement using the Annotated Re-Evaluation Format available from the PaTTAN web site. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019  BSE SD PATTAN	05/24/2019
28	2	25			7%	FR 228. Interpretation of additional data	SD will issue the e-mail to pertinent personnel on this requirement using the Annotated Re-Evaluation Format available from the PaTTAN web site. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 BSE PATTAN SD	05/24/2019
6	0	49				FR 229. Documentation that the student does not achieve adequately for age, etc.			
6	0	49				FR 230. Indication of process(es) used to determine eligibility			
6	0	49				FR 231. Instructional strategies used and student-centered data collected			
3	0	52				FR 232. Educationally relevant medical findings, if any			
6	0	49				FR 233. Effects of the student's environment, culture, or economic background			
5	0	50				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
5	1	49			17%	FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents	SD will issue the e-mail to pertinent personnel on this requirement using the Annotated Re-Evaluation Format available from the PaTTAN web site. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 3/28/2019 BSE SD PATTAN	05/24/2019

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	1	49			17%	FR 236. Observation in the student's learning environment	SD will issue the e-mail to pertinent personnel on this requirement using the Annotated Re-Evaluation Format available from the PaTTAN web site. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 BSE SD PATTAN	05/24/2019
3	1	51			25%	FR 237. Other data if needed	SD will issue the e-mail to pertinent personnel on this requirement using the Annotated Re-Evaluation Format available from the PaTTAN web site. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 BSE SD PATTAN	05/24/2019
6	0	49				FR 238. Statement for all 6 items			
42	0	13				FR 239. Documentation of Evaluation Team Participants			
7	1	47			13%	FR 240. Documentation that team members Agree/Disagree	SD will issue the e-mail to pertinent personnel on this requirement using the Annotated Re-Evaluation Format available from the PaTTAN web site. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 BSE SD PATTAN	05/24/2019
						<b>INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			
22	3	0	0			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
21	1	3	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
19	1	3	2			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
6	1	16	2			P 27. If your child was not reevaluated when required (every 2 years for children with intellectual disability (consent retardation), or any child placed in an Approved Private School, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	20	4	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
1	0	24	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	0	24	1			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
9	0	43				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						<b>Topical Area 5: IEP Process and Content</b>			
						<b>INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)</b>			
50	5	0			9%	FR 241. Invitation is present in the student file	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 SD BSE PATTAN	05/24/2019
44	6	5			12%	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)	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 SD BSE PATTAN	05/24/2019
49	1	5			2%	FR 243. Demographic data	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 SD BSE PATTAN	05/24/2019
50	0	5				FR 244. Purpose(s) of the meeting			
6	2	47			25%	FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 SD BSE PATTAN	05/24/2019



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	3	51			75%	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	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019  SD BSE PATTAN	05/24/2019
5	3	47			38%	FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019  SD BSE PATTAN	05/24/2019
48	0	7				FR 248. Invited IEP team members			
50	0	5				FR 249. Date/time/location of meeting			
39	11	5			22%	FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019  BSE SD PATTAN	05/24/2019
						<b>PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)</b>			
0	13	42			100%	FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019  SD BSE PATTAN	05/24/2019
0	0	55				FR 252. Demographic data			
0	0	55				FR 253. Form designates required IEP team member(s) for whom attendance is not necessary			
0	0	55				FR 254. Form designates which members will submit written input prior to the meeting			
0	0	55				FR 255. Parent written consent is documented			
						FR 256. The team members excused:  a. General Education Teacher b. Special Education Teacher c. Local Education Agency Representative			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<b>IEP CONTENT (File Reviews)</b>			
54	1	0			2%	FR 257. IEP is present in the student file	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 BSE SD PATTAN	05/24/2019
41	10	4			20%	FR 258. IEP was completed within timelines	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 SD BSE PATTAN	05/24/2019
52	2	1			4%	FR 259. Demographic data	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 SD BSE PATTAN	05/24/2019
53	1	1			2%	FR 260. IEP implementation date	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 SD BSE PATTAN	05/24/2019
53	1	1			2%	FR 261. Anticipated duration of services and programs	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 SD BSE PATTAN	05/24/2019
7	1	47			13%	FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 BSE SD PATTAN	05/24/2019
						<b>DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
46	8	1			15%	FR 263. Parents	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 SD BSE PATTAN	05/24/2019
3	6	46			67%	FR 264. Student	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 SD BSE PATTAN	05/24/2019
48	6	1			11%	FR 265. General Education Teacher	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 SD BSE PATTAN	05/24/2019
51	3	1			6%	FR 266. Special Education Teacher	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 SD BSE PATTAN	05/24/2019
49	5	1			9%	FR 267. Local Education Agency Representative	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 SD PATTAN BSE	05/24/2019
0	0	55				FR 270. Community Agency Representative			
0	0	55				FR 271. Teacher of the Gifted			
1	3	51			75%	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	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 BSE PATTAN SD	05/24/2019

