Navigating the Critical Role of the LEA Representative

PAESSP
October 23, 2014

Ann Hinkson-Herrmann
Paula Schmitt
PaTTAN’s Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.
Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.
Objectives

- List practical approaches to serving as the LEA Representative

- Analyze scenarios related to issues that the LEA representative often encounters and create plausible solutions

- Identify essential components of an IEP meeting and effective practices for facilitating IEP meetings
Effective Principals

Perform these five functions well:

1. Shaping a vision of academic success for all students
2. Creating a climate hospitable to education
3. Cultivating leadership in others
4. Improving instruction
5. Managing people, data, and processes to foster school improvement

The Wallace Foundation, 2013
LEA Representative

A representative of the public agency who –

- Is qualified to provide or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;

- Is knowledgeable about the general education curriculum; and

- Is knowledgeable about the availability of resources of the public agency.

300.321 (a) (4)
Balancing Act

Managing Compliance, Leading Change
Leadership

Principals must create a culture that welcomes students with disabilities into the classroom and the school environment.

- Leading IEP meetings that are open and inviting
- Promoting positive communications that demonstrate person first language
- Creating educational environments for students with disabilities that presume competence and provide meaningful access and participation in general education
Compliance

Principals must understand the core special education legal foundations and entitlements

Understand the intent/rationale for specific procedures

Understanding the IEP process and document is a foundational piece of knowledge that is critical to being an effective LEA Representative
How do we make this happen?

- Model “People First” Language
- Presume Competence
- Prevent Dependence and Learned Helplessness
- Teach all Students about Disabilities and Practice Ability Awareness

Reference PaTTAN Publication
## People First Language

<table>
<thead>
<tr>
<th>Correct</th>
<th>Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>The girl with autism</td>
<td>The autistic girl</td>
</tr>
<tr>
<td>The students with special needs</td>
<td>The IEP students</td>
</tr>
<tr>
<td>The classroom with students who are deaf or hard of hearing</td>
<td>The deaf/hearing impaired classroom</td>
</tr>
<tr>
<td>The student who uses a wheelchair</td>
<td>The wheelchair kid</td>
</tr>
</tbody>
</table>
Presume Competence

Viewing students through the lens of abilities will increase the likelihood of nurturing individual talents and providing all students the opportunities to learn what other students their age are learning in the general education classroom.

(adapted from Jorgensen, McSheehan & Sonnenmeier, 2007)
Strategies for Presuming Competence

- Examine your attitude—practice saying, “How can this work?”, “How can this child be successful?”
- Question your stereotypes—how someone looks, walks, or talks does not tell you about how they think and feel.
- Use age appropriate talk—examine your tone of voice and topic.
- Support communication.
- Listen openly—work to shed judgments.
- Teach peers and others how to interpret potentially confusing behavior.
- Do not speak in front of someone as if they were not there.
- In conversation, refer to the person in a way that includes them in the conversation.
- Ask permission to share information with others.
- Be humble.
  If possible, always let the person explain for himself or herself and do not speak for them.
- Assume that every student will benefit from learning age appropriate academic curriculum.
- Look for evidence of understanding.
- Support students to show understanding using their strengths.
- Design adaptations and accommodations to support access to academics.
- Be sure to acknowledge the presence of a person with a disability in the same way you would acknowledge others.

“If you want to see competence, it helps if you look for it.”

–Douglas Biklen
Prevent Dependence and Helplessness

Train staff in promotion of independence

- Teachers
- Paraeducators
- Related Service Providers

If a student has a paraeducator assigned to him/her for even a portion of the day:

- A fading plan should be in place
- Measurable annual goal regarding independence should be included in the student’s IEP
Teach All Students About Disabilities

Practice Ability/Disability Awareness

- Do activities that show how students are alike and different
- Teach students how to interact with people with disabilities
- Talk about disabilities in general (overview)
- Teach what it is like to have different disabilities through hands on activities
- Celebrate the abilities of people with disabilities
<table>
<thead>
<tr>
<th>Isn’t This What It’s All About?</th>
</tr>
</thead>
<tbody>
<tr>
<td>“When inclusive education is fully embraced, we abandon the idea that children have to become ‘normal’ in order to contribute to the world. ... We begin to look beyond typical ways of becoming valued members of the community, and in doing so, begin to realize the achievable goal of providing all children with an authentic sense of belonging.”</td>
</tr>
<tr>
<td>- Norman Kunc</td>
</tr>
<tr>
<td>The School Administrator (Number 2 Volume 70)</td>
</tr>
</tbody>
</table>
IEP Document & IEP Meeting
Understanding the IEP
Understanding the IEP

