

## 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: PA Learners Online Regional Cyber CS

Chief Executive Officer: Dr. David Martin

Special Education Director/Coordinator: Tina Tollkacevic

BSE Special Education Adviser: Cortney Verner

Date of Report: July 25, 2012

Date Final Report Sent to LEA: January 31, 2011

**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: February 17, 2011

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<b>Topical Area 1: Policies, Practices, and Procedures</b>			
Y						1. <b>FSA-ASSISTIVE TECHNOLOGY AND SERVICES</b>  <b>Standard:</b> The Local Education Agency (LEA) observed the requirement that the provision of assistive technology is reflected in the student's IEP			
Y						1A. <b>FSA-HEARING AIDS</b>  <b>Standard:</b> Each public agency shall ensure that the hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. Each public agency must ensure that the external components of surgically implanted medical devices are functioning properly			
	N					2. <b>FSA-POSITIVE BEHAVIOR SUPPORT</b>  <b>Standard:</b> LEA complies with the positive behavior support policy requirements.	The LEA will develop a positive behavior support policy and submit to the BSE adviser for approval.	01/31/2012 LEA Staff AIU Staff	12/16/2011
Y						3. <b>FSA-CHILD FIND</b>  <b>Standard:</b> LEA demonstrates compliance with annual public notice requirements.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					4. <b>FSA-CONFIDENTIALITY</b>  <b>Standard</b> The LEA is in compliance with confidentiality requirements.	The LEA will develop a confidentiality policy and submit it to the BSE adviser for approval.	01/31/2012 LEA Staff AIU Staff	12/16/2011
		X				5. <b>FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION)</b>  <b>Standard:</b> The LEA uses dispute resolution processes for program improvement.			
		X				8. <b>FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION</b>  <b>Standard:</b> The LEA adheres to procedural requirements in suspending students with disabilities.			
Y						10. <b>FSA-INDEPENDENT EDUCATIONAL EVALUATION</b>  <b>Standard:</b> The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.			
Y						11A. <b>FSA-LEAST RESTRICTIVE ENVIRONMENT</b>  <b>Standard:</b> The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.			
Y						12. <b>FSA-EXTENDED SCHOOL YEAR SERVICES</b>			
Y						13. <b>FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING</b>			
Y						15. <b>FSA-PARENT TRAINING</b>  <b>Standard:</b> Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.			
						<b>INTERVIEW RESULTS (Parent)</b>			
						P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					5 0 0 2 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					1 0 0 4 2 0	P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum.  Always Sometimes Rarely Never Don't Know Does not Apply			
Y						18. <b>FSA-SURROGATE PARENTS (STUDENTS REQUIRING)</b>  <b>Standard:</b> The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
	N					19. <b>FSA-PERSONNEL TRAINING</b>  <b>Standard:</b> In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.	The LEA will develop an in-service training plan that will train 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. This plan will be due to the PDE adviser for approval by June 30, 2011.	01/31/2012 LEA Staff AIU Staff PaTTAN Staff	05/10/2011
						<b>INTERVIEW RESULTS (General &amp; Special Education Teacher)</b>			
10	0	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
7	2	1				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
7	1	2				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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?			
3	0	7				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. <b>FSA-INTENSIVE INTERAGENCY APPROACH</b>  <b>Standard:</b> The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			
Y						21. <b>FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION</b>  <b>Standard:</b> The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation			
						<b>Topical Area 2: Delivery of Service</b>			
Y						17. <b>FSA-PUBLIC SCHOOL ENROLLMENT</b>  <b>Standard:</b> The LEA's percentage of children with disabilities served in special education is comparable to state data.			
Y						17B. <b>FSA-PUBLIC SCHOOL ENROLLMENT</b>  <b>Standard:</b> Timely provision of FAPE for students who transfer public agencies within state, and from another state.			
Y						22. <b>FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION</b>  <b>Standard:</b> LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						23. <b>FSA-EDUCATIONAL BENEFIT REVIEW</b>  <b>Standard:</b> The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.			
						<b>CLASSROOM OBSERVATIONS</b>			
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?			