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
46	8	1			15%	FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 BSE PATTAN SD	05/24/2019
						<b>SPECIAL CONSIDERATIONS (File Reviews)</b>			
0	0	55				FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate			
1	0	54				FR 275. If the student is deaf or hard of hearing, a communication plan			
22	2	31			8%	FR 276. If the student has communication needs, needs must be addressed in the IEP	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 SD BSE PATTAN	05/24/2019
1	0	54				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
0	1	54			100%	FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 SD BSE PATTAN	05/24/2019
16	0	39				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			
2	0	53				FR 280. If the student has other special considerations, these are addressed in the IEP			
						<b>PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)</b>			
53	1	1			2%	FR 281. Student's present levels of academic achievement	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 SD BSE PATTAN	05/24/2019

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
54	0	1				FR 282. Student's present levels of functional performance			
16	2	37			11%	FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 BSE SD PATTAN	05/24/2019
51	1	3			2%	FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 BSE SD PATTAN	05/24/2019
54	0	1				FR 285. How the student's disability affects involvement and progress in the general education curriculum			
54	0	1				FR 286. Strengths			
54	0	1				FR 287. Academic, developmental, and functional needs related to student's disability			
						<b>TRANSITION SERVICES (File Reviews)</b>			
5	3	47			38%	FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019  SD BSE PATTAN	05/24/2019
5	3	47			38%	FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 PATTAN SD BSE	05/24/2019
5	3	47			38%	FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019  BSE SD PATTAN	05/24/2019

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	3	47			38%	FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019  SD BSE PATTAN	05/24/2019
5	3	47			38%	FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019  SD BSE PATTAN	05/24/2019
5	3	47			38%	FR 292b. Transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019  PATTAN BSE SD	05/24/2019
5	3	47			38%	FR 292c. Annual goals are related to the student's transition services	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019  SD BSE PATTAN	05/24/2019
						<b>PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)</b>			
49	0	6				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams, ACCESS for ELLS, Alternate ACCESS for ELLS or PASA)			
40	0	15				FR 294. If the student will participate in the PSSA/Keystone Exams, documentation of IEP team decision regarding participation with or without accommodations			
4	0	51				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams			
4	0	51				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
4	0	51				FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
46	0	9				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
35	0	20				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
4	0	51				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			
4	0	51				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			
						<b>ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)</b>			
54	0	1				FR 302. Measurable Annual Goals			
54	0	1				FR 303. Description of how student progress toward meeting goals will be measured			
54	0	1				FR 304. Description of when periodic reports on progress will be provided to parents			
51	3	1			6%	FR 305. Documentation of progress reporting on Annual Goals	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 BSE SD PATTAN	05/24/2019
30	0	25				FR 306. Short Term Objectives			
						<b>SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)</b>			
52	2	1			4%	FR 307. Program Modifications and Specially-Designed Instruction	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 BSE SD PATTAN	05/24/2019
47	4	4			8%	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	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 BSE SD PATTAN	05/24/2019

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
51	3	1			6%	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	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019  BSE SD PATTAN	05/24/2019
1	0	54				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			
37	2	16			5%	FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 SD PATTAN BSE	05/24/2019
37	2	16			5%	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	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019  BSE SD PATTAN	05/24/2019
52	0	3				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			
47	0	8				FR 314. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP			
0	0	55				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
53	1	1			2%	FR 316. A conclusion regarding student eligibility for ESY	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019  SD BSE PATTAN	05/24/2019



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
53	1	1			2%	FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 PATTAN BSE SD	05/24/2019
19	1	35			5%	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	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019  BSE SD PATTAN	05/24/2019
20	1	34			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	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 PATTAN SD BSE	05/24/2019
						<b>EDUCATIONAL PLACEMENT (File Reviews)</b>			
54	0	1				FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class			
54	0	1				FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum			
54	0	1				FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
54	0	1				FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
54	0	1				FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
53	1	1			2%	FR 325. Location of student's program (name of School Building where the IEP will be implemented)	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 BSE SD PaTTAN	05/24/2019

