

## Corrective Action Verification/School District Compliance Plan - Bureau of Special Education

This form is designed to serve both as a planning tool and as verification of completion of corrective action. It is to be submitted as a tracking document and with a school district's written request for extensions to due dates for corrective action.

School District: CAR-CEO Region Philadelphia

Superintendent: Mr. Gregory Shannon

Special Education Director/Coordinator: kim hunt

BSE Special Education Adviser: Darnelle Knowlton

Date: January 28, 2009      **Reminder: The timelines for corrective action may not exceed ONE YEAR from the Report of Findings Date.**

First Visit Date: July 11, 2007

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
				<b>Topical Area: Policies and Procedures</b>				
Y				<b>1a. FSA-ASSISTIVE TECHNOLOGY</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 or, if there are no students receiving this service the district has established procedures regarding this requirement.		This region was dissolved and all schools were absorbed into the remaining regions. All issues are being addressed through a district-wide improvement plan.		07/01/2008
Y				<b>1b. FSA-ASSISTIVE TECHNOLOGY- 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 or, if there are no students receiving this service the district has established procedures regarding this requirement.				
Y				<b>2. FSA-BEHAVIOR SUPPORT</b>  <b>Standard:</b> LEA complies with the behavior support requirements.				
Y				<b>3. FSA-CHILD FIND</b>  <b>Standard:</b> LEA demonstrates compliance with annual public notice requirements.				

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
Y				<b>4. FSA-CONFIDENTIALITY</b>  <b>Standard:</b> The LEA is in full compliance with all aspects of Confidentiality.				
Y				<b>10. 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				<b>18. FSA-SURROGATE PARENTS</b>  <b>Standard:</b> The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.				
Y				<b>20. FSA-INTENSIVE INTERAGENCY</b>  <b>Standard:</b> The LEA identifies, reports, and provides for the provision of FAPE (free appropriate public education) for all students with disabilities including those students needing intensive interagency approaches. (BEC 22 Pa. Code 14.32; 34 CFR 300.550(b)(1) and (2) regarding LRE)				

				<b>Topical Area: Performance Outcomes</b>				
	N			<b>6. FSA-GRADUATION/DROP-OUT RATES</b>  Report of Results  <b>Standard:</b> The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate of non-disabled students.	<b>LEA will implement a PDE approved LEA improvement plan.</b>	5/30/2008  This region was dissolved and all schools were absorbed into the remaining regions. All issues are being addressed through a district-wide improvement plan.		7/1/2008
	N			<b>7. DROP-OUT RATES</b>  <b>Standard:</b> The LEA's number of students with disabilities who drop out is comparable to the drop out rate of the LEA's regular education students and to the state rates.	<b>LEA will implement a PDE approved LEA improvement plan.</b>	5/30/2008		4/21/2008

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
	N			<b>15. FSA-PSSA &amp; PASA</b>  Report of Results  <b>Standard:</b> The LEA's population of students who participate in an alternate assessment is comparable with the state data. National data indicates only a small number of the total school population will participate in an alternate assessment. (34 CFR 300.138)	<b>Improvement plan not needed. Spoc error in reading data.</b>	5/30/2008		4/21/2008
Y				<b>16. FSA-PUBLIC SCHOOL ENROLLMENT</b>  Report of Results  The LEA's percentage of children with disabilities served in special education is comparable to state data.				
Y				<b>17. FSA-PUBLIC SCHOOL ENROLLMENT</b>  Report of Results  The LEA's percentage of minority children with disabilities is comparable to the demographic distribution of the LEA.				

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
				<b>Topical Area: Training</b>				
Y				<b>14. FSA-TRAINING</b>  Report of Results  <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.		This region was dissolved and all schools were absorbed into the remaining regions. All issues are being addressed through a district-wide improvement plan.		07/01/2008
Y				<b>19. FSA-TRAINING</b>  Report of Results  <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. (34 CFR 300.136)				
				<b>Parent Interview Report of Results by Frequency Count of Responses</b>				

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed											
				38. My district makes available training related to the needs of students with disabilities that I could attend.  <table style="margin-left: auto; margin-right: auto;"> <tr> <td>Always</td> <td>Most Time</td> <td>Rarely</td> <td>Never</td> <td>Don't Know</td> <td>Does Not Apply</td> </tr> <tr> <td>6</td> <td>0</td> <td>0</td> <td>4</td> <td>6</td> <td>1</td> </tr> </table>	Always	Most Time	Rarely	Never	Don't Know	Does Not Apply	6	0	0	4	6	1			
Always	Most Time	Rarely	Never	Don't Know	Does Not Apply														
6	0	0	4	6	1														
				<b>Topical Area: Evaluation and Reevaluation of Students</b>															
				<b>File Review Report of Results by Frequency Count of Responses</b>															
14	2	36	13%	65. Permission to Evaluate	<b>LEA will include the mandated information as required on student documents. PDE will conduct an on-site visit and record to verify implementation of corrective action.</b>	05/30/2008  CEO staff, central staff and PaTTAN staff as needed.		01/15/2008											
18	7	27	28%	65a. Permission to Reevaluate/Agreement to Waive Reevaluation ( <i>date parental permission or waiver was received</i> )	<b>CEO staff, central staff and PaTTAN staff as needed will conduct trainings for SELs, special and regular education teachers, school psychologists, and principals during Fall and early Spring in-services for the 2007-08 school year.</b>  <b>BSE on-site record reviews</b>	05/30/2008  CEO staff, central staff and PaTTAN staff as needed.		01/15/2008											
13	3	36	19%	66. Initial Evaluation Report	<b>CEO staff, central staff and PaTTAN staff as needed will conduct trainings for SELs, special and regular education teachers, school psychologists, and principals during Fall and early Spring in-services for the 2007-08 school year.</b>  <b>BSE on-site record reviews</b>	05/30/2008  CEO staff, central staff and PaTTAN staff as needed.		01/15/2008											

