

Appendix A

IEP Meeting Agenda – Welcome!

1. Introduction of team members
2. Share the purpose/outcomes of the meeting
3. Review of Parent Rights and CAC
4. Agenda – following order of IEP Document
5. Ground Rules
6. Review and Develop 8 Sections of the IEP Document
 - Section I – Read through list of six special considerations.
 - Section II -Present Levels of Academic Achievement and Functional Performance
 - Share assessment reports and discuss/determine present levels
 - General Education Teacher
 - Special Education Specialist
 - School Psychologist
 - Other Specialists: speech/language pathologist, adaptive P.E., occupational therapist, Vision Specialist, etc.
 - Section III – Transition Services (ages 14 and older)
 - Section IV – Participation in State and Local Assessments
 - Section V – Goals and Objectives
 - Section VI – Special Education/Related Services/Program Modifications
 - Program Modifications and Specially Designed Instruction**
 - Related Services**
 - Supports for School Personnel**
 - Extended School Year (ESY):**
 - Section VII – Educational Placement (Discuss placement continuum)
 - Questions for IEP Team
 - Type of Supports
 - Location of student’s program
 - Section VIII- Penndata Reporting
7. Review summary of notes taken during the meeting
8. Clarify next scheduled review date (remind participants that they may call an IEP team meeting at any time)
9. Sign all required forms

Appendix B

Ground Rules for IEP Meeting Members

1. Communicate clearly and listen carefully
2. Respect the views of others
3. Share your views willingly
4. Ask and welcome questions
5. Be open to ideas and views presented
6. Honor time limits and stay on task



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DEPARTMENT OF EDUCATION

October 22, 2018

Ms. Patricia Rossetti
Chief Executive Officer
Pennsylvania Distance Learning CS
2100 Corporate Drive
Suite 500
Wexford, Pa 15090

Dear Ms. Rossetti:

I have been informed that the areas of noncompliance cited as a result of the special education compliance monitoring visit conducted on December 4, 2017 have been corrected as of October 4, 2018 by the charter school. It is with pleasure that I commend you and your staff for efforts made in achieving resolution of the noncompliance areas.

Please note, if you have improvement plans that were developed as a component of the corrective action plan, they will remain open and you are required to implement the improvement plans until the specific action for those items has been completed as approved by your adviser.

As you know, compliance monitoring is required by Federal regulations to determine a local education agency's compliance with Federal and State requirements for students identified as eligible for special education. Your response to the monitoring visit and subsequent corrective action assures the continuation of improved special education services to Pennsylvania students.

The Department of Education appreciates your cooperation and the Bureau of Special Education remains available to you should you desire further assistance in the future.

Sincerely,

Ann Hinkson-Herrmann
Director



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DEPARTMENT OF EDUCATION

January 15, 2018

Ms. Patricia Rossetti
Chief Executive Officer
Pennsylvania Distance Learning CS
2100 Corporate Drive
Suite 500
Wexford, Pa 15090

Dear Ms. Rossetti:

Enclosed is the Report of Findings presenting results of the cyclical monitoring which was conducted by the Bureau of Special Education (BSE) in the Pennsylvania Distance Learning CS the week of December 4, 2017.

The Executive Summary is arranged in two parts and includes an Appendix. PART I presents the Summary of Findings including an explanation of the review process and general findings. PART II describes the corrective action process. A description identifying findings of noncompliance, corrective action required, improvement planning needed, and results of interviews of staff and parents can be found in the Appendix. The charter school must complete corrective action within the calendar days as outlined in the Charter School Corrective Action Verification/Compliance and Improvement Plan developed with the BSE Adviser. Follow-up onsite reviews verifying the charter school's completion of corrective action will be conducted by the BSE. The BSE Adviser will contact the charter school to schedule the initial visit within 60 days of issuance of the monitoring report.

34 CFR 300.600 mandates the BSE to carry out monitoring activities and implementation of any necessary corrective action. Legal compliance is the basis on which high quality programs are built. It is policy of the Department of Education to promote and ensure compliance with special education statutes and regulations through an array of activities such as a coordinated program of plan review, compliance monitoring, technical assistance, and funding decisions. However, if the Department does not succeed in obtaining prompt compliance through activities such as monitoring, then more rigorous steps can be taken to make sure compliance is resolved. These include:

- Disapproval or rescinded approval of the local special education plan
- Deferment of the disbursement of state or federal funds pending resolution of the issue
- Reduction of the amount of funds (for example, by the amount of money it takes to provide an appropriate education to a particular child or children) if a charter school is unwilling to provide appropriate services

None of these steps are desirable and none should be necessary if each charter school is familiar with and attentive to the rules governing special education.

If you have any questions about this report, contact Cortney Verner, the Chairperson of the compliance monitoring team.

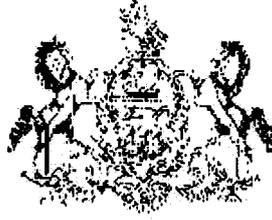
Please convey my thanks to all staff who participated in the review. Their time and assistance is appreciated.

Sincerely,

Ann Hinkson-Herrmann
Director

Attachments: Executive Summary
Appendix: Detailed Report of Findings, Including Corrective Actions Required

CC: Chairperson
Jill Deitrich
CS Monitoring File



Executive Summary BSE Compliance Monitoring Review of the Pennsylvania Distance Learning CS

PART I SUMMARY OF FINDINGS

A. Review Process

Prior to the Bureau's monitoring the week of December 4, 2017, the Pennsylvania Distance Learning CS was formally notified of the dates the onsite review would be conducted. Notice and invitation to comment was also provided to the Local Task Force on Right-to-Education. The charter school was informed of its responsibility to compile various reports, written policies, and procedures to document compliance with requirements.

While onsite, the monitoring team employed a variety of techniques to gain an in depth understanding of the charter school's program operations. This included:

- Interviews of charter school administrative and instructional personnel
- Review of policies, notices, plans, outcome and performance data, special education forms and formats, and data reports used and compiled by the charter school (Facilitated Self-Assessment)
- Comprehensive case studies (including classroom observations, student file reviews, and interviews of parents and general and special education teachers).

B. General Findings

In reaching compliance determinations, the Bureau of Special Education (BSE) monitoring teams apply criteria contained in federal and state special education regulations. Specifically, these are:

- Individuals with Disabilities Education Improvement Act of 2004
- 22 Pa. Code Chapter 711
- 34 CFR Part 300

This report focuses on compliance with regulatory requirements and also contains descriptive information (such as interview and survey results) intended to provide feedback to assist in program planning.

C. Overall Findings

1. FACILITATED SELF ASSESSMENT (FSA)

The team reviewed the FSA submitted by the charter school and conducted onsite verification activities of the information submitted in the FSA. The onsite verification activities included review of policies, notices, procedures, and file reviews.

FSA	In Compliance	Out of Compliance
Assistive Technology and Services; Hearing Aids	2	0
Positive Behavior Support Policy	1	0
Child Find (Annual Public Notice and General Dissemination Materials)	1	0
Confidentiality	1	0
Dispute Resolution (Due process hearing decision implementation)	0	0
Exclusions; Suspensions and Expulsions (Procedural Requirements)	0	0
Independent Education Evaluation	1	0
Least Restrictive Environment (LRE)	1	0
Provision of Extended School Year Services	0	1
Provision of Related Service Including Psychological Counseling	1	0
Parent Training	1	0
Public School Enrollment	1	0
Surrogate Parents (Students Requiring)	1	0
Personnel Training	1	0
Intensive Interagency Approach	0	0
Summary of Academic Achievement and Functional Performance/Procedural Safeguard Requirements for Graduation	1	0
SPP/APR Indicator 13 (Transition)	1	1
Disproportionate Representation that is the Result of Inappropriate Identification		

IMPROVEMENT PLAN REQUIRED*	Yes	No
Effective Use of Dispute Resolution	0	0
Graduation Rates (SPP)	0	1
Dropout Rates (SPP)	0	1
Suspensions (Rates)	0	0
Least Restrictive Environment (LRE) (SPP)	0	1
Participation in PSSA and PASA (SPP)	0	1
Participation in Charter-Wide Assessment	0	1
Public School Enrollment	1	0
Disproportionate Representation that is the Result of Inappropriate Identification		

*This determination is based on the data used for the monitoring. More recent data provided by the LEA may demonstrate that the LEA does not require an improvement plan for this topic. Please refer to the Corrective Action Verification/Compliance and Improvement Plan for final guidance.

2. FILE REVIEW (Student case studies)

The education records of randomly selected students participating in special education programs were studied to determine whether the charter school complied with essential requirements.

The status of compliance of the Pennsylvania Distance Learning CS is as follows:

Sections of the FILE REVIEW	In Compliance	Out of Compliance	NA
Essential Student Documents Are Present and Were Prepared Within Timelines	88	0	72
Evaluation/Reevaluation: Process and Content	239	0	541
Individualized Education Program: Process and Content	518	14	268
Procedural Safeguards: Process and Content	119	0	1
TOTALS	964	14	882

3. TEACHER AND PARENT INTERVIEWS

Interviews were conducted with parents and teachers of students selected by the BSE for the sample group. The goal is to determine if the charter school involves parents and professionals in required processes (e.g., evaluation, IEP development), whether programs and services are being provided, and whether the charter school provides training to enhance knowledge. Parent and teacher satisfaction with the special education program is also generally assessed.

	# Yes Responses	# No Responses	# of Other Responses
Program Implementation: General Ed Teacher Interviews	247	8	83
Program Implementation: Special Ed Teacher Interviews	329	3	118
Program Implementation: Parent Interviews	214	22	113
TOTALS	790	33	314

4. CLASSROOM OBSERVATIONS

Observations are conducted in classrooms of students selected by the BSE for the sample group.

	# Yes Responses	# No Responses	# of Other Responses
Classroom Observations	0	0	0

5. EDUCATIONAL BENEFIT REVIEW

	In Compliance	Out of Compliance
Educational Benefit Review	X	

PART II CORRECTIVE ACTION PROCESS

PART I of this report presented an overall summary of findings. In the Appendix to the report, we have provided the detailed findings for each of the criteria of the compliance monitoring document, i.e. FSA, File Reviews, Interviews and Classroom Observations. The detailed report of findings includes:

- Criteria Number
- Statements of all requirements
- Whether each requirement was met, not met, not applicable or other
- Statements of corrective action required for those criteria not met. *Criteria not met that require corrective action by the charter school are gray-shaded.*

Charter schools are advised that in accordance with requirements of the Individuals with Disabilities Education Act, all noncompliance must be corrected as soon as possible but in no case later than one year from the date of the monitoring report. The BSE is required to verify timely correction of noncompliance, and must report annually to the federal government and the public on this requirement.

