

## Charter School 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.

Charter School: Pocono Mountain CS

Chief Executive Officer: Mr. Jeffrey McCreary

Special Education Director/Coordinator: Lori Moeck

BSE Special Education Adviser: Dr. Juanita Kirton

Date of Report: March 28, 2013

Date Final Report Sent to LEA: April 18, 2012

**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: May 08, 2012

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<b>Topical Area 1: Policies, Practices, and Procedures</b>			
Y						1. <b>FSA-ASSISTIVE TECHNOLOGY AND SERVICES</b>  <b>Standard:</b> The Local Education Agency (LEA) observed the requirement that the provision of assistive technology is reflected in the student's IEP			
Y						1A. <b>FSA-HEARING AIDS</b>  <b>Standard:</b> Each public agency shall ensure that the hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. Each public agency must ensure that the external components of surgically implanted medical devices are functioning properly			
	N					2. <b>FSA-POSITIVE BEHAVIOR SUPPORT</b>  <b>Standard:</b> LEA complies with the positive behavior support policy requirements.	CS will update current behavior policy and procedure to include personnel authorized and trained in use of restraints  Evidence of Change: CS will provide PDE Adviser with copy of policy.	04/18/2013 IU, PDE, Pattan, CS	03/26/2013

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					3. <b>FSA-CHILD FIND</b>  <b>Standard:</b> LEA demonstrates compliance with annual public notice requirements.	CS will update policy to include written information in handbook and website.  Evidence of Change: CS will provide PDE Adviser with copy of policy and handbook.	04/18/2013 IU, PDE, Pattan, CS	03/26/2013
Y						4. <b>FSA-CONFIDENTIALITY</b>  <b>Standard</b> The LEA is in compliance with confidentiality requirements.			
Y						5. <b>FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION)</b>  <b>Standard:</b> The LEA uses dispute resolution processes for program improvement.			
Y						8. <b>FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION</b>  <b>Standard:</b> The LEA adheres to procedural requirements in suspending students with disabilities.			
Y						10. <b>FSA-INDEPENDENT EDUCATIONAL EVALUATION</b>  <b>Standard:</b> The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.			
Y						11A. <b>FSA-LEAST RESTRICTIVE ENVIRONMENT</b>  <b>Standard:</b> The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.			
	N					12. <b>FSA-EXTENDED SCHOOL YEAR SERVICES</b>  <b>Standard:</b> LEA demonstrates compliance with annual public notice requirements.	CS issue a memorandum on the requirement of this issue to all pertinent staff  Evidence of Change: PDE Adviser will conduct a review of randomly selected files. CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets.	04/18/2013 IU, PDE, Pattan, CS	03/26/2013
Y						13. <b>FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					15. <b>FSA-PARENT TRAINING</b>  <b>Standard:</b> Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.	CS will develop an improvement plan to include training activities in Behavior management, inclusionary practices, and transition. Evidence of Change: Improvement Plan due November 1, 2012	04/18/2013 IU, PDE, Pattan, CS	11/01/2012
						<b>INTERVIEW RESULTS (Parent)</b>			
					3 0 0 0 2 0	P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend.  Always Sometimes Rarely Never Don't Know Does not Apply			
					1 1 0 0 3 0	P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum.  Always Sometimes Rarely Never Don't Know Does not Apply			
Y						18. <b>FSA-SURROGATE PARENTS (STUDENTS REQUIRING)</b>  <b>Standard:</b> The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
	N					19. <b>FSA-PERSONNEL TRAINING</b>  <b>Standard:</b> In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.	CS will develop an improvement plan to include training activities in Behavior support and transition Evidence of Change: Improvement Plan due November 1, 2012	04/18/2013 IU, PDE, Pattan, CS	11/01/2012
						<b>INTERVIEW RESULTS (General &amp; Special Education Teacher)</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	8	1				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
10	0	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
0	8	2				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
4	5	1				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			
0	5	5				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
7	2	1				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
Y						20. <b>FSA-INTENSIVE INTERAGENCY APPROACH</b>  <b>Standard:</b> The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			
Y						21. <b>FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION</b>  <b>Standard:</b> The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation			
						<b>Topical Area 2: Delivery of Service</b>			
Y						17. <b>FSA-PUBLIC SCHOOL ENROLLMENT</b>  <b>Standard:</b> The LEA's percentage of children with disabilities served in special education is comparable to state data.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						17B. <b>FSA-PUBLIC SCHOOL ENROLLMENT</b>  <b>Standard:</b> Timely provision of FAPE for students who transfer public agencies within state, and from another state.			
Y						22. <b>FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION</b>  <b>Standard:</b> LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			
Y						23. <b>FSA-EDUCATIONAL BENEFIT REVIEW</b>  <b>Standard:</b> The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.			
						<b>CLASSROOM OBSERVATIONS</b>			
8	0	0		2		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
8	0	0		2		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
0	0	10		0		CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
9	0	1		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?			
