

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: Opportunity Network

Superintendent: Dr. William R. Hite

Special Education Director/Coordinator: Susan Farley-Ellison

BSE Special Education Adviser: Katrina Sexton

Date of Report: August 09, 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 07, 2018

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 1: Policies, Practices, and Procedures			
Y						1. FSA-ASSISTIVE TECHNOLOGY AND SERVICES Standard: The Local Education Agency (LEA) observed the requirement that the provision of assistive technology is reflected in the student's IEP			
Y						1A. FSA-HEARING AIDS Standard: Each public agency shall ensure that the hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. Each public agency must ensure that the external components of surgically implanted medical devices are functioning properly			
Y						2. FSA-POSITIVE BEHAVIOR SUPPORT Standard: LEA complies with the positive behavior support policy requirements.			
Y						3. FSA-CHILD FIND Standard: LEA demonstrates compliance with annual public notice requirements.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						4. FSA-CONFIDENTIALITY Standard The LEA is in compliance with confidentiality requirements.			
		X				5. FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION) Standard: The LEA uses dispute resolution processes for program improvement.			
		X				8. FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION Standard: The LEA adheres to procedural requirements in suspending students with disabilities.			
Y						10. FSA-INDEPENDENT EDUCATIONAL EVALUATION Standard: The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.			
Y						11A. FSA-LEAST RESTRICTIVE ENVIRONMENT Standard: The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.			
	N					12. FSA-EXTENDED SCHOOL YEAR SERVICES	ON will conduct training session to pertinent personnel on completing the ESY section of IEP using the Annotated IEP posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
Y						13. FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING			
Y						15. FSA-PARENT TRAINING Standard: Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						INTERVIEW RESULTS (Parent)			
					4 0 0 1 5 0	P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend. Always Sometimes Rarely Never Don't Know Does not Apply			
					3 0 0 2 5 0	P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum. Always Sometimes Rarely Never Don't Know Does not Apply			
Y						18. FSA-SURROGATE PARENTS (STUDENTS REQUIRING) Standard: The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
Y						19. FSA-PERSONNEL TRAINING Standard: In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.			
						INTERVIEW RESULTS (General & Special Education Teacher)			
26	1	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
22	4	1				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
24	3	0				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
22	5	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?			
5	4	18				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
28	0	0				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
		X				20. FSA-INTENSIVE INTERAGENCY APPROACH Standard: The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			
	N					21. FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION Standard: The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation	ON will conduct training session to pertinent personnel on completing the this item in IEP using the Annotated IEP posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
	N					21A. TRANSITION REQUIREMENTS Standard: 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.	07/16/2019 SD PaTTAN BSE	05/24/2019
						Topical Area 2: Delivery of Service			
Y						9. FSA-FACILITIES USED FOR SPECIAL EDUCATION Standard: The LEA will be in compliance with the facilities requirements			
						CLASSROOM OBSERVATIONS			
0	0	28		0		CO 8. Is the classroom located within the ebb and flow of school activity?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
28	0	0		0		CO 9. Is the classroom designed for instructional purposes?			
Y						14. FSA-CASELOAD AND AGE RANGE REQUIREMENTS Standard: The LEA complies with the caseload and age range requirements			
Y						17. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.			
		X				17B. FSA-PUBLIC SCHOOL ENROLLMENT Standard: Timely provision of FAPE for students who transfer from public agencies within state, and from another state.			
Y						22. FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION Standard: LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			
	N					23. FSA-EDUCATIONAL BENEFIT REVIEW Standard: The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.	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	08/15/2018
						CLASSROOM OBSERVATIONS			
18	1	0		1		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?	This was resolved prior to the first visit therefore corrective action is not needed.	07/16/2019	09/07/2018
18	1	0		1		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?	This was resolved prior to the first visit therefore corrective action is not needed.	07/16/2019	09/07/2018
1	0	18		1		CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
17	1	2		0		CO 4. If the student is in a regular education setting, is he/she participating in the lesson taught by the general education teacher or a co-teacher?	This was resolved prior to the first visit therefore corrective action is not needed.	07/16/2019	09/07/2018
18	0	2		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	1	2		7		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?	This was resolved prior to the first visit therefore corrective action is not needed.	07/16/2019	09/07/2018
19	0	1		0		CO 7. Does this setting coincide with the student's IEP with regard to the extent to which the student is educated with non-disabled peers?			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
						P 55. My child does classroom work in a regular classroom with students without disabilities.			
