

Corrective Action Verification/Charter School 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: **Renaissance CS**

Chief Executive Officer: **Mr. Norris Bacon**

Special Education Director/Coordinator: **Ms. Clairese Waites**

BSE Special Education Adviser: **Walter Howard**

Date of Report: **May 14, 2009** **Reminder: The timelines for corrective action of all non-compliance items may not**

First Visit Date: **June 13, 2008** **exceed ONE YEAR from the Report of Findings Date.**

Y	N	NA	% #	Citation	Required Corrective Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
				Topical Area: Policies and Procedures				
	N			1a. FSA-ASSISTIVE TECHNOLOGY Standard: The Local Education Agency (LEA) observed the requirement that the provision of assistive technology is reflected in the student's IEP.	The LEA will develop a policy on how it will screen and identify students with assistive technology needs. The policy will also specifically address the care and maintained of hearing aids. The LEA will submit the policy to PDE to verify corrective action.	05/12/2009 LEA		05/08/2009

Y	N	NA	% #	Citation	Required Corrective Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
	N			1b. FSA-ASSISTIVE TECHNOLOGY- 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.	The LEA will develop a policy on how it will screen and identify students with assistive technology needs. The policy will also specifically address the care and maintained of hearing aids. The LEA will submit the policy to PDE to verify corrective action.	05/12/2009 LEA		05/08/2009
Y				8. FSA-SUSPENSIONS/EXPULSIONS Standard: The LEA adheres to procedural requirements in suspending students with disabilities.				
Y				3. FSA-CHILD FIND Standard: LEA demonstrates compliance with annual public notice requirements.				
Y				4. FSA-CONFIDENTIALITY Standard: The LEA is in compliance with confidentiality requirements.				

Y	N	NA	% #	Citation	Required Corrective Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
Y				<p>10. FSA-INDEPENDENT EDUCATIONAL EVALUATION</p> <p>Standard: The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.</p>				
Y				<p>18. FSA-SURROGATE PARENTS</p> <p>Standard: The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.</p>				
Y				<p>20. FSA-INTENSIVE INTERAGENCY</p> <p>Standard: The LEA identifies, reports, and provides for the provision of FAPE (free appropriate public education) for all students with disabilities including those students needing intensive interagency approaches.</p>				
				Topical Area: Training				

Y	N	NA	% #	Citation	Required Corrective Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
	N			<p>14. FSA-TRAINING</p> <p>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.</p>	<p>The LEA will schedule a consultation with the PATTAN-KOP to access the training needs of school staff. At minimum the school will receive onsite comprehensive training on Child Find, Evaluation and the IEP Process (including procedural safeguards), goals and progress reporting. A copy of the sign in sheet and agenda will be submitted to PDE to verify corrective action. The LEA will send PDE the initial PATTAN training roster and agenda (parents and staff) to PDE and will maintain records of other trainings. Additional sessions will include recent revisions made to the IDEIA.</p>	<p>05/12/2009</p> <p>LEA, PATTAN, Phil IU</p>		05/08/2009

Y	N	NA	% #	Citation	Required Corrective Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
	N			<p>19. FSA-TRAINING</p> <p>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.</p>	<p>The LEA will schedule a consultation with the PATTAN-KOP to access the training needs of parents. At minimum the school will receive onsite comprehensive training on Child Find, Evaluation and the IEP Process (including procedural safeguards), goals and progress reporting. A copy of the sign in sheet and agenda will be submitted to PDE to verify corrective action. The LEA will send PDE the initial PATTAN training roster and agenda (parents and staff) to PDE and will maintain records of other trainings. Additional sessions will include recent revisions made to the IDEIA.</p>	<p>05/12/2009</p> <p>LEA, PATTAN, Phil IU</p>		05/08/2009
				Topical Area: Evaluation and Reevaluation of Students				
				File Review Report of Results by Frequency Count of Responses	<p>LEA will include the mandated information as required on student documents. PDE will conduct an on-site visit and record review to verify implementation of corrective action.</p>			
3	0	7		65. Permission to Evaluate				

Y	N	NA	% #	Citation	Required Corrective Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
4	3	3	43%	65a. Permission to Reevaluate/Agreement to Waive Reevaluation	The LEA will receive a level one onsite training on the use of the new PDE forms and process related to the changes made to the IDEIA and 22 Pa Code Chapter 711. Once trained and as students have been newly identified or re-evaluated the PDE Adviser will return and select a random sample of student files to verify corrective action of same.	05/12/2009 LEA, PATTAN, Phil IU		05/08/2009
4	1	5	20%	66. Initial Evaluation Report				