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
22	1	32			4%	FR 326. If child will not be attending his/her neighborhood school, reason why not	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 BSE SD PaTTAN	05/24/2019
						<b>PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)</b>			
54	0	1				FR 327. Completed Section A or Section B			
						<b>IEP DEVELOPMENT</b>			
						<b>INTERVIEW RESULTS (Parent &amp; General Education Teacher)</b>			
22	3	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
21	4	0	0			P 29. Did you participate in developing the current IEP for your child?			
21	0	4	0			P 30. Was the meeting held at a time and location that was convenient for you?			
11	0	14	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?			
22	1	2	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
14	8	0	3			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	17	0			P 32b. If no, what training or support would assist you?  Don't know. Anything they would offer. Anything pertaining to the IEP process. Any training offered and I would have attended. I would like to know how to work at home with school work. Better understanding of what child is going through, testing for dyslexia. Not sure. None.			
22	1	1	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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
20	4	0	1			P 35. Was the current IEP developed at the IEP meeting?			
20	1	1	3			P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
20	3	0	2			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
0	3	22	0			P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
0	3	22	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		23	0		2	P 65. If you did not participate in your child's IEP meeting, what kept you from participating? g. other Wasn't invited. Ill			
32	16	5				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
21	20	12				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
21	0	32				GE 76. Were those recommendations considered by the IEP team?			
52	1	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?			
44	9	0				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						<b>IEP CONTENT</b>			
						<b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>			
22	0	0	3			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?			
21	0	1	3			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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
52	1	0				GE 81. Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
52	0	1				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
53	0	0				GE 83. Is the current IEP appropriate to meet this student's educational needs?			
51	1	0				SE 98. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?			
52	0	0				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
51	1	0				SE 103. Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
38	5	9				SE 104. If appropriate, are the student's annual goals based on functional performance?			
47	0	5				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?			
34	0	18				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?			
46	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?			
46	0	6				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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
49	3	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
45	4	3				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>Appropriate peer interaction. Peer interaction. Improved academics. Improving academics. Verbal prompts, repetitive drills, modeling concepts, participating in class content. Peer modeling. On grade level instruction. Able to follow the curriculum. Academically, socially, behaviorally. Increase in interpersonal communication skills, increase in advocating for needs for assistance from peers/teachers. Making progress in academics. Made slight improvements in reading and math. Reading and math skills improved. Follows rules when in particular classrooms. Social development. Participates with peers. During literacy and oral communication. Socialization with non-disabled peers. Literacy and math grade level. Progress in literacy and math levels. Improved peer interaction Socially Is very active with non-disabled peers. Tries very hard; participates with group; making academic progress. Is able to learn grade level material. Benefits from being able to learn grade level material. Is being challenged and making progress with the necessary push in services and support. Learning from typically developed peers Being challenged and making progress with the push in services. All skills are improving. Skills are improving by working with non-disabled peers. Ability to work with peers and academic skills are improving. Skills are improving. Improving socially with age appropriate peers. The modifications and accommodations help to keep up with peers in the classroom. Receives exposure to general education curriculum and</p>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>interaction with non-disabled peers.            Practicing age appropriate social interaction.            Is receiving academic support from the regular education teacher and is making progress.            Is able to access the curriculum with strategies. Also has friends.            Exposed to the general education curriculum.            Consistently doing well.            Grades improved in social studies.            Receiving support in special education classes that support progress.            Gaming, social skills, arts and recreation.            Exposed to regular education material.</p>			
0	0	48				<p>SE 117c. If no, what does this student need that he/she is not receiving?            Emotional support, considering new placement with parent.            Not attending general education because of aggressive, negative responses to directions.            Math            Due to cognitive level, life skills and functional academic needs, a classroom is not appropriate to meet needs.</p>			
51	0	1				<p>SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?</p>			
						<b>IEP IMPLEMENTATION</b>			
						<b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>			
20	1	0	4			<p>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?</p>			
23	0	0	2			<p>P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?</p>			
					<p>16 3 1 4 1 0</p>	<p>P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals.            Always            Sometimes            Rarely            Never            Don't Know            Does not Apply</p>			
						<p>P 58. My child's progress is reported to me by the school in a manner that I understand.</p>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					16 8 1 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
22	1	0	2		4%	P 64. My child is receiving the supports and services agreed upon at the IEP meeting.  40% out of the classroom is not happening. Only out gym and lunch.	PDE provided the LEA with the names of individual students for whom individual corrective action must be implemented. The LEA must submit documentation of required corrective action within 30 days.	08/15/2018 BSE SD PATTAN	08/07/2018
40	2	11				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