					8	Always			
					1	Sometimes			
					0	Rarely			
					0	Never			
					1	Don't Know			
					0	Does not Apply			
						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.			
					6	Always			
					2	Sometimes			
					1	Rarely			
					0	Never			
					1	Don't Know			
					0	Does not Apply			
						P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled.			
					5	Always			
					1	Sometimes			
					1	Rarely			
					0	Never			
					3	Don't Know			
					0	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.			
					7	Always			
					0	Sometimes			
					0	Rarely			
					0	Never			
					3	Don't Know			
					0	Does not Apply			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
26	1	0				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
26	0	1				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
27	0	0				GE 72. Do you have support from special education personnel to help you modify curriculum, instruction and assessment as required in the student's current IEP?			
26	1	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
26	0	1				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?			
25	2	0				GE 80. Is the student making progress within the general education curriculum?			
26	1	0				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	1				GE 80b. If yes, in what ways?			

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						<p>With peers. Improved academic skills. Making significant progress in academics and behavior. Will follow the behavior of peers. When present, is capable of completing work. Encouraged to be more successful. Working collaboratively with peers; class participation. Peer support; collaborative group work. By using peer support and classroom skills. Not as withdrawn, engaging in classroom activities. Grasps the material, able to move forward. One on one instruction and small groups happen due to small class sizes, has been able to make good progress and show pride when in classroom. Collaborating, being able to use artistic skills and other unique qualities with work. Improved behavior; gains interest in subject matter; academic progress; social skill improvement. has a 75% average without support also has independently continued studies in the absence of a teacher. Increased attendance and participation; challenging content. Improved academics, computer skills, organization. Small group instruction helps to build peer relationships and benefits from differentiated instruction. Leadership, high retention of academic information, improved organizational skills. Improving educational skills, behavior is much improved. Making significant academic and behavioral progress in the class. Expressing ideas and feelings in writing, using art to express feelings. Class participation; focus and effort. Fully participates in all classroom activities. Modeling by regular education peers encourages progress in both behavior and academics. Appropriate classroom behavior.</p>			
0	0	26				<p>GE 80c. If no, what does this student need that he/she is not receiving in your class? 1:1</p>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
27	0	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
25	2	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	25				GE 85b. If no, what training or support would assist you? Understanding what the students' needs are and what kind of learner the student is. Not sure.			
27	0	0				GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			
28	0	0				SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			
17	1	10				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?			
9	8	11				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? Provide specific special education services. To support special education service delivery system. To provide needed counseling and when in class learning support is not enough, would like to provide a quiet writing or test-taking environment. For small group interventions. Social-emotional. Removed when resists special education teacher supports in general ed classroom. Easily distracted; lack of confidence. Emotional support counseling and pull out support with special education teacher. Counseling and additional academic support.			
0	0	19				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>Team decision.</p> <p>Team decision.</p> <p>Discussion of the IEP team, including Parent and Guardian.</p> <p>Based on need.</p> <p>30 minutes weekly.</p> <p>Team decision based on need.</p> <p>Needs; IEP team decision.</p> <p>Based on data and need.</p> <p>Data and need.</p>			
18	0	10				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?			
24	2	2				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
20	0	8				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
18	1	9				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
28	0	0				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
20	6	2				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
28	0	0				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			
						Topical Area 3: Performance Indicators			
Y						<p>5A. FSA-EFFECTIVE USE OF DISPUTE RESOLUTION</p> <p>Standard: The LEA uses dispute resolution processes for program improvement.</p>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						6. FSA-GRADUATION RATES (SPP) Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.			