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student’s Name:

IEP TEAM/SIGNATURES

The Individualized Education Program team makes the decisions about the student’s program and placement. The student’s parent(s), the student’s special education teacher, and a representative from the Local Education Agency are required members of this team. Signature on this IEP documents attendance, not agreement.

<table>
<thead>
<tr>
<th>Role</th>
<th>Printed Name</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/Guardian/Surrogate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent/Guardian/Surrogate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular Education Teacher**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Ed Agency Rep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career/Tech Ed Rep****</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Agency Rep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher of the Gifted*****</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* The IEP team must invite the student if transition services are being planned or if the parents choose to have the student participate.
** If the student is, or may be, participating in the regular education environment
*** As determined by the LEA as needed for transition services and other community services
**** A teacher of the gifted is required when writing an IEP for a student with a disability who also is gifted.
One individual listed above must be able to interpret the instructional implications of any evaluation results.

Written input received from the following members:

Transfer of Rights at Age of Majority

For purposes of education, the age of majority is reached in Pennsylvania when the individual reaches 21 years of age. Likewise, for purposes of the Individuals with Disabilities Education Act, the age of majority is reached for students with disabilities when they reach 21 years of age.
Understanding the IEP

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

PROCEDURAL SAFEGUARDS NOTICE

I have received a copy of the Procedural Safeguards Notice during this school year. The Procedural Safeguards Notice provides information about my rights, including the process for disagreeing with the IEP. The school has informed me whom I may contact if I need more information.

Signature of Parent/Guardian/Surrogate: ____________________________
Understanding the IEP

1. Special considerations the IEP team must consider before developing the IEP. Any factors checked as “Yes” must be addressed in the IEP.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the student blind or visually impaired?</td>
<td>The IEP must include a description of the instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student’s reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student’s future needs for instruction in Braille or the use of Braille) that instruction in Braille or the use of Braille is not appropriate for the student.</td>
<td></td>
</tr>
<tr>
<td>Is the student deaf or hard of hearing?</td>
<td>The IEP must include a communication plan to address the following: language and communication needs; opportunities for direct communications with peers and professional personnel in the student’s language and communication mode; academic level; full range of needs, including opportunities for direct instruction in the student’s language and communication mode; assistive technology devices and services. Indicate in which section of the IEP these considerations are addressed. The Communication Plan must be completed and is available at <a href="http://www.pattan.net">www.pattan.net</a></td>
<td></td>
</tr>
<tr>
<td>Does the student have communication needs?</td>
<td>Student needs must be addressed in the IEP (i.e., present levels, specially designed instruction (SDI), annual goals, etc.)</td>
<td></td>
</tr>
<tr>
<td>Does the student need assistive technology devices and/or services?</td>
<td>Student needs must be addressed in the IEP (i.e., present levels, specially designed instruction, annual goals, etc.)</td>
<td></td>
</tr>
<tr>
<td>Does the student have limited English proficiency?</td>
<td>The IEP team must address the student’s language needs and how those needs relate to the IEP.</td>
<td></td>
</tr>
<tr>
<td>Does the student exhibit behaviors that impede his/her learning or that of others?</td>
<td>The IEP team must develop a Positive Behavior Support Plan that is based on a functional assessment of behavior and that utilizes positive behavior techniques. Results of the functional assessment of behavior may be listed in the Present Levels section of the IEP with a clear measurable plan to address the behavior in the Goals and Specially Designed Instruction sections of the IEP or in the Positive Behavior Support Plan if this is a separate document that is attached to the IEP. A Positive Behavior Support Plan and a Functional Behavioral Assessment form are available at <a href="http://www.pattan.net">www.pattan.net</a></td>
<td></td>
</tr>
</tbody>
</table>

Yes

No
Understanding the IEP

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student’s Name:

Other (specify):

II. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Include the following information related to the student:
- Present levels of academic achievement (e.g., most recent evaluation of the student, results of formative assessments, curriculum-based assessments, transition assessments, progress toward current goals)
- Present levels of functional performance (e.g., results from a functional behavioral assessment, results of ecological assessments, progress toward current goals)
- Present levels related to current postsecondary transition goals if the student’s age is 14 or younger if determined appropriate by the IEP team (e.g., results of formative assessments, curriculum-based assessments, progress toward current goals)
- Parental concerns for enhancing the education of the student
- How the student’s disability affects involvement and progress in the general education curriculum
- Strengths
- Academic, developmental, and functional needs related to student’s disability

III. TRANSITION SERVICES - This is required for students age 14 or younger if determined appropriate by the IEP team. If the student does not attend the IEP meeting, the school must take other steps to ensure that the student’s preferences and interests are considered. Transition services are a coordinated set of activities for a student with a disability that is designed to be within a results oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student’s movement from school to post school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation that is based on the individual student’s needs taking into account the student’s strengths, preferences, and interests.

POST SCHOOL GOALS - Based on age appropriate assessment, define and project the appropriate measurable postsecondary goals that address education and training, employment, and as needed, independent living. Under each area, list the services/activities and courses of study that support that goal. Include for each service/activity the location, frequency, projected beginning date, anticipated duration, and person/agency responsible.

For students in Career and Technology Centers, CIP Code:
Understanding the IEP

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

Postsecondary Education and Training Goal:

<table>
<thead>
<tr>
<th>Service/Activity</th>
<th>Location</th>
<th>Frequency</th>
<th>Projected Beginning Date</th>
<th>Anticipated Duration</th>
<th>Person(s)/Agency Responsible</th>
</tr>
</thead>
</table>

Courses of Study:

Employment Goal:

<table>
<thead>
<tr>
<th>Service/Activity</th>
<th>Location</th>
<th>Frequency</th>
<th>Projected Beginning Date</th>
<th>Anticipated Duration</th>
<th>Person(s)/Agency Responsible</th>
</tr>
</thead>
</table>

Courses of Study:

Independent Living Goal, if appropriate:

<table>
<thead>
<tr>
<th>Service/Activity</th>
<th>Location</th>
<th>Frequency</th>
<th>Projected Beginning Date</th>
<th>Anticipated Duration</th>
<th>Person(s)/Agency Responsible</th>
</tr>
</thead>
</table>

Courses of Study:
Understanding the IEP

<table>
<thead>
<tr>
<th>Tested Subject</th>
<th>Without Accommodations</th>
<th>With Accommodations</th>
<th>Accommodations to be Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Keystone Exam</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Keystone Project Based Assessment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Validated Local Assessment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PASA** (Administered in grades 3-8, 11 for Reading and Math; Grades 4, 8, 11 for Science)

Student will participate in the PASA.

Explain why the student cannot participate in the PSSA or the Keystone Exam for Reading/Literature, Math/Algebra 1, Science/Biology, and Composition (The Composition exam will be available for the 2016-17 school year):

Explain why the PASA is appropriate:

Choose how the student’s performance on the PASA will be documented.

- [ ] Videotape (preferred method)
- [ ] Written narrative notes (requires prior approval in accordance with PDE guidance)
Understanding the IEP

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student’s Name:

V. GOALS AND OBJECTIVES - Include, as appropriate, academic and functional goals. Use as many copies of this page as needed to plan appropriately. Specially designed instruction may be listed with each goal/objective or listed in Section VI.

Short term learning outcomes are required for students who are gifted. The short term learning outcomes related to the student’s gifted program may be listed under Goals or Short Term Objectives.

<table>
<thead>
<tr>
<th>MEASURABLE ANNUAL GOAL</th>
<th>Describe HOW the student's progress toward meeting this goal will be measured</th>
<th>Describe WHEN periodic reports on progress will be provided to parents</th>
<th>Report of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include: Condition, Name, Behavior, and Criteria (Refer to Annotated IEP for description of these components)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SHORT TERM OBJECTIVES - Required for students with disabilities who take alternate assessments aligned to alternate achievement standards (PASA).