						<b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>			
					6 0 0 0 1 0	P 55. My child does classroom work in a regular classroom with students without disabilities.  Always Sometimes Rarely Never Don't Know Does not Apply			
						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.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					5 0 0 1 0 1	Always Sometimes Rarely Never Don't Know Does not Apply			
					4 3 0 0 0 0	P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled. Always Sometimes Rarely Never Don't Know Does not Apply			
					4 2 1 0 0 0	P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel. Always Sometimes Rarely Never Don't Know Does not Apply			
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?			
9	1	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?			
9	1	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?			
9	1	0				GE 80. Is the student making progress within the general education curriculum?			
10	0	0				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	0				GE 80b. If yes, in what ways?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>Receives exposure to all curriculum &amp; interacts with students.</p> <p>When concentrating, performance is great.</p> <p>Student is with peers.</p> <p>Group work.</p> <p>Able to excel in math. Working at a higher level (with peers) in language arts.</p> <p>Increase comprehension skills at grade level.</p> <p>Successfully engaged in instruction.</p> <p>Student is building self-esteem and is challenged to meet current level of ability.</p> <p>Cyber environment has helped to improve behavior.</p> <p>Supports help student to participate fully with curriculum.</p>			
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?			
6	0	4				SE 95a. In the most recent IEP meeting for this student, did you discuss whether he/she could be educated in a general education classroom for the entire school day?			
2	1	7				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	8				SE 95c. If yes, what reasons were discussed for recommending removal? Challenges associated with making progress. Lack of or inconsistent progress.			
0	0	8				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Based upon student progress. Lack of progress, input from teacher.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				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?			
9	0	1				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
9	0	1				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
6	0	4				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?			
9	0	1				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?			
						<b>Topical Area 3: Performance Indicators</b>			
Y						5A. <b>FSA-EFFECTIVE USE OF DISPUTE RESOLUTION</b>  <b>Standard:</b> The LEA uses dispute resolution processes for program improvement.			
Y						6. <b>FSA-GRADUATION RATES (SPP)</b>  <b>Standard:</b> The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.			
Y						7. <b>FSA-DROPOUT RATES (SPP)</b>  <b>Standard:</b> The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.			
Y						8A. <b>FSA-SUSPENSION RATES</b>  <b>Standard:</b> The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						11. <b>FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP)</b>  <b>Standard:</b> Students with disabilities are provided for in the least restrictive environment			
Y						16. <b>FSA-PARTICIPATION IN PSSA AND PASA (SPP)</b>  <b>Standard:</b> The LEA's population of students who participate in state assessment is comparable with the state data.			
Y						16A. <b>FSA-DISTRICT-WIDE ASSESSMENT</b>			
						<b>Topical Area 4: Evaluation and Reevaluation Process and Content</b>			
						<b>CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION</b>			
						<b>PERMISSION TO EVALUATE (File Reviews)</b>			
2	1	7			33%	FR 153. PTE-Consent Form is present in the student file	The LEA will provide training to its professional staff regarding the regulatory requirements of maintaining the Permission to Evaluate (PTE) Form in students files. Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, hand-outs, agendas and sign-in sheets. The BSE adviser will also review additional student files to ensure that the regulatory requirements have been met.	01/31/2012 LEA Staff AIU Staff PaTTAN Staff	01/06/2012
2	0	8				FR 154. Demographic data			
2	0	8				FR 155. Reason(s) for referral for evaluation			
2	0	8				FR 156. Proposed types of tests and assessments			
2	0	8				FR 157. Contact person's name and contact information			