	N					7. FSA-DROPOUT RATES (SPP) Standard: The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.	All Philadelphia School District Neighborhood Networks are currently implementing an improvement plan to meet the SPP target for drop-out rates.	07/16/2019 SD PaTTAN BSE	09/07/2018
		X				8A. FSA-SUSPENSION RATES Standard: The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			
	N					11. FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP) Standard: Students with disabilities are provided for in the least restrictive environment	All Philadelphia School District Neighborhood Networks are currently implementing an improvement plan to meet the SPP target for LRE.	07/16/2019 SD PaTTAN BSE	09/07/2018
Y						16. FSA-PARTICIPATION IN PSSA AND PASA (SPP) Standard: The LEA's population of students who participate in state assessment is comparable with the state data.			
Y						16A. FSA-LOCAL ASSESSMENT			
						Topical Area 4: Evaluation and Reevaluation Process and Content			
						CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION			
						PERMISSION TO EVALUATE (File Reviews)			
4	1	23			20%	FR 153. PTE-Consent Form is present in the student file	ON will conduct training session to pertinent personnel on this item using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE bse	05/24/2019

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4	0	24				FR 154. Demographic data			
4	0	24				FR 155. Reason(s) for referral for evaluation			
4	0	24				FR 156. Proposed types of tests and assessments			
3	1	24			25%	FR 157. Contact person's name and contact information	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
3	1	24			25%	FR 158. Parent signature or documentation of reasonable efforts to obtain consent	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
3	1	24			25%	FR 159. Parent has selected a consent option	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
						PERMISSION TO REEVALUATE (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
16	2	10			11%	FR 194. PTRE-Consent Form is present in the student file	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
16	0	12				FR 195. Demographic data			
16	0	12				FR 196. Reason for reevaluation			
16	0	12				FR 197. Types of assessment tools, tests and procedures to be used			
16	0	12				FR 198. Contact person's name and contact information			
6	10	12			63%	FR 199. Parent has selected a consent option	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
7	9	12			56%	FR 200. Parent signature or documentation of reasonable efforts to obtain consent	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
						AGREEMENT TO WAIVE REEVALUATION (File Reviews)			
0	0	27				FR 201. Agreement to Waive Reevaluation is present in the student file			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	27				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	27				FR 203. Reason reevaluation is not necessary at this time is included			
0	0	27				FR 204. Contact person's name and contact information			
0	0	27				FR 205. Parent has selected a consent option			
0	0	27				FR 206. Parent signature			
						EVALUATION REPORT (INITIAL) (File Reviews)			
5	0	23				FR 160. ER is present in the student file			
3	2	23			40%	FR 161. Evaluation was completed within timelines	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
3	2	23			40%	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)	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
5	0	23				FR 163. Demographic data			

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4	1	23			20%	FR 164. Date report was provided to parent	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
4	1	23			20%	FR 165. Reason(s) for referral	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
3	2	23			40%	FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
4	1	23			20%	FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019

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3	2	23			40%	FR 168. Teacher observations and observations by related service providers, when appropriate	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
4	1	23			20%	FR 169. Recommendations by teachers	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
4	1	23			20%	FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
4	1	23			20%	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.	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019

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0	1	27			100%	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)	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
4	1	23			20%	FR 173. Lack of appropriate instruction in reading	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
4	1	23			20%	FR 174. Lack of appropriate instruction in math	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
4	1	23			20%	FR 175. Limited English proficiency	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019

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4	1	23			20%	FR 176. Present levels of academic achievement	<p>ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website.</p> <p>Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.</p>	07/16/2019 SD PaTTAN BSE	05/24/2019
4	1	23			20%	FR 177. Present levels of functional performance	<p>ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website.</p> <p>Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.</p>	07/16/2019 SD PaTTAN BSE	05/24/2019
4	1	23			20%	FR 178. Behavioral information	<p>ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website.</p> <p>Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.</p>	07/16/2019 SD PaTTAN BSE	05/24/2019
4	1	23			20%	FR 179. Conclusions	<p>ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website.</p> <p>Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.</p>	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
4	1	23			20%	FR 180. Disability Category	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
4	1	23			20%	FR 181. Recommendations for consideration by the IEP team	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
4	1	23			20%	FR 182. Evaluation Team Participants documented	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
0	0	28				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
0	0	28				FR 184. Documentation that the student does not achieve adequately for age, etc.			
