

School District 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.

School District: Pittsburgh City SD

Superintendent: Mr. Mark Roosevelt

Special Education Director/Coordinator: Mary Jane Conley

BSE Special Education Adviser: Terry Dawson

Date of Report: July 07, 2011

Date Final Report Sent to LEA: August 06, 2010

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: August 24, 2010

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 1: Policies, Practices, and Procedures			
Y						1. FSA-ASSISTIVE TECHNOLOGY AND SERVICES Standard: The Local Education Agency (LEA) observed the requirement that the provision of assistive technology is reflected in the student's IEP			
Y						1A. FSA-HEARING AIDS Standard: Each public agency shall ensure that the hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. Each public agency must ensure that the external components of surgically implanted medical devices are functioning properly			
	N					2. FSA-POSITIVE BEHAVIOR SUPPORT Standard: LEA complies with the positive behavior support policy requirements.	The District will develop an improvement plan to meet the requirements of 22 PA Code Chapter 14 Section 14.133. The plan is due to the adviser no later than December 31, 2010.	08/06/2011 PaTTAN Staff IU Staff District Staff	12/30/2010
Y						3. FSA-CHILD FIND Standard: LEA demonstrates compliance with annual public notice requirements.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					4. FSA-CONFIDENTIALITY Standard The LEA is in compliance with confidentiality requirements.	The District will revise their confidentiality policy to meet the regulatory requirements of 34 CFR 300.610.	08/06/2011 PaTTAN Staff IU Staff District Staff	07/07/2011
		X				5. FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION) Standard: The LEA uses dispute resolution processes for program improvement.			
	N					8. FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION Standard: The LEA adheres to procedural requirements in suspending students with disabilities.	The District will develop an improvement plan to reduce suspensions/expulsions that will meet the regulatory requirements of 34 CFR 300.170 and 22 PA Code Chapter 14 Section 14.143. The plan is due to the adviser no later than December 31, 2010.	08/06/2011 PaTTAN Staff IU Staff District Staff	12/30/2010
Y						10. FSA-INDEPENDENT EDUCATIONAL EVALUATION Standard: The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.			
	N					11A. FSA-LEAST RESTRICTIVE ENVIRONMENT Standard: The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.	The LEA was also monitored for LRE this school year and will have an improvement plan as a result of that monitoring.	08/06/2011 PaTTAN Staff IU Staff District Staff	08/24/2010
Y						12. FSA-EXTENDED SCHOOL YEAR SERVICES			
Y						13. FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING			
Y						15. FSA-PARENT TRAINING Standard: Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.			
						INTERVIEW RESULTS (Parent)			
						P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					5 5 2 1 9 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					6 4 1 3 8 0	P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum. Always Sometimes Rarely Never Don't Know Does not Apply			
Y						18. FSA-SURROGATE PARENTS (STUDENTS REQUIRING) Standard: The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
Y						19. FSA-PERSONNEL TRAINING Standard: In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.			
						INTERVIEW RESULTS (General & Special Education Teacher)			
29	1	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
29	1	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
24	3	3				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
21	8	1				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			
11	4	15				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
34	2	4				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
Y						20. FSA-INTENSIVE INTERAGENCY APPROACH Standard: The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			
Y						21. FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION Standard: The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation			
						Topical Area 2: Delivery of Service			
Y						9. FSA-FACILITIES USED FOR SPECIAL EDUCATION Standard: The LEA will be in compliance with the facilities requirements			
						CLASSROOM OBSERVATIONS			
50	0	0		0		CO 8. Is the classroom located within the ebb and flow of school activity?			
50	0	0		0		CO 9. Is the classroom designed for instructional purposes?			
	N					14. FSA-CASELOAD AND AGE RANGE REQUIREMENTS Standard: The LEA complies with the caseload and age range requirements	LEA will submit documentation to PDE demonstrating compliance with caseload requirements within 90 days.	11/04/2010 PaTTAN Staff IU Staff District Staff	07/23/2010

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						17. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.			
	N					17B. FSA-PUBLIC SCHOOL ENROLLMENT Standard: Timely provision of FAPE for students who transfer public agencies within state, and from another state.	The District will develop an improvement plan which will meet the regulatory requirements for transfer of students with IEPs from LEA to LEA. This plan is due to the adviser no later than December 31, 2010.	08/06/2011 PaTTAN Staff IU Staff District Staff	12/30/2010
Y						22. FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION Standard: LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			
						CLASSROOM OBSERVATIONS			
40	0	1		1		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
41	0	1		0		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
2	0	39		1		CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
29	0	13		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?			
29	0	13		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			
38	0	4		0		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
38	1	3		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?	<p>The District was given the name of the student whose IEP did not accurately reflect the student's participation in the general education.</p> <p>The District will reconvene the IEP team to ensure that the student's IEP accurately reflects the amount of participation in the general education curriculum.</p> <p>Evidence of Change: The District will provide to the special education adviser a copy of the invitation to the IEP meeting, a copy of the revised IEP and student schedule by May 30, 2010.</p>	09/05/2010	06/02/2010
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
					11 4 2 1 2 2	P 55. My child does classroom work in a regular classroom with students without disabilities.			