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
25	7	20	22%	66a. Reevaluation Report ( <i>valid for three years; students identified with a disability of mental retardation valid for two years</i> )	CEO staff, central staff and PaTTAN staff as needed will conduct trainings for SELs, special and regular education teachers, school psychologists, and principals during Fall and early Spring in-services for the 2007-08 school year.  BSE on-site record reviews	05/30/2008  CEO staff, central staff and PaTTAN staff as needed.		01/15/2008
				<b>PERMISSION TO EVALUATE</b> <b>The following information exists:</b>				
15	1	36	6%	70. Demographic data				
15	1	36	6%	71. Reason(s) for referral for evaluation or reevaluation 34 CFR 300.320; 34 CFR 300.321				
12	4	36	25%	72. Proposed assessment tools, tests, and procedures to be used	CEO staff, central staff and PaTTAN staff as needed will conduct trainings for SELs, special and regular education teachers, school psychologists, and principals during Fall and early Spring in-services for the 2007-08 school year.  BSE on-site record reviews	05/30/2008  CEO staff, central staff and PaTTAN staff as needed.		01/15/2008
12	4	36	25%	73. Date(s) of proposed evaluation or reevaluation	CEO staff, central staff and PaTTAN staff as needed will conduct trainings for SELs, special and regular education teachers, school psychologists, and principals during Fall and early Spring in-services for the 2007-08 school year.  BSE on-site record reviews	05/30/2008  CEO staff, central staff and PaTTAN staff as needed.		01/15/2008

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
14	2	36	13%	74. Contact person	CEO staff, central staff and PaTTAN staff as needed will conduct trainings for SELs, special and regular education teachers, school psychologists, and principals during Fall and early Spring in-services for the 2007-08 school year.  BSE on-site record reviews	05/30/2008  CEO staff, central staff and PaTTAN staff as needed..		01/15/2008
13	3	36	19%	75. Phone number of contact person	CEO staff, central staff and PaTTAN staff as needed will conduct trainings for SELs, special and regular education teachers, school psychologists, and principals during Fall and early Spring in-services for the 2007-08 school year.  BSE on-site record reviews	05/30/2008  CEO staff, central staff and PaTTAN staff as needed.		01/15/2008
15	1	36	6%	76. Parent signature or documentation of date mailed 34 CFR 300.345(d)(1)-(4)				
				<b>Permission to Reevaluate/Agreement to Waive Reevaluation</b>				
32	4	16	11%	70aa. Demographic data	CEO staff, central staff and PaTTAN staff as needed will conduct trainings for SELs, special and regular education teachers, school psychologists, and principals during Fall and early Spring in-services for the 2007-08 school year.  BSE on-site record reviews	05/30/2008  CEO staff, central staff and PaTTAN staff as needed.		01/15/2008
26	5	21	16%	71aa. LEA recommended reevaluation is unnecessary at this time	CEO staff, central staff and PaTTAN staff as needed will conduct trainings for SELs, special and regular education teachers, school psychologists, and principals during Fall and early Spring in-services for the 2007-08 school year.  BSE on-site record reviews	05/30/2008  CEO staff, central staff and PaTTAN staff as needed.		01/15/2008

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
10	3	39	23%	71bb. Reason for Reevaluation is indicated	<p><b>CEO staff, central staff and PaTTAN staff as needed will conduct trainings for SELs, special and regular education teachers, school psychologists, and principals during Fall and early Spring in-services for the 2007-08 school year.</b></p> <p><b>BSE on-site record reviews</b></p>	<p>05/30/2008</p> <p>CEO staff, central staff and PaTTAN staff as needed.</p>		01/15/2008
9	3	40	25%	72aa. Proposed assessment tools, tests and procedures to be used	<p><b>CEO staff, central staff and PaTTAN staff as needed will conduct trainings for SELs, special and regular education teachers, school psychologists, and principals during Fall and early Spring in-services for the 2007-08 school year.</b></p> <p><b>BSE on-site record reviews</b></p>	<p>05/30/2008</p> <p>CEO staff, central staff and PaTTAN staff as needed.</p>		01/15/2008
7	4	41	36%	73aa. Date(s) of proposed reevaluation	<p><b>CEO staff, central staff and PaTTAN staff as needed will conduct trainings for SELs, special and regular education teachers, school psychologists, and principals during Fall and early Spring in-services for the 2007-08 school year.</b></p> <p><b>BSE on-site record reviews</b></p>	<p>05/30/2008</p> <p>CEO staff, central staff and PaTTAN staff as needed..</p>		01/15/2008
8	3	41	27%	74aa. Contact person	<p><b>CEO staff, central staff and PaTTAN staff as needed will conduct trainings for SELs, special and regular education teachers, school psychologists, and principals during Fall and early Spring in-services for the 2007-08 school year.</b></p> <p><b>BSE on-site record reviews</b></p>	<p>05/30/2008</p> <p>CEO staff, central staff and PaTTAN staff as needed.</p>		01/15/2008

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
8	3	41	27%	75aa. Phone number of contact person	CEO staff, central staff and PaTTAN staff as needed will conduct trainings for SELs, special and regular education teachers, school psychologists, and principals during Fall and early Spring in-services for the 2007-08 school year.  BSE on-site record reviews	05/30/2008  CEO staff, central staff and PaTTAN staff as needed.		01/15/2008
10	4	4	29%	76aa. Parent signature or documentation of date mailed	CEO staff, central staff and PaTTAN staff as needed will conduct trainings for SELs, special and regular education teachers, school psychologists, and principals during Fall and early Spring in-services for the 2007-08 school year.  BSE on-site record reviews	05/30/2008  CEO staff, central staff and PaTTAN staff as needed.		01/15/2008
				<b>INITIAL EVALUATION REPORT (ER)</b> <b>The following information exists:</b>				
16	0	36		77. Demographic data				
16	0	36		78. Reason(s) for referral 34 CFR 300.320; 34 CFR 300.321				
16	0	36		79. Present levels of academic achievement				
15	0	37		79a. Related developmental needs of the child.				
14	2	36	13%	80. Evaluation data results of direct intervention. Physical, social, or cultural background information relevant to the child's disability and need for special education.	CEO staff, central staff and PaTTAN staff as needed will conduct trainings for SELs, special and regular education teachers, school psychologists, and principals during Fall and early Spring in-services for the 2007-08 school year.  BSE on-site record reviews	05/30/2008  CEO staff, central staff and PaTTAN staff as needed.		01/15/2008



Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
16	0	36		81. Current classroom-based assessments and observations by teachers and related service providers.				
14	1	37	7%	82. Evaluations and information provided by the parents of the child. 34 CFR 300.532(b); 34 CFR 300.533(a)(2)				
				<b>File Review Report of Results by Frequency Count of Responses</b>				
9	0	43		83. If an assessment is not conducted under standard conditions, describe the extent to which it varied from standard conditions.				
16	0	36		84. Summary of findings/interpretation of assessment results/aptitude and achievement levels.				
14	2	36	13%	85. Involvement and progress in the general education curriculum.	<b>CEO staff, central staff and PaTTAN staff as needed will conduct trainings for SELs, special and regular education teachers, school psychologists, and principals during Fall and early Spring in-services for the 2007-08 school year.</b>  <b>BSE on-site record reviews</b>	05/30/2008  CEO staff, central staff and PaTTAN staff as needed.		01/15/2008
2	0	50		86. Relevant functional and development evaluation (ecological evaluation if appropriate)				
2	0	50		87. Vocational Technical Education Assessment Results (when appropriate)				
1	0	51		88. Interests, Preferences, Aptitudes (when appropriate)				
7	0	45		89. Functional Behavioral Assessment Results (if appropriate)				
8	1	43	11%	90. Statement regarding students suspected of having a specific learning disability.				
13	1	38	7%	91. Conclusions - disability determination and need for specially-designed instruction (Including recommendations regarding special-education and related services needed to enable the student to meet the goals and participate as appropriate in the general curriculum.)				

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
14	1	37	7%	91a. Evaluation Team Participants documented				
7	0	45		91b. For students evaluated for LD documentation of Agree/Disagree				
8	6	38	43%	91c. Documentation that report was provided to parent.	<b>CEO staff, central staff and PaTTAN staff as needed will conduct trainings for SELs, special and regular education teachers, school psychologists, and principals during Fall and early Spring in-services for the 2007-08 school year.</b>  <b>BSE on-site record reviews</b>	05/30/2008  CEO staff, central staff and PaTTAN staff as needed.		01/15/2008
				<b>File Review Report of Results by Frequency Count of Responses Reevaluation Report</b>				
32	3	17	9%	77aa. Demographic Data				
29	6	17	17%	92. Date IEP team reviewed existing evaluation data	<b>CEO staff, central staff and PaTTAN staff as needed will conduct trainings for SELs, special and regular education teachers, school psychologists, and principals during Fall and early Spring in-services for the 2007-08 school year.</b>  <b>BSE on-site record reviews</b>	05/30/2008  CEO staff, central staff and PaTTAN staff as needed.		01/15/2008
31	3	18	9%	92aa. Summary of Findings/Interpretation of Additional Data				
31	3	18	9%	93. Determination of need for additional data				
34	1	17	3%	93aa. Conclusion regarding disability determination and continued eligibility for specially designed instruction.				

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
29	6	17	17%	94aa. Evaluation Team Participants documented	CEO staff, central staff and PaTTAN staff as needed will conduct trainings for SELs, special and regular education teachers, school psychologists, and principals during Fall and early Spring in-services for the 2007-08 school year.  BSE on-site record reviews	05/30/2008  CEO staff, central staff and PaTTAN staff as needed.		01/15/2008
20	3	29	13%	95aa. For students evaluated for LD documentation of Agree/Disagree	CEO staff, central staff and PaTTAN staff as needed will conduct trainings for SELs, special and regular education teachers, school psychologists, and principals during Fall and early Spring in-services for the 2007-08 school year.  BSE on-site record reviews	05/30/2008  CEO staff, central staff and PaTTAN staff as needed.		01/15/2008
23	11	18	32%	96aa. Documentation that report was provided to the parent	CEO staff, central staff and PaTTAN staff as needed will conduct trainings for SELs, special and regular education teachers, school psychologists, and principals during Fall and early Spring in-services for the 2007-08 school year.  BSE on-site record reviews	05/30/2008  CEO staff, central staff and PaTTAN staff as needed.		01/15/2008
				<b>Parent Interview Report of Results by Frequency Count of Responses</b>	<b>LEA will review and consider the data responses in their development of the LEA improvement plan.</b>			
13	4	0		22. I have been asked to provide information for my child's evaluation/reevaluation.				
				<b>Topical Area: IEP</b>				
				<b>File Review Report of Results by Frequency Count of Responses</b>	<b>LEA will include the mandated information as required on student documents. PDE will conduct an on-site visit and record review to verify implementation of corrective action.</b>			

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
40	12	0	23%	67. Invitation to Participate in IEP Team Meeting 34 CFR 300.345	CEO staff, central staff and PaTTAN staff as needed will conduct trainings for SELs, special and regular education teachers, school psychologists, and principals during Fall and early Spring in-services for the 2007-08 school year.  BSE on-site record reviews	05/30/2008  CEO staff, central staff and PaTTAN staff as needed.		11/01/2007
40	12	0	23%	68. Individualized Education Program (valid for one year) (No more than 30 calendar days from final CER date to complete IEP or no more than 1 year from the date of the last IEP) 34 CFR 300.343	CEO staff, central staff and PaTTAN staff as needed will conduct trainings for SELs, special and regular education teachers, school psychologists, and principals during Fall and early Spring in-services for the 2007-08 school year.  BSE on-site record reviews	05/30/2008  CEO staff, central staff and PaTTAN staff as needed.		11/01/2007
				<b>INDIVIDUALIZED EDUCATION PROGRAM (IEP)</b> <b>The following information exists:</b>				
51	1	0	2%	97. Demographic data <b>Signatures</b>				
48	4	0	8%	98. Parent(s) (or documented efforts to have them attend) 34 CFR 300.344(a)(1)				
50	2	0	4%	99. Regular Education Teacher (or documented parent and LEA agreement to participate in another manner or excused) 34 CFR 300.344(a)(2)				
51	1	0	2%	100. Special Education Teacher (or documented parent and LEA agreement to participate in another manner or excused) 34 CFR 300.344(a)(3)				
49	2	1	4%	101. Local Education Agency Representative (or documented parent and LEA agreement to participate in another manner or excused) 34 CFR 300.344(a)(4)(i)-(iii)				