0	0	28				FR 185. Indication of process(es) used to determine eligibility			
0	0	28				FR 186. Instructional strategies used and student-centered data collected			
0	0	28				FR 187. Educationally relevant medical findings, if any			
0	0	28				FR 188. Effects of the student's environment, culture, or economic background			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	28				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	28				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	28				FR 191. Observation in the student's learning environment			
0	0	28				FR 192. Other data if needed			
0	0	28				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						REEVALUATION REPORT (File Reviews)			
21	2	5			9%	FR 207. RR is present in the student file	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
14	7	7			33%	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)	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
17	4	7			19%	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)	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	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
20	1	7			5%	FR 210. Demographic data	<p>ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website.</p> <p>Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.</p>	07/16/2019 SD PaTTAN BSE	05/24/2019
21	0	7				FR 211. Date IEP team reviewed existing evaluation data			
21	0	7				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
20	1	7			5%	FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)	<p>ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website.</p> <p>Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.</p>	07/16/2019 SD PaTTAN BSE	05/24/2019
21	0	7				FR 214. Aptitude and achievement tests			
19	2	7			10%	FR 215. Current classroom based assessments and local and/or state assessments	<p>ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website.</p> <p>Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.</p>	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
20	1	7			5%	FR 216. Observations by teacher(s) and related service provider(s) when appropriate	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
21	0	7				FR 217. Teacher recommendations			
21	0	7				FR 218. Lack of appropriate instruction in reading			
21	0	7				FR 219. Lack of appropriate instruction in math			
21	0	7				FR 220. Limited English proficiency			
21	0	7				FR 221. Conclusion regarding need for additional data is indicated			
5	0	23				FR 222. Reasons additional data are not needed are included			
21	0	7				FR 223. Determination whether the child has a disability and requires special education			
20	1	7			5%	FR 224. Disability category(ies)	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
21	0	7				FR 225. Summary of findings includes student's educational strengths and needs			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
20	1	7			5%	FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN bse	05/24/2019
21	0	7				FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
16	0	12				FR 228. Interpretation of additional data			
6	0	22				FR 229. Documentation that the student does not achieve adequately for age, etc.			
6	0	22				FR 230. Indication of process(es) used to determine eligibility			
6	0	22				FR 231. Instructional strategies used and student-centered data collected			
5	0	23				FR 232. Educationally relevant medical findings, if any			
6	0	22				FR 233. Effects of the student's environment, culture, or economic background			
6	0	22				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
6	0	22				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
6	0	22				FR 236. Observation in the student's learning environment			
4	0	24				FR 237. Other data if needed			
6	0	22				FR 238. Statement for all 6 items			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	11	7			52%	FR 239. Documentation of Evaluation Team Participants	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
3	4	21			57%	FR 240. Documentation that team members Agree/Disagree	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
9	0	0	1			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
9	0	1	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
9	0	1	0			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
0	0	9	1			P 27. If your child was not reevaluated when required (every 2 years for children with intellectual disability (consent retardation), or any child placed in an Approved Private School, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			
0	5	3	2			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	0	8	2			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	0	8	2			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
11	3	14				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						Topical Area 5: IEP Process and Content			
						INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)			
25	3	0			11%	FR 241. Invitation is present in the student file	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
21	3	4			13%	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)	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
24	1	3			4%	FR 243. Demographic data	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
25	0	3				FR 244. Purpose(s) of the meeting			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
19	3	6			14%	FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
10	2	16			17%	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	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
19	5	4			21%	FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
25	0	3				FR 248. Invited IEP team members			
25	0	3				FR 249. Date/time/location of meeting			
20	5	3			20%	FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	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
						PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)			
0	5	23			100%	FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
0	0	28				FR 252. Demographic data			
0	0	28				FR 253. Form designates required IEP team member(s) for whom attendance is not necessary			
0	0	28				FR 254. Form designates which members will submit written input prior to the meeting			
0	0	28				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			
					0 0 0				
						IEP CONTENT (File Reviews)			
28	0	0				FR 257. IEP is present in the student file			
20	8	0			29%	FR 258. IEP was completed within timelines	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	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
27	1	0			4%	FR 259. Demographic data	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
27	1	0			4%	FR 260. IEP implementation date	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
27	1	0			4%	FR 261. Anticipated duration of services and programs	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
6	0	22				FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting			
						DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)			
19	9	0			32%	FR 263. Parents	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	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
13	12	3			48%	FR 264. Student	<p>ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website.</p> <p>Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.</p>	07/16/2019 SD PaTTAN BSE	05/24/2019