2	0	8				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	1	8			50%	FR 159. Parent has selected a consent option	The LEA will provide training to its professional staff regarding the regulatory requirements of obtaining and documentation that the parent has selected an option on the PTE. Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, hand-outs, agendas and sign-in sheets. The BSE adviser will also review additional student files to ensure that the regulatory requirements have been met.	01/31/2012 LEA Staff AIU Staff PaTTAN Staff	01/06/2012
						<b>PERMISSION TO REEVALUATE (File Reviews)</b>			
3	0	7				FR 194. PTRE-Consent Form is present in the student file			
3	0	7				FR 195. Demographic data			
3	0	7				FR 196. Reason for reevaluation			
3	0	7				FR 197. Types of assessment tools, tests and procedures to be used			
3	0	7				FR 198. Contact person's name and contact information			
3	0	7				FR 199. Parent has selected a consent option			
2	0	8				FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
						<b>AGREEMENT TO WAIVE REEVALUATION (File Reviews)</b>			
3	0	7				FR 201. Agreement to Waive Reevaluation is present in the student file			
3	0	7				FR 202. Waiver was completed within required timelines			
3	0	7				FR 203. Reason reevaluation is not necessary at this time is included			
3	0	7				FR 204. Contact person's name and contact information			
3	0	7				FR 205. Parent has selected a consent option			
3	0	7				FR 206. Parent signature			
						<b>EVALUATION REPORT (INITIAL) (File Reviews)</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	0	7				FR 160. ER is present in the student file			
2	1	7			33%	FR 161. Evaluation was completed within timelines	The LEA will provide training to its professional staff regarding the regulatory requirements of evaluations timelines. Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, hand-outs, agendas and sign-in sheets. The BSE adviser will also review additional student files to ensure that the regulatory requirements have been met.	01/31/2012 LEA Staff AIU Staff PaTTAN Staff	01/06/2012
2	1	7			33%	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)	The LEA will provide training to its professional staff regarding the regulatory requirements of evaluation reports, particularly the requirement that the ER be disseminated to parents at least 10 days prior to the IEP meeting (unless waived by the parent). Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, hand-outs, agendas and sign-in sheets. The BSE adviser will also review additional student files to ensure that the regulatory requirements have been met.	01/31/2012 LEA Staff AIU Staff PaTTAN Staff	01/06/2012
3	0	7				FR 163. Demographic data			
3	0	7				FR 164. Date report was provided to parent			
3	0	7				FR 165. Reason(s) for referral			
3	0	7				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
3	0	7				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
2	0	8				FR 168. Teacher observations and observations by related service providers, when appropriate			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	1	7			33%	FR 169. Recommendations by teachers	The LEA will provide training to its professional staff regarding the regulatory requirements of evaluation reports, particularly the requirement that recommendations by teacher be documented. Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, hand-outs, agendas and sign-in sheets. The BSE adviser will also review additional student files to ensure that the regulatory requirements have been met.	01/31/2012	01/06/2012
3	0	7				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			
3	0	7				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.			
1	0	9				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)			
3	0	7				FR 173. Lack of appropriate instruction in reading			
3	0	7				FR 174. Lack of appropriate instruction in math			
3	0	7				FR 175. Limited English proficiency			
3	0	7				FR 176. Present levels of academic achievement			
2	0	8				FR 177. Present levels of functional performance			
3	0	7				FR 178. Behavioral information			
3	0	7				FR 179. Conclusions			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	0	7				FR 180. Disability Category			
3	0	7				FR 181. Recommendations for consideration by the IEP team			
3	0	7				FR 182. Evaluation Team Participants documented			
1	0	9				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
1	0	9				FR 184. Documentation that the student does not achieve adequately for age, etc.			