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
4	3	45	43%	102. Community Agency Representative (if appropriate for transition planning) (or documented parent and LEA agreement to participate in another manner or excused) 34 CFR 300.344(a)(3)(i)	CEO staff, central staff and PaTTAN staff as needed will conduct trainings for SELs, special and regular education teachers, school psychologists, and principals during Fall and early Spring in-services for the 2007-08 school year.  BSE on-site record reviews	05/30/2008  CEO staff, central staff and PaTTAN staff as needed. .		04/21/2008
2	0	50		103. Career/Technical Education Representative (if appropriate) (or documented parent and LEA agreement to participate in another manner or excused)				
13	6	33	32%	104. Student 34 CFR 300.344(a)(7) (The IEP team must invite the student if transition services are being planned or if the parents choose to have the student participate.)	CEO staff, central staff and PaTTAN staff as needed will conduct trainings for SELs, special and regular education teachers, school psychologists, and principals during Fall and early Spring in-services for the 2007-08 school year.  BSE on-site record reviews	05/30/2008  CEO staff, central staff and PaTTAN staff as needed.		11/01/2007
45	7	0	13%	105. Procedural Safeguards Notice was given during the school year.	CEO staff, central staff and PaTTAN staff as needed will conduct trainings for SELs, special and regular education teachers, school psychologists, and principals during Fall and early Spring in-services for the 2007-08 school year.  BSE on-site record reviews	05/30/2008  CEO staff, central staff and PaTTAN staff as needed.		11/01/2007
				<b>Part I Special Considerations</b>				
46	2	4	4%	106. Special considerations the IEP team must consider before developing the IEP. Any factors checked must be addressed in the IEP.				
				<b>Part II Present Levels of Academic Achievement and Functional Performance</b>				
51	1	0	2%	107. Student's present levels of academic achievement and functional performance				
51	1	0	2%	108. How the student's disability affects involvement and progress in the general education curriculum. 34 CFR 300.347(a)(1)(i)				

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed	
				<b>Part III Annual Goals and Objectives</b>					
47	5	0	10%	109. Annual Goals are Measurable 34 CFR 300.347(a)(2)	CEO staff, central staff and PaTTAN staff as needed will conduct trainings for SELs, special and regular education teachers, school psychologists, and principals during Fall and early Spring in-services for the 2007-08 school year.  BSE on-site record reviews	05/30/2008  CEO staff, central staff and PaTTAN staff as needed.		11/01/2007	
36	4	12		110a. Short Term Objectives <i>(Required for children with disabilities who take the alternate assessment aligned to alternate achievement standards.</i>	CEO staff, central staff and PaTTAN staff as needed will conduct trainings for SELs, special and regular education teachers, school psychologists, and principals during Fall and early Spring in-services for the 2007-08 school year.  BSE on-site record reviews	05/30/2008  CEO staff, central staff and PaTTAN staff as needed.		11/01/2007	
50	2	0	4%	111. Method of Evaluation of Progress on Annual Goals 34 CFR 300.347(a)(7)(i)					
50	1	1	2%	111a. Indicate when periodic reports on progress will be provided to parents					
33	19	0	37%	112. Documentation of Progress Reporting on Annual Goals 34 CFR 300.347(a)(7)(2)	CEO staff, central staff and PaTTAN staff as needed will conduct trainings for SELs, special and regular education teachers, school psychologists, and principals during Fall and early Spring in-services for the 2007-08 school year.  BSE on-site record reviews	05/30/2008  CEO staff, central staff and PaTTAN staff as needed.		01/15/2008	

				<b>File Review</b> <b>Report of Results by Frequency Count of Responses</b>  <b>Part IV Special Education, Related Services &amp; Supplementary Aids and Services/Program Modifications</b>				
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Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
51	0	1		113. Program Modifications and Specially-Designed Instruction 34 CFR 300.347(a)(3)				
38	1	13	3%	113a. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP? 34 CFR 300.346(a)(ii)				
47	2	3	4%	113b. If Program Modifications and Specially-Designed Instruction are included on the IEP, the location, frequency, anticipated initiation and duration of services are included.				
26	1	25	4%	114. Related Services (if on IEP, includes location, frequency, anticipated initiation, and duration of services) 34 CFR 300.347(a)(3) (Check N/A only if related services not required by IEP.)				
21	1	30	5%	114a. If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP? 34 CFR 300.347(a)(3)				
37	12	3	24%	115. Supports for School personnel provided for the child 34 CFR 300.347(a)(3)	<b>CEO staff, central staff and PaTTAN staff as needed will conduct trainings for SELs, special and regular education teachers, school psychologists, and principals during Fall and early Spring in-services for the 2007-08 school year.</b>  <b>BSE on-site record review</b>	05/30/2008  CEO staff, central staff and PaTTAN staff as needed.		11/01/2007
26	3	23	10%	115a. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the child, did the IEP team address those recommendations in development of this IEP? 34 CFR 300.346(a)(ii)	<b>CEO staff, central staff and PaTTAN staff as needed will conduct trainings for SELs, special and regular education teachers, school psychologists, and principals during Fall and early Spring in-services for the 2007-08 school year.</b>  <b>BSE on-site record review</b>	05/30/2008  CEO staff, central staff and PaTTAN staff as needed.		11/01/2007

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
38	5	9	12%	115b. If Supports for the child provided for school personnel are included on the IEP, the location, frequency, anticipated initiation and duration of services are included.	<b>CEO staff, central staff and PaTTAN staff as needed will conduct trainings for SELs, special and regular education teachers, school psychologists, and principals during Fall and early Spring in-services for the 2007-08 school year.</b>  <b>BSE on-site record review</b>	05/30/2008  CEO staff, central staff and PaTTAN staff as needed.		11/01/2007
49	0	3		116. The IEP contains a statement of the specific ESY services or programs to be provided to the student or documentation that the IEP team considered and discussed ESY. 34 CFR 300.309(2)(3)				
7	0	45		116a. Where ESY services were deemed appropriate, the type, amount, location, frequency, initiation and duration of services are included on the IEP. 34 CFR 300.347(6)				
				<b>Part V Participation in State and Local Assessment (Participation requirements for PSSA and PASA apply only to Reading, Math - Grades 5 through 8 and 11; Writing - Grades 6, 9 and 11)</b>				
41	0	11		117. Did the IEP team document the team's decision regarding participation in district or state-wide assessment with or without accommodations?				
43	1	8	2%	117a. Did the IEP team document the team's decision regarding participation in local assessment with or without accommodations?				
6	2	44	25%	118. If the IEP team indicated the student participated in an alternate assessment (PASA for statewide assessments) did they provide an explanation of why? 34 CFR 300.347(a)(5)(i)	<b>CEO staff, central staff and PaTTAN staff as needed will conduct trainings for SELs, special and regular education teachers, school psychologists, and principals during Fall and early Spring in-services for the 2007-08 school year.</b>  <b>BSE on-site record review</b>	05/30/2008  CEO staff, central staff and PaTTAN staff as needed.		04/21/2008
				<b>Part VI Least Restrictive Environment</b>				
52	0	0		119. Educational placement				



Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
42	10	0	19%	120. Explanation of the extent, if any, the student will not participate with children without disabilities in the regular class, or in the general education curriculum. 34 CFR 300.347(a)(3)(ii)	<b>CEO staff, central staff and PaTTAN staff as needed will conduct trainings for SELs, special and regular education teachers, school psychologists, and principals during Fall and early Spring in-services for the 2007-08 school year.</b>  <b>BSE on-site record review</b>	05/30/2008  CEO staff, central staff and PaTTAN staff as needed.		11/01/2007
				<b>Parent Interview Report of Results by Frequency Count of Responses</b>				
16	1	0		23. I participated or had an opportunity to participate in planning my child's education program.				
16	1	0		24. The IEP was developed at the IEP meeting.				
16	1	0		25. The special education teacher, the general education teacher and the district representative were all at the IEP meeting or participated as agreed upon by the parent and LEA				
13	2	2		25a. The IEP team considered the recommendations that were made in my child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel.				
15	0	2		25b. The IEP team accepted or rejected the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons (cue: vs. for example lack of staff, lack of funds, lack of availability of services).				
7	0	10		25c. My child's IEP includes psychological counseling as a related service, and he/she receives these services, including transportation if needed at no cost to me.				
7	7	3		26. My child's needs for extended school year (ESY) were discussed at an IEP meeting.				
14	2	1		27. I am not charged any cost for the special education and related services included in my child's IEP.				
				<b>Teacher Interview Report of Results by Frequency Count of Responses</b>				
43	4	0		44. Are you familiar with the content of the student's IEP including accommodations and annual goals? Must be Yes or No. Use NA only if the student's IEP shows no involvement in regular education.				
45	2	0		46. Are you and the special education personnel working together toward meeting measurable annual goals? Must be Yes or No. Use NA only if the student's IEP shows no involvement in regular education.				

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
43	4	0		47. When a student with a disability is included in your class do you have the opportunity to provide information to the IEP team regarding this student?				
37	2	8		48. If supports for school personnel were included in the student's IEP, has the district provided those necessary supports (aids, resource materials, training, equipment)?				
38	2	1		51. Is this student participating in the regular class and the general education curriculum with children without disabilities to the maximum extent possible?				
41	0	0		52. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?				
40	1	0		53. Are you and the related service personnel and regular education staff working together toward meeting measurable annual goals?				
41	0	0		54. Do you hold the required certification to implement this students program?				
39	0	2		58. Was it an IEP team decision as to whether the student would participate in the PSSA, PASA, and other district-wide assessments?				

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed											
				<b>Topical Area: IEP Implementation</b>															
				<b>Parent Interview Report of Results by Frequency Count of Responses</b>	<b>LEA will review and consider the data responses in their development of the LEA improvement plan.</b>														
3	1	13		28. My child transitioned from early intervention to kindergarten without missing any services or supports listed on his/her IEP.															
				34. When all students in the school receive a report card, I also received a progress report on my child's IEP goals.  <table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 0 10px;"><b>Always</b></td> <td style="padding: 0 10px;"><b>Most Time</b></td> <td style="padding: 0 10px;"><b>Rarely</b></td> <td style="padding: 0 10px;"><b>Never</b></td> <td style="padding: 0 10px;"><b>Don't Know</b></td> <td style="padding: 0 10px;"><b>Does Not Apply</b></td> </tr> <tr> <td style="text-align: center;">13</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> </table>	<b>Always</b>	<b>Most Time</b>	<b>Rarely</b>	<b>Never</b>	<b>Don't Know</b>	<b>Does Not Apply</b>	13	1	0	2	1	0			
<b>Always</b>	<b>Most Time</b>	<b>Rarely</b>	<b>Never</b>	<b>Don't Know</b>	<b>Does Not Apply</b>														
13	1	0	2	1	0														
17	0	0		39. My child is receiving the supports and services agreed upon at the IEP meeting?															
				40. If you did not participate in your child's IEP meeting, what kept you from participating?															

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
			1	g. other Was not invited. IEP sent home completed.				
				<b>Parent Responses to Provision Services Report of Results by Frequency Count of Responses</b>				
				41. One thing I really like about my child's special education program is				
			2	a. modifications				
			2	c. staff-aide ratios				
			2	d. staff's knowledge, training				
			1	e. instructional materials				
			4	g. staff open to suggestions, good communication				
			1	h. follow the IEP				
			1	i. support services				
			5	k. staff's understanding and attitude				
			4	n. Other Student's success - improved learning. Nothing My child's reading and mathematics improved. The education program is excellent.				
				42. One thing I would like to change is				
			1	i. support services				
			1	l. more inclusion				

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
			15	<p>n. Other</p> <p>Nothing</p> <p>Associate with peers more typical.</p> <p>Bullying by other students; school needs more supervision for safety.</p> <p>More help in getting him into the classroom when he does come to school.</p> <p>Restore cuts in funding to special ed department.</p> <p>Not doing as well as I would like.</p> <p>Nothing</p> <p>Nothing</p> <p>Get updates, be informed, attend IEPs.</p> <p>Student teasing.</p> <p>None</p> <p>Add a tutorial program at the school.</p> <p>Satisfied.</p> <p>Parent wants one on one.</p> <p>Needs speech every day.</p>				
			43	<p>Additional comments about child's program:</p> <p>The teacher is great and the student benefits. The transition service is great.</p> <p>They are helping him a lot.</p> <p>No other comments.</p> <p>No comments.</p> <p>I don't like the location change of my child's classroom.</p> <p>Parent does not like the school.</p>				

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
				<b>Teacher Interview Report of Results by Frequency Count of Responses</b>	<b>LEA will review and consider the data responses in their development of the LEA improvement plan.</b>			
41	3	3		45. Do you adapt and modify the general education curriculum based on the student's IEP?				
37	1	9		49. Are necessary supplemental aids and services as required in the student's IEP provided to support this student in regular education?				
41	0	0		55. Is the specially-designed instruction in the IEP appropriate to meet this students educational needs?				
37	0	4		55a. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of the child's current IEP and accept or reject the ER recommendations for appropriate educational reasons?				
31	0	10		55b. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the child's current IEP and accept or reject the ER recommendations for appropriate educational reasons?				
33	0	8		55c. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the child, did the IEP team address those recommendations in development of the child's current IEP and accept or reject the ER recommendations for appropriate educational reasons?				
41	0	0		56. Is this student receiving the type and amount of special education instruction and related services specified on their IEP?				
35	0	6		57. If supports for school personnel were included in the student's IEP, has the district provided those necessary supports (aids, personnel, resource materials, training, equipment)?				
41	0	0		62. Is the student making progress in meeting the annual goals of their IEP?				
6	0	35		63. If the student is not making progress, has the student been reevaluated or has the IEP been reviewed?				
40	0	1		64. Is the student receiving the supports and services agreed upon in the IEP?				