Upon receipt of this report, the charter school should review the corrective action and improvement planning required. The report is formatted so that findings from all components of the monitoring are consolidated by topical area. The report lists the finding, and whether corrective action is required. For certain types of findings, corrective action will be prescribed, and will not vary from charter school to charter school. For example, if the finding is that the charter school lacks a specific required policy, it is reasonable to have the BSE prescribe a standardized remedy and timeline for correcting this deficiency. However, the majority of corrective action activities will be individually designed by the charter school based on their own unique circumstances and goals. Consistent with IDEA's general supervision requirements for states, BSE must approve all proposed corrective action.

With respect to the File Review, because students were selected at random, findings are generalized to the entire population of students with disabilities. During the corrective action review, the BSE Advisor will select students at random and will review updated data, i.e. records that were developed subsequent to the monitoring. Consequently, the charter school should approach corrective action on a systemic basis. As indicated above, the charter school is also required to correct student specific noncompliance identified during monitoring under the ICAP process. If there has been a finding of noncompliance in the Educational Benefit Review component, the individual students are identified to the charter school and, because of the significance of the provision of a free appropriate public education (FAPE) to these students; the charter school must take immediate corrective action.

The BSE Adviser will schedule an onsite visit with the charter school within 60 days following issuance of the monitoring report. The BSE Adviser, charter school, and PaTTAN staff will develop a Charter School Corrective Action Verification/Compliance and Improvement Plan. PaTTAN and IU staff are available to assist the charter school.

Upon conclusion of the corrective action process, the charter school will be notified of its successful completion of the monitoring process.

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: Pennsylvania Distance Learning CS

Chief Executive Officer: Ms. Patricia Rossetti

Special Education Director/Coordinator: _____

BSE Special Education Adviser: Cortney Verner

Date of Report: January 15, 2018

Date Final Report Sent to LEA: January 15, 2018

Reminder: The timelines for corrective action of all non-compliance items may not exceed ONE YEAR from the Date Final Report Sent to LEA