8	1	1		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?	CS will issue memorandum to all pertinent staff on requirements of this issue.  Evidence of Change: CS will provide PDE Adviser with copy of memorandum PDE Adviser will observe classroom of student	04/18/2013 PDE, CS, Pattan, IU	03/26/2013
4	0	6		0		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
9	0	1		0		CO 7. Does this setting coincide with the student's IEP with regard to the extent to which the student is educated with non-disabled peers?			
						<b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					3 2 0 0 0 0	P 55. My child does classroom work in a regular classroom with students without disabilities. Always Sometimes Rarely Never Don't Know Does not Apply			
					5 0 0 0 0 0	P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities. Always Sometimes Rarely Never Don't Know Does not Apply			
					4 1 0 0 0 0	P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled. Always Sometimes Rarely Never Don't Know Does not Apply			
					5 0 0 0 0 0	P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel. Always Sometimes Rarely Never Don't Know Does not Apply			
9	0	1				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
10	0	0				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
10	0	0				GE 72. Do you have support from special education personnel to help you modify curriculum, instruction and assessment as required in the student's current IEP?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
10	0	0				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?			
10	0	0				GE 80. Is the student making progress within the general education curriculum?			
10	0	0				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	0				GE 80b. If yes, in what ways?  More confidence. Self motivated. Self sufficient, inclusion, more confident. Comfortable & excited to participate in general ed. Socially, gain confidence. Behavior has improved. Improved math & reading. Works in groups grade level, comprehension skills improved. Increased phonics, word recognition. Engaged in small groups (vocab). Peers are appropriate in the student's speech.			
0	0	10				GE 80c. If no, what does this student need that he/she is not receiving in your class?			
10	0	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
7	3	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	7				GE 85b. If no, what training or support would assist you?  How to better redirect students who are off-task. Specifically dealing with autistic students. How to deal with autistic students.			
4	5	1				GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			
10	0	0				SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			
6	0	4				SE 95a. In the most recent IEP meeting for this student, did you discuss whether he/she could be educated in a general education classroom for the entire school day?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	4				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	4				SE 95c. If yes, what reasons were discussed for recommending removal? Needed different pace. Test anxiety, separated from class reduces anxiety. Need of additional supports. Math support. Issues with reading. Speech & language needs.			
0	0	4				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Collaborated on student pace & preference. Only when needed. Removed for OT and speech. Recommended FT Learning Support. Itinerant (%) needs. Based on student need. IEP team 30 minutes twice a week.			
5	1	4				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?			
10	0	0				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
10	0	0				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
9	0	1				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
10	0	0				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
7	0	3				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
7	2	1				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<b>Topical Area 3: Performance Indicators</b>			
Y						5A. <b>FSA-EFFECTIVE USE OF DISPUTE RESOLUTION</b>  <b>Standard:</b> The LEA uses dispute resolution processes for program improvement.			
Y						6. <b>FSA-GRADUATION RATES (SPP)</b>  <b>Standard:</b> The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.			
Y						7. <b>FSA-DROPOUT RATES (SPP)</b>  <b>Standard:</b> The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.			
Y						8A. <b>FSA-SUSPENSION RATES</b>  <b>Standard:</b> The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			
Y						11. <b>FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP)</b>  <b>Standard:</b> Students with disabilities are provided for in the least restrictive environment			
Y						16. <b>FSA-PARTICIPATION IN PSSA AND PASA (SPP)</b>  <b>Standard:</b> The LEA's population of students who participate in state assessment is comparable with the state data.			
Y						16A. <b>FSA-DISTRICT-WIDE ASSESSMENT</b>			
						<b>Topical Area 4: Evaluation and Reevaluation Process and Content</b>			
						<b>CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION</b>			
						<b>PERMISSION TO EVALUATE (File Reviews)</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	1	8			50%	FR 153. PTE-Consent Form is present in the student file	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, Pattan, PDE, CS	03/26/2013
1	0	9				FR 154. Demographic data			
1	0	9				FR 155. Reason(s) for referral for evaluation			
1	0	9				FR 156. Proposed types of tests and assessments			
1	0	9				FR 157. Contact person's name and contact information			
1	0	9				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
1	0	9				FR 159. Parent has selected a consent option			
						<b>PERMISSION TO REEVALUATE (File Reviews)</b>			
8	0	2				FR 194. PTRE-Consent Form is present in the student file			
8	0	2				FR 195. Demographic data			
7	1	2			13%	FR 196. Reason for reevaluation	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, PDE, Pattan, CS	03/26/2013