20	8	0			29%	FR 265. General Education Teacher	<p>ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website.</p> <p>Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.</p>	07/16/2019 SD PaTTAN BSE	05/24/2019
20	8	0			29%	FR 266. Special Education Teacher	<p>ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website.</p> <p>Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.</p>	07/16/2019 SD PaTTAN BSE	05/24/2019
19	9	0			32%	FR 267. Local Education Agency Representative	<p>ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website.</p> <p>Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.</p>	07/16/2019 SD PaTTAN BSE	05/24/2019
1	0	27				FR 270. Community Agency Representative			
0	0	28				FR 271. Teacher of the Gifted			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	28				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			
19	9	0			32%	FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
						SPECIAL CONSIDERATIONS (File Reviews)			
0	0	28				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	27				FR 275. If the student is deaf or hard of hearing, a communication plan			
2	0	26				FR 276. If the student has communication needs, needs must be addressed in the IEP			
0	0	28				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
0	0	28				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
8	3	17			27%	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	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	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
1	3	24			75%	FR 280. If the student has other special considerations, these are addressed in the IEP	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
						PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)			
24	4	0			14%	FR 281. Student's present levels of academic achievement	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
23	3	2			12%	FR 282. Student's present levels of functional performance	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
14	11	3			44%	FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	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
24	2	2			8%	FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
27	1	0			4%	FR 285. How the student's disability affects involvement and progress in the general education curriculum	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
26	2	0			7%	FR 286. Strengths	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
25	3	0			11%	FR 287. Academic, developmental, and functional needs related to student's disability	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
						TRANSITION SERVICES (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
15	10	3			40%	FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
15	10	3			40%	FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
14	9	5			39%	FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
19	6	3			24%	FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	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
17	8	3			32%	FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
17	8	3			32%	FR 292b. Transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
19	6	3			24%	FR 292c. Annual goals are related to the student's transition services	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			
23	0	5				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams, ACCESS for ELLS, Alternate ACCESS for ELLS or PASA)			
20	0	8				FR 294. If the student will participate in the PSSA/Keystone Exams, documentation of IEP team decision regarding participation with or without accommodations			
1	0	27				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	27				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
1	0	27				FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
24	0	4				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
22	0	6				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
2	0	26				FR 300. If the IEP indicates the student will participate in an alternate local assessment, explanation of why the student cannot participate in the regular assessment			
1	0	27				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			
						ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)			
22	6	0			21%	FR 302. Measurable Annual Goals	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
27	1	0			4%	FR 303. Description of how student progress toward meeting goals will be measured	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	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
27	1	0			4%	FR 304. Description of when periodic reports on progress will be provided to parents	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
21	7	0			25%	FR 305. Documentation of progress reporting on Annual Goals	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
14	0	14				FR 306. Short Term Objectives			
						SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)			
28	0	0				FR 307. Program Modifications and Specially-Designed Instruction			
26	2	0			7%	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	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	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
27	1	0			4%	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	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
0	0	28				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			
16	0	12				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
16	2	10			11%	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	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
27	0	1				FR 313. If Supports for school personnel are included on the IEP, the personnel to receive support, support, location, frequency, projected beginning date and anticipated duration of services			
22	2	4			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	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
0	0	28				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
25	3	0			11%	FR 316. A conclusion regarding student eligibility for ESY	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
23	5	0			18%	FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
1	0	27				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			
1	0	27				FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services			
						EDUCATIONAL PLACEMENT (File Reviews)			
26	1	1			4%	FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	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
26	1	1			4%	FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
28	0	0				FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
26	2	0			7%	FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
28	0	0				FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
25	3	0			11%	FR 325. Location of student's program (name of School Building where the IEP will be implemented)	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
21	1	6			5%	FR 326. If child will not be attending his/her neighborhood school, reason why not	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	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
						PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)			
28	0	0				FR 327. Completed Section A or Section B			
						IEP DEVELOPMENT			
						INTERVIEW RESULTS (Parent & General Education Teacher)			
9	0	0	1			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
8	1	0	1			P 29. Did you participate in developing the current IEP for your child?			