					15 6 0 0 0 1	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.			
30	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?			
28	0	2				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
28	0	2				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?			
29	1	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
28	1	1				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?			
28	1	1				GE 80. Is the student making progress within the general education curriculum?			
28	2	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
30	0	0				GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			
37	0	3				SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			
37	0	3				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
36	0	4				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
37	0	3				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
33	0	7				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
30	3	7				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
35	1	4				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?			
						Topical Area 3: Performance Indicators			
Y						5A. FSA-EFFECTIVE USE OF DISPUTE RESOLUTION Standard: The LEA uses dispute resolution processes for program improvement.			
Y						6. FSA-GRADUATION RATES (SPP) Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						7. FSA-DROPOUT RATES (SPP) Standard: The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.			
	N					8A. FSA-SUSPENSION RATES Standard: The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.	The LEA will submit an improvement plan to reduce the number of suspensions of students with disabilities. This plan is due to the adviser no later than December 31, 2010. The district has been given a list of students from Group 1 and Group 2 who were suspended beyond the regulatory limits. Evidence of Change: The District will provide copies of the Invitations to the IEP, Compensatory Education forms completed by the IEP teams, and the IEP for each student for the adviser to review during a follow up visit.	08/06/2011 PaTTAN Staff IU Staff District Staff	12/30/2010
	N					11. FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP) Standard: Students with disabilities are provided for in the least restrictive environment	The LEA was also monitored for LRE this school year and will have an improvement plan as a result of that monitoring.	08/06/2011 PaTTAN Staff IU Staff District Staff	08/24/2010
	N					16. FSA-PARTICIPATION IN PSSA AND PASA (SPP) Standard: The LEA's population of students who participate in state assessment is comparable with the state data.	The LEA will submit an improvement plan to increase the number of students with disabilities participating in the state wide assessments. This plan is due to the adviser no later than December 31,2010.	08/06/2011 PaTTAN Staff IU Staff District Staff	12/30/2010
Y						16A. FSA-DISTRICT-WIDE ASSESSMENT			
						Topical Area 4: Evaluation and Reevaluation Process and Content			
						CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION			
						PERMISSION TO EVALUATE (File Reviews)			
2	0	38				FR 153. PTE-Consent Form is present in the student file			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	38				FR 154. Demographic data			
2	0	38				FR 155. Reason(s) for referral for evaluation			
2	0	38				FR 156. Proposed types of tests and assessments			
2	0	38				FR 157. Parent signature or documentation of reasonable efforts to obtain consent			
2	0	38				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
2	0	38				FR 159. Parent has selected a consent option			
						PERMISSION TO REEVALUATE (File Reviews)			
15	8	17			35%	FR 194. PTRE-Consent Form is present in the student file	The LEA will provide training to professional staff regarding maintaining the documentation of the permission to reevaluate requirements. Evidence of change: The adviser will follow up for compliance by the date indicated and will review training notes, handouts, and agendas. The BSE Adviser will also review additional student files to ensure that the requirements have been met.	08/06/2011 PaTTAN Staff IU Staff District Staff	07/07/2011
15	0	25				FR 195. Demographic data			
15	0	25				FR 196. Reason for reevaluation			
15	0	25				FR 197. Types of assessment tools, tests and procedures to be used			
15	0	25				FR 198. Contact person's name and contact information			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
13	2	25			13%	FR 199. Parent has selected a consent option	The LEA will provide training to professional staff regarding obtaining and documenting the parent's consent option on the PTRE. Evidence of change: The adviser will follow up for compliance by the date indicated and will review training notes, handouts, and agendas. The BSE Adviser will also review additional student files to ensure that the requirements have been met.	08/06/2011 PaTTAN Staff IU Staff District Staff	07/07/2011
14	1	25			7%	FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
						AGREEMENT TO WAIVE REEVALUATION (File Reviews)			
7	0	33				FR 201. Agreement to Waive Reevaluation is present in the student file			
6	1	33			14%	FR 202. Waiver was completed within required timelines			
7	0	33				FR 203. Reason reevaluation is not necessary at this time is included			
7	0	33				FR 204. Contact person's name and contact information			
5	2	33			29%	FR 205. Parent has selected a consent option	The LEA will provide training to professional staff regarding the Agreement to Waive Evaluation requirements, particularly obtaining and documenting parent's consent option. Evidence of change: The adviser will follow up for compliance by the date indicated and will review training notes, handouts, and agendas. The BSE Adviser will also review additional student files to ensure that the requirements have been met.	08/06/2011 PaTTAN Staff IU Staff District Staff	07/07/2011
7	0	33				FR 206. Parent signature			
						EVALUATION REPORT (INITIAL) (File Reviews)			
2	0	38				FR 160. ER is present in the student file			
1	1	38			50%	FR 161. Evaluation was completed within timelines			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	38				FR 162. A copy of the ER was disseminated to parents at least 10 school days prior to meeting of the IEP team (unless this requirement is waived by parent in writing)			
2	0	38				FR 163. Demographic data			
2	0	38				FR 164. Date report was provided to parent			
2	0	38				FR 165. Reason(s) for referral			
2	0	38				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
2	0	38				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
2	0	38				FR 168. Teacher observations and observations by related service providers, when appropriate			
2	0	38				FR 169. Recommendations by teachers			
2	0	38				FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education			
2	0	38				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.			