8	0	2				FR 197. Types of assessment tools, tests and procedures to be used			
8	0	2				FR 198. Contact person's name and contact information			
8	0	2				FR 199. Parent has selected a consent option			
8	0	2				FR 200. Parent signature or documentation of reasonable efforts to obtain consent			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<b>AGREEMENT TO WAIVE REEVALUATION (File Reviews)</b>			
0	0	10				FR 201. Agreement to Waive Reevaluation is present in the student file			
0	0	10				FR 202. Waiver was completed within required timelines (3 years (2 years for any MR student or any student placed in an Approved Private School) from date of ER, prior RR, or Agreement to Waive RR)			
0	0	10				FR 203. Reason reevaluation is not necessary at this time is included			
0	0	10				FR 204. Contact person's name and contact information			
0	0	10				FR 205. Parent has selected a consent option			
0	0	10				FR 206. Parent signature			
						<b>EVALUATION REPORT (INITIAL) (File Reviews)</b>			
2	0	8				FR 160. ER is present in the student file			
1	0	9				FR 161. Evaluation was completed within timelines			
2	0	8				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)			
2	0	8				FR 163. Demographic data			
2	0	8				FR 164. Date report was provided to parent			
2	0	8				FR 165. Reason(s) for referral			
1	1	8			50%	FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, PDE, CS, Pattan	03/26/2013
2	0	8				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	1	8			50%	FR 168. Teacher observations and observations by related service providers, when appropriate	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, PDE, Pattan, CS	03/26/2013
1	1	8			50%	FR 169. Recommendations by teachers	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, PDE, Pattan, CS	03/26/2013
2	0	8				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			
2	0	8				FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.			
0	1	9			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)	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, PDE, Pattan, CS	03/26/2013
2	0	8				FR 173. Lack of appropriate instruction in reading			
2	0	8				FR 174. Lack of appropriate instruction in math			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	1	8			50%	FR 175. Limited English proficiency	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, PDE, CS, Pattan	03/26/2013
2	0	8				FR 176. Present levels of academic achievement			
2	0	8				FR 177. Present levels of functional performance			
1	0	9				FR 178. Behavioral information			
2	0	8				FR 179. Conclusions			
2	0	8				FR 180. Disability Category			
2	0	8				FR 181. Recommendations for consideration by the IEP team			
1	1	8			50%	FR 182. Evaluation Team Participants documented	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, PDE, Pattan, CS	03/26/2013
1	0	9				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
1	0	9				FR 184. Documentation that the student does not achieve adequately for age, etc.			
1	0	9				FR 185. Indication of process(es) used to determine eligibility			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	1	9			100%	FR 186. Instructional strategies used and student-centered data collected	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, PDE, Pattan, CS	03/26/2013
1	0	9				FR 187. Educationally relevant medical findings, if any			
1	0	9				FR 188. Effects of the student's environment, culture, or economic background			
0	1	9			100%	FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, Pattan, CS, PDE	03/26/2013
1	0	9				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	1	9			100%	FR 191. Observation in the student's learning environment	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, Pattan, PDE, CS	03/26/2013
0	0	10				FR 192. Other data if needed			
1	0	9				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						<b>REEVALUATION REPORT (File Reviews)</b>			
8	0	2				FR 207. RR is present in the student file			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	2	2			25%	FR 208. Reevaluation was completed within timelines (either 60 calendar days from the date of LEA receipt of signed PTRE-Consent Form, excluding summer break, or within 3 years (2 years for any MR student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR)	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, PDE, Pattan, CS	03/26/2013
7	1	2			13%	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)	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, PDE, Pattan, CS	03/26/2013
8	0	2				FR 210. Demographic data			
7	1	2			13%	FR 211. Date IEP team reviewed existing evaluation data	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, PDE, Pattan, CS	03/26/2013
8	0	2				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
7	1	2			13%	FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, PDE, Pattan, CS	03/26/2013
8	0	2				FR 214. Aptitude and achievement tests			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	1	2			13%	FR 215. Current classroom based assessments and local and/or state assessments	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, PDE, Pattan, CS	03/26/2013
7	1	2			13%	FR 216. Observations by teacher(s) and related service provider(s) when appropriate	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, PDE, Pattan, CS	03/26/2013
7	1	2			13%	FR 217. Teacher recommendations	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, PDE, Pattan, CS	03/26/2013
6	0	4				FR 218. Lack of appropriate instruction in reading			
6	0	4				FR 219. Lack of appropriate instruction in math			
5	0	5				FR 220. Limited English proficiency			
8	0	2				FR 221. Conclusion regarding need for additional data is indicated			
2	0	8				FR 222. Reasons additional data are not needed are included			
8	0	2				FR 223. Determination whether the child has a disability and requires special education			
8	0	2				FR 224. Disability category(ies)			