8	1	1	0			P 30. Was the meeting held at a time and location that was convenient for you?			
2	0	8	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?			
8	1	0	1			P 32. Was the input you provided considered in the development of your child's current IEP?			
4	2	0	4			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	8	0			P 32b. If no, what training or support would assist you? IEP training. Spanish Interpreter			
8	1	0	1			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
9	0	0	1			P 35. Was the current IEP developed at the IEP meeting?			
8	1	0	1			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?			
8	1	0	1			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
0	1	9	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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	1	9	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		9	1			P 65. If you did not participate in your child's IEP meeting, what kept you from participating?			
16	6	5				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
14	2	11				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
14	0	13				GE 76. Were those recommendations considered by the IEP team?			
27	0	0				GE 86. When a student with a disability is included in your class do you have the opportunity to provide information to the IEP team?			
26	1	0				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						IEP CONTENT			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
8	1	0	1			P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			
7	1	1	1			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?			
27	0	0				GE 81. Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
27	0	0				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
27	0	0				GE 83. Is the current IEP appropriate to meet this student's educational needs?			
28	0	0				SE 98. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?			
28	0	0				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
26	2	0				SE 103. Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
24	0	4				SE 104. If appropriate, are the student's annual goals based on functional performance?			
24	0	4				SE 106. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
18	1	9				SE 107. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
19	0	9				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?			
23	0	5				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?			
22	5	1				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
27	0	1				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	1				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>When present does show growth; since here has more confidence and self-empowerment and advocacy skills.</p> <p>Improved academic skills.</p> <p>Improved academic skills.</p> <p>Making progress towards goals, earning passing grades, and improving behaviorally.</p> <p>Likes being with peers.</p> <p>Academically and learning to work with others and self-regulate behaviors.</p> <p>Decreased emotional outbursts.</p> <p>One on one support, peer interaction.</p> <p>Peer support; differentiating instruction.</p> <p>Peer to peer guidance and communication skills.</p> <p>Behaviorally</p> <p>Socially has less anxiety.</p> <p>Improving reading social cues and self modifying behaviors.</p> <p>Exposure to general education with supports, can get modified when appropriate.</p> <p>Takes to project based learning, hands on, does well in groups to be a natural leader, engaging in curriculum.</p> <p>The program includes building relationships and this has been helpful.</p> <p>Academic progress; behavior improvement.</p> <p>When present seems to have improved self-confidence & better social skills over time.</p> <p>Small group activity and building classroom relationships.</p> <p>Academic improvement, social skills.</p> <p>Improved writing skills, engaged in the career and technical classes.</p> <p>Engaged, improving social skills and behavior, more interested in academics.</p> <p>Making academic progress, earning passing grades, and improving behaviorally.</p> <p>Improving academic skills, completing work on time, listening and participating in class.</p> <p>Academically and socially.</p> <p>Academically and socially.</p> <p>Improved behavior and social skills.</p>			
0	0	28				SE 117c. If no, what does this student need that he/she is not receiving?			
24	2	2				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						IEP IMPLEMENTATION			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
8	1	0	1			P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?			