				<b>Topical Area: Secondary Transition</b>				
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Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
				<b>File Review</b> <b>Report of Results by Frequency Count of Responses</b>  <b>Part VII Transition Planning (check N/A for all questions in this section only if transition services were not required)</b> <b>The following information exists:</b>				
22	0	30		121. Desired post-school outcomes (employment, post-secondary education training, independent living)				
22	0	30		122. Description of Activity/Service needed to support desired post-school outcomes.				
20	2	30	9%	122a. Location, Frequency, Projected Beginning Date, Duration listed.				
13	3	36	19%	123. Agency responsible	<b>CEO staff, central staff and PaTTAN staff as needed will conduct trainings for SELs, special and regular education teachers, school psychologists, and principals during Fall and early Spring in-services for the 2007-08 school year.</b>  <b>BSE on-site record review</b>	5/30/2008  CEO staff, central staff and PaTTAN staff as needed.		4/21/2008
8	4	40	33%	124. Documentation of other steps the LEA took to obtain an outside agency's participation in planning transition services when an outside agency that was invited to send a representative to the IEP meeting to plan transition services did not do so 34 CFR 300.344(b)(3)(ii)	<b>CEO staff, central staff and PaTTAN staff as needed will conduct trainings for SELs, special and regular education teachers, school psychologists, and principals during Fall and early Spring in-services for the 2007-08 school year.</b>  <b>BSE on-site record review</b>	05/30/2008  CEO staff, central staff and PaTTAN staff as needed.		04/21/2008

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed											
13	7	32	35%	125. If the student is 14 or older, do the student's interests, preferences and aptitudes serve as the basis for the student's Post-Secondary Outcomes and Goals and Objectives in the IEP? 34 CFR 300.29	<b>CEO staff, central staff and PaTTAN staff as needed will conduct trainings for SELs, special and regular education teachers, school psychologists, and principals during Fall and early Spring in-services for the 2007-08 school year.</b>  <b>BSE on-site record review</b>	05/30/2008  CEO staff, central staff and PaTTAN staff as needed.		04/21/2008											
4	0	48		125a. Summary of student performance was completed. <i>(Required for students who are graduating or aging out)</i>															
				<b>Parent Interview Report of Results by Frequency Count of Responses</b>	<b>LEA will review and consider the data responses in their development of the LEA improvement plan.</b>														
3	1	13		30. My child is age 16 or older and he/she was invited to participate in transition planning.															
				35. I am satisfied with the transition services developed for my child.  <table style="margin-left: auto; margin-right: auto;"> <tr> <td><b>Always</b></td> <td><b>Most Time</b></td> <td><b>Rarely</b></td> <td><b>Never</b></td> <td><b>Don't Know</b></td> <td><b>Does Not Apply</b></td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">11</td> </tr> </table>	<b>Always</b>	<b>Most Time</b>	<b>Rarely</b>	<b>Never</b>	<b>Don't Know</b>	<b>Does Not Apply</b>	5	0	0	0	1	11			
<b>Always</b>	<b>Most Time</b>	<b>Rarely</b>	<b>Never</b>	<b>Don't Know</b>	<b>Does Not Apply</b>														
5	0	0	0	1	11														
				36. My child is learning skills that will lead to a high school diploma or further education or a job.  <table style="margin-left: auto; margin-right: auto;"> <tr> <td><b>Always</b></td> <td><b>Most Time</b></td> <td><b>Rarely</b></td> <td><b>Never</b></td> <td><b>Don't Know</b></td> <td><b>Does Not Apply</b></td> </tr> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">5</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">5</td> </tr> </table>	<b>Always</b>	<b>Most Time</b>	<b>Rarely</b>	<b>Never</b>	<b>Don't Know</b>	<b>Does Not Apply</b>	6	5	1	0	0	5			
<b>Always</b>	<b>Most Time</b>	<b>Rarely</b>	<b>Never</b>	<b>Don't Know</b>	<b>Does Not Apply</b>														
6	5	1	0	0	5														
				<b>Teacher Interview Report of Results by Frequency Count of Responses</b>															
21	0	20		60. Were the student's desired post school outcomes considered when the IEP team developed the instructional annual goals? (age 16 or older)															
5	0	36		61. If a participating agency has ever failed to implement the transition services in the student's IEP, has the district initiated to reconvene an IEP meeting to verify alternative strategies for meeting transition objectives? (age 16 or older)															

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed											
				<b>Topical Area: Educational Placement</b>															
				<b>FSA-Least Restrictive Environment</b>															
				<b>Parent Interview</b> <b>Report of Results by Frequency Count of Responses</b>															
				32. My child does classroom work with students without disabilities.  <table border="0" style="margin-left: 40px;"> <tr> <td><b>Always</b></td> <td><b>Most Time</b></td> <td><b>Rarely</b></td> <td><b>Never</b></td> <td><b>Don't Know</b></td> <td><b>Does Not Apply</b></td> </tr> <tr> <td>9</td> <td>6</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> </tr> </table>	<b>Always</b>	<b>Most Time</b>	<b>Rarely</b>	<b>Never</b>	<b>Don't Know</b>	<b>Does Not Apply</b>	9	6	0	2	0	0			
<b>Always</b>	<b>Most Time</b>	<b>Rarely</b>	<b>Never</b>	<b>Don't Know</b>	<b>Does Not Apply</b>														
9	6	0	2	0	0														
				33. My child participates or has the opportunity to participate in school activities other than classroom work with children without disabilities.  <table border="0" style="margin-left: 40px;"> <tr> <td><b>Always</b></td> <td><b>Most Time</b></td> <td><b>Rarely</b></td> <td><b>Never</b></td> <td><b>Don't Know</b></td> <td><b>Does Not Apply</b></td> </tr> <tr> <td>9</td> <td>4</td> <td>1</td> <td>2</td> <td>1</td> <td>0</td> </tr> </table>	<b>Always</b>	<b>Most Time</b>	<b>Rarely</b>	<b>Never</b>	<b>Don't Know</b>	<b>Does Not Apply</b>	9	4	1	2	1	0			
<b>Always</b>	<b>Most Time</b>	<b>Rarely</b>	<b>Never</b>	<b>Don't Know</b>	<b>Does Not Apply</b>														
9	4	1	2	1	0														
				<b>Teacher Interview</b> <b>Report of Results by Frequency Count of Responses</b>															
44	2	1		50. Is the student making progress within the general education curriculum?															
39	2	0		59. Was the placement decision made by the IEP team after the annual goals and specially designed instruction and related services were developed?															
	N			<b>11. FSA-LOCATION OF INTERVENTION-CONTINUUM OF SERVICES</b>  Report of Results  <b>Standard-School Staffing (Caseload and Age Range)</b>  The LEA complies with the Continuum of Services requirements. (22 pa. Code 14.142)	<b>LEA will implement a PDE approved LEA improvement plan.</b>	5/30/2008		11/1/2007											
Y				<b>11a. Provision of Extended School Year (ESY) Services</b>															
Y				<b>11b. Provision of Related Service Including Psychological Counseling</b>															



Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
	N			<b>12. FSA-CASELOAD</b> Report of Results <b>Standard-School Staffing</b> The LEA complies with the caseload requirements. (22 pa. Code 14.142)	LEA will submit documentation to PDE demonstrating compliance with caseload requirements within 90 days.	8/29/2007		8/3/2007
Y				<b>13. FSA-AGE RANGE</b> Report of Results <b>Standard-School Staffing</b> The LEA complies with the age range requirements. (22 pa. Code 14.142)				
Y				<b>9. FSA-FACILITIES</b> Report of Results <b>Standard-School Staffing</b> The LEA will be in full compliance with the facilities requirements. (22 pa. Code 14.144 Proposed)				

				<b>Topical Area: Discipline</b>				
Y				<b>8. FSA-SUSPENSIONS/EXPULSIONS</b> Report of Results <b>Standard:</b> The number of LEA students with disabilities who are suspended is comparable to the percentage of regular education students who are suspended.				
				<b>Topical Area: Procedural Safeguards</b>				
Y				<b>5. FSA-DISPUTE RESOLUTION</b> Report of Results <b>Standard:</b> The LEA uses dispute resolution processes for program improvement.				

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed											
				<b>File Review</b> <b>Report of Results by Frequency Count of Responses</b>															
45	7	0	13%	69. Notice of Recommended Educational Placement (Presented to parents at IEP meeting, mailed to parents, or documentation of date mailed must be available.)	<b>CEO staff, central staff and PaTTAN staff as needed will conduct trainings for SELs, special and regular education teachers, school psychologists, and principals during Fall and early Spring in-services for the 2007-08 school year.</b>  <b>BSE on-site record review</b>	05/30/2008  CEO staff, central staff and PaTTAN staff as needed.		11/01/2007											
				<b>Parent Interview</b> <b>Report of Results by Frequency Count of Responses</b>															
				37. When I don't understand my child's educational rights, someone from the school takes the time to explain them to me.  <table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 0 10px;">Always</td> <td style="padding: 0 10px;">Most Time</td> <td style="padding: 0 10px;">Rarely</td> <td style="padding: 0 10px;">Never</td> <td style="padding: 0 10px;">Don't Know</td> <td style="padding: 0 10px;">Does Not Apply</td> </tr> <tr> <td style="text-align: center;">8</td> <td style="text-align: center;">7</td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> </table>	Always	Most Time	Rarely	Never	Don't Know	Does Not Apply	8	7	0	1	1	0			
Always	Most Time	Rarely	Never	Don't Know	Does Not Apply														
8	7	0	1	1	0														

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
				<b>Special Education Student Interview</b>	LEA will review and consider the data responses in their development of the LEA improvement plan.			
				126. What kind of support are you currently receiving? 9 a. Learning Support 0 b. Speech/Language Support 0 c. Visual Support 2 d. Life Skills Support 0 e. Autistic Support 0 f. Hearing Impaired Support 1 g. Multi-handicapped Support 0 h. Emotional Support 1 i. Other: <b>Unsure - math &amp; English.</b>				
13	0			127. Is this support enough to help you be successful in your school program?				
				128. How satisfied are you with your high school educational program? <b>Very                  Somewhat                  A little                  Not at all</b> <b>6                          4                          2                          1</b>				
				129. What do you like best about the program?  Transition program, Children's Hospital.  Music - student interaction.  Can learn new stuff.  Work is easy.  I receive individual help.  The way they break down lessons.  The way she teaches me.  Sports activities.  Getting the help I need.  Teachers, friends, challenging work.  Gym  Science  All courses, reg ed.				

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
				<p>130. What do you like least about the program?</p> <p>Nothing</p> <p>Nothing</p> <p>Some classes I don't need as much special ed like English &amp; drama.</p> <p>Have people be nice.</p> <p>I don't like my regular classes.</p> <p>Don't know.</p> <p>Don't know.</p> <p>Dismissal is too late.</p> <p>Too many fights - need.</p> <p>Stupid stuff that goes on in the halls.</p> <p>Lunch</p> <p>Math</p> <p>The student thinks she is ready to exit.</p>				
				<p>131. How satisfied are you with your special education support/service?</p> <p><b>Very</b>                      <b>Somewhat</b>                      <b>A little</b>                      <b>Not at all</b></p> <p><b>9</b>                                      <b>3</b>                                      <b>0</b>                                      <b>1</b></p>				

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
				<p>132. What do you like best about the special education support/services?</p> <p>CBI</p> <p>Teacher</p> <p>Extra time in math, meet new friends, being able to eat separately.</p> <p>Likes the chance to talk.</p> <p>She helps me with the answers.</p> <p>She takes her time to explain things.</p> <p>She helps me understand.</p> <p>Math, English.</p> <p>Getting the help I need.</p> <p>It's fun.</p> <p>All</p> <p>Reading for success.</p> <p>Kept an eye on the students, wants to try reg ed on her own.</p>				

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
				<p>133. What do you like least about the special education support/services?</p> <p>Nothing</p> <p>Nothing</p> <p>Too much talking - can't concentrate, disruption of people coming in late.</p> <p>Wishes had more friends.</p> <p>Don't know.</p> <p>Too many in the resource room (12).</p> <p>5 in the resource class - too many.</p> <p>Too easy.</p> <p>Need more discipline.</p> <p>Work is too easy sometimes.</p> <p>Nothing</p> <p>Math work.</p> <p>Nothing</p>				
				<p>134. How much time do you spend with students who do not have disabilities?</p> <p><b>Too Much</b>      <b>Enough</b>      <b>A little</b>      <b>Not at all</b></p> <p><b>1</b>                    <b>9</b>                    <b>3</b>                    <b>0</b></p>				
<b>8</b>	<b>5</b>			135. Do you participate in extra-curricular activities?				