47	2	4				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
20	2	31				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?			
17	4	32				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	36				GE 79c. 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
						Providing service. Service delivery. Service delivery. Required interventions. Speech Reading and math intervention. To receive additional academic support (Pull out). For learning support. Speech services. Small group instruction. Interventions needed. Small group instruction with researched based interventions. Small group Speech services Small group instruction with researched based interventions. Small group instruction with researched based interventions. Academic needs. Skill improvement.			
0	0	36				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? According to needs. Based on need. Need Based on time needed for intervention lesson. 60 minutes per month, based on need. Length of intervention. 1 x daily. 3 x week. 2 x week. Based on team recommendations and placement. Based on the interventions needed. 45-90 minutes. 45 Minutes 45 minutes. 45-90 minutes. By IEP team. IEP team decision.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
18	2	33				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?			
38	0	15				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
51	0	2				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?			
52	0	0				SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
52	0	0				SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?			
49	1	2				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?			
50	0	2				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
43	0	9				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
42	3	7				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
50	1	1				SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?	PDE provided the LEA with the names of individual students for whom individual corrective action must be implemented. The LEA must submit documentation of required corrective action within 30 days.	08/15/2018 SD BSE PATTAN	08/07/2018
						<b>PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
14	1	8	2			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?			
14	5	1	5			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?			
12	7	1	5			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
14	3	4	4			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	3	22	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?			
7	2	11	5			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?			
46	0	6				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
24	2	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	52				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	52				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	52				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	52				SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
0	0	52				SE 122e. If yes, are needed supplementary aids and services being provided to this student?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	52				SE 122f. Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			
						<b>SECONDARY TRANSITION (Parent &amp; Special Education Teacher)</b>			
8	0	16	1			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
23	1	0	1			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?			
17	6	0	2			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	8	0			P 50c. If yes, what reasons were discussed for recommending removal? Behavior Speech therapy. Smaller classes. Math and reading needed more help. Needed extra help with some math and writing. Focusing is needed, one on one for comprehension and concentration. Interventions For behaviors and counseling. For speech services. With peers and it would be better. Based on needs. For speech support. Not on grade level and has behavior issues as a result of this. Needs information broken down. Extra help. To provide speech therapy. Do not remember. Autism delays.			
0	0	8	0			P 50d. If yes, how was the amount of time that your child 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>Based on need.  Once a week for one hour.  Group sessions.  Don't know.  The teacher.  Not sure.  Length of intervention.  I think it's everyday.  I'm not sure.  What would help the most.  Based on what would help the most.  Based on need.  Needed help in reading testing; 30 minutes.  Teachers decided.  Based on data from testing.  Do not remember.  All day.</p>			
16	5	2	2			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?			
17	7	0	1			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	8	0			P 50g. If yes, in what ways?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>Not withdrawn, engages with peers, real open now.</p> <p>Social</p> <p>Hope for future.</p> <p>Show some improvement in math and reading.</p> <p>Not sure.</p> <p>Cannot hide behind the disability for the inappropriate behaviors.</p> <p>Helping plan for the future.</p> <p>Needs to be with the other children.</p> <p>A little bit with communicating with peers, teacher help, one on one.</p> <p>Every way, doing great.</p> <p>More confident with speech.</p> <p>It's more natural to be in regular education.</p> <p>It's more natural to be in regular education, rather than being separated.</p> <p>Peer interaction and improved academics.</p> <p>Exposed to the work at age level.</p> <p>Has made advanced gains in math.</p> <p>Interaction with students without disabilities.</p>			
0	0	18	0			<p>P 50h. If no, what does your child need that he/she is not receiving in the class?</p> <p>Not receiving enough homework.</p> <p>On occasion the background noise in class is loud and I wonder how there is any benefit in such an environment.</p> <p>More challenging work.</p> <p>Falling asleep in class.</p> <p>More one to one support and maybe a School Therapeutic Support person.</p> <p>Not ready.</p> <p>Autism support.</p>			
					<p>4</p> <p>2</p> <p>0</p> <p>2</p> <p>2</p> <p>15</p>	<p>P 59. I am satisfied with the transition services developed for my child.</p> <p>Always</p> <p>Sometimes</p> <p>Rarely</p> <p>Never</p> <p>Don't Know</p> <p>Does not Apply</p>			
						<p>P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment.</p>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					15 5 1 1 1 2	Always Sometimes Rarely Never Don't Know Does not Apply			
11	0	41				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
19	2	31				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?			
						<b>Topical Area 6: NOREP/PWN</b>			
						<b>(File Reviews)</b>			
54	1	0			2%	FR 328. NOREP/PWN is present in the student file	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 PATTAN SD BSE	05/24/2019
54	0	1				FR 329. Demographic data			
54	0	1				FR 330. Type of action taken			
54	0	1				FR 331. A description of the action proposed or refused by the LEA			
54	0	1				FR 332. An explanation of why the LEA proposed or refused to take the action			
52	0	3				FR 333. A description of the other options the IEP team considered and the reason why those options were rejected			
53	1	1			2%	FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 SD BSE PATTAN	05/24/2019