First Visit Date: _____

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

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						4. FSA-CONFIDENTIALITY Standard The LEA is in compliance with confidentiality requirements.			
		X				5. FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION) Standard: The LEA uses dispute resolution processes for program improvement.			
		X				8. FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION Standard: The LEA adheres to procedural requirements in suspending students with disabilities.			
Y						10. FSA-INDEPENDENT EDUCATIONAL EVALUATION Standard: The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.			
Y						11A. FSA-LEAST RESTRICTIVE ENVIRONMENT Standard: The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.			
	N					12. FSA-EXTENDED SCHOOL YEAR SERVICES			
Y						13. FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING			
Y						15. FSA-PARENT TRAINING Standard: Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.			
						INTERVIEW RESULTS (Parent)			
						P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					5 2 1 1 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					5 2 1 1 0 0	P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum. Always Sometimes Rarely Never Don't Know Does not Apply			
Y						18. FSA-SURROGATE PARENTS (STUDENTS REQUIRING) Standard: The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
Y						19. FSA-PERSONNEL TRAINING Standard: In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.			
						INTERVIEW RESULTS (General & Special Education Teacher)			
10	0	0				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?			
10	0	0				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
10	0	0				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
10	0	0				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
		X				20. FSA-INTENSIVE INTERAGENCY APPROACH Standard: The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			
Y						21. FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION Standard: The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation			
	N					21A. TRANSITION REQUIREMENTS Standard: The LEA complies with requirements for transition planning for students.	The LEA has been provided with the names of individual students for whom corrective action is required.		
						Topical Area 2: Delivery of Service			
	N					17. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.	The LEA will develop an improvement plan to address significant discrepancy in total number of students identified as special education compared to the state average, more specifically, students identified as Other Health Impaired (OHI).		
Y						17B. FSA-PUBLIC SCHOOL ENROLLMENT Standard: Timely provision of FAPE for students who transfer public agencies within state, and from another state.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						22. FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION Standard: LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			
Y						23. FSA-EDUCATIONAL BENEFIT REVIEW Standard: The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.			
						CLASSROOM OBSERVATIONS			
0	0	0		0		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
0	0	0		0		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
0	0	0		0		CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
0	0	0		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?			
0	0	0		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			
0	0	0		0		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
0	0	0		0		CO 7. Does this setting coincide with the student's IEP with regard to the extent to which the student is educated with non-disabled peers?			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
						P 55. My child does classroom work in a regular classroom with students without disabilities.			
					9	Always			
					0	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					8 0 0 0 1 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			
					1 4 1 2 0 1	P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled. Always Sometimes Rarely Never Don't Know Does not Apply			
					5 3 0 0 1 0	P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel. Always Sometimes Rarely Never Don't Know Does not Apply			
10	0	0				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
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?			
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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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? Has the ability to have access to peer interaction. Loves to participate and keeps the pace of the curriculum with peers. Peer relations, curriculum and teacher interaction are made readily available. Has exposure to general education expectations and peer interactions. Increased opportunities for peer interaction. Becomes more engaged and increased responses to social questions with general education peers. Positive exposure to peers. The content being taught is assisting the current individualized education plan. Demonstrates success and progress with on grade-level content. Has an opportunity to be with peers, has high expectations and able to follow grade level content.			
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?			
10	0	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				GE 85b. If no, what training or support would assist you?			
10	0	0				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?			
8	0	2				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?			
5	3	2				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	5				SE 95c. If yes, what reasons were discussed for recommending removal?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Requires special instruction in identified skill areas. Additional supports are needed to help in identified academic areas. Need for additional special education services based on student performance/need. Functional performance and demonstrated academic needs indicated the need for more specialized instruction. Needs opportunity to reinforce skills related to the IEP goals.			
0	0	5				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? IEP team decision based upon needs. Time was determined based upon skill needs and current schedule. The time was determined by the needs to be addressed successfully. IEP team decision. The time was based on needs to master certain concepts/skills.			
8	0	2				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?			
8	0	2				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?			
10	0	0				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
10	0	0				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 3: Performance Indicators			
		X				5A. FSA-EFFECTIVE USE OF DISPUTE RESOLUTION Standard: The LEA uses dispute resolution processes for program improvement.			
Y						6. FSA-GRADUATION RATES (SPP) Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.			
Y						7. FSA-DROPOUT RATES (SPP) Standard: The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.			
		X				8A. FSA-SUSPENSION RATES Standard: The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			
Y						11. FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP) Standard: Students with disabilities are provided for in the least restrictive environment			
Y						16. FSA-PARTICIPATION IN PSSA AND PASA (SPP) Standard: The LEA's population of students who participate in state assessment is comparable with the state data.			
Y						16A. FSA-LOCAL ASSESSMENT			
						Topical Area 4: Evaluation and Reevaluation Process and Content			
						CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION			
						PERMISSION TO EVALUATE (File Reviews)			
0	0	10				FR 153. PTE-Consent Form is present in the student file			
0	0	10				FR 154. Demographic data			
0	0	10				FR 155. Reason(s) for referral for evaluation			
0	0	10				FR 156. Proposed types of tests and assessments			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 157. Contact person's name and contact information			
0	0	10				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
0	0	10				FR 159. Parent has selected a consent option			
						PERMISSION TO REEVALUATE (File Reviews)			
8	0	2				FR 194. PTRE-Consent Form is present in the student file			
8	0	2				FR 195. Demographic data			
8	0	2				FR 196. Reason for reevaluation			
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			
						AGREEMENT TO WAIVE REEVALUATION (File Reviews)			
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			
						EVALUATION REPORT (INITIAL) (File Reviews)			
0	0	10				FR 160. ER is present in the student file			
0	0	10				FR 161. Evaluation was completed within timelines			
0	0	10				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)			
0	0	10				FR 163. Demographic data			
0	0	10				FR 164. Date report was provided to parent			
0	0	10				FR 165. Reason(s) for referral			
0	0	10				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
0	0	10				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
0	0	10				FR 168. Teacher observations and observations by related service providers, when appropriate			
0	0	10				FR 169. Recommendations by teachers			
0	0	10				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			
0	0	10				FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.			
0	0	10				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)			
0	0	10				FR 173. Lack of appropriate instruction in reading			
0	0	10				FR 174. Lack of appropriate instruction in math			
0	0	10				FR 175. Limited English proficiency			
0	0	10				FR 176. Present levels of academic achievement			
0	0	10				FR 177. Present levels of functional performance			
0	0	10				FR 178. Behavioral information			
0	0	10				FR 179. Conclusions			
0	0	10				FR 180. Disability Category			
0	0	10				FR 181. Recommendations for consideration by the IEP team			
0	0	10				FR 182. Evaluation Team Participants documented			
0	0	10				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
0	0	10				FR 184. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 185. Indication of process(es) used to determine eligibility			
0	0	10				FR 186. Instructional strategies used and student-centered data collected			
0	0	10				FR 187. Educationally relevant medical findings, if any			
0	0	10				FR 188. Effects of the student's environment, culture, or economic background			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 191. Observation in the student's learning environment			
0	0	10				FR 192. Other data if needed			
0	0	10				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						REEVALUATION REPORT (File Reviews)			
10	0	0				FR 207. RR is present in the student file			
10	0	0				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)			
10	0	0				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)			
10	0	0				FR 210. Demographic data			
10	0	0				FR 211. Date IEP team reviewed existing evaluation data			
10	0	0				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
10	0	0				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
10	0	0				FR 214. Aptitude and achievement tests			
10	0	0				FR 215. Current classroom based assessments and local and/or state assessments			
10	0	0				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
10	0	0				FR 217. Teacher recommendations			
10	0	0				FR 218. Lack of appropriate instruction in reading			
10	0	0				FR 219. Lack of appropriate instruction in math			
10	0	0				FR 220. Limited English proficiency			
10	0	0				FR 221. Conclusion regarding need for additional data is indicated			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	8				FR 222. Reasons additional data are not needed are included			
10	0	0				FR 223. Determination whether the child has a disability and requires special education			
10	0	0				FR 224. Disability category(ies)			
10	0	0				FR 225. Summary of findings includes student's educational strengths and needs			
10	0	0				FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
10	0	0				FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
8	0	2				FR 228. Interpretation of additional data			
0	0	10				FR 229. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 230. Indication of process(es) used to determine eligibility			
0	0	10				FR 231. Instructional strategies used and student-centered data collected			
0	0	10				FR 232. Educationally relevant medical findings, if any			
0	0	10				FR 233. Effects of the student's environment, culture, or economic background			
0	0	10				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 236. Observation in the student's learning environment			
0	0	10				FR 237. Other data if needed			
0	0	10				FR 238. Statement for all 6 items			
10	0	0				FR 239. Documentation of Evaluation Team Participants			
1	0	9				FR 240. Documentation that team members Agree/Disagree			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
9	0	0	0			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
9	0	0	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	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?			
1	0	8	0			P 27. If your child was not reevaluated when required (every 2 years for children with intellectual disability (consent retardation), or any child placed in an Approved Private School, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			
1	8	0	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	0	9	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	0	9	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
3	0	7				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						Topical Area 5: IEP Process and Content			
						INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)			
10	0	0				FR 241. Invitation is present in the student file			
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			
7	0	3				FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			
3	1	6			25%	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			
6	1	3			14%	FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)			
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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)			
0	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			
0	0	10				FR 253. Form designates required 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	FR 256. The team members excused:			
					0	a. General Education Teacher			
					0	b. Special Education Teacher			
					0	c. Local Education Agency Representative			
						IEP CONTENT (File Reviews)			
10	0	0				FR 257. IEP is present in the student file			
10	0	0				FR 258. IEP was completed within timelines			
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			
5	0	5				FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting			
						DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)			
10	0	0				FR 263. Parents			
7	0	3				FR 264. Student			
10	0	0				FR 265. General Education Teacher			
10	0	0				FR 266. Special Education Teacher			
9	0	1				FR 267. Local Education Agency Representative			
2	0	8				FR 270. Community Agency Representative			
0	0	10				FR 271. Teacher of the Gifted			
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			
						SPECIAL CONSIDERATIONS (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				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			
0	0	10				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			
0	0	10				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
2	0	8				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			
						PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)			
10	0	0				FR 281. Student's present levels of academic achievement			
10	0	0				FR 282. Student's present levels of functional performance			
6	1	3			14%	FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
10	0	0				FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)			
10	0	0				FR 285. How the student's disability affects involvement and progress in the general education curriculum			
10	0	0				FR 286. Strengths			
10	0	0				FR 287. Academic, developmental, and functional needs related to student's disability			
						TRANSITION SERVICES (File Reviews)			
5	2	3			29%	FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment			
5	2	3			29%	FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	1	3			14%	FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually			
6	1	3			14%	FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service			
6	1	3			14%	FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)			
5	2	3			29%	FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)			
6	1	3			14%	FR 292c. Annual goals are related to the student's transition services			
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			
10	0	0				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams, ACCESS for ELLS, Alternate ACCESS for ELLS 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			
3	0	7				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams			
3	0	7				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
3	0	7				FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
10	0	0				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
7	0	3				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
2	0	8				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			
2	0	8				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)			
9	0	1				FR 302. Measurable Annual Goals			
9	0	1				FR 303. Description of how student progress toward meeting goals will be measured			
10	0	0				FR 304. Description of when periodic reports on progress will be provided to parents			
10	0	0				FR 305. Documentation of progress reporting on Annual Goals			
3	0	7				FR 306. Short Term Objectives			
						SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)			
10	0	0				FR 307. Program Modifications and Specially-Designed Instruction			
9	0	1				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			
9	1	0			10%	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			
7	0	3				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
8	0	2				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			
9	0	1				FR 313. If Supports for school personnel are included on the IEP, the personnel to receive support, support, location, frequency, projected beginning date and anticipated duration of services			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				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			
10	0	0				FR 316. A conclusion regarding student eligibility for ESY			
10	0	0				FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination			
6	0	4				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			
6	0	4				FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services			
						EDUCATIONAL PLACEMENT (File Reviews)			
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)			
0	0	10				FR 326. If child will not be attending his/her neighborhood school, reason why not			
						PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)			
10	0	0				FR 327. Completed Section A or Section B			
						IEP DEVELOPMENT			
						INTERVIEW RESULTS (Parent & General Education Teacher)			
9	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	0	0			P 29. Did you participate in developing the current IEP for your child?			
9	0	0	0			P 30. Was the meeting held at a time and location that was convenient for you?			
0	0	9	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?			
9	0	0	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
7	2	0	0			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	7	0			P 32b. If no, what training or support would assist you? Anything would be helpful. More information/training on how to support children with academic challenges.			
9	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?			
9	0	0	0			P 35. Was the current IEP developed at the IEP meeting?			
3	1	3	2			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?			
9	0	0	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
0	0	9	0			P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
0	0	9	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		8	1			P 65. If you did not participate in your child's IEP meeting, what kept you from participating?			
6	0	4				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
4	3	3				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
4	0	6				GE 76. Were those recommendations considered by the IEP team?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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?			
10	0	0				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						IEP CONTENT			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
9	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?			
9	0	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 Standards/PA Common Core 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?			
10	0	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 Standards/PA Common Core or, if appropriate, alternate standards?			
10	0	0				SE 104. If appropriate, are the student's annual goals based on functional performance?			
9	0	1				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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	0	2				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?			
10	0	0				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?			
10	0	0				SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA/Keystone Exams, PASA, and other district-wide/charter school-wide assessments?			
10	0	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
10	0	0				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	0				SE 117b. If yes, in what ways? Peer interaction is made readily available. Is successful in all classes and goal setting is occurring to analyze progress. Opportunities for peer interaction and curriculum participation are made available. Is making progress at grade level in subject areas. Is able to be successful and complete required activities as needed in the general education environment. There is access to peer interaction. Participation has enabled growth in academics and social skills. Has opportunities for socialization, in the regular education classroom that has supported academic development. Is able to perform well with age level peers. It enables social skill development at grade level. Has opportunities for social interaction with peers.			
0	0	10				SE 117c. If no, what does this student need that he/she is not receiving?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						IEP IMPLEMENTATION			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
9	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?			
9	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?			
					9 0 0 0 0 0	P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals. Always Sometimes Rarely Never Don't Know Does not Apply			
					9 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			
9	0	0	0			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
8	0	2				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
10	0	0				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
6	0	4				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?			
1	5	4				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	9				GE 79c. If yes, what reasons were discussed for recommending removal?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Need for additional specialized instruction.			
0	0	9				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Based upon current skill level and progress data.			
6	0	4				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?			
10	0	0				SE 110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
9	0	1				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
9	0	1				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
10	0	0				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?			
						PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent & Special Education Teacher)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	3	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?			
9	0	0	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?			
7	2	0	0			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
7	1	0	1			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	1	8	0			P 46. If you did not agree with the decision on ESY eligibility, were you given a written notice (NOREP/PWN) explaining that you could ask for a due process hearing?			
4	0	4	1			P 47. If your child was determined to be eligible for ESY services, did the IEP team decide upon the goals and services needed for the ESY program?			
10	0	0				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
7	0	3				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?			
0	0	10				SE 122e. If yes, are needed supplementary aids and services being provided to this student?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	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?			
						SECONDARY TRANSITION (Parent & Special Education Teacher)			
5	0	4	0			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
9	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?			
2	7	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	7	0			P 50c. If yes, what reasons were discussed for recommending removal? Needed additional support in certain subject areas. Additional instructional time for needed academic areas.			
0	0	7	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? Program needs. IEP team decision.			
9	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?			
9	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? Loves school. I think attendance is important. Is able to interact with peers. Has socialization opportunities and is aware of the future and is able to plan for it. Is able to be with other students, and participate in the curriculum. Enjoys interaction with peers and working with staff. Is able to receive the appropriate amount of attention in the general education virtual classroom. Is able to receive individualized instruction and keep up with the general education curriculum. It has enabled peer interaction.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	8	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			
					5 1 0 0 0 3	P 59. I am satisfied with the transition services developed for my child. Always Sometimes Rarely Never Don't Know Does not Apply			
					7 0 0 0 1 1	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			
7	0	3				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
9	0	1				SE 123. Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?			
						Topical Area 6: NOREP/PWN			
						(File Reviews)			
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			
10	0	0				FR 332. An explanation of why the LEA proposed or refused to take the action			
10	0	0				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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				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			
						INTERVIEW RESULTS (Parent)			
0	0	9	0			P 34. If services that you requested for your child were rejected by the school, did you receive a written notice (NOREP/PWN) explaining why the request was rejected?			
						P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me.			
					8	Always			
					1	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
						Topical Area 7: Additional Interview Responses			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
						P 54. I am a partner with school personnel when we plan my child's education program.			
					6	Always			
					3	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
		0	0			P 66. Tell me anything you really like about your child's special education program.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					1 2 1 3 2 5 4	c. staff-aide ratios d. staff's knowledge, training e. instructional materials g. staff open to suggestions, good communication i. support services k. staff's understanding and attitude n. other Has improved academically. Able to progress very well. They care. Flexibility of staff and staff access.			
		4	1		4	P 67. Tell me anything you would like to change about the program. n. other There is often a two day delay in teachers responding to questions sent in for review. Sometimes teachers push only certain ways to do certain activities. Difficulties with the virtual nature of the program. Pre-teaching of certain academic concepts would be very beneficial as well as slowing down the pace of the programming depending on the rate of learning.			
		0	0		1 5 3	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. Receives a lot of individualized time with staff. More information pertaining to Career Technical Centers. The program currently meets my child's needs. The program provides options and a progressive experience. I like the program.			
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?			
						Topical Area 8: Other Non-compliance Issues			
						Topical Area 9: Other Improvement Plan Issues			

Parent Special Education Trainings

[September 2018](#)- Importance of Having a Structured Routine

[October 2018](#)- The Parents Role on an IEP Team

[November 2018](#)- Inclusive Practices

[December 2018- Sensory Overload](#)

[January 2019](#)- ABC of Special Education

[February 2019](#)- Parent's Role in Transition Planning

[March 2019](#)- Extended School Year

[April 2019](#)- Standardized Testing

[May 2019](#)- Keeping the skills up in the summer

Importance of having a Structured Routine

By Ms. Krista Fischetti
8th Grade Special Education Teacher

Definition of Routine

- a sequence of actions regularly followed; a fixed program.