2	0	38				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)			
1	0	39				FR 173. Lack of appropriate instruction in reading			
1	0	39				FR 174. Lack of appropriate instruction in math			
1	0	39				FR 175. Limited English proficiency			
2	0	38				FR 176. Present levels of academic achievement			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	38				FR 177. Present levels of functional performance			
1	0	39				FR 178. Behavioral information			
1	0	39				FR 179. Conclusions			
2	0	38				FR 180. Disability Category			
2	0	38				FR 181. Recommendations for consideration by the IEP team			
2	0	38				FR 182. Evaluation Team Participants documented			
1	1	38			50%	FR 183. For students evaluated for SLD documentation of Agree/Disagree			
1	0	39				FR 184. Documentation that the student does not achieve adequately for age, etc.			
2	0	38				FR 185. Indication of process(es) used to determine eligibility			
1	0	39				FR 186. Instructional strategies used and student-centered data collected			
2	0	38				FR 187. Educationally relevant medical findings, if any			
2	0	38				FR 188. Effects of the student's environment, culture, or economic background			
1	0	39				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
1	0	39				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
2	0	38				FR 191. Observation in the student's learning environment			
1	0	39				FR 192. Other data if needed			
1	0	39				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						REEVALUATION REPORT (File Reviews)			
30	1	9			3%	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
26	4	10			13%	FR 208. Reevaluation was completed within timelines	The LEA will provide training to professional staff regarding the reevaluation timeline requirements. Evidence of change: The adviser will follow up for compliance by the date indicated and will review training notes, handouts, and agendas. The BSE Adviser will also review additional student files to ensure that the requirements have been met.	08/06/2011 PaTTAN Staff IU Staff District Staff	07/07/2011
23	6	11			21%	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)	The LEA will provide training to professional staff regarding the requirement that a copy of the RR be disseminated to parents at least 10 school days prior to the meeting of the IEP, unless the parent in writing waived this requirement. Evidence of change: The adviser will follow up for compliance by the date indicated and will review training notes, handouts, and agendas. The BSE Adviser will also review additional student files to ensure that the requirements have been met.	08/06/2011 PaTTAN Staff IU Staff District Staff	07/07/2011
30	0	10				FR 210. Demographic data			
30	0	10				FR 211. Date IEP team reviewed existing evaluation data			
29	0	11				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
29	1	10			3%	FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
29	1	10			3%	FR 214. Aptitude and achievement tests			
30	0	10				FR 215. Current classroom based assessments and local and/or state assessments			
29	1	10			3%	FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
29	1	10			3%	FR 217. Teacher recommendations			
21	0	19				FR 218. Lack of appropriate instruction in reading			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
21	0	19				FR 219. Lack of appropriate instruction in math			
21	0	19				FR 220. Limited English proficiency			
28	1	11			3%	FR 221. Conclusion regarding need for additional data is indicated			
17	3	20			15%	FR 222. Reasons additional data are not needed are included	The LEA will provide training to professional staff regarding the reevaluation procedural requirements including documenting whether additional data are or are not needed. Evidence of change: The adviser will follow up for compliance by the date indicated and will review training notes, handouts, and agendas. The BSE Adviser will also review additional student files to ensure that the requirements have been met.	08/06/2011 PaTTAN Staff IU Staff District Staff	07/07/2011
30	0	10				FR 223. Determination whether the child has a disability and requires special education			
30	0	10				FR 224. Disability category(ies)			
25	5	10			17%	FR 225. Summary of findings includes student's educational strengths and needs	The LEA will provide training to professional staff regarding the reevaluation procedural requirements including identification and documentation of the student's educational strengths and needs. Evidence of change: The adviser will follow up for compliance by the date indicated and will review training notes, handouts, and agendas. The BSE Adviser will also review additional student files to ensure that the requirements have been met.	08/06/2011 PaTTAN Staff IU Staff District Staff	07/07/2011

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
26	3	11			10%	FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate	The LEA will provide special education professional staff with training regarding the requirement to include present levels of academic achievement and related developmental needs, including transition needs as appropriate. Evidence of change: The adviser will follow up for compliance by the date indicated and will review training notes, handouts, and agendas. The BSE Adviser will also review additional student files to ensure that the requirements have been met.	08/06/2011 PaTTAN Staff IU Staff District Staff	07/07/2011
24	6	10			20%	FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs	The LEA will provide training to professional staff regarding the reevaluation procedural requirements including consideration by the IEP team regarding additions or modifications to the student's programs. Evidence of change: The adviser will follow up for compliance by the date indicated and will review training notes, handouts, and agendas. The BSE Adviser will also review additional student files to ensure that the requirements have been met.	08/06/2011 PaTTAN Staff IU Staff District Staff	07/07/2011
11	1	28			8%	FR 228. Interpretation of additional data			
9	0	31				FR 229. Documentation that the student does not achieve adequately for age, etc.			