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	2	2			25%	FR 225. Summary of findings includes student's educational strengths and needs	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, PDE, Pattan, CS	03/26/2013
7	1	2			13%	FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, PDE, Pattan, CS	03/26/2013
7	1	2			13%	FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, PDE, Pattan, CS	03/26/2013
7	0	3				FR 228. Interpretation of additional data			
5	2	3			29%	FR 229. Documentation that the student does not achieve adequately for age, etc.	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, PDE, Pattan, CS	03/26/2013

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	2	3			29%	FR 230. Indication of process(es) used to determine eligibility	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, PDE, Pattan, CS	03/26/2013
5	2	3			29%	FR 231. Instructional strategies used and student-centered data collected	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, PDE, Pattan, CS	03/26/2013
5	2	3			29%	FR 232. Educationally relevant medical findings, if any	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, PDE, Pattan, CS	03/26/2013
5	2	3			29%	FR 233. Effects of the student's environment, culture, or economic background	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, PDE, Pattan, CS	03/26/2013

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	2	3			29%	FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, PDE, Pattan, CS	03/26/2013
4	1	5			20%	FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, PDE, Pattan, CS	03/26/2013
5	2	3			29%	FR 236. Observation in the student's learning environment	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, PDE, Pattan, CS	03/26/2013
2	1	7			33%	FR 237. Other data if needed	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, PDE, Pattan, CS	03/26/2013

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	1	4			17%	FR 238. Statement for all 6 items	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, PDE, Pattan, CS	03/26/2013
7	0	3				FR 239. Documentation of Evaluation Team Participants			
7	0	3				FR 240. Documentation that team members Agree/Disagree			
						<b>INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			
5	0	0	0			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
5	0	0	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
5	0	0	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	5	0			P 27. If your child was not reevaluated when required (every 2 years for children with mental retardation, or any child placed in an Approved Private School, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			
0	5	0	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	0	5	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	0	5	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
1	0	9				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						<b>Topical Area 5: IEP Process and Content</b>			
						<b>INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)</b>			
10	0	0				FR 241. Invitation is present in the student file			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				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)			
10	0	0				FR 243. Demographic data			
10	0	0				FR 244. Purpose(s) of the meeting			
3	1	6			25%	FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, Pattan, CS, PDE	03/26/2013
0	0	10				FR 246. Transition planning and services - if appropriate, evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student			
2	1	7			33%	FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU,Pattan, PDE, CS	03/26/2013
10	0	0				FR 248. Invited IEP team members			
10	0	0				FR 249. Date/time/location of meeting			
10	0	0				FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation			
						<b>PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)</b>			
0	0	10				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
0	0	10				FR 252. Demographic data			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 253. Form designates IEP team member(s) for whom attendance is not necessary			
0	0	10				FR 254. Form designates which members will submit written input prior to the meeting			
0	0	10				FR 255. Parent written consent is documented			
					0 0 0	FR 256. The team members excused: a. General Education Teacher b. Special Education Teacher c. Local Education Agency Representative			
						<b>IEP CONTENT (File Reviews)</b>			
10	0	0				FR 257. IEP is present in the student file			
7	3	0			30%	FR 258. IEP was completed within timelines	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, Pattan, PDE, CS	03/26/2013
10	0	0				FR 259. Demographic data			
10	0	0				FR 260. IEP implementation date			
10	0	0				FR 261. Anticipated duration of services and programs			
2	0	8				FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting			
						<b>DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)</b>			
10	0	0				FR 263. Parents			
5	0	5				FR 264. Student			
10	0	0				FR 265. General Education Teacher			
10	0	0				FR 266. Special Education Teacher			
10	0	0				FR 267. Local Education Agency Representative			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 268. Career/Technical Education (CTE) Representative			
0	0	10				FR 269. CTE Representative was in attendance if student was attending CTE			
0	1	9			100%	FR 270. Community Agency Representative			
0	1	9			100%	FR 271. Teacher of the Gifted	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, Pattan, CS, PDE	03/26/2013
0	0	10				FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input			
10	0	0				FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year			
						<b>SPECIAL CONSIDERATIONS (File Reviews)</b>			
0	0	10				FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate			
1	0	9				FR 275. If the student is deaf or hard of hearing, a communication plan			
3	0	7				FR 276. If the student has communication needs, needs must be addressed in the IEP			
0	0	10				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
2	0	8				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
1	0	9				FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques			
0	0	10				FR 280. If the student has other special considerations, these are addressed in the IEP			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<b>PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)</b>			
9	1	0			10%	FR 281. Student's present levels of academic achievement	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, PDE, Pattan, CS	03/26/2013
9	1	0			10%	FR 282. Student's present levels of functional performance	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, PDE, Pattan, CS	03/26/2013
5	0	5				FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
5	3	2			38%	FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, PDE, Pattan, CS	03/26/2013
8	2	0			20%	FR 285. How the student's disability affects involvement and progress in the general education curriculum	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, PDE, Pattan, CS	03/26/2013