Short term objectives / Benchmarks

<table>
<thead>
<tr>
<th>Short term objectives / Benchmarks</th>
<th></th>
</tr>
</thead>
</table>
Understanding the IEP

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

VI. SPECIAL EDUCATION / RELATED SERVICES / SUPPLEMENTARY AIDS AND SERVICES / PROGRAM MODIFICATIONS - Include, as appropriate, for nonacademic and extracurricular services and activities.

A. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION (SDI)
   - SDI may be listed with each goal or as part of the table below.
   - Include supplementary aids and services as appropriate.
   - For a student who has a disability and is gifted, SDI also should include adaptations, accommodations, or modifications to the general education curriculum, as appropriate for a student with a disability.

<table>
<thead>
<tr>
<th>Modifications and SDI</th>
<th>Location</th>
<th>Frequency</th>
<th>Projected Beginning Date</th>
<th>Anticipated Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. RELATED SERVICES - List the services that the student needs in order to benefit from his/her special education program.

<table>
<thead>
<tr>
<th>Service</th>
<th>Location</th>
<th>Frequency</th>
<th>Projected Beginning Date</th>
<th>Anticipated Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. SUPPORTS FOR SCHOOL PERSONNEL - List the staff to receive the supports and the supports needed to implement the student’s IEP.

<table>
<thead>
<tr>
<th>School Personnel to Receive Support</th>
<th>Support</th>
<th>Location</th>
<th>Frequency</th>
<th>Projected Beginning Date</th>
<th>Anticipated Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
VII. EDUCATIONAL PLACEMENT

A. QUESTIONS FOR IEP TEAM - The following questions must be reviewed and discussed by the IEP team prior to providing the explanations regarding participation with students without disabilities.

It is the responsibility of each public agency to ensure that, to the maximum extent appropriate, students with disabilities, including those in public or private institutions or other care facilities, are educated with students who are not disabled. Special classes, separate schooling or other removal of students with disabilities from the general educational environment occurs only when the nature or severity of the disability is such that education in general education classes, EVEN WITH the use of supplementary aids and services, cannot be achieved satisfactorily.

- What supplementary aids and services were considered? What supplementary aids and services were rejected? Explain why the supplementary aids and services will or will not enable the student to make progress on the goals and objectives (if applicable) in this IEP in the general education class.
- What benefits are provided in the general education class with supplementary aids and services versus the benefits provided in the special education class?
- What potentially beneficial effects and/or harmful effects might be expected on the student with disabilities or the other students in the class, even with supplementary aids and services?
- To what extent, if any, will the student participate with nondisabled peers in extracurricular activities or other nonacademic activities?

Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class:

Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum:
Understanding the IEP

E. EXTENDED SCHOOL YEAR (ESY) - The IEP team has considered and discussed ESY services, and determined that:

☐ Student IS eligible for ESY based on the following information or data reviewed by the IEP team:

OR

☐ As of the date of this IEP, student is NOT eligible for ESY based on the following information or data reviewed by the IEP team:

The Annual Goals and, when appropriate, Short Term Objectives from this IEP that are to be addressed in the student’s ESY Program are:

If the IEP team has determined ESY is appropriate, complete the following.

<table>
<thead>
<tr>
<th>ESY Service to be Provided</th>
<th>Location</th>
<th>Frequency</th>
<th>Projected Beginning Date</th>
<th>Anticipated Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Special classes, separate schooling or other removal of a student with a disability from the regular education class occurs only when the nature or severity of the disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily.
Students with disabilities must be educated in the least restrictive environment.

Each school entity must ensure that to the maximum extent appropriate, and as provided in the IEP, the student with a disability is educated with non-disabled peers.
School entities must be required to provide access to a full continuum of placement options.
Understanding the IEP

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student’s Name:

VIII. PENNDATA REPORTING: Educational Environment (Complete either Section A or B; Select only one Educational Environment)

To calculate the percentage of time inside the regular classroom, divide the number of hours the student spends inside the regular classroom by the total number of hours in the school day (including lunch, recess, study periods). The result is then multiplied by 100.

SECTION A: For Students Educated in Regular School Buildings with Non Disabled Peers - Indicate the Percentage of time INSIDE the regular classroom for this student.

Time spent outside the regular classroom receiving services unrelated to the student's disability (e.g., time receiving ESL services) should be considered time inside the regular classroom. Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent inside the regular classroom.