1	0	9				FR 185. Indication of process(es) used to determine eligibility			
1	0	9				FR 186. Instructional strategies used and student-centered data collected			
1	0	9				FR 187. Educationally relevant medical findings, if any			
1	0	9				FR 188. Effects of the student's environment, culture, or economic background			
1	0	9				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
1	0	9				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
1	0	9				FR 191. Observation in the student's learning environment			
1	0	9				FR 192. Other data if needed			
1	0	9				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						<b>REEVALUATION REPORT (File Reviews)</b>			
4	0	6				FR 207. RR is present in the student file			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	1	6			25%	FR 208. Reevaluation was completed within timelines	The LEA will provide training to its professional staff regarding the regulatory requirements of re-evaluations timelines. Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, hand-outs, agendas and sign-in sheets. The BSE adviser will also review additional student files to ensure that the regulatory requirements have been met.	01/31/2012 LEA Staff AIU Staff PaTTAN Staff	01/06/2012
3	0	7				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)			
4	0	6				FR 210. Demographic data			
2	2	6			50%	FR 211. Date IEP team reviewed existing evaluation data	The LEA will provide training to its professional staff regarding the regulatory requirements of re-evaluations; particularly the requirement that the date the IEP team reviewed existing data is documented. Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, hand-outs, agendas and sign-in sheets. The BSE adviser will also review additional student files to ensure that the regulatory requirements have been met.	01/31/2012 LEA Staff AIU Staff PaTTAN Staff	01/06/2012
4	0	6				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
4	0	6				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
3	0	7				FR 214. Aptitude and achievement tests			
4	0	6				FR 215. Current classroom based assessments and local and/or state assessments			
4	0	6				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	0	6				FR 217. Teacher recommendations			
3	0	7				FR 218. Lack of appropriate instruction in reading			
3	0	7				FR 219. Lack of appropriate instruction in math			
3	0	7				FR 220. Limited English proficiency			
2	2	6			50%	FR 221. Conclusion regarding need for additional data is indicated	The LEA will provide training to its professional staff regarding the regulatory requirements of re-evaluations particularly the requirement that the conclusion regarding the need for additional data is documented. Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, hand-outs, agendas and sign-in sheets. The BSE adviser will also review additional student files to ensure that the regulatory requirements have been met.	01/31/2012 LEA Staff AIU Staff PaTTAN Staff	01/06/2012
0	2	8			100%	FR 222. Reasons additional data are not needed are included	The LEA will provide training to its professional staff regarding the regulatory requirements of re-evaluations; particularly the requirement of documentation of reasons additional data are not needed are included. Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, hand-outs, agendas and sign-in sheets. The BSE adviser will also review additional student files to ensure that the regulatory requirements have been met.	01/31/2012 LEA Staff AIU Staff PaTTAN Staff	01/06/2012
4	0	6				FR 223. Determination whether the child has a disability and requires special education			
4	0	6				FR 224. Disability category(ies)			
4	0	6				FR 225. Summary of findings includes student's educational strengths and needs			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	0	6				FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
4	0	6				FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
2	2	6			50%	FR 228. Interpretation of additional data	The LEA will provide training to its professional staff regarding the regulatory requirements of re-evaluations; particularly the requirement to interpret additional data is documented. Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, hand-outs, agendas and sign-in sheets. The BSE adviser will also review additional student files to ensure that the regulatory requirements have been met.	01/31/2012 LEA Staff AIU Staff PaTTAN Staff	01/06/2012
2	0	8				FR 229. Documentation that the student does not achieve adequately for age, etc.			
3	0	7				FR 230. Indication of process(es) used to determine eligibility			
2	0	8				FR 231. Instructional strategies used and student-centered data collected			
3	0	7				FR 232. Educationally relevant medical findings, if any			
3	0	7				FR 233. Effects of the student's environment, culture, or economic background			
2	0	8				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
2	0	8				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
3	0	7				FR 236. Observation in the student's learning environment			
2	0	8				FR 237. Other data if needed			
2	0	8				FR 238. Statement for all 6 items			



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	1	6			25%	FR 239. Documentation of Evaluation Team Participants	The LEA will provide training to its professional staff regarding the regulatory requirements of re-evaluations; particularly the requirement to document the participants of the evaluation team. Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, hand-outs, agendas and sign-in sheets. The BSE adviser will also review additional student files to ensure that the regulatory requirements have been met.	01/31/2012 LEA Staff AIU Staff PaTTAN Staff	01/06/2012
2	1	7			33%	FR 240. Documentation that team members Agree/Disagree	The LEA will provide training to its professional staff regarding the regulatory requirements of re-evaluations; particularly the requirement to document the team members' agreement/disagreement. Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, hand-outs, agendas and sign-in sheets. The BSE adviser will also review additional student files to ensure that the regulatory requirements have been met.	01/31/2012 LEA Staff AIU Staff PaTTAN Staff	01/06/2012
						<b>INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			
7	0	0	0			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
6	0	0	1			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
6	0	0	1			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
2	0	5	0			P 27. If your child was not reevaluated when required (every 2 years for children with mental retardation, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			
1	4	2	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	6	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
1	0	6	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
4	0	6				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						<b>Topical Area 5: IEP Process and Content</b>			