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 286. Strengths	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, PDE, Pattan, CS	03/26/2013
8	2	0			20%	FR 287. Academic, developmental, and functional needs related to student's disability	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, Pattan ,PDE, CS	03/26/2013
						<b>TRANSITION SERVICES (File Reviews)</b>			
0	0	10				FR 288. If the student's IEP required participation in CTE program, was the CIP code completed			
3	1	6			25%	FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, PDE, Pattan, CS	03/26/2013
4	0	6				FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living			
4	0	6				FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually			
4	0	6				FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service			
4	0	6				FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	0	6				FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)			
4	0	6				FR 292c. Annual goals are related to the student's transition services			
						<b>PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)</b>			
8	0	2				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA or PASA)			
6	0	4				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
1	0	9				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA			
1	0	9				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
1	0	9				FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
6	0	4				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
4	0	6				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
0	0	10				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			
0	0	10				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			
						<b>ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)</b>			
9	0	1				FR 302. Measurable Annual Goals			
10	0	0				FR 303. Description of how student progress toward meeting goals will be measured			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 304. Description of when periodic reports on progress will be provided to parents	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, PDE, Pattan, CS	03/26/2013
4	4	2			50%	FR 305. Documentation of progress reporting on Annual Goals	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, PDE, Pattan, CS	03/26/2013
1	0	9				FR 306. Short Term Objectives			
						<b>SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)</b>			
9	1	0			10%	FR 307. Program Modifications and Specially-Designed Instruction	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, Pde, Pattan, CS	03/26/2013
6	0	4				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			
8	0	2				FR 309. If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
0	0	10				FR 310. If a student attends a Career or Vocational Technical School, evidence that the specially designed instruction addresses the student's needs in Career and Vocational Technical School			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	8				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
1	0	9				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			
8	0	2				FR 313. If Supports for school personnel are included on the IEP, the personnel to receive support, support, location, frequency, projected beginning date and anticipated duration of services			
5	0	5				FR 314. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP			
0	0	10				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
8	2	0			20%	FR 316. A conclusion regarding student eligibility for ESY	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, PDE, Pattan, CS	03/26/2013
4	3	3			43%	FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, Pattan , PDE, CS	03/26/2013
2	0	8				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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	1	8			50%	FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services	CS will issue a memorandum and conduct training on this issue with pertinent personnel  Evidence of Change: PDE Adviser will conduct a review of randomly selected files CS will provide PDE Adviser with copy of memorandum, agenda and sign-in sheets	04/18/2013 IU, PDE, Pattan, CS	03/26/2013
						<b>EDUCATIONAL PLACEMENT (File Reviews)</b>			
10	0	0				FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class			
10	0	0				FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum			
10	0	0				FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
10	0	0				FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
10	0	0				FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
10	0	0				FR 325. Location of student's program (name of School Building where the IEP will be implemented)			
7	0	3				FR 326. If child will not be attending his/her neighborhood school, reason why not			
						<b>PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)</b>			
10	0	0				FR 327. Completed Section A or Section B			
						<b>IEP DEVELOPMENT</b>			
						<b>INTERVIEW RESULTS (Parent &amp; General Education Teacher)</b>			
5	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
5	0	0	0			P 29. Did you participate in developing the current IEP for your child?			
5	0	0	0			P 30. Was the meeting held at a time and location that was convenient for you?			
1	0	4	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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	0	1	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
4	0	0	1			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	5	0			P 32b. If no, what training or support would assist you?			
5	0	0	0			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
5	0	0	0			P 35. Was the current IEP developed at the IEP meeting?			
4	0	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?			
5	0	0	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
0	0	5	0			P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
0	0	5	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		5	0			P 65. If you did not participate in your child's IEP meeting, what kept you from participating?			
9	1	0				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
9	0	1				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
9	0	1				GE 76. Were those recommendations considered by the IEP team?			
10	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?			
9	0	1				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						<b>IEP CONTENT</b>			
						<b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	0	0			P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			
4	1	0	0			P 41. Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.			
10	0	0				GE 81. Are this student's goals based on the PA Academic Standards or, if appropriate, alternate standards?			
10	0	0				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
9	1	0				GE 83. Is the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 98. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?			
10	0	0				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 103. Are the student's annual goals based on the PA Academic Standards or, if appropriate, alternate standards?			
8	0	2				SE 104. If appropriate, are the student's annual goals based on functional performance?			
8	0	2				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?			
6	0	4				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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	0	2				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?			
8	0	2				SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA, PASA, and other district-wide/charter school-wide assessments?			
10	0	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
9	1	0				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?  Access to general curriculum & peers. Social adjustment. Self confidence. The student is capable of doing curriculum & is a full inclusion kid who has come a long way socially. Has become less gullible & wiser. Has developed socially in general ed. Exposure to the general curriculum. Part of reg ed. Time with peers in general education. Other students model correct speech.			
0	0	9				SE 117c. If no, what does this student need that he/she is not receiving? Needs specific environment that can focus on specific needs, behavior & academics.			
9	0	1				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						<b>IEP IMPLEMENTATION</b>			
						<b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>			
5	0	0	0			P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?			
5	0	0	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
						P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals.			