What is a routine?

- Having a set time/place in the day for each activity every day.
- Students must be made aware of when and where their activities will occur.

Why have a routine?

- Gives structure to the child's day
- Helps manage challenging behaviors
- Allows child to succeed academically
- Shows expectations of child

How can you create a structured routine for your child?

- ◉ Schedules
- ◉ Work Space
- ◉ Set expectations

Schedules

- Special Education teachers will provide you a copy of your child's visual schedule.
- This will include their live class times as well as any related services they may have.
- Look at the open times with your child and plan the remainder of their day (ex: homework times)

Schedules

- In your parent binders, you will be receiving a blank schedule as well. You can use this to plan your child's school days.
- It is very important to follow these schedules in order for your child to make progress.
- They should follow their class schedule, just like they would in a brick and mortar school setting.

Work Space

- Set up a work station in your home where your child can attend classes and complete homework each day, free of distractions.
- This allows them to see what is expected of them.
- Allows them to focus and concentrate on school work.

Set Expectations

- The teachers will set expectations for their classes, but it is also important to set these expectations at home too.
- Your child needs to realize the importance of their schedule and follow it daily.
- Expectations = SUCCESS!

Examples

- ◉ 8:00-8:30- Breakfast
- ◉ 8:45-9:00- Get materials and logged in for class
- ◉ 9:00-9:45- ELA
- ◉ 9:45-10:30- Math
- ◉ 10:30-11:15- Science
- ◉ 11:15-12:00- Social Studies
- ◉ 12:00-12:45- Lunch
- ◉ 12:45-2:00- Homework time

Examples

- ◉ 9:00-9:45- ELA
- ◉ 9:45-10:30- Math
- ◉ 10:30-11:15- Science
- ◉ 11:15-12:00- Social Studies
- ◉ 12:00-12:45- Speech
- ◉ 12:45-1:15- Lunch
- ◉ 1:15-3:00- Homework

A few extras...

- ◉ Having a structured routine is imperative for your child's success, especially in a cyber school setting.
- ◉ Setting aside time for homework allows for your child to remain engaged and motivated, which leads to success.
- ◉ Setting rules and expectations lets your child know you want them to succeed and allows them to learn skills imperative for life after school.

A few extras...

- It is important to make sure your child follows their routine each day to make for a successful school year!
- Remember, this should start day 1 of the school year!

Thank You!

- Thank you for attending! If you have any questions, please feel free to reach out to myself or your child's special education teacher! 😊

Secondary Transition

Road Map for Families:

Preparing your Child for
Life After High School

By: Karen Clutter

2/21/19



Objectives

1. To gain an understanding of the steps involved in developing the student's Secondary Transition Plan.
1. To know at what age Secondary Transition Plans become a part of the IEP process.

What is Secondary Transition?

- **Secondary Transition** is the process of preparing students for adult life after they leave high school.
- Transition planning begins at age 14, or younger if determined by the IEP team, as students explore and discover what they want their post-school outcomes to be through career awareness exploration activities.

Secondary Transition?

- The entire process is based on the individual student's needs, taking into account the student's strengths, preferences, and interests.
- Transition can be thought of as a **BRIDGE** between school programs and the opportunities of adult life, including: higher education or training, employment, and independent living.



Planning for the Future Checklist

Use this checklist as a discussion guide in preparing for life after high school.

The checklist is meant to be individualized and not all of the items listed may pertain to you.



Secondary Education 14-15 Year Olds

- ☐ Talk with your school and/or agency supporters about your interests and what you want to study after high school.
- ☐ Study websites to learn about training, technical school, college programs and classes where you can explore an interest or hobby. Visit at least one of these educational programs.
- ☐ Meet with your school's transition coordinator to make sure you are taking the right classes for your goals.
- ☐ Understand your disability. Ask for your own accommodations and/or assistive technology



Employment

14-15 Year Olds

☐ Sign up to volunteer and job shadow during school and/or summer months.

☐ Start keeping a list of the names, email addresses, and phone numbers of people who can be references for jobs.

☐ Learn about programs at your local career and technical education (CTE) centers. If you are interested, ask to visit. If you like it, learn how to apply.



Community Living 14-15 Year Olds

- ❑ Join an activity at your school, community, or place of worship.
- ❑ Practice asking for what you need during your IEP and other meetings.
- ❑ Know the medications you take (names, dosage, why you're taking them). Talk with your doctor about sexuality and boundaries, and about how behaviors like smoking and drinking affect our bodies.



Community Living 14-15 Year Olds

□ If you have an intellectual disability and no one has contacted the County's Office of Intellectual Disabilities (OID), ask your parents/guardians to call the county to complete an intake to register for services.

□ If needed, create an Individual Health Plan with your doctor and school nurse.



Secondary Education

15 -16 Year Olds

- Learn how accommodations may be different at the educational program you've chosen for after high school, so you can start to prepare.
- If you've chosen college, sign-up for the PSAT test (given in fall of sophomore and junior years) and make an appointment with your guidance counselor to talk about colleges and your plan for applying.
- Visit technical schools or certificate programs you may be interested in.



Employment 15-16 Year Olds

- ☐ To get ready for a job, practice filling out job applications and answering questions an employer might ask you.
- ☐ Ask your school and/or agency supporters for help with on-the-job training, job exploration, and/or part-time employment in your areas of interest. Your school can help you get this experience during school and during the summer.
- ☐ Ask your parents/guardians to sign forms that will allow Office of Vocational Rehabilitation (OVR) and/or other adult agencies to come to your transition meetings.



Community Living 15-16 Year Olds



- ❑ Talk with your school and/or agency supporters about the possibility of funding through Medicaid Waivers.
- ❑ Keep a list of your medical conditions and physicians. Be able to describe your health needs.
- ❑ If you have questions about your emotional or mental health, talk to your parents/ guardians, school or agency supporters, and your medical team. You can also call the county crisis line for help.

Community Living

15-16 Year Olds

Find out about adult agencies (like OVR) that can help you prepare for work, training, and independent living. The back of this checklist has a list of these agencies.

Keep copies of your medical, education, and government papers in a file to have ready when you need them.

Learn the differences between wants and needs, and the differences between earned and unearned income.



Secondary Education 16-17 Year Olds

- ❑ If your goal is a trade or higher education, sign up for standardized tests in your junior year and ask for any testing accommodations you might need.
- ❑ Ask your counselor about financial aid to pay for tests and test-prep classes and books.
- ❑ Apply to these schools during the fall of your senior year. If needed, apply for financial aid during the winter.



Employment 16-17 Year Olds

- Research 5 to 10 jobs that interest you and discuss what accommodations you may need.
- Apply for part time, summer, and/or weekend jobs. Ask for help finding good matches with your skills, interests, and location.



Community Living 16-17 Year Olds

☐ Decide whether you want to live independently after graduation. Talk with your family, school and agency supporters about options for housing.

☐ Learn about community activities you can get involved in.

☐ Apply for a driver's license or state ID card.

☐ If needed, apply for Supplemental Security Income-Social Security (SSI) and Medical Assistance (health insurance). Ask for help to understand working and adult benefits.



Community Living 16-17 Year Olds

If possible, schedule and attend at least some of your medical appointments by yourself.

Practice budgeting your money and develop savings goals.

If you have autism, call the Bureau of Autism Services to request information about applying for their adult autism programs. A parent/guardian can also call on your behalf.



Secondary Education 18-21 Year Olds

Know how to access current documentation of your disability before you leave high school.

☐ Contact the office for disability services and support at the school you'll be attending. Let them know the accommodations you need.

☐ Talk with your IEP team about how you can use your “Summary of Academic Achievement and Functional Performance” after high school.

☐ Make sure you have the assistive technology you need as you leave high school.



Employment 18-21 Year Olds

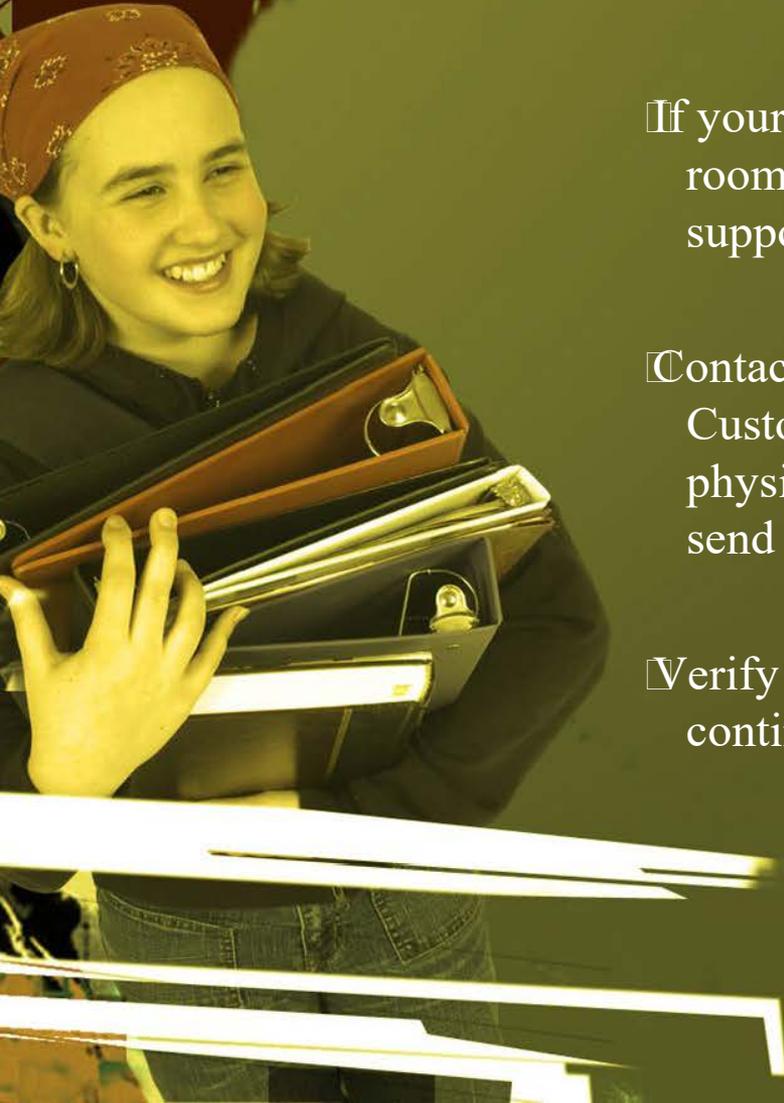
☐ Ask adult agencies to come to your IEP meetings at school to assist with job placement, training, and accommodations.