						<b>INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)</b>			
10	0	0				FR 241. Invitation is present in the student file			
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			
6	0	4				FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			
5	0	5				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	0	4				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			
						<b>PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)</b>			
0	0	10				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
0	0	10				FR 252. Demographic data			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 253. Form designates IEP team member(s) for whom attendance is not necessary			
0	0	10				FR 254. Form designates which members will submit written input prior to the meeting			
0	0	10				FR 255. Parent written consent is documented			
						FR 256. The team members excused: a. General Education Teacher b. Special Education Teacher c. Local Education Agency Representative			
					0	a. General Education Teacher			
					0	b. Special Education Teacher			
					0	c. Local Education Agency Representative			
					0	a. General Education Teacher			
					0	b. Special Education Teacher			
					0	c. Local Education Agency Representative			
						<b>IEP CONTENT (File Reviews)</b>			
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			
3	0	7				FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting			
						<b>DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)</b>			
10	0	0				FR 263. Parents			
6	0	4				FR 264. Student			
10	0	0				FR 265. General Education Teacher			
10	0	0				FR 266. Special Education Teacher			
10	0	0				FR 267. Local Education Agency Representative			
4	0	6				FR 268. Career/Technical Education (CTE) Representative			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 269. CTE Representative was in attendance if student was attending CTE			
0	0	10				FR 270. Community Agency Representative			
0	0	10				FR 271. Teacher of the Gifted			
2	0	8				FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input			
10	0	0				FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year			
						<b>SPECIAL CONSIDERATIONS (File Reviews)</b>			
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			
1	0	9				FR 275. If the student is deaf or hard of hearing, a communication plan			
3	0	7				FR 276. If the student has communication needs, needs must be addressed in the IEP			
0	0	10				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
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			
1	0	9				FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques			
1	0	9				FR 280. If the student has other special considerations, these are addressed in the IEP			
						<b>PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)</b>			
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	0	4				FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				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			
						<b>TRANSITION SERVICES (File Reviews)</b>			
0	0	10				FR 288. If the student's IEP required participation in CTE program, was the CIP code completed			
6	0	4				FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment			
6	0	4				FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living			
5	0	5				FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually			
6	0	4				FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service			
6	0	4				FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)			
6	0	4				FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)			
6	0	4				FR 292c. Annual goals are related to the student's transition services			
						<b>PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)</b>			
9	0	1				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA or PASA)			
8	0	2				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
0	0	10				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
0	0	10				FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
9	0	1				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
9	0	1				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
0	0	10				FR 300. If the IEP indicates the student will participate in an alternate local assessment, explanation of why the student cannot participate in the regular assessment			
0	0	10				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			
						<b>ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)</b>			
10	0	0				FR 302. Measurable Annual Goals			
10	0	0				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			
8	2	0			20%	FR 305. Documentation of progress reporting on Annual Goals	The LEA will provide training to its professional staff regarding the regulatory requirements of annual goals and objectives particularly the need to document and report student progress on annual goals. Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, hand-outs, agendas and sign-in sheets. The BSE adviser will also review additional student files to ensure that the regulatory requirements have been met.	01/31/2012 LEA Staff AIU Staff PaTTAN Staff	01/06/2012
1	0	9				FR 306. Short Term Objectives			
						<b>SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 307. Program Modifications and Specially-Designed Instruction			
6	0	4				FR 308. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP			
10	0	0				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			
5	0	5				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
5	0	5				FR 312. If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP			
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			
6	0	4				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			
0	0	10				FR 318. Where ESY services were deemed appropriate, annual goals and when appropriate, short term objectives that are to be addressed in the child's ESY program			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services			
						<b>EDUCATIONAL PLACEMENT (File Reviews)</b>			
10	0	0				FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class			
10	0	0				FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum			
10	0	0				FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
10	0	0				FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
10	0	0				FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
10	0	0				FR 325. Location of student's program (name of School Building where the IEP will be implemented)			
8	0	2				FR 326. If child will not be attending his/her neighborhood school, reason why not			
						<b>PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)</b>			
10	0	0				FR 327. Completed Section A or Section B			
						<b>IEP DEVELOPMENT</b>			
						<b>INTERVIEW RESULTS (Parent &amp; General Education Teacher)</b>			
6	0	0	1			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
6	1	0	0			P 29. Did you participate in developing the current IEP for your child?			