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
46	1	8			2%	FR 335. Description of other factor(s) relevant to LEA's proposal or refusal	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 SD BSE PATTAN	05/24/2019
53	1	1			2%	FR 336. Educational placement recommended (including amount and type)	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 SD BSE PATTAN	05/24/2019
50	4	1			7%	FR 337. Signature of school district superintendent or charter school CEO or designee	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 SD BSE PATTAN	05/24/2019
47	6	2			11%	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.)	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 SD BSE PATTAN	05/24/2019
43	9	3			17%	FR 339. Parent has selected a consent option	SD will issue the e-mail to pertinent personnel to insure the compliance with this requirement. Evidence of Change: SD will provide a copy of the e-mail with recipients. BSE Adviser will conduct file review.	07/16/2019 SD PATTAN BSE	05/24/2019
54	0	1				FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			
<b>INTERVIEW RESULTS (Parent)</b>									
5	3	17	0			P 34. If services that you requested for your child were rejected by the school, did you receive a written notice (NOREP/PWN) explaining why the request was rejected?			
						P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me.			



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					17 5 0 1 2 0	Always Sometimes Rarely Never Don't Know Does not Apply			
						<b>Topical Area 7: Additional Interview Responses</b>			
						<b>INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			
					15 9 0 1 0 0	P 54. I am a partner with school personnel when we plan my child's education program. Always Sometimes Rarely Never Don't Know Does not Apply			
		4	0		5 6 4 8 5 1 9 5 6 5 11 2 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 Focus on goals, pull out when needed. How taken out for special education; teachers give one to one instruction. Making progress. Has learned important things like address and phone number.			
		9	0			P 67. Tell me anything you would like to change about the program.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					1 1 1 1 4 2 1 4 3 6	b. progress reports c. staff-aide ratios d. staff's knowledge, training e. instructional materials g. staff open to suggestions, good communication i. support services j. student ratios l. more inclusion m. services provided outside neighborhood school n. other Let me know when IEP meetings occur and invite me. Not enough one to one help. In the same curriculum after skills are mastered. Work should be more progressive. More help with comprehension. Increase speech therapy (currently gets 30 minutes per week) and more one to one services (such as the School Therapeutic Support services staff) and ASL certified person. Allowing for a work program to practice skills. More training on how to respond to child's behavior.			
		3	0		3 8 2 5 4	P 68. The school explains what options parents have if the parent disagrees with a decision of the school. b. Strongly agree c. Agree d. Disagree e. Strongly disagree a. Very strongly agree			
						P 69. Additional comments about your child's program.  Like staff and teacher, really nice and explains everything, talks very nice to the child. Struggling with comprehension and it is causing disinterest. Would like more help. I would be more involved if I was invited to the meeting. If I do not understand what is being said I ask for details and they will explain to me. They provide the best support. The district needs to provide more supports to the more needy children with disabilities..			
51	1	0				SE 101. Do you hold the required certification to implement this student's program?			
52	0	0				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	52				SE 101b. If no, what training or support would assist you?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 8: Other Non-compliance Issues			
						Topical Area 9: Other Improvement Plan Issues			