☐ Ask your school and agency supporters for help in arranging community-based, on-the-job training, and employment in your areas of interest. They can help you with this for work during school, nights and weekends, and during the summer.



Community Living 18-21 Year Olds

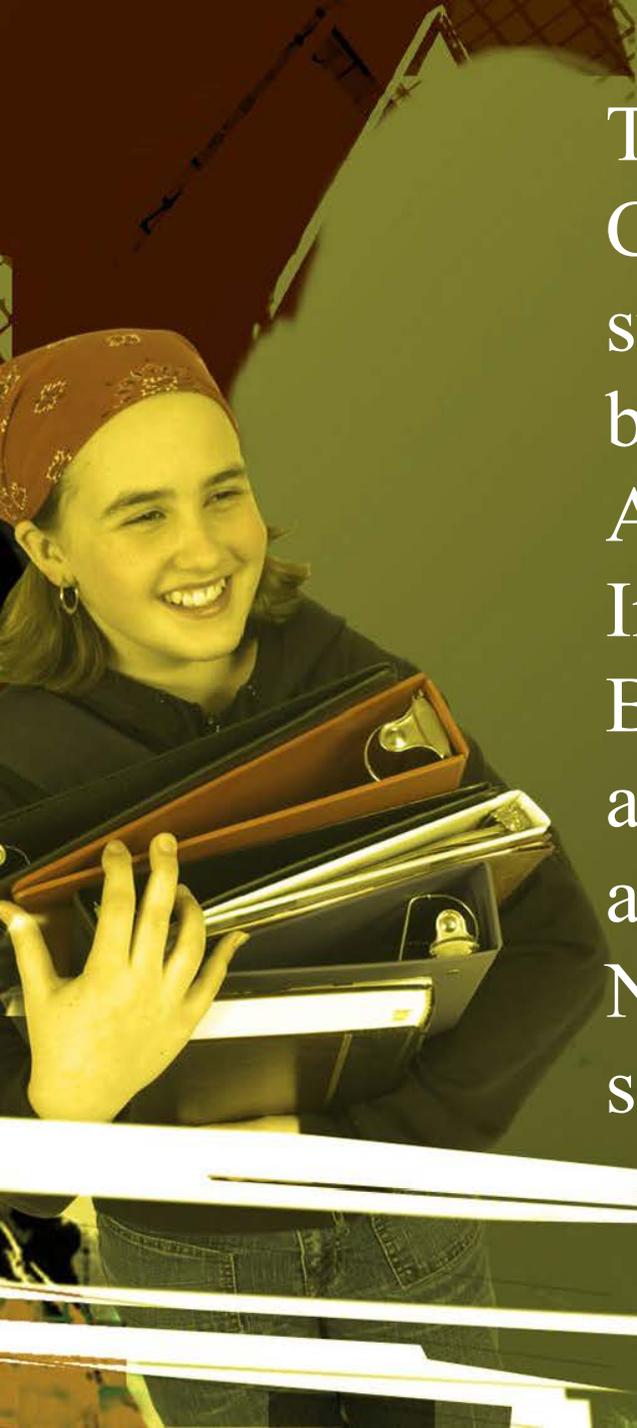
- If your goal is to live on your own or with a roommate, talk with your family, school and agency supporters.
- Contact the Special Needs Units (Medicaid plans) or Customer Service (private health plans) to choose a physician who treats adults. Ask your pediatrician to send a transfer summary of your records.
- Verify your healthcare insurance coverage and continuation of benefits past age 18.



Community Living 18-21 Year Olds

- Apply for Personal Assistance Services, if needed.
- Register to vote (age 18). Young men need to register for the Selective Service after their 18th birthday.
- Practice getting around your community by taking public transportation or arranging medical transportation.





The “Planning for the Future Checklist” was developed and supported through a partnership between the United Way of Allegheny County’s 21 and Able Initiative, the Pennsylvania Bureau of Special Education, and the Pennsylvania Training and Technical Assistance Network, with input from stakeholders across Pennsylvania

Adult Agencies

A young woman with a red headband and a black top is smiling and holding a stack of folders. She is positioned on the left side of the page, partially overlapping the table.

Bureau of Autism Services	866-539-7689
Bureau of Children's Behavioral Health Services	717-705-8289
CareerLink	717-787-3354
Department of Human Services	800-692-7462
Office of Developmental Programs	888-565-9435
Office of Vocational Rehabilitation	800-442-6371
Pennsylvania Statewide Independent Living Council	717-364-1732
Pennsylvania Elks Home Service Program	800-986-4550
Social Security Administration	800-772-1213
Pennsylvania Office of Long Term Living	866-286-3636

Resources:

- The information in this presentation is taken from the Pennsylvania Department of Education.

Sensory Overload

Parent Training

December 13th, 2018

Hannah Bevington

Hannah.bevington@padistance.org

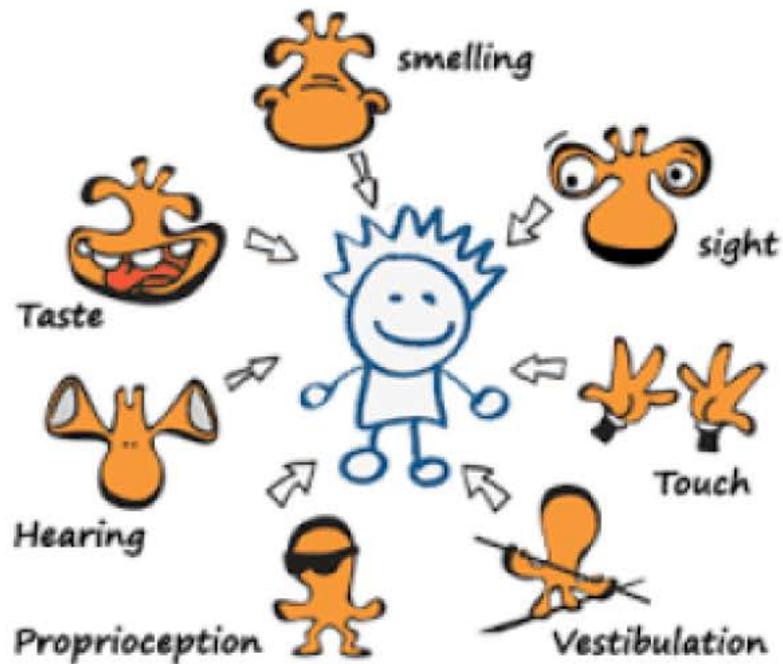
Life Skills Teacher: K-8

Objectives:

- Discuss sensory impairments
- Describe and discuss different kinds of sensory overloads
- Discuss ideas on how to manage and prevent sensory overloads

Sensory System

The sensory system is a part of the nervous system responsible for processing sensory information, meaning things we see, hear, touch, smell, and taste.



Types of Input: Vestibular

The vestibular system includes parts of the inner ear and brain that are affected by movement. It is the sensation of any change in position, direction, or movement of the head. This input gives us information about our body's position in space: whether we are moving with or against gravity, fast or slow, moving or still, and what direction we're headed. It also contributes to our overall alertness. Some common issues related to movement are:

Movement

- *Seeks or avoids certain movements: spinning, swinging, upside down
- *Performs certain movements to calm: rocking, bolting, head banging
- *Performs “odd” movements: hand flapping, stomping
- *Demonstrates low muscle tone: lays instead of sits, tires easily
- *Doesn't become dizzy from spinning



Ways to help your child cope with sensitivity to movement

1. Provide opportunities for movement prior to sitting tasks
2. Give movement choices
3. Provide movement opportunities that promote calmness (slow, rhythmic movement, linear swinging, rocking)
4. Provide opportunities to practice balance (stepping up on curb, walking up/down stairs, balance ball, kicking a ball)
5. Consider safety issues

Types of Input:

Proprioception

Proprioception is the body's ability to sense itself, or body awareness in relation to our environment. Our body receives information for this sense through our muscles and joints affecting our self awareness, emotional security and our ability to feel safe and secure in our surroundings. Some common issues related to proprioception are:

Proprioception

- *Seeks or avoids certain movements: bouncing, rolling, hiding under heavy objects or being tightly wrapped up in a blanket, muscle massage
- *Performs unsafe movements to get needed input: head banging, hitting
- *Applies too much or too little pressure. Often seems to play "rough" or seems "fragile".
- *Seems clumsy- this relates to child's ability to perceive their position in space in relation to objects in the environment and overall motor planning



Ways to help your child cope with sensitivity to muscle use

1. Provide opportunities for heavy pressure to muscles or joints prior to sitting tasks: trampoline, roll on ball, jumping jacks
2. Give movement choices
3. Provide movement opportunities that promote calmness: hugs, massage, stretching, weighted vest or blanket, heavy work (push/pull)
4. Provide opportunities to practice balance (stepping up on curb, walking up/down stairs, balance ball, kicking a ball)
5. Consider safety issues

Types of Input: Taste

Our sense of taste is to recognize the five basic taste sensations of sweet, sour, salty, bitter, and umami. This sense is meant to keep us safe from ingesting things that are toxic, spoiled, or inedible. It also is an underlying factor to good nutrition. Some common issues related to taste are:

Taste

- *Refuses to eat certain foods or overeats
- *Eats a limited number of food textures (more than just being picky)
- *Prefers a particular taste or no taste (bland, spicy, bitter, salty, etc)
- *Overstuffs mouth
- *Chewing/swallowing difficulty
- *Difficulty managing food in mouth (moving with tongue)

Ways to help your child cope with sensitivity to taste

1. Provide different options at each meal/snack
2. Teach appropriate responses
3. Teach appropriate eating habits (related to stuffing, chewing, swallowing)
4. Provide appropriate tasting experiences with new foods
5. Do not limit food choices based on child's preference. The more often you present the food, the more likely the child will try it.
6. Consider safety issues

Types of Input: Smell

Our sense of smell is the body's ability to interpret smells, as well as, taste flavors. Smell and taste can affect our memories, emotions, and behaviors. Some common issues related to smell are:

Smell

- *Seeks certain smells, sometimes inappropriately
- *Overreacts to certain smells
- *Doesn't seem to notice foul odors
- *Doesn't alert to odors that may be a safety issue (spoiled food, fire, etc)



Ways to help your child cope with sensitivity to smells

1. Give advance warning
2. Teach appropriate responses
3. Provide appropriate olfactory experiences
4. Consider safety issues

Types of Input: Auditory

Our sense of hearing is the body's ability to process sounds and gather information from our surroundings. Some common issues related to hearing are:

Hearing

- *Seems to not hear a person (or turn toward sounds)
- *Can't control speaking volume (speaks very loud or very soft)
- *Covers ears, cries, screams at sudden noises
- *Avoids everyday noises like flushing toilets
- *Seeks out loud noises or repeats common noises
- *Puts ear very close to noises (music, toy,)
- *Calms to noises or certain music
- *Produces noises on own



Ways to help your child cope with noise sensitivity

1. Give advance warning
 2. Muffle sounds (reduce volume, use noise reducing headphones or earplugs)
 3. Provide opportunities for quiet time and time to be loud
 4. Use sound machine or play soothing music
 5. Take new experiences slowly
 6. Help him/her set boundaries
 7. Consider safety issues
- <https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/sensory-processing-issues/7-ways-to-help-your-child-cope-with-noise-sensitivity>

Types of Input: Tactile

Our sense of touch is the body's ability to perceive touch sensations gives our brains a wealth of information about the environment around us, such as temperature, pain, and pressure. Some common issues related to touch are:

Touch/Feel

- *Avoids or seeks out touching certain textures (messy, sticky, rough, etc)
- *Refuses to wear certain clothing (socks with seams, tags, jeans, etc)
- *Is not aware (or becomes very upset) that clothes are twisted, messy or wet
- *Fidgets with objects
- *Mouths objects (that are not food)
- *Applies too much or too little pressure to items or people
- *Doesn't respond appropriately to temperatures or pain



Ways to help your child cope with tactile sensitivity

1. Choose clothing without tags or seams
2. Provide opportunities to enjoy tactile materials (sensory bins)
3. Provide opportunities for messy play but don't force child to touch
4. Point out clothing that is wet, twisted when it occurs
5. Teach safety awareness (temperature, pain)

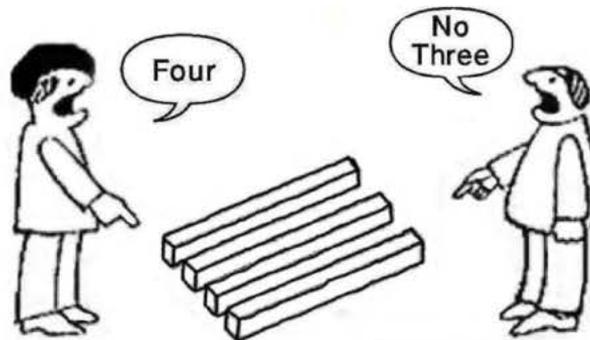


Types of Input: Ophthalamoception

Our sense of sight allows us to see what is going on around us and interpret what is happening. Some common issues related to sight are:

Sight

- *Doesn't pay attention to visual tasks
- *Is easily distracted by too much visual information
- *Is restless or inattentive during video or visual presentations
- *Has difficulty with tasks that require copying or writing
- *Reverses or misreads letters, numbers and words
- *Stares at lights or moving items (or flaps items in front of eyes)
- *Routinely fails to observe or recognize changes in environment



Ways to help your child cope with visual sensitivity

1. Modify lighting
2. Reduce glare
3. Make things brighter
4. Tone things down
5. Ease up on eye contact
6. Reduce or remove visual distractions
7. Point out changes to environment and discuss



Need more ideas?

- Contact your child's
 - Special education teacher
 - Regular education teacher
 - Guidance counselor
 - Principal
 - Related Service Providers

Resources for Home

- 15 ways to help your child cope with tactile sensitivity
- 7 ways to help your child cope with taste sensitivity
- 8 sensory friendly indoor games and activities
- How to make a sensory travel kit for your child

- <https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/sensory-processing-issues/sensory-processing-issues-strategies-you-can-try-at-home>

Thank you for your attendance!

- If you have any questions, please contact Hannah Bevington at:
- hannah.bevington@padistance.org
- 1-888-997-3352 ext. 188

PREPARING FOR PSSA & KEYSTONE TESTING



With
Mr. Evanchak

OVERVIEW

- **Before Testing**
- **Day of Testing**
- **Test Taking Tips**

BEFORE THE TEST

- Talk about the test with your child
- Encourage your child
- Talk with your child's teachers
- Double-check to make sure you have the right time, date, and location of the test

BEFORE THE TEST

- Take a practice test with your child
 - PSSA Materials:
 - <https://goo.gl/j9kmhH>
 - Keystone Materials:
 - <https://goo.gl/iicZ95>





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[PDE](#) > [K-12](#) > [Assessment and Accountability](#) > PSSA

PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT (PSSA)

The annual Pennsylvania System School Assessment is a standards-based, criterion-referenced assessment which provides students, parents, educators and citizens with an understanding of student and school performance related to the attainment of proficiency of the academic standards. These standards in English Language Arts, Mathematics, and Science and Technology identify what a student should know and be able to do at varying grade levels. School districts possess the freedom to design curriculum and instruction to ensure that students meet or exceed the standards' expectations.

Every Pennsylvania student in grades 3 through 8 is assessed in English Language Arts and Math. Every Pennsylvania student in grades 4 and 8 is assessed in science.

RESOURCE MATERIALS

- [Mathematics](#)
- [English Language Arts](#)
- [Science](#)
- [Braille](#)

PSSA REPORTING

- [PSSA Results](#)
- [PSSA Technical Reports](#)
- [PSSA Impact Charts \(PDF\)](#)

TESTING INFORMATION

PSSA RESOURCES

<https://goo.gl/j9kmhH>



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KEYSTONE RESOURCES

[https://goo.gl/
/iicZ95](https://goo.gl/iicZ95)

[PDE](#) > [K-12](#) > [Assessment and Accountability](#) > [Keystone Exams](#)

KEYSTONE EXAMS

The Keystone Exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Algebra II, Geometry, Literature, English Composition, Biology, Chemistry, U.S. History, World History, and Civics and Government.

The Keystone Exams are one component of Pennsylvania's new system of high school graduation requirements. Keystone Exams will help school districts guide students toward meeting state standards.

GETTING READY FOR 2017

RESOURCE MATERIALS

- [Test Definitions](#)
- [Item and Scoring Samples](#)
- [General Scoring Guidelines](#)

KEYSTONE REPORTING

- [Keystone Exam Results](#)
- [Assessment Update \(PDF\)](#)
- [2011 State Summary Reports](#)

[Technical Details](#)

DAY OF TESTING

- Do a relaxing activity the night before the test, and go to bed early to get plenty of rest.
- Prepare the materials you need for the test on the night before.
 - Comfortable clothes
 - Packed lunch



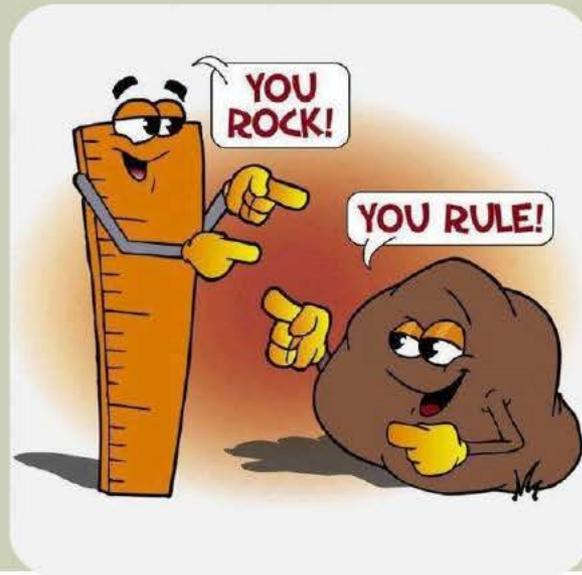
DAY OF TESTING

- Take the time to eat a healthy breakfast before starting the day. A well-fueled body functions better.
- Arrive to the testing site a 5-10 minutes early.
- Try to stay focused and relaxed.



TEST TAKING TIPS

- If you do not understand the directions or are unsure, ask for help.
- Read the question and all answer choices before marking anything.



TEST TAKING TIPS

I CAN
and
I WILL.

- Read each question carefully.
- Ask for help if you don't understand the directions.

TEST TAKING TIPS

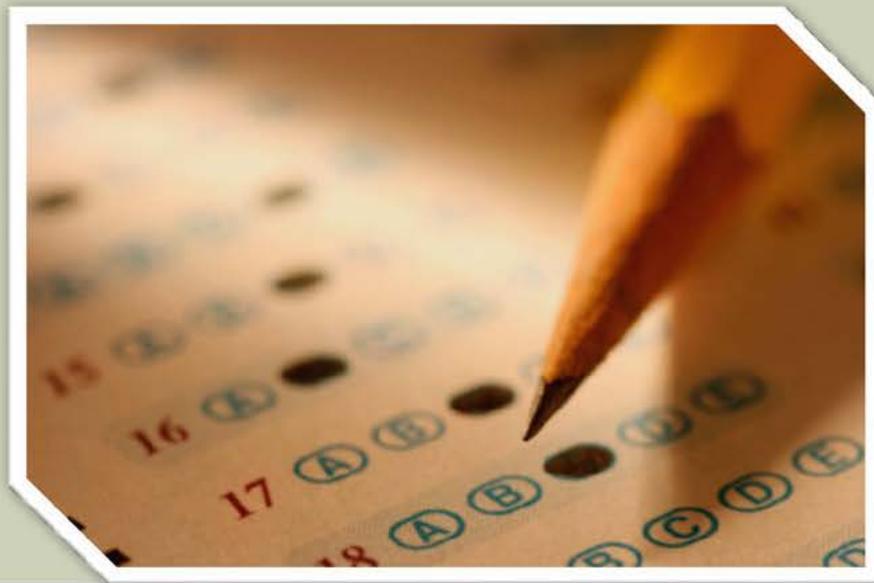
- Skip a question if it takes you too long to figure out. Answer the questions you know first before coming back to the skipped questions.
- Try to answer every question by making the most intelligent choice you can.