8	1	31			11%	FR 230. Indication of process(es) used to determine eligibility			
8	1	31			11%	FR 231. Instructional strategies used and student-centered data collected			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	2	32			25%	FR 232. Educationally relevant medical findings, if any	The LEA will provide training to professional staff regarding the reevaluation procedural requirements including documentation of educationally relevant medical findings, if any. Evidence of change: The adviser will follow up for compliance by the date indicated and will review training notes, handouts, and agendas. The BSE Adviser will also review additional student files to ensure that the requirements have been met.	08/06/2011 PaTTAN Staff IU Staff District Staff	07/07/2011
7	2	31			22%	FR 233. Effects of the student's environment, culture, or economic background	The LEA will provide training to professional staff regarding the reevaluation procedural requirements including documentation of the effects of the student's environment, culture, or economic background. Evidence of change: The adviser will follow up for compliance by the date indicated and will review training notes, handouts, and agendas. The BSE Adviser will also review additional student files to ensure that the requirements have been met.	08/06/2011 PaTTAN Staff IU Staff District Staff	07/07/2011
8	1	31			11%	FR 234. Data demonstrating that regular education instruction was delivered by personnel, including the ESL program, if applicable			
8	1	31			11%	FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
8	1	31			11%	FR 236. Observation in the student's learning environment			
5	1	34			17%	FR 237. Other data if needed			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	2	31			22%	FR 238. Statement for all 6 items	The LEA will provide training to professional staff regarding the reevaluation procedural requirements including documentation of statements for all 6 items on the Determination of SLD component. Evidence of change: The adviser will follow up for compliance by the date indicated and will review training notes, handouts, and agendas. The BSE Adviser will also review additional student files to ensure that the requirements have been met.	08/06/2011 PaTTAN Staff IU Staff District Staff	07/07/2011
28	1	11			3%	FR 239. Documentation of Evaluation Team Participants			
11	3	26			21%	FR 240. Documentation that team members Agree/Disagree	The LEA will provide training to professional staff regarding the reevaluation procedural requirements including documentation of team members agreement or disagreement. Evidence of change: The adviser will follow up for compliance by the date indicated and will review training notes, handouts, and agendas. The BSE Adviser will also review additional student files to ensure that the requirements have been met.	08/06/2011 PaTTAN Staff IU Staff District Staff	07/07/2011
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
20	2	0	0			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
20	2	0	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
19	0	2	1			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
9	0	11	2			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	17	4	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
2	0	20	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
2	0	20	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
4	0	36				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						Topical Area 5: IEP Process and Content			
						INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)			
39	1	0			3%	FR 241. Invitation is present in the student file			
39	0	1				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)			
38	1	1			3%	FR 243. Demographic data			
38	1	1			3%	FR 244. Purpose(s) of the meeting			
14	1	25			7%	FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			
9	0	31				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			
14	1	25			7%	FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)	PDE will provide the LEA with the names of individual students for whom individual corrective action must be implemented. The LEA must submit documentation of required corrective action within 90 days.	11/04/2010	10/01/2010
36	2	2			5%	FR 248. Invited IEP team members			
38	0	2				FR 249. Date/time/location of meeting			
35	3	2			8%	FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation			
						PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)			
0	1	39			100%	FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	40				FR 252. Demographic data			
0	0	40				FR 253. Form designates IEP team member(s) for whom attendance is not necessary			
0	0	40				FR 254. Form designates which members will submit written input prior to the meeting			
0	0	40				FR 255. Parent written consent is documented			
					0 0 0	FR 256. The team members excused: a. General Education Teacher b. Special Education Teacher c. Local Education Agency Representative			
						IEP CONTENT (File Reviews)			
40	0	0				FR 257. IEP is present in the student file			
38	2	0			5%	FR 258. IEP was completed within timelines			
40	0	0				FR 259. Demographic data			
40	0	0				FR 260. IEP implementation date			
40	0	0				FR 261. Anticipated duration of services and programs			
7	0	33				FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting			
						DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)			
39	1	0			3%	FR 263. Parents			
15	0	25				FR 264. Student			
34	1	5			3%	FR 265. General Education Teacher			
40	0	0				FR 266. Special Education Teacher			
40	0	0				FR 267. Local Education Agency Representative			
6	0	34				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
4	0	36				FR 269. CTE Representative was in attendance if student was attending CTE			
4	0	36				FR 270. Community Agency Representative			
0	0	40				FR 271. Teacher of the Gifted			
3	0	37				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			
38	1	1			3%	FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year			
SPECIAL CONSIDERATIONS (File Reviews)									
0	0	40				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	39				FR 275. If the student is deaf or hard of hearing, a communication plan			
10	0	30				FR 276. If the student has communication needs, needs must be addressed in the IEP			
0	0	40				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
1	0	39				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
11	0	29				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			
3	1	36			25%	FR 280. If the student has other special considerations, these are addressed in the IEP			
PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)									
40	0	0				FR 281. Student's present levels of academic achievement			
36	3	1			8%	FR 282. Student's present levels of functional performance			
17	1	22			6%	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