Y	N	NA	% #	Citation	Required Corrective Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
1	6	3	86%	66a. Reevaluation Report (<i>valid for three years; students identified with a disability of mental retardation valid for two years</i>)	The LEA will receive a level one onsite training on the use of the new PDE forms and process related to the changes made to the IDEIA and 22 Pa Code Chapter 711. Once trained and as students have been newly identified or re-evaluated the PDE Adviser will return and select a random sample of student files to verify corrective action of same.	05/12/2009 LEA, PATTAN, Phil IU		05/08/2009
				PERMISSION TO EVALUATE The following information exists:				
3	0	7		70. Demographic data				
3	0	7		71. Reason(s) for referral for evaluation				
3	0	7		72. Proposed assessment tools, tests, and procedures to be used				
3	0	7		73. Date(s) of proposed evaluation				
3	0	7		74. Contact person				
3	0	7		75. Phone number of contact person				
3	0	7		76. Parent signature				

Y	N	NA	% #	Citation	Required Corrective Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
				PERMISSION TO REEVALUATE/AGREEMENT TO WAIVE REEVALUATION				
0	1	9	100%	70aa. Demographic data				
0	1	9	100%	71aa. LEA recommended reevaluation is unnecessary at this time				
4	3	3	43%	71bb. Reason for Reevaluation is indicated	The LEA will receive a level one onsite training on the use of the new PDE forms and process related to the changes made to the IDEIA and 22 Pa Code Chapter 711. Once trained and as students have been newly identified or re-evaluated the PDE Adviser will return and select a random sample of student files to verify corrective action of same.	05/12/2009 LEA, PATTAN, Phil IU		05/08/2009
5	2	3	29%	72aa. Proposed assessment tools, tests and procedures to be used	The LEA will receive a level one onsite training on the use of the new PDE forms and process related to the changes made to the IDEIA and 22 Pa Code Chapter 711. Once trained and as students have been newly identified or re-evaluated the PDE Adviser will return and select a random sample of student files to verify corrective action of same.	05/12/2009 LEA, PATTAN, Phil IU		05/08/2009

Y	N	NA	% #	Citation	Required Corrective Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
4	3	3	43%	73aa. Date(s) of proposed reevaluation	The LEA will receive a level one onsite training on the use of the new PDE forms and process related to the changes made to the IDEIA and 22 Pa Code Chapter 711. Once trained and as students have been newly identified or re-evaluated the PDE Adviser will return and select a random sample of student files to verify corrective action of same.	05/12/2009 LEA, PATTAN, Phil IU		05/08/2009
5	2	3	29%	74aa. Contact person	The LEA will receive a level one onsite training on the use of the new PDE forms and process related to the changes made to the IDEIA and 22 Pa Code Chapter 711. Once trained and as students have been newly identified or re-evaluated the PDE Adviser will return and select a random sample of student files to verify corrective action of same.	05/12/2009 LEA, PATTAN, Phil IU		05/08/2009

Y	N	NA	% #	Citation	Required Corrective Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
5	2	3	29%	75aa. Phone number of contact person	The LEA will receive a level one onsite training on the use of the new PDE forms and process related to the changes made to the IDEIA and 22 Pa Code Chapter 711. Once trained and as students have been newly identified or re-evaluated the PDE Adviser will return and select a random sample of student files to verify corrective action of same.	05/12/2009 LEA, PATTAN, Phil IU		05/08/2009
5	2	3	29%	76aa. Parent signature or documentation of reasonable efforts to obtain consent	The LEA will receive a level one onsite training on the use of the new PDE forms and process related to the changes made to the IDEIA and 22 Pa Code Chapter 711. Once trained and as students have been newly identified or re-evaluated the PDE Adviser will return and select a random sample of student files to verify corrective action of same.	05/12/2009 LEA, PATTAN, Phil IU		05/08/2009
				INITIAL EVALUATION REPORT (ER) The following information exists:				
3	0	7		77. Demographic data				
3	0	7		78. Reason(s) for referral				

Y	N	NA	% #	Citation	Required Corrective Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
3	0	7		79. Present levels of academic achievement				
3	0	7		79a. Related developmental needs of the child.				
3	0	7		80. Evaluation data results of direct intervention. Physical, social, or cultural background information relevant to the child's disability and need for special education.				
3	0	7		81. Current classroom-based assessments and observations, local and/or state assessments and observations by teachers and related service providers.				
3	0	7		82. Evaluations and information provided by the parents of the child <i>(or documentation that the charter school attempted to obtain parent input)</i> .				
3	0	7		83. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions.				
3	0	7		84. Summary of findings/interpretation of aptitude and achievement assessment results.				
3	0	7		85. Involvement and progress in the general education curriculum.				
2	0	8		86. Relevant functional and development evaluation (ecological evaluation if appropriate)				
2	0	8		87. Vocational Technical Education Assessment Results (when appropriate)				
2	0	8		88. Interests, Preferences, Aptitudes (when appropriate)				