6	1	0	0			P 30. Was the meeting held at a time and location that was convenient for you?			
3	1	3	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?			
6	0	0	1			P 32. Was the input you provided considered in the development of your child's current IEP?			
6	0	1	0			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	7	0			P 32b. If no, what training or support would assist you?			
6	1	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?			
6	0	0	1			P 35. Was the current IEP developed at the IEP meeting?			
5	0	0	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?			
6	0	0	1			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
0	0	6	1			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	6	1			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		6	0		1	P 65. If you did not participate in your child's IEP meeting, what kept you from participating? d. don't understand the IEP process			
3	0	7				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
3	1	6				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
3	0	7				GE 76. Were those recommendations considered by the IEP team?			
10	0	0				GE 86. When a student with a disability is included in your class do you have the opportunity to provide information to the IEP team?			
10	0	0				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						<b>IEP CONTENT</b>			
						<b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>			
6	0	0	1			P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	0	1			P 41. Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.			
10	0	0				GE 81. Are this student's goals based on the PA Academic Standards or, if appropriate, alternate standards?			
10	0	0				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
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 Academic Standards or, if appropriate, alternate standards?			
5	0	5				SE 104. If appropriate, are the student's annual goals based on functional performance?			
8	0	2				SE 106. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the child's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
4	0	6				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 child's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
5	0	5				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 child, did the IEP team address those recommendations in development of the child's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA, PASA, and other district-wide/charter school-wide assessments?			
9	1	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?  Student has capability to participate with peers. Demonstrates abilities. Shown that benefits exist. Student is very intelligent & there are currently no academic issues. Also supports socialization with peers. Student receives enrichment. Best education. Equal to others. Academically, student is successful. Works on grade level in some subject areas & small group in others. Able to concentrate on academics in the cyber environment. Greater peer interaction. Student is academically inclined without interruptions of an overly stimulated social environment. Student is capable of doing the curriculum & interacting with peers. Benefits from modeling going on in the general ed cyber environment.			
0	0	10				SE 117c. If no, what does this student need that he/she is not receiving?			
10	0	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						<b>IEP IMPLEMENTATION</b>			
						<b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>			
6	0	0	1			P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?			
7	0	0	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
						P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					6 1 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					6 1 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			
7	0	0	0			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
7	0	3				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?			
3	0	7				GE 79a. In the most recent IEP meeting for this student, did you discuss whether your child could be educated in a general education classroom for the entire school day?			
0	3	7				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	10				GE 79c. If yes, what reasons were discussed for recommending removal?			
0	0	10				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided?			
4	0	6				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?			
3	0	7				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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?			
9	0	1				SE 110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
7	0	3				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
10	0	0				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
9	0	1				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
10	0	0				SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						<b>PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			
1	0	5	1			P 42. If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including transportation, are they provided at no cost to you?			
7	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	0	0	0			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
7	0	0	0			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	6	1			P 46. If you did not agree with the decision on ESY eligibility, were you given a written notice (NOREP/PWN) explaining that you could ask for a due process hearing?			
1	0	5	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?			
9	0	1				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
0	0	10				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 child 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 child 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 their 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?			
0	0	10				SE 122f. Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			
						<b>SECONDARY TRANSITION (Parent &amp; Special Education Teacher)</b>			
4	0	2	1			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
6	0	0	1			P 50a. In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day?			
2	1	3	1			P 50b. In the most recent IEP meeting, did the IEP team recommend removal of your child from the general education classroom for any part of the school day?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	5	0			P 50c. If yes, what reasons were discussed for recommending removal? Needs of child. It was difficult to accomplish all the curriculum, but now it is at student's pace.			