33	0	7				FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)			
36	4	0			10%	FR 285. How the student's disability affects involvement and progress in the general education curriculum	The LEA will provide training to professional staff regarding IEP development including documentation of how the student's disability affects involvement and progress in the general education curriculum. Evidence of change: The adviser will follow up for compliance by the date indicated and will review training notes, handouts, and agendas. The BSE Adviser will also review additional student files to ensure that the requirements have been met.	08/06/2011 PaTTAN Staff IU Staff District Staff	07/07/2011
39	1	0			3%	FR 286. Strengths			
38	2	0			5%	FR 287. Academic, developmental, and functional needs related to student's disability			
						TRANSITION SERVICES (File Reviews)			
3	0	37				FR 288. If the student's IEP required participation in CTE program, was the CIP code completed			
15	0	25				FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment			
15	0	25				FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living			
12	0	28				FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually			
15	0	25				FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service			
15	0	25				FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)			
15	0	25				FR 292b. Transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)			
15	0	25				FR 292c. Annual goals are related to the student's transition services			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			
34	1	5			3%	FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA or PASA)			
30	0	10				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
2	0	38				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA			
2	0	38				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
2	0	38				FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
37	0	3				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
32	0	8				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
7	0	33				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			
7	0	33				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			
						ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)			
38	1	1			3%	FR 302. Measurable Annual Goals			
40	0	0				FR 303. Description of how student progress toward meeting goals will be measured			
40	0	0				FR 304. Description of when periodic reports on progress will be provided to parents			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
32	8	0			20%	FR 305. Documentation of progress reporting on Annual Goals	The LEA will provide special education professional staff with training regarding the requirement to document progress toward meeting annual goals in the student's IEP. Evidence of change: The adviser will follow up for compliance by the date indicated and will review training notes, handouts, and agendas. The BSE Adviser will also review additional student files to ensure that the requirements have been met.	08/06/2011 PaTTAN Staff IU Staff District Staff	07/07/2011
5	0	35				FR 306. Short Term Objectives			
						SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)			
38	2	0			5%	FR 307. Program Modifications and Specially-Designed Instruction			
30	4	6			12%	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	The LEA will provide special education professional staff with training regarding IEP development including the requirement of the IEP team to address recommendations for modifications and accommodations found in the most recent Evaluation Report, if any. Evidence of change: The adviser will follow up for compliance by the date indicated and will review training notes, handouts, and agendas. The BSE Adviser will also review additional student files to ensure that the requirements have been met.	08/06/2011 PaTTAN Staff IU Staff District Staff	07/07/2011
37	2	1			5%	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			
2	1	37			33%	FR 310. If a student attends a Career or Vocational Technical School, evidence that the specially designed instruction addresses the student's needs in Career and Vocational Technical School			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
21	3	16			13%	FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services	The LEA will provide special education professional staff with training regarding IEP development including documentation of the location, frequency, projected beginning date and anticipated duration of services. Evidence of change: The adviser will follow up for compliance by the date indicated and will review training notes, handouts, and agendas. The BSE Adviser will also review additional student files to ensure that the requirements have been met.	08/06/2011 PaTTAN Staff IU Staff District Staff	07/07/2011
21	2	17			9%	FR 312. If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP			
34	2	4			6%	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			
24	2	14			8%	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			
3	0	37				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
39	0	1				FR 316. A conclusion regarding student eligibility for ESY			
33	4	3			11%	FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination	The LEA will provide special education professional staff with training regarding the requirement to document the information or data reviewed by the IEP team to support the ESY eligibility determination. Evidence of change: The adviser will follow up for compliance by the date indicated and will review training notes, handouts, and agendas. The BSE Adviser will also review additional student files to ensure that the requirements have been met.	08/06/2011 PaTTAN Staff IU Staff District Staff	07/07/2011

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	35				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			
5	0	35				FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services			
						EDUCATIONAL PLACEMENT (File Reviews)			
38	2	0			5%	FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class			
39	1	0			3%	FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum			
40	0	0				FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
40	0	0				FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
39	1	0			3%	FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
38	2	0			5%	FR 325. Location of student's program (name of School Building where the IEP will be implemented)			
13	1	26			7%	FR 326. If child will not be attending his/her neighborhood school, reason why not			
						PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)			
40	0	0				FR 327. Completed Section A or Section B			
						IEP DEVELOPMENT			
						INTERVIEW RESULTS (Parent & General Education Teacher)			
21	1	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
19	3	0	0			P 29. Did you participate in developing the current IEP for your child?			