Y	N	NA	% #	Citation	Required Corrective Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
0	0	10		89. Functional Behavioral Assessment Results (if appropriate)				
3	0	7		90. Statement regarding students suspected of having a specific learning disability.				
3	0	7		91. Conclusions - disability determination and need for specially designed instruction (<i>including recommendations regarding special education and related services needed to enable the student to meet the goals and participate as appropriate in the general curriculum.</i>)				
0	0	10		91a. Evaluation Team Participants documented				
0	0	10		91b. For students evaluated for LD documentation of Agree/Disagree				
3	0	7		91c. Documentation that report was provided to parent.				
				REEVALUATION REPORT (RR)				
4	3	3	43%	77aa. Demographic Data	The LEA will receive a level one onsite training on the use of the new PDE forms and process related to the changes made to the IDEIA and 22 Pa Code Chapter 711. Once trained and as students have been newly identified or re-evaluated the PDE Adviser will return and select a random sample of student files to verify corrective action of same.	05/12/2009 LEA, PATTAN, Phil IU		05/08/2009

Y	N	NA	% #	Citation	Required Corrective Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
1	6	3	86%	92. Date IEP team reviewed existing evaluation data	The LEA will receive a level one onsite training on the use of the new PDE forms and process related to the changes made to the IDEIA and 22 Pa Code Chapter 711. Once trained and as students have been newly identified or re-evaluated the PDE Adviser will return and select a random sample of student files to verify corrective action of same.	05/12/2009 LEA, PATTAN, Phil IU		05/08/2009
3	4	3	57%	92aa. Summary of Findings/Interpretation of Additional Data	The LEA will receive a level one onsite training on the use of the new PDE forms and process related to the changes made to the IDEIA and 22 Pa Code Chapter 711. Once trained and as students have been newly identified or re-evaluated the PDE Adviser will return and select a random sample of student files to verify corrective action of same.	05/12/2009 LEA, PATTAN, Phil IU		05/08/2009

Y	N	NA	% #	Citation	Required Corrective Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
4	3	3	43%	93. Determination of Need for Additional Data	The LEA will receive a level one onsite training on the use of the new PDE forms and process related to the changes made to the IDEIA and 22 Pa Code Chapter 711. Once trained and as students have been newly identified or re-evaluated the PDE Adviser will return and select a random sample of student files to verify corrective action of same.	05/12/2009 LEA, PATTAN, Phil IU		05/08/2009
3	4	3	57%	93aa. Conclusion regarding disability determination and continued eligibility for specially designed instruction.	The LEA will receive a level one onsite training on the use of the new PDE forms and process related to the changes made to the IDEIA and 22 Pa Code Chapter 711. Once trained and as students have been newly identified or re-evaluated the PDE Adviser will return and select a random sample of student files to verify corrective action of same.	05/12/2009 LEA, PATTAN, Phil IU		05/08/2009

Y	N	NA	% #	Citation	Required Corrective Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
4	3	3	43%	94aa. Evaluation Team Participants documented	The LEA will receive a level one onsite training on the use of the new PDE forms and process related to the changes made to the IDEIA and 22 Pa Code Chapter 711. Once trained and as students have been newly identified or re-evaluated the PDE Adviser will return and select a random sample of student files to verify corrective action of same.	05/12/2009 LEA, PATTAN, Phil IU		05/08/2009
4	3	3	43%	95aa. For students evaluated for LD documentation of Agree/Disagree	The LEA will receive a level one onsite training on the use of the new PDE forms and process related to the changes made to the IDEIA and 22 Pa Code Chapter 711. Once trained and as students have been newly identified or re-evaluated the PDE Adviser will return and select a random sample of student files to verify corrective action of same.	05/12/2009 LEA, PATTAN, Phil IU		05/08/2009

Y	N	NA	% #	Citation	Required Corrective Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
2	5	3	71%	96aa. Documentation that report was provided to the parent	The LEA will receive a level one onsite training on the use of the new PDE forms and process related to the changes made to the IDEIA and 22 Pa Code Chapter 711. Once trained and as students have been newly identified or re-evaluated the PDE Adviser will return and select a random sample of student files to verify corrective action of same.	05/12/2009 LEA, PATTAN, Phil IU		05/08/2009
				Topical Area: IEP				
				File Review Report of Results by Frequency Count of Responses	LEA will include the mandated information as required on student documents. PDE will conduct an on-site visit and record review to verify implementation of corrective action.			
9	1	0	10%	67. Invitation to Participate in IEP Team Meeting or Meeting				