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					5 0 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					5 0 0 0 0 0	P 58. My child's progress is reported to me by the school in a manner that I understand. Always Sometimes Rarely Never Don't Know Does not Apply			
5	0	0	0			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
10	0	0				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
7	0	3				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
6	3	1				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	3	1				GE 79b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	4				GE 79c. If yes, what reasons were discussed for recommending removal? Additional support. Additional support. Smaller class for testing & help. Additional support, repetition of lessons, small learning environment & alternative learning environment. The student needs more support. Speech needs.			
0	0	4				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Special ed teacher & IEP team. Special ed teacher & IEP team. Based on the student's needs. Decided by special ed teacher. Based on needs. Based on need of student.			
9	0	1				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?			
2	0	8				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
10	0	0				GE 92. If a student with an IEP is having behavioral difficulties in your classroom, do you address the behavior in your classroom rather than sending him/her back to the special education classroom to address the behavior issue unless indicated otherwise in the student's IEP?			
10	0	0				SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
10	0	0				SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?			
8	0	2				SE 110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
10	0	0				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
8	0	2				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
8	1	1				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
9	0	1				SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<b>PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			
0	0	5	0			P 42. If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including transportation, are they provided at no cost to you?			
4	0	1	0			P 43. Was your child's need for extended school year (ESY) – which means services over the summer or during breaks from the regular school calendar - discussed at an IEP meeting?			
5	0	0	0			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
4	1	0	0			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
1	0	4	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?			
2	0	3	0			P 47. If your child was determined to be eligible for ESY services, did the IEP team decide upon the goals and services needed for the ESY program?			
7	1	2				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
2	0	8				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	10				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	10				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	10				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	10				SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				SE 122e. If yes, are needed supplementary aids and services being provided to this student?			
0	0	10				SE 122f. Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			
						<b>SECONDARY TRANSITION (Parent &amp; Special Education Teacher)</b>			
2	0	3	0			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
5	0	0	0			P 50a. In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day?			
5	0	0	0			P 50b. In the most recent IEP meeting, did the IEP team recommend removal of your child from the general education classroom for any part of the school day?			
0	0	0	0			P 50c. If yes, what reasons were discussed for recommending removal? For testing, slower pace. Does better in a separate environment for help & test taking. Needs math help, smaller group setting. To help with speech, skills & one on one help; continue what was learned in general ed. One on one support.			
0	0	0	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? What was good & easier for the student. By the child's needs. Consensus based on needs. On evaluation that was done. IEP team.			
5	0	0	0			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?			
5	0	0	0			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	0	0			P 50g. If yes, in what ways?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Self confidence a lot better this year. The student has grown & is more focused. Small setting is beneficial. Good modeling. No picking up traits of other children. The student is making leaps & bounds, learning more. Classmates are good models.			
0	0	5	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			
					3 0 0 0 0 2	P 59. I am satisfied with the transition services developed for my child. Always Sometimes Rarely Never Don't Know Does not Apply			
					4 0 0 0 1 0	P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment. Always Sometimes Rarely Never Don't Know Does not Apply			
3	0	7				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
5	0	5				SE 123. Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?			
						<b>Topical Area 6: NOREP/PWN</b>			
						<b>(File Reviews)</b>			
10	0	0				FR 328. NOREP/PWN is present in the student file			
10	0	0				FR 329. Demographic data			
10	0	0				FR 330. Type of action taken			
10	0	0				FR 331. A description of the action proposed or refused by the LEA			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 332. An explanation of why the LEA proposed or refused to take the action			
9	0	1				FR 333. A description of the other options the IEP team considered and the reason why those options were rejected			
10	0	0				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
6	0	4				FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
10	0	0				FR 336. Educational placement recommended (including amount and type)			
10	0	0				FR 337. Signature of school district superintendent or charter school CEO or designee			
10	0	0				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.)			
10	0	0				FR 339. Parent has selected a consent option			
10	0	0				FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			
						<b>INTERVIEW RESULTS (Parent)</b>			
0	0	5	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?			
					5 0 0 0 0 0	P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me.  Always Sometimes Rarely Never Don't Know Does not Apply			
						<b>Topical Area 7: Additional Interview Responses</b>			
						<b>INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			
						P 54. I am a partner with school personnel when we plan my child's education program.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					5 0 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
		0	0		3 1 1 1 3 1 2 2 1 2 2	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 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 n. other Keep the student involved. E-mail & telephone me. Caring teachers.			
		1	0		4	P 67. Tell me anything you would like to change about the program. n. other Nothing Nothing Nothing Nothing			
		0	0		3 1 1	P 68. The school explains what options parents have if the parent disagrees with a decision of the school. a. Very strongly agree b. Strongly agree c. Agree			
						P 69. Additional comments about your child's program.  Counseling services.			
10	0	0				SE 101. Do you hold the required certification to implement this student's program?			
10	0	0				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				SE 101b. If no, what training or support would assist you?			
						<b>Topical Area 8: Student Interview Results</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
			0		4 1	S 126. What kind of support are you currently receiving? a. Learning Support d. Life Skills Support			
4	0	0	0			S 127. Is this support enough to help you be successful in your school program?			
					2 1 1 0 0	S 128. How satisfied are you with your high school educational program? Very Somewhat A Little Not at All Don't Know			
						S 129. What do you like best about the program?  They take their time with you. They give a student chances with classwork and homework. Gym I don't really know. It's more openly free.			
						S 130. What do you like least about the program?  I don't have many complaints. I do not like sudden class changes after selection. Long classes. I'm not sure. The uniforms are a bit much.			
					3 0 0 1 0	S 131. How satisfied are you with your special education supports/services? Very Somewhat A Little Not at All Don't Know			
						S 132. What do you like best about the special education supports/services? I have a chance to succeed, pass a grade and help me through life. I do not know. Taking tests in separate rooms. I get the work much better than in regular classes because the special ed teacher explains it.			
						S 133. What do you like least about the special education supports/services?			