9	0	0	1			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
					8 0 0 1 1 0	P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals. Always Sometimes Rarely Never Don't Know Does not Apply			
					7 1 0 1 1 0	P 58. My child's progress is reported to me by the school in a manner that I understand. Always Sometimes Rarely Never Don't Know Does not Apply			
8	1	0	1		11%	P 64. My child is receiving the supports and services agreed upon at the IEP meeting.	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	08/15/2018
27	0	0				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
26	0	1				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
10	0	17				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?			
6	4	17				GE 79b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	21				GE 79c. If yes, what reasons were discussed for recommending removal? To receive special education services. To provide the opportunity to gain control when presented with a frustrating situation. Social emotional development to improve attendance. Additional supports, limited focus, incomplete assignments. Emotional support counseling and pull out for additional support with special education teacher. Pull out for counseling support and academic support with special education teacher.			
0	0	21				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Team decision. Based on need. 30 minutes per week. Based on IEP. Based on data and need. Based on the data and need.			
10	0	17				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?			
14	1	12				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
25	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?			
28	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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
27	1	0			4%	SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?	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	08/15/2018
26	1	1				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?			
28	0	0				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
24	0	4				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
24	0	4				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
28	0	0				SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent & Special Education Teacher)			
1	1	7	1			P 42. If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including transportation, are they provided at no cost to you?			
5	2	1	2			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?			
7	1	0	2			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
6	2	0	2			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
1	1	8	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?			
1	0	8	1			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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
23	1	4				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
6	0	22				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	28				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	28				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	28				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	28				SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
0	0	28				SE 122e. If yes, are needed supplementary aids and services being provided to this student?			
0	0	28				SE 122f. Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			
						SECONDARY TRANSITION (Parent & Special Education Teacher)			
6	1	1	2			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
8	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?			
4	5	0	1			P 50b. In the most recent IEP meeting, did the IEP team recommend removal of your child from the general education classroom for any part of the school day?			
0	0	6	0			P 50c. If yes, what reasons were discussed for recommending removal? To provide special education services only. When frustrating situations occur. To help the education process. Needs for less distraction.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	6	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? Need As needed. Based on needs. IEP team decision.			
8	1	0	1			P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
9	0	0	1			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	1	0			P 50g. If yes, in what ways? Peer involvement. Improving academics. Opportunities for learning with peers. A little catching up on math and reading. new program is working well Learning how to handle self in society. The examples set by the regular education peers push others to try to do better in school work. Better participation; more effort. Is learning well and I'm pleased with the progress made.			
0	0	10	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			
					5 1 0 1 1 2	P 59. I am satisfied with the transition services developed for my child. Always Sometimes Rarely Never Don't Know Does not Apply			
						P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					8 1 0 0 1 0	Always Sometimes Rarely Never Don't Know Does not Apply			
23	0	5				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
18	4	6				SE 123. Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?			
						Topical Area 6: NOREP/PWN			
						(File Reviews)			
27	1	0			4%	FR 328. NOREP/PWN is present in the student file	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
27	0	1				FR 329. Demographic data			
27	0	1				FR 330. Type of action taken			
27	0	1				FR 331. A description of the action proposed or refused by the LEA			
25	2	1			7%	FR 332. An explanation of why the LEA proposed or refused to take the action	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	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
25	2	1			7%	FR 333. A description of the other options the IEP team considered and the reason why those options were rejected	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
27	0	1				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
24	0	4				FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
25	2	1			7%	FR 336. Educational placement recommended (including amount and type)	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
21	6	1			22%	FR 337. Signature of school district superintendent or charter school CEO or designee	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	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
20	7	1			26%	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.)	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
17	10	1			37%	FR 339. Parent has selected a consent option	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
25	2	1			7%	FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP	ON will conduct training session to pertinent personnel on this using the Annotated forms posted on the PaTTAN website. Evidence of Change: ON will provide the BSE Adviser with an agenda and log-in sheets of participants. The BSE Adviser will conduct the file review of randomly selected students.	07/16/2019 SD PaTTAN BSE	05/24/2019
						INTERVIEW RESULTS (Parent)			
1	1	8	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.			