18	3	0	1			P 30. Was the meeting held at a time and location that was convenient for you?			
7	2	13	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?			
18	0	1	3			P 32. Was the input you provided considered in the development of your child's current IEP?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
18	0	2	2			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
17	0	0	5			P 35. Was the current IEP developed at the IEP meeting?			
8	3	7	4			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?			
16	3	0	3			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
0	3	17	2			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	3	17	2			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		15	0		2 1 4	P 65. If you did not participate in your child's IEP meeting, what kept you from participating? b. held at an inconvenient time c. not enough notice given g. other Wasn't notified. Forgot meeting. Conflicted with work schedule. Work hours.			
25	2	3				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
14	7	9				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
14	0	16				GE 76. Were those recommendations considered by the IEP team?			
30	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?			
27	2	1				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						IEP CONTENT			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
18	0	1	3			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?			
16	2	2	2			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 (cue: vs. for example lack of staff, lack of funds, lack of availability of services)?			
30	0	0				GE 81. Are this student's goals based on the PA Academic Standards or, if appropriate, alternate standards?			
29	0	1				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
30	0	0				GE 83. Is the current IEP appropriate to meet this student's educational needs?			
40	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?			
40	0	0				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
39	1	0				SE 103. Are the student's annual goals based on the PA Academic Standards or, if appropriate, alternate standards?			
31	0	9				SE 104. If appropriate, are the student's annual goals based on functional performance?			
39	1	0				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?			
30	1	9				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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
37	1	2				SE 108. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the 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?			
38	0	2				SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA, PASA, and other district-wide/charter school-wide assessments?			
39	1	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
40	0	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						IEP IMPLEMENTATION			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
18	0	1	3			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?			
22	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?			
					20 2 0 0 0 0	P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals. Always Sometimes Rarely Never Don't Know Does not Apply			
					20 1 0 1 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			
22	0	0	0			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
26	0	4				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
28	0	2				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
12	0	18				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
30	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?			
40	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?			
40	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?			
40	0	0				SE 110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
36	0	4				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
34	0	6				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
40	0	0				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
40	0	0				SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent & Special Education Teacher)			
7	1	12	2			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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
16	3	1	2			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?			
14	3	3	2			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
17	1	3	1			P 45. Did you agree with the IEP team’s conclusion about your child’s eligibility for ESY services?			
2	2	17	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?			
3	1	17	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?			
37	0	3				SE 121. Was the consideration of ESY eligibility discussed during this student’s current IEP meeting?			
6	0	34				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?			
						SECONDARY TRANSITION (Parent & Special Education Teacher)			
5	1	15	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 3 0 0 0 13	P 59. I am satisfied with the transition services developed for my child. Always Sometimes Rarely Never Don't Know Does not Apply			
					17 5 0 0 0 0	P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment. Always Sometimes Rarely Never Don't Know Does not Apply			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
14	1	25				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
23	0	17				SE 123. Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?			
						Topical Area 6: NOREP/PWN			
						(File Reviews)			
38	2	0			5%	FR 328. NOREP/PWN is present in the student file			
38	0	2				FR 329. Demographic data			
36	2	2			5%	FR 330. Type of action taken			
38	0	2				FR 331. A description of the action proposed or refused by the LEA			
37	1	2			3%	FR 332. An explanation of why the LEA proposed or refused to take the action			
28	10	2			26%	FR 333. A description of the other options the IEP team considered and the reason why those options were rejected	The LEA will provide special education professional staff with training regarding the requirement to include a description of the other options the IEP team considered and the reason why those options were rejected (if the action is in regard to educational placement, options considered must begin with the regular education environment with supplementary aids and services). Evidence of change: The adviser will follow up for compliance by the date indicated and will review training notes, handouts, and agendas. The BSE Adviser will also review additional student files to ensure that the requirements have been met.	08/06/2011 PaTTAN Staff IU Staff District Staff	07/07/2011
36	2	2			5%	FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
27	1	12			4%	FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
36	2	2			5%	FR 336. Educational placement recommended (including amount and type)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
36	2	2			5%	FR 337. Signature of school district superintendent or charter school CEO or designee			
36	2	2			5%	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.)			
33	5	2			13%	FR 339. Parent has selected a consent option	The LEA will provide special education professional staff with training regarding the requirement to obtain and document the parent's consent option on the NOREP/PWN. Evidence of change: The adviser will follow up for compliance by the date indicated and will review training notes, handouts, and agendas. The BSE Adviser will also review additional student files to ensure that the requirements have been met.	08/06/2011 PaTTAN Staff IU Staff District Staff	07/07/2011
29	9	2			24%	FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP	The LEA will provide special education professional staff with training for properly documenting the student's placement on both the NOREP/PWN and IEP. Evidence of change: The adviser will follow up for compliance by the date indicated and will review training notes, handouts, and agendas. The BSE Adviser will also review additional student files to ensure that the requirements have been met.	08/06/2011 PaTTAN Staff IU Staff District Staff	07/07/2011
						INTERVIEW RESULTS (Parent)			
0	0	21	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?			