Y	N	NA	% #	Citation	Required Corrective Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
5	5	0	50%	68. Individualized Education Program <i>(valid for one year) (No more than 30 calendar days from final ER date to complete IEP or no more than 1 year from the date of the last IEP)</i>	The LEA will receive a level one onsite training on the use of the new PDE forms and process related to the changes made to the IDEIA and 22 Pa Code Chapter 711. Once trained and as students have been newly identified or re-evaluated the PDE Adviser will return and select a random sample of student files to verify corrective action of same.	05/12/2009 LEA, PATTAN, Phil IU		05/08/2009
				INDIVIDUALIZED EDUCATION PROGRAM (IEP) The following information exists:				
9	1	0	10%	97. Demographic data Signature				
9	1	0	10%	98. Parent(s) <i>(or documented efforts to have them attend)</i>				
9	1	0	10%	99. Regular Education Teacher <i>(or documented parent and LEA agreement to participate in another manner or excused)</i>				
9	1	0	10%	100. Special Education Teacher <i>(or documented parent and LEA agreement to participate in another manner or excused)</i>				
9	1	0	10%	101. Local Education Agency Representative <i>(or documented parent and LEA agreement to participate in another manner or excused)</i>				
1	1	8	50%	102. Community Agency Representative <i>(if appropriate for transition planning) (or documented parent and LEA agreement to participate in another manner or excused)</i>				

Y	N	NA	% #	Citation	Required Corrective Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
0	1	9	100%	103. Career/Technical Education Representative (<i>if appropriate</i>) (<i>or documented parent and LEA agreement to participate in another manner or excused</i>)				
1	2	7	67%	104. Student (<i>The IEP team must invite the student if transition services are being planned or if the parents choose to have the student participate.</i>)	The LEA will receive a level one onsite training on the use of the new PDE forms and process related to the changes made to the IDEIA and 22 Pa Code Chapter 711. Once trained and as students have been newly identified or re-evaluated the PDE Adviser will return and select a random sample of student files to verify corrective action of same.	05/12/2009 LEA, PATTAN, Phil IU		05/08/2009
8	2	0	20%	105. Procedural Safeguards Notice was given during the school year.	The LEA will receive a level one onsite training on the use of the new PDE forms and process related to the changes made to the IDEIA and 22 Pa Code Chapter 711. Once trained and as students have been newly identified or re-evaluated the PDE Adviser will return and select a random sample of student files to verify corrective action of same.	05/12/2009 LEA, PATTAN, Phil IU		05/08/2009
				Part I Special Considerations				
9	1	0	10%	106. Special considerations the IEP team must consider before developing the IEP. Any factors checked must be addressed in the IEP.				

Y	N	NA	% #	Citation	Required Corrective Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
				Part II Present Levels of Academic Achievement and Functional Performance				
9	1	0	10%	107. Student's present levels of academic achievement and functional performance.				
6	4	0	40%	108. How the student's disability affects involvement and progress in the general education curriculum.	The LEA will receive a level one onsite training on the use of the new PDE forms and process related to the changes made to the IDEIA and 22 Pa Code Chapter 711. Once trained and as students have been newly identified or re-evaluated the PDE Adviser will return and select a random sample of student files to verify corrective action of same.	05/12/2009 LEA, PATTAN, Phil IU		05/08/2009
				Part III Annual Goals and Objectives				
8	2	0	20%	109. Annual Goals are Measurable	The LEA will receive a level one onsite training on the use of the new PDE forms and process related to the changes made to the IDEIA and 22 Pa Code Chapter 711. Once trained and as students have been newly identified or re-evaluated the PDE Adviser will return and select a random sample of student files to verify corrective action of same.	05/12/2009 LEA, PATTAN, Phil IU		05/08/2009

Y	N	NA	% #	Citation	Required Corrective Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
1	1	8	50%	110a. Short Term Objectives <i>(Required for children with disabilities who take the alternate assessment aligned to alternate achievement standards - PASA.)</i>				
9	1	0	10%	111. Method of Evaluation of Progress on Annual Goals				
9	1	0	10%	111a. Indicate when periodic reports on progress will be provided to parents				
0	10	0	100%	112. Documentation of Progress Reporting on Annual Goals	The LEA will receive a level one onsite training on the use of the new PDE forms and process related to the changes made to the IDEIA and 22 Pa Code Chapter 711. Once trained and as students have been newly identified or re-evaluated the PDE Adviser will return and select a random sample of student files to verify corrective action of same.	05/12/2009 LEA, PATTAN, Phil IU		05/08/2009
				Part IV Special Education/Related Services/Supplementary Aids and Services/Program Modifications				
9	1	0	10%	113. Program Modifications and Specially-Designed Instruction				