0	0	5	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? Need of basic knowledge per subject. The subject matter determined what time the student was removed from general education.			
6	0	0	1			P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
7	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?  Working harder. Spending more time on school work. Child is being taught at grade level & can get help when needed. Can interact with students own age. What is offered is appropriate. Benefits working with peers at grade level. Improvement in all academics - reading & math. The class sizes are small with much support. Student is gaining confidence in participating. Communication is almost instantaneous. Student communication is growing again in classroom settings.			
0	0	7	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			
					2 3 0 0 0 2	P 59. I am satisfied with the transition services developed for my child.  Always Sometimes Rarely Never Don't Know Does not Apply			
						P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					4 0 0 0 1 2	Always Sometimes Rarely Never Don't Know Does not Apply			
5	0	5				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
8	0	2				SE 123. Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?			
						<b>Topical Area 6: NOREP/PWN</b>			
						<b>(File Reviews)</b>			
10	0	0				FR 328. NOREP/PWN is present in the student file			
9	1	0			10%	FR 329. Demographic data	The LEA will provide training to its professional staff regarding the regulatory requirement of completing demographic data on the NOREP/PWR. Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, hand-outs, agendas and sign-in sheets. The BSE adviser will also review additional student files to ensure that the regulatory requirements have been met.	01/31/2012 LEA Staff AIU Staff PaTTAN Staff	01/06/2012
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			



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused	The LEA will provide training to its professional staff regarding the regulatory requirements of the NOREP/PWN specifically describing each evaluation procedure, assessment, record or report used as the basis for the proposed action or action refused. Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, hand-outs, agendas and sign-in sheets. The BSE adviser will also review additional student files to ensure that the regulatory requirements have been met.	01/31/2012 LEA Staff AIU Staff PaTTAN Staff	01/06/2012
10	0	0				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			
8	2	0			20%	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.)	The LEA will provide training to its professional staff regarding the regulatory requirements of the NOREP/PWN specifically obtaining the parent's signature or documentation of reasonable efforts to obtain consent. Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, hand-outs, agendas and sign-in sheets. The BSE adviser will also review additional student files to ensure that the regulatory requirements have been met.	01/31/2012 LEA Staff AIU Staff PaTTAN Staff	01/06/2012

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 339. Parent has selected a consent option	The LEA will provide training to its professional staff regarding the regulatory requirements of the NOREP/PWN relating to documentation that the parent has selected a consent option. Evidence of Change: The adviser will follow up for compliance by the date indicated and will review training notes, hand-outs, agendas and sign-in sheets. The BSE adviser will also review additional student files to ensure that the regulatory requirements have been met.	01/31/2012 LEA Staff AIU Staff PaTTAN Staff	01/06/2012
10	0	0				FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			
<b>INTERVIEW RESULTS (Parent)</b>									
1	0	5	1			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?			
					7 0 0 0 0 0	P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me. Always Sometimes Rarely Never Don't Know Does not Apply			
<b>Topical Area 7: Additional Interview Responses</b>									
<b>INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>									
					6 1 0 0 0 0	P 54. I am a partner with school personnel when we plan my child's education program. Always Sometimes Rarely Never Don't Know Does not Apply			
		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
					4 1 3 1 1 4 4	d. staff's knowledge, training e. instructional materials g. staff open to suggestions, good communication h. follow the IEP i. support services k. staff's understanding and attitude n. other The teachers are available to help. Good rapport. Able to be with typical peers. Has extra help. Tutoring. One on one assistance. More flexible. The staff spends much time with the student explaining concepts & will give extra time when the parent e-mails a concern.			
		1	0		6	P 67. Tell me anything you would like to change about the program. n. other Change the way some of the people think. To be more understanding. Liked the previous teachers better. Need more social opportunities. Can't form relationships. Nothing Nothing Nothing More events for students to get together socially.			