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
				<p>136. If yes, which ones:</p> <p>Reverse inclusion, cooking.</p> <p>"Girls Achieving" club.</p> <p>Basketball, not now but in the past.</p> <p>Football team.</p> <p>Cross country, tennis team.</p> <p>Football, bowling.</p> <p>Basketball - varsity.</p> <p>Choir</p>				
				<p>137. If no, why not:</p> <p>Goes home to care for young sibling.</p> <p>No interest.</p> <p>I work.</p> <p>Too much "stuff" happening in the neighborhood.</p> <p>Not interested.</p>				
6	5		2	<p>138. Were you invited to participate in the last IEP meeting?</p> <p><b>Other:</b> Student doesn't remember.</p> <p>Not age 16.</p>				
4	7		2	<p>139. Did you participate in the last IEP meeting?</p> <p><b>Other:</b> Student doesn't remember.</p> <p>Not age 16.</p>				
8	2		3	<p>140. Do you have a post secondary transition program?</p> <p><b>Other:</b> Don't know of any.</p> <p>We are working on it.</p> <p>Not age 16.</p>				

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
7	4		2	141. Do you have an employment transition program?  <b>Other:</b> Don't know of any.  Not age 16.				
7	4		2	142. Do you have a community living transition program?  <b>Other:</b> Don't know of any.  Not age 16.				
4	8		1	143. Did you assist in the development of the transition program?  <b>Other:</b> Not age 16.				
8	3		2	144. Is that transition program being followed?  <b>Other:</b> Hasn't really started.  Not age 16.				
11	1		1	145. Did you discuss what you would do after graduation or finishing high school?  <b>Other:</b> Plan to attend music school.  I want to work with kids.  Not age 16.				
				146. Which of the following agencies participate in your IEP development? 3 a. Office of Vocational Rehabilitation 2 b. County Mental Health/Retardation Service 0 c. Office of Children Youth Agency 0 d. Probation & Parole 9 e. None 1 f. Other Agencies (List)				
2	2		0	147. If any agency participated in your IEP did they assist you or provide services?  <b>Other:</b>				



Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
				<p>148. Comments</p> <p>Will probably invite last year.</p> <p>Usually contact with case manager.</p> <p>My transition plan is in process.</p> <p>To help me gain entrance to music school.</p>				
8	5			149. Do you participate in any activities in the community?				
				<p>150. If yes, which ones?</p> <p>Volunteer work.</p> <p>"Independence Living" via foster care, baby-sit, church, looking at jobs.</p> <p>Church, hang out with friends.</p> <p>Choir</p> <p>I clean our block.</p> <p>New Sigma Beacon Center (community service).</p> <p>Community service - clean up around school grounds.</p> <p>Basketball, block clean-up.</p>				
				<p>151. If no, why not?</p> <p>No response.</p> <p>I lost my job &amp; didn't get one yet.</p> <p>Not interested.</p> <p>Not interested.</p>				

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
				<p>152. Are there any other agencies that could help you within the community?</p> <p>Student has necessary supports.</p> <p>Wish there were more activities like those offered at the YMCA.</p> <p>Friends &amp; family.</p> <p>Don't know.</p> <p>PAL (Police Athletic League).</p> <p>Yes - through social worker &amp; therapist.</p> <p>No</p> <p>No</p> <p>Doesn't know.</p>				
				<b>Other Non-Compliance Issues</b>				
Y								
				<b>Improvement Plan Issues</b>				

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
Y				Graduation and drop-out rates need to be addressed in a school improvement plan.	<p><b>SDP is currently implementing a school wide graduation and drop-out improvement plan. The entire population of 2006 - 9th grade students with disabilities in the District, (Graduating class of 2010), will be tracked to improve accuracy in reporting of drop-out data:</b></p> <p><b>Special Admit/Magnet Schools</b>  <b>Alternative Schools/Programs</b>  <b>Treatment or correctional settings</b>  <b>Home Schooling</b>  <b>Alternative programs within the Comprehensive High</b></p>	<p>06/30/2010</p> <p>This region was dissolved during a school district re-organization. All schools from this region have been absorbed by other regions and are being followed through a district wide improvement plan. Quarterly Data Reporting:</p> <p>CONTINUOUS TRACKING  Phase I – 2006 – 9th Graders  May 15, 2007  November 15, 2007  January 15, 2008  March 17, 2008  May 15, 2008</p> <p>Phase II - Continuous Tracking – 2007 – 9th Graders and 10th Graders</p> <p>Phase III – Continuous Tracking – 2008 – 9th Graders - 11th Graders</p> <p>Phase IV – Continuous Tracking- 2009 – 9th Graders -</p>		07/01/2008

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
Y				LRE issues are addressed by and will be monitored through the existing LRE SD improvement plan.	<b>SDP is currently implementing a school wide Least Restrictive Environment Improvement plan that consists of collection of data and monthly visits to classrooms, for support and training, and quarterly IEP reviews by school district personnel. This plan requires a minimum of 3 years for each region to complete, with a goal of 15% increase of students in a lesser restrictive environment that is currently the norm for the state averages. The procedures of the plan consists of collection of data and monthly visits to classrooms, for support and training, and quarterly IEP reviews by school district personnel. This plan requires a minimum of 3 years for each region to complete, with a target goal to see a 15% increase of students in a lesser restrictive environment that is currently the norm for the state averages as outlined in the SD Special Education Plan</b>	06/30/2010  This region was dissolved during a school district re-organization. All schools from this region have been absorbed by other regions and are being followed through a district wide improvement plan. CEO Region will utilize the IU and PaTTAN staff for training. Procedural training to be conducted for regional director, case managers, special ed liaisons, psychologists related services personnel, and general and special education teachers in the CEO Region.		07/01/2008