Y	N	NA	% #	Citation	Required Corrective Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
6	2	2	25%	113a. 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?	The LEA will receive a level one onsite training on the use of the new PDE forms and process related to the changes made to the IDEIA and 22 Pa Code Chapter 711. Once trained and as students have been newly identified or re-evaluated the PDE Adviser will return and select a random sample of student files to verify corrective action of same.	05/12/2009 LEA, PATTAN, Phil IU		05/08/2009
9	1	0	10%	113b. If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and duration of services are included.				
5	1	4	17%	114. Related Services (<i>if on IEP, includes location, frequency, projected beginning date, and duration of services</i>) (<i>N/A only if related services not required by IEP.</i>)				
4	2	4	33%	114a. 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?	The LEA will receive a level one onsite training on the use of the new PDE forms and process related to the changes made to the IDEIA and 22 Pa Code Chapter 711. Once trained and as students have been newly identified or re-evaluated the PDE Adviser will return and select a random sample of student files to verify corrective action of same.	05/12/2009 LEA, PATTAN, Phil IU		05/08/2009

Y	N	NA	% #	Citation	Required Corrective Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
8	2	0	20%	115. Supports for school personnel provided for the child	The LEA will receive a level one onsite training on the use of the new PDE forms and process related to the changes made to the IDEIA and 22 Pa Code Chapter 711. Once trained and as students have been newly identified or re-evaluated the PDE Adviser will return and select a random sample of student files to verify corrective action of same.	05/12/2009 LEA, PATTAN, Phil IU		05/08/2009
6	2	2	25%	115a. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the child, did the IEP team address those recommendations in development of this IEP?	The LEA will receive a level one onsite training on the use of the new PDE forms and process related to the changes made to the IDEIA and 22 Pa Code Chapter 711. Once trained and as students have been newly identified or re-evaluated the PDE Adviser will return and select a random sample of student files to verify corrective action of same.	05/12/2009 LEA, PATTAN, Phil IU		05/08/2009

Y	N	NA	% #	Citation	Required Corrective Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
7	3	0	30%	115b. If Supports for the child provided for school personnel are included on the IEP, the location, frequency, projected beginning date and duration of services are included.	The LEA will receive a level one onsite training on the use of the new PDE forms and process related to the changes made to the IDEIA and 22 Pa Code Chapter 711. Once trained and as students have been newly identified or re-evaluated the PDE Adviser will return and select a random sample of student files to verify corrective action of same.	05/12/2009 LEA, PATTAN, Phil IU		05/08/2009
6	1	3	14%	116. The IEP contains a statement of the specific ESY services or programs to be provided to the student or documentation that the IEP team considered and discussed ESY.				
4	1	5	20%	116a. Where ESY services were deemed appropriate, the type, amount, location, frequency, projected beginning date and duration of services are included on the IEP.				
				Part V Participation in State and Local Assessment				
9	1	0	10%	117. Did the IEP team document the team's decision regarding participation in district or state-wide assessment with or without accommodations? <i>(Applicable to statewide assessment of students in grades 3 through 8 and 11 only)</i>				

Y	N	NA	% #	Citation	Required Corrective Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
9	1	0	10%	117a. Did the IEP team document the team's decision regarding participation in local assessment with or without accommodations? (<i>Applicable to those grades in which a local assessment was administered</i>) (<i>If a district administers a local assessment in any grade, the district is required to offer a local alternate assessment</i>)				
2	1	7	33%	118. If the IEP team indicated the student participated in an alternate assessment (PASA for statewide assessments) did they provide an explanation of why?				
				Part VI Least Restrictive Environment				
9	1	0	10%	119. Educational placement				
7	3	0	30%	120. Explanation of the extent, if any, the student will not participate with children without disabilities in the regular class, or in the general education curriculum.	The LEA will receive a level one onsite training on the use of the new PDE forms and process related to the changes made to the IDEIA and 22 Pa Code Chapter 711. Once trained and as students have been newly identified or re-evaluated the PDE Adviser will return and select a random sample of student files to verify corrective action of same.	05/12/2009 LEA, PATTAN, Phil IU		05/08/2009
				Part VII Transition Planning				

Y	N	NA	% #	Citation	Required Corrective Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
				File Review Report of Results by Frequency Count of Responses	LEA will include the mandated information as required on student documents. PDE will conduct an on-site visit and record review to verify implementation of corrective action.			
0	0	10		121. Evidence of age-appropriate transition assessment(s)				
0	0	10		122. Measurable post secondary goals (outcomes) for education or training and employment, and, as needed, independent living.				
0	0	10		122a. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Agency Responsible for Activity/Service identified				
0	0	10		123. Transition activity/services (including courses of study) that focus on improving academic and functional achievement of the child to facilitate their movement from school to post school				
0	0	10		124. Measurable annual goals that will reasonably enable the child to meet the desired post-school goals.				
0	0	10		125. For transition services that are likely to be provided or paid for by other agencies, evidence that representatives of the agency(ies) were invited to attend the IEP meeting				
0	0	10		125a. Summary of student performance was completed. <i>(Required for students who are graduating or aging out)</i>				
				Topical Area: Educational Placement				