**TRUST
YOURSELF.
YOU KNOW
MORE THAN
YOU THINK
YOU DO.**

—DR. SPOCK—

TEST TAKING TIPS

- Double-check your answers if you finish early.
- Fill in bubbles fully, write neatly, and erase stray marks.





ELA TEST TERMS TO KNOW

1 CHOOSE: To select from a number of possibilities. Similar words: *select, pick, determine, identify.*

2 DEFINE: Meaning of a word, phrase; definition

3 COMPARE: Common characteristics, identify how things are *alike or similar*

4 CONTRAST: Characteristics that are *not alike*. Identify how things are *different*

5 SUMMARIZE: Give a brief overview of the main points

6 DESCRIBE: Present a clear picture of a person, place, thing or idea. Use details and sensory words!

7 EXPLAIN: Think about the five (5) W's and one (1) H. *Who, What, When, Where, Why, and How.*

8 CONCLUDE/CONCLUSION: To arrive at a decision, to close or bring to an end

9 INFER: "Read between the lines"; the answer is not clearly stated in the passage. Use knowledge and experience to draw conclusions.

10 MOST LIKELY: Best chances of happening

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QUESTIONS?

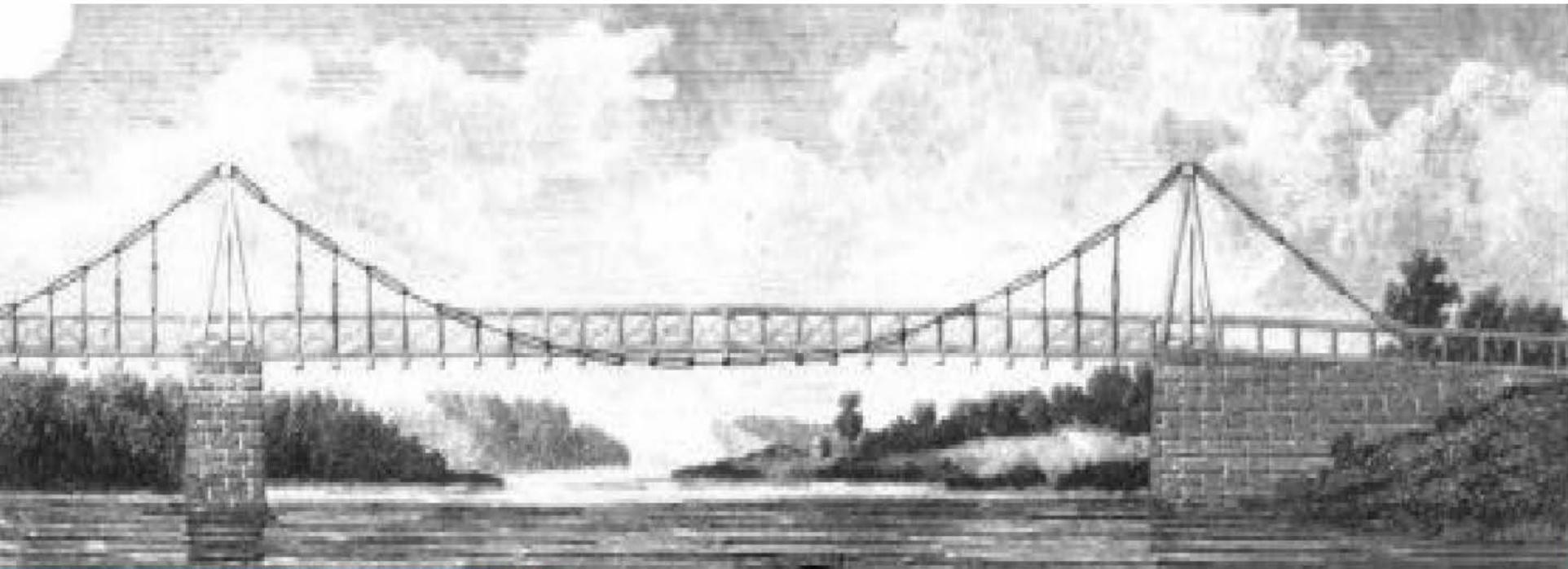
Contact Info:

Mr. Matt Evanchak

1-888-997-3352 ext. 179

Matthew.evanchak@padistance.org

Bridge the Summer



Chain Bridge at Falls of Schuylkill was an 1808 chain suspension bridge built across the Schuylkill River, north of Philadelphia. Designed by James Finley, it became the model for his later chain suspension bridges. (www.enacademic.com, 2019)



SUMMER SLIDE

**10
weeks**

of math learning is lost over
summer vacations

Time children spend re-learning
old concepts during fall is

**6
weeks**

**10
weeks**

of reading skills are lost over
summer vacations

By Grade 5, summer learning loss
puts children behind their peers by

**72
weeks**

**4-5
hours**

per week of practice can help
keep learning loss at bay

Set Summer Expectations and Routines

Keeping routines going all summer long helps with the transition back to school!

Plan activities with your family

Set up boundaries and timelines

Provide children with a curfew and stick to it.

Keep your schedule consistent and routine



Example Schedule

9am: Wake up, shower, dress, etc

9:30am: Breakfast

10am: Chores

10:45: Reading time or trip to library

12:00: Lunch

12:30 Scheduled Activity (like the pool or park)

1:30: Exercise/outside play/free time

3:30: Computer time

5:00: Dinner

6:00: Chores

7:00: Family time/crafts/hobbies/family game

9:00: Bedtime routine

9:30: Lights out



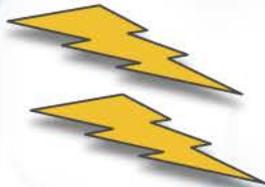


Summer is the best time to learn!

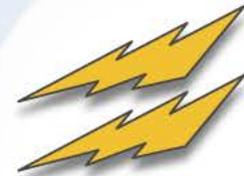
- informal through fun experience
- develop new skills and talents
- build new friendships.

Summer Camps Registration

- ✓ 100% free
- ✓ Register for as many camps as your child would like
- ✓ Invite a friend who does not attend PA Distance Learning
- ✓ Pre-K students can enroll in Kindergarten camps



[CLICK HERE](#) to sign up



Registration deadline: May 17th

Week of June 10

World Explorers

Grades: Entering K – 6th Grade

Time: 9:00 AM–10:00 AM

Teachers: Ms. Berger, Mrs. Carpenter

Travel around the world in five days. We'll visit Germany, Africa, France, Mexico and Japan! Experience each culture through music, art and dance.

By the end of this camp you will know how to introduce yourself in 5 different languages. Get ready, get set, explore!

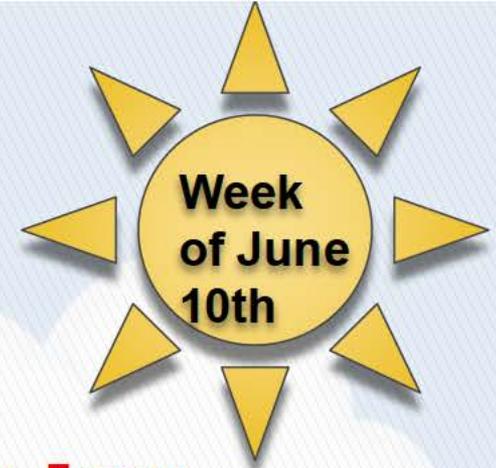
Literature and Science

Grades: Entering 2nd – 3rd Grade

Time: 10:00 AM–11:00 AM

Teacher: Ms. Perry

Students will be reading stories from the Strega Nona book series by Tommy DePaola. They will view related science experiments.



Camp Create

Grades: Entering 3rd – 6th Grade

Time: 10:00 AM–11:00 AM

Teacher: [Ms. Belville](#)

Bored? Want something different to do? Something fun and exciting? Look no further! This is the camp for you! In this camp, you will experiment with a variety of painting techniques, explore artists from all over the world and create your very own masterpieces. So, grab that paintbrush and let's make creativity happen!



Gettin' Folksy with It: Exploring and Unpacking the Cultural Power of Folktales

Grades: Entering 6 – 12th Grade

Time: 9:00 AM–10:00 AM

Teacher: [Mrs. Devlin](#), [Ms. Smialek](#)

Have you ever wondered how tales like Babe the Blue Ox and Johnny Appleseed got started? Come join us as we uncover the oral traditions and art of storytelling from American, Native American, and European cultures. These stories are more than just tall tales, they have stuck with us for generations for a reason! Throughout camp, we will learn the elements of folktales together. By the end of camp, participants will have created their own folktales to share.



A Crash Course in Watercolor

Grades: Entering 7th – 12th Grade
Time: 10:00 AM – 11:00 AM
Teacher: [Ms. Sorce](#)

Students will begin with a lesson in different watercolor techniques to help familiarize them with the medium. Next there will be an instructor led, step by step painting of a night sky with a tree line or skyline silhouette! The final project for this course will be student choice! This will give the students the opportunity to apply the techniques they learned to an original composition!

An Introduction to Blackout Poetry

Grades: Entering 9 – 12th Grade
Time: 11:00AM – 12:00 PM
Teacher: [Ms. Sorce](#)

Students will have the opportunity to combine art and poetry! Each student will use found text to create a poem by highlighting or circling selected words. Then, students will take the time to illustrate their poem right on the page!



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Think - Eat - Move! Healthy Steps for Healthy Lives

Grades: Entering 6 – 12th Grade

Time: 1:00 PM – 2:00 PM

Teacher: Ms. Hedderman



Think healthy, Eat healthy, Move healthy is geared to get campers excited about nutrition and physical activity. We'll engage in concepts we can relate to "real life" choices and decision making. Learning healthy habits at an early age is much easier than trying to break unhealthy habits later in life. Join me as we'll construct our own personal meaning of "healthy," create meal and activity plans, and become the newest members of Hydration Nation. We'll even investigate the correlation between fitness and academic success. Let's take healthy steps for healthy lives. This camp will be sure to make your heart race!



Stories and Science Come to Life

Grades: Entering K – 2nd Grade
Time: 10:00 AM–11:00 AM
Teacher: [Mrs. Grosso](#)

Every day we will read a story before we get started. When we are done reading the book together, you and I will make a science experiment or do a science activity together from each story. You will be amazed at the marvel of science! Some activities are slimy, some are shiny, some are fluffy and some are... tuffy?