		1	0		3 2 1	P 68. The school explains what options parents have if the parent disagrees with a decision of the school. a. Very strongly agree b. Strongly agree d. Disagree			
						P 69. Additional comments about your child's program.  I wish teachers were a little more understanding with appointments outside of school. This school is the best option for student. Able to control the environment. We had a rough time when we first started. Had a hard time getting them to understand about special problems. Very excited about academic programming.			
10	0	0				SE 101. Do you hold the required certification to implement this student's program?			
10	0	0				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				SE 101b. If no, what training or support would assist you?			
						<b>Topical Area 8: Student Interview Results</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
			0		3	S 126. What kind of support are you currently receiving? a. Learning Support			
3	0	0	0			S 127. Is this support enough to help you be successful in your school program?			
					1 2 0 0 0	S 128. How satisfied are you with your high school educational program? Very Somewhat A Little Not at All Don't Know			
						S 129. What do you like best about the program?			
						S 130. What do you like least about the program?			
					2 1 0 0 0	S 131. How satisfied are you with your special education supports/services? Very Somewhat A Little Not at All Don't Know			
						S 132. What do you like best about the special education supports/services?			
						S 133. What do you like least about the special education supports/services?			
					0 2 1 0 0	S 134. How much time do you spend with students who do not have disabilities? Too Much Enough A Little Not Enough Don't Know			
1	2	0	0			S 135. Do you participate in any extra-curricular activities?			
						S 136. If yes, which ones			
						S 137. If no, why not			
3	0		0			S 138. Were you invited to participate in the last IEP meeting? Other			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	0		0			S 139. Did you participate in the last IEP meeting? Other			
3	0		0			S 140. Do you have a post secondary transition program? Other			
3	0		0			S 141. Do you have an employment transition program? Other			
3	0		0			S 142. Do you have a community living transition program? Other			
3	0		0			S 143. Did you assist in the development of the transition program? Other			
3	0		0			S 144. Is that transition plan being followed? Other			
3	0		0			S 145. Did you discuss what you would do after graduation or finishing high school? Other			
			0		2 1	S 146. Which of the following agencies participate in your IEP development? e. None g. Don't Know			
1	0		0			S 147. If any agency participated in your IEP did they assist you or provide services? Other			
						S 148. Comments			
1	2	0	0			S 149. Do you participate in any activities in the community?			
						S 150. If yes, which ones?			
						S 151. If no, why not?			
						S 152. Are there any other agencies that could help you within the community?			
						<b>Topical Area 9: Other Non-compliance Issues</b>			
						<b>Topical Area 10: Other Improvement Plan Issues</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						FSA 19A Teacher Survey Results	The LEA will develop an improvement plan to support teacher needs to address barriers for successfully including students with IEPs in general education classrooms. The plan will be due to the special education adviser by 5/31/2011	05/31/2011  LEA Staff IU Staff	05/10/2011
						FSA 19A Teacher Survey Results	<p>1) The charter school will provide professional training to special education and general education professionals regarding engaging at-risk students with school based supports and co-teaching strategies to support inclusive practices.</p> <p>2) Annual teacher induction training for new teachers will include a module pertaining to best practices and research-based instructional strategies for working with students receiving special education.</p> <p>3) Special education teachers will participate in monthly department meetings with regular education teachers to provide collaborative planning time in teacher schedules.</p> <p>4) All professional (special) education staff will participate in bi-monthly data collection meetings to collaboratively monitor progress in relation to IEP goals.</p> <p>Evidence of Change: 1) A copy of sign-in sheets for meetings, training agendas and hand-outs will be provided to the BSE adviser for review upon completion.</p>	05/31/2012  LEA Staff AIU3 TAC	08/29/2011

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						FSA 19 Personnel Training	<p>1) A series of asynchronous modules pertaining to supporting students with low incidence disabilities in the least restrictive environment, more specifically, assistive technology and providing access to general education curriculum will be provided to all (special) education charter personnel.</p> <p>Evidence of Change: A copy of completed module training for staff, training agendas and hand-outs will be provided to the BSE adviser for review upon completion.</p>	<p>05/31/2012</p> <p>LEA Staff AIU3 TAC</p>	08/29/2011