Y	N	NA	% #	Citation	Required Corrective Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
Y				<p>11. FSA-LOCATION OF INTERVENTION - CONTINUUM OF SERVICES</p> <p>Standard-Continuum</p> <p>The LEA's continuum of special education services support the availability of LRE under 34 CFR Part 300.</p> <p>Standard-Distribution of School-Aged Students</p> <p>Students with disabilities are provided for in the least restrictive environment.</p>				
Y				11a. Provision of Extended School Year (ESY) Services				
Y				11b. Provision of Related Service Including Psychological Counseling				
				<p>File Review</p> <p>Report of Results by Frequency Count of Responses</p>	<p>LEA will include the mandated information as required on student documents. PDE will conduct an on-site visit and record review to verify implementation of corrective action.</p>			
9	1	0	10%	69. Notice of Recommended Educational Placement (Presented to parents at IEP meeting, mailed to parents, or documentation of date mailed must be available.)				

Y	N	NA	% #	Citation	Required Corrective Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
8	2	0	20%	69a. All required components of the NOREP are completed and reflective of the student's current educational placement.	The LEA will review the NOREP's of all current and incoming students to ensure that the NOREP matches the current program and service being provided by the LEA. The PDE Adviser will select a random sample of student records to verify corrective action.	05/12/2009 LEA		05/08/2009
				Parent Interview Report of Results by Frequency Count of Responses				
1	3		75%	39. My child is receiving the supports and services agreed upon at the IEP meeting? He only gets it for math. Should be math and English. I have spoken to them about this and still nothing. Didn't have a meeting. Special ed program not that great. They don't do anything. Need to revamp program.	PDE provided 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.	06/11/2008 The item has been corrected. Following the compliance review the LEA held a meeting to resolve the amount of time the student received in school special education support. No further corrective action is required.		06/11/2008
				Teacher Interview Report of Results by Frequency Count of Responses				
8	0	0		64. Is the student receiving the supports and services agreed upon in the IEP?				
				Other Non-Compliance Issues				

Y	N	NA	% #	Citation	Required Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
IMPROVEMENT PLANS - IF NO IS INDICATED AN IMPROVMENT PLAN IS REQUIRED					Required Action/Evidence of Change			
				Topical Area: Performance Outcomes				
		X		6. FSA-GRADUATION RATES Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.				
		X		7. FSA-DROP-OUT RATES Standard: The number of students with disabilities in this LEA who drop out is comparable to the state drop out rates.				
Y				11.1 FSA-LEAST RESTRICTIVE ENVIRONMENT Standard: The LEA demonstrates progress toward the State Performance Plan in the provision of FAPE in the least restrictive environment. 34 CFR 300.600				
Y				15. FSA-PSSA & PASA (Pennsylvania System of School Assessment; Pennsylvania Alternate System of Assessment) AND DISTRICT WIDE ASSESSMENT Standard: The LEA's population of students who participate in an alternate assessment is comparable with the state data.				
Y				16. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.				
				Topical Area: Training				
				Parent Interview Report of Results by Frequency Count of Responses	LEA will review and consider the data responses in their development of the LEA improvement plan.			

Y	N	NA	% #	Citation	Required Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
			3	n. other They did not make him special ed when he only needed speech or try to keep him longer than he needed. I like it because they can't fail him. I don't like anything.				
				42. One thing I would like to change is				
			1	b. progress reports				
			1	g. staff open to suggestions, good communication				
			3	n. other To train students who exit services how to help others who are like they were. I think my child is ready to move into mainstream classes. Teacher (spec ed) not doing what she is supposed to do.				
				42a. The school explains what options parents have if they disagree with a decision of the school				
			0	a. Very strongly agree				
			1	b. Strongly agree				
			1	c. Agree				
			0	d. Disagree				
			0	e. Strongly disagree				
			2	f. Very strongly disagree				

Y	N	NA	% #	Citation	Required Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
				<p>43. Additional comments about child's program:</p> <p>He's not getting speech any longer as agreed. He only had a stutter problem which he has outgrown. I'm not sure when services ended.</p> <p>He has been steadily slipping since 7th grade. I have asked for summer packets twice and never got them. They let him go for months not turning in assignments and told me nothing. The principal attends nothing. They don't return calls.</p> <p>More contact & communication.</p>				
				<p>Teacher Interview Report of Results by Frequency Count of Responses</p>	<p>LEA will review and consider the data responses in their development of the LEA improvement plan.</p>			
10	0	0		45. Do you adapt and modify the general education curriculum based on the student's IEP?				
8	1	1		49. Are necessary supplemental aids and services as required in the student's IEP provided to support this student in regular education?				
8	0	0		55. Is the specially-designed instruction in the IEP appropriate to meet this students educational needs?				
8	0	0		55a. 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 child's current IEP and accept or reject the ER recommendations for appropriate educational reasons?				