					15 4 0 1 0 2	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			
						Topical Area 7: Additional Interview Responses			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
					14	P 54. I am a partner with school personnel when we plan my child's education program. Always			
					5	Sometimes			
					0	Rarely			
					2	Never			
					1	Don't Know			
					0	Does not Apply			
		0	2			P 66. Tell me anything you really like about your child's special education program. 1 a. modifications 3 d. staff's knowledge, training 1 e. instructional materials 4 g. staff open to suggestions, good communication 4 i. support services 5 k. staff's understanding and attitude 11 n. other The expertise of the special ed teacher. Staff Always available. Everything Very happy with the involvement I have with the school & also the carry over of in-home activities that are provided. Student is progressing & doing much better in smaller group instructional settings. Extremely happy with the teacher that provides my child with speech & language services. Nothing Staff availability outside of school hours. Very reasonable staff. Break down work to understand. One on one instruction. Doing great in communications class.			
		0	0			P 67. Tell me anything you would like to change about the program.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					1 1 21	i. support services l. more inclusion n. other Nothing Frequent. More contact with parent especially when student falls behind. District needs to assure more regular ed teachers receive training to understand learning needs. More protection from bullying. Nothing More training & networking for families. In the beginning of the year the homework assignments were much too easy. I requested that child be given the same amount of spelling words given to the regular ed students. Nothing Nothing Nothing Nothing Nothing I have issues with lack of discipline with classroom peers. Program needs to change to meet child's new emotional needs. Nothing Change student's attitude. More opportunities for parents to participate in training provided for staff. More communication about progress & higher expectations. Nothing Nothing Pull out for math.			
		0	0		3 6 10 3	P 68. The school explains what options parents have if the parent disagrees with a decision of the school. a. Very strongly agree b. Strongly agree c. Agree d. Disagree			
						P 69. Additional comments about your child's program.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>My child's present placement has had a positive effect on attitude toward learning. However, some regular ed staff still seem to not understand the student's learning needs.</p> <p>Teacher is fabulous.</p> <p>Wonderful program.</p> <p>I like the school building but would like the teachers to receive more training & have more patience with my child.</p> <p>Keep up the good work.</p> <p>Special ed teachers are doing an exceptional job with students.</p> <p>Trying to work with child. Not sure what to do. Wants to have child re-evaluated. No one calls me back.</p> <p>Needs more help with math.</p>			
40	0	0				SE 101. Do you hold the required certification to implement this student's program?			
						Topical Area 8: Student Interview Results			
			0			<p>S 126. What kind of support are you currently receiving?</p> <p>3 a. Learning Support</p> <p>1 b. Speech/Language Support</p> <p>1 d. Life Skills Support</p> <p>1 f. Hearing Impaired Support</p> <p>1 h. Emotional Support</p> <p>2 k. Don't Know</p>			
7	0	0	0			S 127. Is this support enough to help you be successful in your school program?			
						<p>S 128. How satisfied are you with your high school educational program?</p> <p>4 Very</p> <p>0 Somewhat</p> <p>1 A Little</p> <p>1 Not at All</p> <p>1 Don't Know</p>			
						S 129. What do you like best about the program?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>Small class size. Gym class. Not much. I can go somewhere to vent & it calms me down. I get to meet new people & socialize with them. Reliable at all times. Walk to library, cooking.</p>			
						<p>S 130. What do you like least about the program?</p> <p>Nothing. Student is happy. Don't know. Not getting credits to graduate. Nothing Don't like some of the kids. Nothing Nothing</p>			
					<p>4 1 1 0 1</p>	<p>S 131. How satisfied are you with your special education supports/services?</p> <p>Very Somewhat A Little Not at All Don't Know</p>			
						<p>S 132. What do you like best about the special education supports/services?</p> <p>Nothing Not sure. Nothing That I'm learning & getting the help I need. Reliable at all times. Cooking, computers, basketball.</p>			
						<p>S 133. What do you like least about the special education supports/services?</p> <p>Nothing Math Don't know. Nothing Nothing Nothing</p>			
						<p>S 134. How much time do you spend with students who do not have disabilities?</p>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					0 5 1 0 1	Too Much Enough A Little Not Enough Don't Know			
3	4	0	0			S 135. Do you participate in any extra-curricular activities?			
						S 136. If yes, which ones Best buddies. Sports Best buddies, club.			