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						No complaints. I do not like special ed. I only get special ed in math. I am doing fine in math. Nothing Nothing			
					1 3 0 0 0	S 134. How much time do you spend with students who do not have disabilities?  Too Much Enough A Little Not Enough Don't Know			
2	2	0	0			S 135. Do you participate in any extra-curricular activities?			
						S 136. If yes, which ones  Trips, college visits. Drumline, sports, video game club.			
						S 137. If no, why not  Don't want to. I've done it in the past & I wasn't happy with it.			
3	0		1			S 138. Were you invited to participate in the last IEP meeting?  Other			
2	1		1			S 139. Did you participate in the last IEP meeting?  Other			
4	0		0			S 140. Do you have a post secondary transition program?  Other			
3	1		0			S 141. Do you have an employment transition program?  Other			
2	2		0			S 142. Do you have a community living transition program?  Other			
2	1		1			S 143. Did you assist in the development of the transition program?  Other			
1	1		1			S 144. Is that transition plan being followed?  Other Somewhat			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	0		0			S 145. Did you discuss what you would do after graduation or finishing high school? Other			
			0		4	S 146. Which of the following agencies participate in your IEP development? e. None			
0	0		0			S 147. If any agency participated in your IEP did they assist you or provide services? Other			
						S 148. Comments			
3	1	0	0			S 149. Do you participate in any activities in the community?			
						S 150. If yes, which ones?  Baseball team, family trips, hang out with friends. Church sometimes. Job			
						S 151. If no, why not?  I don't go out much.			
						S 152. Are there any other agencies that could help you within the community? No No No No			
						<b>Topical Area 9: Other Non-compliance Issues</b>			
						<b>Topical Area 10: Other Improvement Plan Issues</b>			
						FSA 15A Parent Survey Results	The CS will develop an improvement plan to provide parents who have children with disabilities training opportunities.  Improvement plan due November 1, 2012.	11/01/2012  PDE, CS, Pattan, IU	10/29/2012
						FSA 19A Teacher Survey Results	The CS will develop an improvement plan that addresses personnel training.  Improvement plan due November 1, 2012.	11/01/2012  PDE, CS, Pattan, IU	10/29/2012