Y	N	NA	% #	Citation	Required Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
2	0	6		55b. 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 child's current IEP and accept or reject the ER recommendations for appropriate educational reasons?				
6	0	2		55c. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the child, did the IEP team address those recommendations in development of the child's current IEP and accept or reject the ER recommendations for appropriate educational reasons?				
8	0	0		56. Is this student receiving the type and amount of special education instruction and related services specified on their IEP?				
8	0	0		57. If supports the school personnel were included in the student's IEP, has the charter school provided those necessary supports (aids, personnel, resource materials, training, equipment)?				
7	1	0		62. Is the student making progress in meeting the annual goals of their IEP?				
0	2	6		63. If the student is not making progress, has the student been reevaluated or has the IEP been reviewed?				
				Topical Area: Educational Placement				
				FSA-Least Restrictive Environment				
				Parent Interview Report of Results by Frequency Count of Responses	LEA will review and consider the data responses in their development of the LEA improvement plan.			

Y	N	NA	% #	Citation	Required Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date											
				37. When I don't understand my child's educational rights, someone from the school takes the time to explain them to me. <table style="margin-left: auto; margin-right: auto;"> <tr> <td>Always</td> <td>Most Time</td> <td>Rarely</td> <td>Never</td> <td>Don't Know</td> <td>Does Not Apply</td> </tr> <tr> <td>1</td> <td>0</td> <td>1</td> <td>2</td> <td>0</td> <td>0</td> </tr> </table>	Always	Most Time	Rarely	Never	Don't Know	Does Not Apply	1	0	1	2	0	0			
Always	Most Time	Rarely	Never	Don't Know	Does Not Apply														
1	0	1	2	0	0														
				Topical Area: IEP															
				Parent Interview Report of Results by Frequency Count of Responses	LEA will review and consider the data responses in their development of the LEA improvement plan.														
3	1	0		23. I participated or had an opportunity to participate in planning my child's education program.															
3	1	0		24. The IEP was developed at the IEP meeting.															
2	2	0		25. The special education teacher, the general education teacher and the district representative were all at the IEP meeting or participated as agreed upon by the parent and LEA.															
1	2	1		25a. The IEP team considered the recommendations that were made in my 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.															
1	2	1		25b. The IEP team accepted or rejected the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons (cue: vs. for example lack of staff, lack of funds, lack of availability of services).															
0	1	3		25c. My child's IEP includes psychological counseling as a related service, and he/she receives these services, including transportation if needed at no cost to me.															
0	3	1		26. My child's needs for extended school year (ESY) were discussed at an IEP meeting.															

Y	N	NA	% #	Citation	Required Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date																	
4	0	0		27. I am not charged any cost for the special education and related services included in my child's IEP.																					
				31. I am a partner when we plan my child's educational program. <table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td>Always</td> <td>Most</td> <td>Rarely</td> <td>Never</td> <td>Don't</td> <td>Does Not</td> </tr> <tr> <td></td> <td>Time</td> <td></td> <td></td> <td>Know</td> <td>Apply</td> </tr> <tr> <td>1</td> <td>2</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> </tr> </table>	Always	Most	Rarely	Never	Don't	Does Not		Time			Know	Apply	1	2	0	1	0	0			
Always	Most	Rarely	Never	Don't	Does Not																				
	Time			Know	Apply																				
1	2	0	1	0	0																				
				Teacher Interview Report of Results by Frequency Count of Responses	LEA will review and consider the data responses in their development of the LEA improvement plan.																				
10	0	0		44. Are you familiar with the content of the student's IEP including accommodations and annual goals? <i>NA only if the student's IEP shows no involvement in regular education.</i>																					
8	2	0		46. Are you and the special education personnel working together toward meeting measurable annual goals? <i>NA only if the student's IEP shows no involvement in regular education.</i>																					
8	2	0		47. When a student with a disability is included in your class do you have the opportunity to provide information to the IEP team regarding this student?																					
8	2	0		48. If supports for school personnel were included in the student's IEP, has the charter school provided those necessary supports (aids, resource materials, training, equipment)?																					
8	0	0		51. Is this student participating in the regular class and the general education curriculum with children without disabilities to the maximum extent possible?																					
8	0	0		52. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?																					