					9	Always			
					0	Sometimes			
					0	Rarely			
					0	Never			
					1	Don't Know			
					0	Does not Apply			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 7: Additional Interview Responses			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
					9 0 0 0 1 0	P 54. I am a partner with school personnel when we plan my child's education program. Always Sometimes Rarely Never Don't Know Does not Apply			
		1	1		1 2 4 2 1 5 3 5 2 4 1 1	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 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			
		3	4		1 1 1 1 1 3 1	P 67. Tell me anything you would like to change about the program. b. progress reports g. staff open to suggestions, good communication h. follow the IEP i. support services m. services provided outside neighborhood school n. other Needs a longer school day. is communicating with the new school special education teacher. Took a year to get into school; would like shorter waiting period. a. modifications			
		2	0		2 1 5	P 68. The school explains what options parents have if the parent disagrees with a decision of the school. b. Strongly agree c. Agree a. Very strongly agree			
						P 69. Additional comments about your child's program.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>The teachers are understanding, supportive, helpful, kind, and understanding.</p> <p>Wish for knowledge of the school one year ago. The school is doing a wonderful job. The school is teaching how to handle self in society. The school provides up to date information grade average, or having challenges.</p> <p>The school always accepts phone calls . The individuals at the school truly care about the education. The school is open to all questions, including the life outside of school. Beyond satisfied and truly grateful for all the school is doing.</p>			
28	0	0				SE 101. Do you hold the required certification to implement this student’s program?			
28	0	0				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	28				SE 101b. If no, what training or support would assist you?			
						Topical Area 8: Other Non-compliance Issues			
						Topical Area 9: Other Improvement Plan Issues			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>FSA 12 ESY FSA 12 PROVISION OF EXTENDED SCHOOL YEAR (ESY) SERVICES REGULATORY BASE ESY - 34 CFR 300.106 (a) General. (1) Each public agency must ensure that extended school year services are available as necessary to provide FAPE, consistent with paragraph (a)(2) of this section. (2) Extended school year services must be provided only if a child's IEP Team determines, on an individual basis, in accordance with §§ 300.320 through 300.324, that the services are necessary for the provision of FAPE to the child. (3) In implementing the requirements of this section, a public agency may not—(i) Limit extended school year services to particular categories of disability; or (ii) Unilaterally limit the type, amount, or duration of those services. (b) Definition. As used in this section, the term extended school year services means special education and related services that—(1) Are provided to a child with a disability—(i) Beyond the BSE Advisers will target the Opportunity Network and conduct periodic school visits to review the Special Education Student History Report (Infinite Campus) and review randomly selected student files. LEA will conduct a full CMCI file review involving initial evaluation (FR 153-340) and re-evaluation (FR 198-340) for all students who are enrolled in a school in the Opportunity Network and maintain the completed form in the student folders. Evidence of Change: LEA will provide BSE Advisers with current files for students who have been enrolled in the Opportunity Network for 60 school days or more. BSE Adviser will conduct file reviews for students enrolled in the Opportunity Network for 60 days or File review dates. November 13, 2019 January 13, 2020 May 13, 2020 normal school year of the public agency; (ii) In accordance with the child's IEP; and (iii) At no cost to the parents of the child; and (2) Meet the standards of the SEA. Chapter 14.132 (a) In addition to the requirements incorporated by reference in 34 CFR 300.106 (relating to extended school year services), school entities shall use the following standards for determining whether a student with disabilities requires ESY as part of the student's program: (1) At each IEP meeting for a student with disabilities, the school entity shall determine whether the student is eligible for ESY services and, if so, make subsequent determinations about the services to be provide</p>	<p>LEA will provide ESY student files to BSE Adviser for (3) periodic file reviews.</p>	<p>06/25/2020</p> <p>LEA BSE PaTTAN</p>	
						<p>LEA will continue to demonstrate consistency with respect to file review items related to the IEP development, implementation and review for students enrolled and receiving services in the Opportunity Network.</p>	<p>LEA will provide BSE Adviser with current files for all students who are enrolled in the Opportunity Network and of those who have dis-enrolled within 45 days of the date of the records request.</p>	<p>06/25/2020</p> <p>LEA BSE PaTTAN</p>	