Calculation for this Student:

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Calculation</th>
<th>Indicate Percentage</th>
<th>Percentage Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours the student spends in the regular classroom per day</td>
<td>Total hours in a typical school day (including lunch, recess &amp; study periods)</td>
<td>(Hours inside regular classroom ÷ hours in school day) x 100 = %</td>
<td>Section A: The percentage of time student spends inside the regular classroom: (Column 1 ÷ Column 2) x 100 = %</td>
<td>Using the calculation result - select the appropriate percentage category</td>
</tr>
</tbody>
</table>

Using the calculation result - select the appropriate percentage category:

- INSIDE the Regular Classroom 80% or More of the Day
- INSIDE the Regular Classroom 79-40% of the Day
- INSIDE the Regular Classroom Less Than 40% of the Day

SECTION B: This section required only for Students Educated OUTSIDE Regular School Buildings for more than 50% of the day - select and indicate the Name of School or Facility on the line corresponding with the appropriate selection: (If a student spends less than 50% of the day in one of these locations, the IEP team must do the calculation in Section A)

- Approved Private School (Non Residential)
- Approved Private School (Residential)
- Other Private Facility (Non Residential)
- Other Private Facility (Residential)
- Other Public Facility (Non Residential)
- Hospital/Homebound
- Correctional Facility
- Out of State Facility
- Instruction Conducted in the Home
Purpose:

- Summarizes for the parents the recommendations of the Local Education Agency (LEA) for the child’s educational program and other actions taken by LEA

Type of Action:

- The first action REQUIRES parental consent
- The remaining options requires Prior Written Notice

Parental Consent:

- Request a meeting to discuss LEA recommendations
- Approve Action
- Do not approve Action (mediation or due process)
IEP Meeting Process
Before the IEP Meeting

- Follow timelines in order to be in compliance

- Invite all required members of the IEP team – try to convene at a time when it is mutually agreeable so that parents can be actively engaged. Document 3 attempts in communication.

- Be sure all information is gathered prior to the IEP meeting, so it can be as efficient as possible. You can have a draft IEP, as long as there isn’t ‘predetermination’.
I thought we were required to invite parents every time we have a meeting?

You are required to invite parents every time you have an IEP Team meeting.

1. the identification, evaluation, and educational placement of the child
2. the provision of the FAPE to the child.

A meeting does not include informal or unscheduled conversations involving public agency personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provisions. A meeting also does not include preparatory activities that public agency personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.
During the IEP Meeting

- Look at seating arrangements. Create the environment where all members feel a part of the group.

- Refer to parent(s) by name, not mom/dad. It gives dignity and respect to the team meeting to show they are equal partners.

- If there is a comment made during the meeting that is ‘out of line’, use a standard answer for reply.
What is a standard answer?

Incorporate an answer that references:

- Evaluation data
- The IEP Team
- The concept of “need”
- The requirement to provide FAPE
Consensus

Seek consensus with the parent in bite-sized pieces
After the IEP Meeting

Check on the implementation of the IEP one to two weeks after the meeting.
The Critical Role of Principals in Meeting the Diverse Needs of Students With Disabilities

PaTTAN Pittsburgh

<table>
<thead>
<tr>
<th></th>
<th>PaTTAN King of Prussia</th>
<th>PaTTAN Harrisburg</th>
<th>PaTTAN Pittsburgh</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 1</strong></td>
<td>November 21, 2014</td>
<td>November 25, 2014</td>
<td>November 25, 2014</td>
</tr>
<tr>
<td><strong>Day 2</strong></td>
<td>December 5, 2014</td>
<td>December 3, 2014</td>
<td>December 4, 2014</td>
</tr>
<tr>
<td><strong>Presentations Via GoToMeeting</strong></td>
<td>March 27, 2015</td>
<td>May 11, 2015</td>
<td>May 5, 2015</td>
</tr>
</tbody>
</table>
Contact Information

Ann Hinkson-Herrmann
ahinkson-herrmann@pattan.net
1-800-446-5607 ext. 2339

Paula Schmitt
pschmitt@pattan.net
1-800-446-5607 ext. 6858

Commonwealth of Pennsylvania
Tom Corbett, Governor

Pennsylvania Department of Education
Carolyn C. Dumaresq, Ed.D., Acting Secretary

Patricia Hozella, Director
Bureau of Special Education