Y	N	NA	% #	Citation	Required Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date											
8	0	0		53. Are you and the related service personnel and regular education staff working together toward meeting measurable annual goals?															
8	0	0		54. Do you hold the required certification to implement this students program?															
8	0	0		58. Was it an IEP team decision as to whether the student would participate in the PSSA, PASA, and other charter school-wide assessments?															
				Topical Area: IEP Implementation															
				Parent Interview Report of Results by Frequency Count of Responses	LEA will review and consider the data responses in their development of the LEA improvement plan.														
				34. When all students in the school receive a report card, I also received a progress report on my child's IEP goals. <table style="margin-left: auto; margin-right: auto;"> <tr> <td>Always</td> <td>Most Time</td> <td>Rarely</td> <td>Never</td> <td>Don't Know</td> <td>Does Not Apply</td> </tr> <tr> <td>0</td> <td>0</td> <td>1</td> <td>3</td> <td>0</td> <td>0</td> </tr> </table>	Always	Most Time	Rarely	Never	Don't Know	Does Not Apply	0	0	1	3	0	0			
Always	Most Time	Rarely	Never	Don't Know	Does Not Apply														
0	0	1	3	0	0														
				Topical Area: Secondary Transition															
				Parent Interview Report of Results by Frequency Count of Responses	LEA will review and consider the data responses in their development of the LEA improvement plan.														
0	0	4		30. My child is age 16 or older and he/she was invited to participate in transition planning.															
				35. I am satisfied with the transition services developed for my child. <table style="margin-left: auto; margin-right: auto;"> <tr> <td>Always</td> <td>Most Time</td> <td>Rarely</td> <td>Never</td> <td>Don't Know</td> <td>Does Not Apply</td> </tr> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>4</td> </tr> </table>	Always	Most Time	Rarely	Never	Don't Know	Does Not Apply	0	0	0	0	0	4			
Always	Most Time	Rarely	Never	Don't Know	Does Not Apply														
0	0	0	0	0	4														

Y	N	NA	% #	Citation	Required Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date											
				36. My child is learning skills that will lead to a high school diploma or further education or a job. <table style="margin-left: auto; margin-right: auto;"> <tr> <td>Always</td> <td>Most Time</td> <td>Rarely</td> <td>Never</td> <td>Don't Know</td> <td>Does Not Apply</td> </tr> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>4</td> </tr> </table>	Always	Most Time	Rarely	Never	Don't Know	Does Not Apply	0	0	0	0	0	4			
Always	Most Time	Rarely	Never	Don't Know	Does Not Apply														
0	0	0	0	0	4														
				Teacher Interview Report of Results by Frequency Count of Responses	LEA will review and consider the data responses in their development of the LEA improvement plan.														
0	0	8		60. Were the student's desired post school outcomes considered when the IEP team developed the instructional annual goals? (age 16 or older)															
0	0	8		61. Where appropriate, with the consent of the parents, does the charter school invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services?															
				Special Education Student Interview	LEA will review and consider the data responses in their development of the LEA improvement plan.														
				126. What kind of support are you currently receiving? a. Learning Support b. Speech/Language Support c. Visual Support d. Life Skills Support e. Autistic Support f. Hearing Impaired Support g. Multi-handicapped Support h. Emotional Support i. Other:															
				127. Is this support enough to help you be successful in your school															

Y	N	NA	% #	Citation	Required Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
				128. How satisfied are you with your high school educational program? Very Somewhat A little Not at all				
				129. What do you like best about the program?				
				130. What do you like least about the program?				
				131. How satisfied are you with your special education support/service? Very Somewhat A little Not at all				
				132. What do you like best about the special education support/services?				
				133. What do you like least about the special education support/services?				
				134. How much time do you spend with students who do not have Too Much Enough A little Not at all				
				135. Do you participate in extra-curricular activities?				
				136. If yes, which ones:				
				137. If no, why not:				

Y	N	NA	% #	Citation	Required Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
				138. Were you invited to participate in the last IEP meeting? Other:				
				139. Did you participate in the last IEP meeting? Other:				
				140. Do you have a post secondary transition program? Other:				
				141. Do you have an employment transition program? Other:				
				142. Do you have a community living transition program? Other:				
				143. Did you assist in the development of the transition program? Other:				
				144. Is that transition program being followed? Other:				
				145. Did you discuss what you would do after graduation or finishing high school? Other:				

Y	N	NA	% #	Citation	Required Action/Evidence of Change	Timelines and Resources	Extension Date	Closed Date
				146. Which of the following agencies participate in your IEP development? a. Office of Vocational Rehabilitation b. County Mental Health/Retardation Service c. Office of Children Youth Agency d. Probation & Parole e. None f. Other Agencies (List)				
			0	147. If any agency participated in your IEP did they assist you or provide services? Other:				
				148. Comments				
				149. Do you participate in any activities in the community?				
				150. If yes, which ones?				
				151. If no, why not?				
				152. Are there any other agencies that could help you within the community?				
				Other Improvement Plan Issues				