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Access to Classroom	<p>The CS will update policy to ensure reasonable access to the classroom for parents.</p> <p>CS will provide PDE Adviser with copy of updated policy by November 1, 2012.</p>	<p>11/01/2012</p> <p>PDE, CS, Pattan, IU</p>	10/29/2012
						FSA 15 Parent Training and 15A Parent Survey	<p>CS will improve parent communication through:</p> <ol style="list-style-type: none"> <li>1. written procedures, Bi-monthly information packet with parental signature receipt.</li> <li>2. CS will develop an informational booth during open house, parent/teacher conference, curriculum night and extracurricular events.</li> <li>3. CS will revise/update procedure manual and visitation policy</li> </ol> <p>CS will develop parent training schedule for 2012-13.</p> <p>Evidence of Change:</p> <ol style="list-style-type: none"> <li>1. CS will provide PDE Adviser with revised policies/procedures</li> <li>2. CS will provide PDE Adviser with copy on training schedule/agenda</li> </ol>	<p>04/18/2013</p> <p>Pattan, IU, PDE, CS</p>	03/26/2013
						FSA 15 Parent Training and 15A Parent Survey	<ol style="list-style-type: none"> <li>1. CS will continue with parent training</li> <li>2. CS will develop parent training schedule for 2013-14</li> </ol> <p>Evidence of change:</p> <p>SD will provide PDE Adviser with training schedule, agenda</p>	<p>04/18/2014</p> <p>IU, PDE, CS, Pattan</p>	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						FSA 19 Personnel Training and 19A Teacher Survey Results	<p>1. CS will partner with EdisonLearning to develop a staff resource library.</p> <p>2. CS will develop a training schedule for 2012-13. Training will include,(not limited) assessment of data, School Wide Positive Behavior goals, parent/teacher communication and address CA (corrective action) in 2010-11 Cyclical Monitoring CS will provide educational staff with revised polices/procedures.</p> <p>Evidence of Change:</p> <p>1. CS will provide PDE Adviser with training schedule for 2012-13</p> <p>2. CS will provide PDE Adviser with agenda/sign-in sheets</p> <p>3. Adviser will conduct random file review of issues cited in CA/2010-11</p>	<p>04/18/2013</p> <p>PDE, UI, Pattan CS</p>	03/26/2013
						FSA 19 Personnel Training and 19A Teacher Survey Results	<p>CS will develop training schedule for 2013-14</p> <p>CS will continue with training of educational staff</p> <p>Evidence of Change: CS will provide PDE Adviser with training schedule, agenda</p>	<p>04/18/2014</p> <p>IU, PDE, Pattan, CS</p>	