						S 137. If no, why not Don't want to. Don't want to. Not sure. Transportation			
6	0		1			S 138. Were you invited to participate in the last IEP meeting? Other			
6	0		1			S 139. Did you participate in the last IEP meeting? Other			
3	0		4			S 140. Do you have a post secondary transition program? Other			
3	0		4			S 141. Do you have an employment transition program? Other			
3	0		4			S 142. Do you have a community living transition program? Other			
2	1		4			S 143. Did you assist in the development of the transition program? Other			
2	0		5			S 144. Is that transition plan being followed? Other			
6	0		1			S 145. Did you discuss what you would do after graduation or finishing high school? Other			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
			0		5 2	S 146. Which of the following agencies participate in your IEP development? e. None g. Don't Know			
0	0		2			S 147. If any agency participated in your IEP did they assist you or provide services? Other			
						S 148. Comments			
4	3	0	0			S 149. Do you participate in any activities in the community?			
						S 150. If yes, which ones? Youth places - community services. Volunteer, participate in youth group at church. Sports Gym, best buddies.			
						S 151. If no, why not? Don't want to. I don't want to. I don't go outside a lot.			
						S 152. Are there any other agencies that could help you within the community? Don't know. Not sure. Not sure. No. There are not many agencies in my community. Boys & girls clubs. No Don't know.			
						Topical Area 9: Other Non-compliance Issues			
						The LEA will use current PDE approved forms.	The LEA will review files for out of date forms. When/if found, the LEA provide staff with current PDE approved forms. Evidence of change: The BSE Adviser will review additional student files to ensure that the requirements have been met.	08/06/2011 IU Staff District Staff	07/07/2011
						Topical Area 10: Other Improvement Plan Issues			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						The LEA's building administrative staff will become more directly involved in the oversight of special education programs and services within their building.	The LEA will submit an improvement plan to increase the oversight by the district building level designated staff in administering special education programs, overall and day to day.	03/31/2011 District Staff IU Staff PaTTAN Staff	03/23/2011
						The LEA will provide forms to families in their native language.	The LEA will submit an improvement plan that ensures parents receive pertinent special education forms in their native language. Evidence of change: The LEA will provide the special education adviser examples or demonstration of their ability to generate special education forms in languages other than English. The LEA now has the ability to generate appropriate special education forms in several languages in house. For the rare language that they cannot generate, they have contracted with an outside service to provide forms in that language in a timely manner.	12/31/2010 District Staff PaTTAN Staff District IT Staff Outside consultants	11/10/2010
						Positive Behavior Support	The LEA will provide training to staff regarding positive measures of behavior support for students. Professional staff, instructional aides and personal care aides will be the audience for this training. Evidence of Change The LEA will show evidence of fewer restraints and fewer student disciplinary suspensions than in the 2009-2010 school year as a result of this training and the requirements of the district's SPP 4 requirements.	12/31/2011 District Staff IU Staff PaTTAN Staff	07/07/2011

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Suspensions and Expulsions	<p>The LEA was monitored for compliance with the State Performance Plan Indicator 4 and was found to be out of compliance. As a result, the LEA is required to have developed a corrective action plan to reduce the rate of suspensions for students with disabilities.</p> <p>Evidence of Change:</p> <p>The LEA will show a decrease in the suspension rate for students in both Group A and B.</p>	<p>12/31/2011</p> <p>District Staff IU Staff PaTTAN Staff</p>	07/07/2011
						Public School Enrollment	<p>The LEA will provide training to staff regarding the regulatory requirements of providing FAPE in a timely manner when students transfer from another from one LEA to another LEA.</p> <p>Evidence of Change:</p> <p>The BSE adviser will conduct an on-site follow up visit to ensure compliance. During this visit, the LEA will provide a list of student names who have transferred from another LEA . The list will indicate the enrollment date and evidence that the LEA provided FAPE in a timely manner.</p>	<p>12/31/2011</p> <p>District Staff IU Staff PaTTAN Staff</p>	07/07/2011
						Participation in PSSA and PASA	<p>The LEA will provide training to appropriate staff regarding the administration of statewide tests. The training will include the requirements that coded student answer booklets are given to the appropriate student.</p> <p>Evidence of Change:</p> <p>The LEA will increase the rate of participation in statewide tests over the 2009-2010 school year.</p>	<p>12/31/2011</p> <p>District Staff IU Staff PaTTAN Staff</p>	07/07/2011

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						The LEA's building administrative staff will become more directly involved in the oversight of special education programs and services within their building.	<p>The Plan</p> <p>The LEA will train building level administrators on topics of general LEA requirements regarding the evaluation/re-evaluation process, the IEP process/procedures, placement decision making, tracking behavior progress students with disabilities via disciplinary reports.</p> <p>Evidence of Change</p> <p>The special education adviser will conduct a follow up visit to verify the implementation and completion of this plan. The LEA will provide for the special education adviser copies of training materials, sign-in sheets, handouts, and list of all students with disabilities that have been suspended from school.</p> <p>The special education adviser will also interview a number of principals selected by him to assess the effectiveness of the training.</p>	<p>12/31/2011</p> <p>District Staff IU Staff PaTTAN Staff</p>	07/07/2011