Space Crafts

Grades: Entering 3rd – 5th Grade
Time: 10:00 AM – 11:00 AM
Teacher: [Mrs. Brennen](#), [Mrs. Colbert](#)

Join us as we voyage through the solar system on your one of a kind spacecraft. You will design a spacecraft and launch on a week long adventure visiting the moon, planets, the sun and constellations. You will explore space concepts and create crafts as you journey through our solar system.



Cooking Camp

Grades: Entering 8th – 12th Grade

Time: 11:00 AM–12:00 PM

Teacher: [Ms. Petraglia](#)

Students will learn the proper safety and sanitation techniques to safely cook meals in the kitchen. We will go through four recipes start to finish that can be prepared in less than one hour and will touch on a basic cooking skill. Including boiling pasta, knife skills, hard boiling eggs, sautee, and food safety principles.

Dishes include: Spaghetti and Meatballs, Chicken Stir-fry, Pasta salad, and Chicken Fajitas.

Please note: Participation in this camp requires submission of this [liability waiver](#). Upon registering, you will receive an e-mail with instructions on how to submit the waiver. You must also have or be willing to purchase the items listed in [this document](#).

You Have a Story to Tell: Digital Storytelling Camp

Grades: Entering 3rd – 6th Grade

Time: 1:00 PM – 2:00 PM

Teacher: [Ms. Azzaro](#)

You have a personal story inside you that is bursting to be expressed! In this camp you will learn creative ways to tap into your creativity, plan, storyboard, digitize and share your story using fun forms of technology! Come share your story, share your voice, and have tons of fun in the process!

Providing structured, family based activities is a great way to keep their brains in shape.



Learn at home

Watch documentaries,
historical movies or
educational videos

Create a family
reading challenge

Create a family
treasure hunt

Cook or bake
together

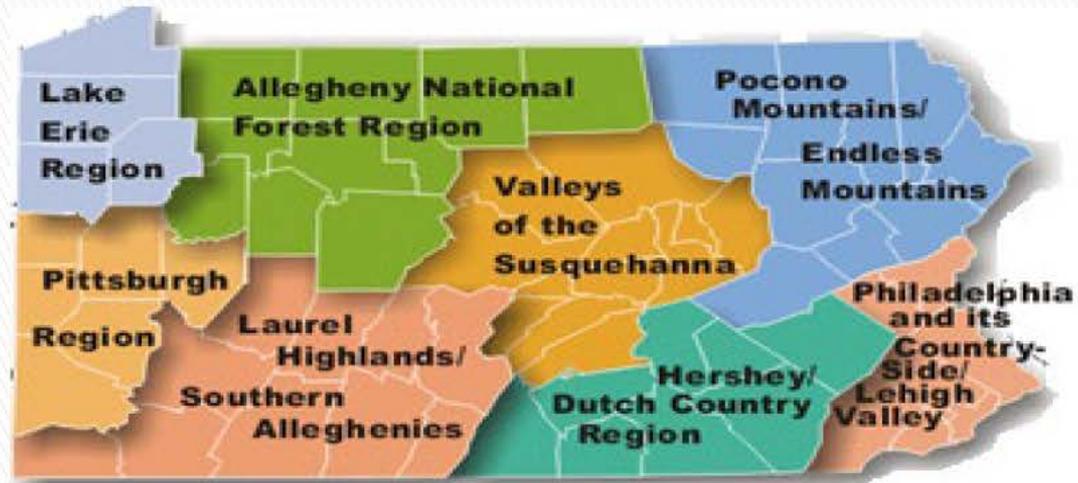
Set up science
experiments using
things you already
have at home

Play board or card
games together

Download audio books
from the library



Go the PA 🍎 Distance this summer!



Pennsylvania
pursue your happiness™

Our students live all over this great state!
Explore and experience the great
Commonwealth of PA!

Explore with the PA Distance Travel Guide!

52 different students and families, and 11 staff members contributed to our first ever PA Distance Travel Guide!

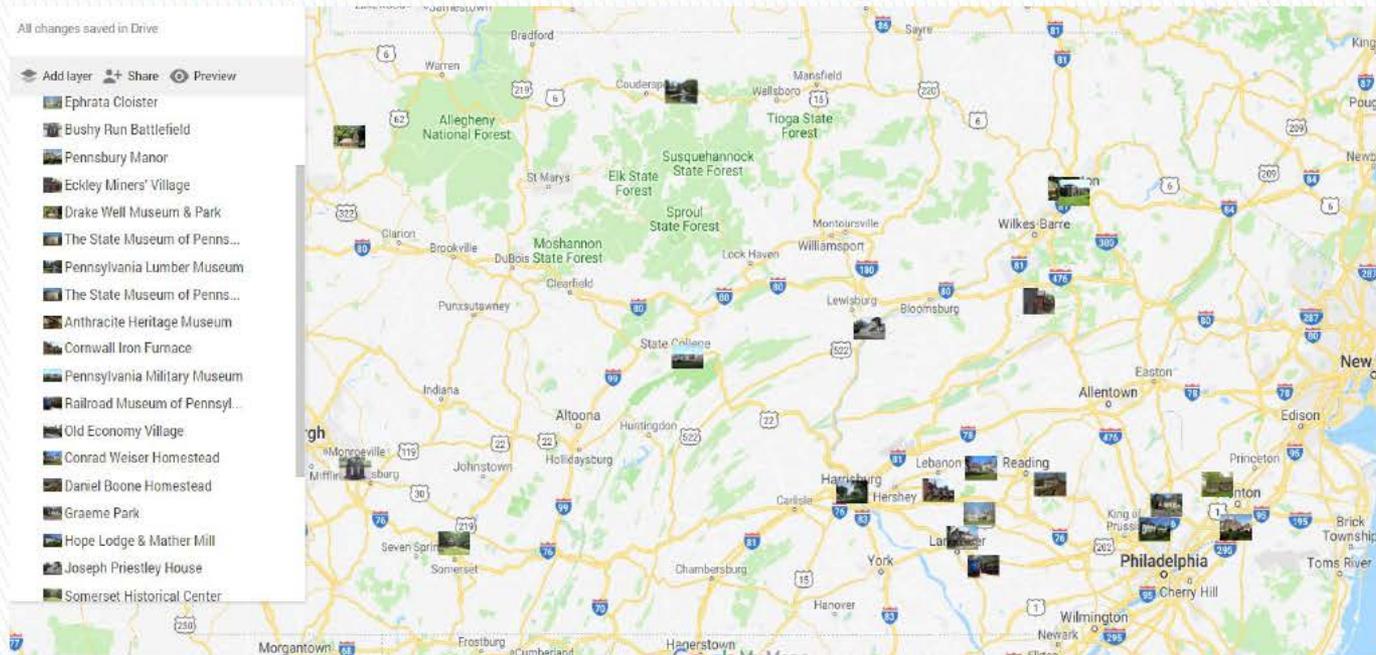
We have over 62 amazing destinations across PA and a few honorary mentions from other parts of the world!

[CLICK HERE FOR THE PA DISTANCE TRAVEL GUIDE](#)



Explore PA History:

With over 300 years of American history, which trail will you take?



PA Trails of History

Check out these links from www.ExplorePAHistory.com

[STORIES FROM PA HISTORY](#) and [EXPLORE OUR HERITAGE](#)

Explore County Fairs



Learn all about your regions Agriculture, Horticulture, and the many Associations and Societies.

See exhibitions of animals, demonstrations of skill, displays of artwork and home goods, plants, entertainment, and motorsports

Experience exciting midway rides!

Check out this site to find events in your area!

[COUNTY FAIRS IN PA](#)

Explore Children's Museums

- ▶ PA has many hands-on children's museums dedicated to inspiring active play
- **Harrisburg:** Whitaker Center for Science and the Arts
- **Pittsburgh:** Carnegie Science Center
- **Philadelphia:** Please Touch Museum
- **Bloomsburg:** Children's Museum
- **Allentown:** Allentown Art Museum
- **Punxsutawney:** Weather Discovery Center
- **Titusville:** Drake Well Museum
- **Erie:** ExpERIENCE Children's Museum
- **Allentown:** DaVinci Science Center
- **Easton:** The Crayola Experience



Please Touch Museum
Philadelphia

Explore Transportation Museums

- **Allentown:** America on Wheels
- **Hershey:** AACA Museum (Antique Automobile Club of America)
- **Washington:** Pennsylvania Trolley Museum
- **New Freedom:** Steam into History: replica of steam locomotive and train ride
- **West Chester:** American Helicopter Museum & Education Center
- **Scranton:** Steamtown National Historic Site
- **Altoona:** Altoona Railroaders Memorial Museum
- **Lancaster:** Choo Choo Barn– Traintown USA
- **Duncansville:** Alto Model Train Museum Association, Inc
- **Beaver Falls:** Air Heritage Museum
- **Allentown:** Allied Air Force Museum
- **Smethport:** Allegheny Arms & Armor Museum



Steamtown, Scranton

Explore How Things are Made

Who doesn't want to know how things are made? And get free samples!

- ▶ Hershey's Chocolate World
- ▶ Columbia: Turkey Hill Experience
- ▶ Stroudsburg: Kitchen Chemistry



The Turkey Hill Experience, Columbia

Explore the Great Outdoors!

- ▶ **Bushkill PA:** Bushkill Falls– PA wildlife exhibit
- ▶ **Armstrong County:** Crooked creek Environmental Learning Center
- ▶ **Warren:** Allegheny National Forest
- ▶ **Cooksburg:** Cook Forest
- ▶ **Elk County:** Benezette– Winslow Hill to view elk



Explore Some Caves

Hummelstown: Indian Echo Caverns

Huntingdon: Lincoln Caverns and Whisper Rock

Centre Hall: Penn's Cave and Wildlife Park

Hummelstown: Indian Echo Cave

Spruce Creek: Indian Caverns

Hopwood: Laurel Caverns

Kutztown: Crystal Cave

Check out PA's [Caverns and cave tours](#)



Penn's Cave, Centre Hall

Explore Amusement Parks

- ▶ Pittsburgh: Kennywood Park
- ▶ Ligonier: Idelwild Park
- ▶ Hershey: Hershey Park
- ▶ Elysburg: Knoebels Amusement R
- ▶ Lancaster: Dutch Wonderland
- ▶ Tipton: DelGrosso's Amusement Park
- ▶ Langhorne: Sesame Place



Sound like fun?

Plan your own adventure at PA Road Trip-a-Matic

<http://www.visitpa.com/pa-road-trips>