

## Charter School Corrective Action Verification/Compliance and Improvement Plan - Bureau of Special Education

This form is designed to serve both as a planning tool and as verification of completion of corrective action.

Charter School: Solomon CS

Chief Executive Officer: Mr. Stephen Crane

Special Education Director/Coordinator: \_\_\_\_\_

BSE Special Education Adviser: Walter Howard

Date of Report: June 12, 2013

Date Final Report Sent to LEA: June 12, 2013

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

First Visit Date: \_\_\_\_\_

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<b>Topical Area 1: Policies, Practices, and Procedures</b>			
						<b>INTERVIEW RESULTS (Parent)</b>			
					2 2 0 0 3 0	P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend.  Always Sometimes Rarely Never Don't Know Does not Apply			
					2 1 1 0 3 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			
						<b>INTERVIEW RESULTS (General &amp; Special Education Teacher)</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	11	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
17	1	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
18	0	0				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
7	11	0				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			
12	0	6				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
						<b>Topical Area 2: Delivery of Service</b>			
						<b>CLASSROOM OBSERVATIONS</b>			
0	0	0		0		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
0	0	0		0		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
0	0	0		0		CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
0	0	0		0		CO 4. If the student is in a regular education setting, is he/she participating in the lesson taught by the general education teacher or a co-teacher?			
0	0	0		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			
0	0	0		0		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
0	0	0		0		CO 7. Does this setting coincide with the student's IEP with regard to the extent to which the student is educated with non-disabled peers?			
						<b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>			
						P 55. My child does classroom work in a regular classroom with students without disabilities.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					1 5 0 0 1 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					1 1 4 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. Always Sometimes Rarely Never Don't Know Does not Apply			
					1 1 4 0 0 1	P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled. Always Sometimes Rarely Never Don't Know Does not Apply			
					1 2 3 0 1 0	P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel. Always Sometimes Rarely Never Don't Know Does not Apply			
18	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?			
18	0	0				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
17	0	1				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?			
18	0	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
18	0	0				GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?			
10	8	0				GE 80. Is the student making progress within the general education curriculum?			
15	3	0				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	3				GE 80b. If yes, in what ways? Student can succeed if the work is done. Self-confidence. Increased self-confidence. Learns that from effort comes results. Confidence, skill building, works well with others. Socially & academically. Positive peer influence on behavior. Self-confidence. Those students who make an effort do benefit. Growing self-confidence. Those making an effort do. Self-confidence. Self-confidence. Socially, academically, positive peer influence. Benefiting from differentiated instruction strategies.			
0	0	15				GE 80c. If no, what does this student need that he/she is not receiving in your class? Student does not attend school. Trouble focusing. Student is not making an effort.			
18	0	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
7	11	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	7				GE 85b. If no, what training or support would assist you?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Strategies for differentiating instruction. Differentiation Differentiation Differentiated instruction strategies. Differentiating instruction between regular ed & special ed. Differentiated instruction, strategies. Differentiating instruction between regular ed & special ed. Differentiation Individualize instruction. Differentiated instruction. Individual strategies.			
11	7	0				GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			
						<b>Topical Area 4: Evaluation and Reevaluation Process and Content</b>			
						<b>CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION</b>			
						<b>PERMISSION TO EVALUATE (File Reviews)</b>			
3	4	11			57%	FR 153. PTE-Consent Form is present in the student file			
3	0	15				FR 154. Demographic data			
3	0	15				FR 155. Reason(s) for referral for evaluation			
2	1	15			33%	FR 156. Proposed types of tests and assessments			
3	0	15				FR 157. Contact person's name and contact information			
3	0	15				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
3	0	15				FR 159. Parent has selected a consent option			
						<b>PERMISSION TO REEVALUATE (File Reviews)</b>			
2	8	8			80%	FR 194. PTRE-Consent Form is present in the student file			
2	0	16				FR 195. Demographic data			
2	0	16				FR 196. Reason for reevaluation			
1	1	16			50%	FR 197. Types of assessment tools, tests and procedures to be used			
2	0	16				FR 198. Contact person's name and contact information			
2	0	16				FR 199. Parent has selected a consent option			
2	0	16				FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
						<b>AGREEMENT TO WAIVE REEVALUATION (File Reviews)</b>			
0	0	18				FR 201. Agreement to Waive Reevaluation 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	18				FR 202. Waiver was completed within required timelines (3 years (2 years for any MR student or any student placed in an Approved Private School) from date of ER, prior RR, or Agreement to Waive RR)			
0	0	18				FR 203. Reason reevaluation is not necessary at this time is included			
0	0	18				FR 204. Contact person's name and contact information			
0	0	18				FR 205. Parent has selected a consent option			
0	0	18				FR 206. Parent signature			
						<b>EVALUATION REPORT (INITIAL) (File Reviews)</b>			
3	4	11			57%	FR 160. ER is present in the student file			
0	3	15			100%	FR 161. Evaluation was completed within timelines			
0	3	15			100%	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)			
3	0	15				FR 163. Demographic data			
1	2	15			67%	FR 164. Date report was provided to parent			
3	0	15				FR 165. Reason(s) for referral			
1	2	15			67%	FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
3	0	15				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
3	0	15				FR 168. Teacher observations and observations by related service providers, when appropriate			
3	0	15				FR 169. Recommendations by teachers			
3	0	15				FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education			
3	0	15				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	16				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)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	16				FR 173. Lack of appropriate instruction in reading			
3	0	15				FR 174. Lack of appropriate instruction in math			
3	0	15				FR 175. Limited English proficiency			
3	0	15				FR 176. Present levels of academic achievement			
3	0	15				FR 177. Present levels of functional performance			
3	0	15				FR 178. Behavioral information			
3	0	15				FR 179. Conclusions			
3	0	15				FR 180. Disability Category			
3	0	15				FR 181. Recommendations for consideration by the IEP team			
2	1	15			33%	FR 182. Evaluation Team Participants documented			
1	2	15			67%	FR 183. For students evaluated for SLD documentation of Agree/Disagree			
3	0	15				FR 184. Documentation that the student does not achieve adequately for age, etc.			
3	0	15				FR 185. Indication of process(es) used to determine eligibility			
3	0	15				FR 186. Instructional strategies used and student-centered data collected			
2	0	16				FR 187. Educationally relevant medical findings, if any			
3	0	15				FR 188. Effects of the student's environment, culture, or economic background			
3	0	15				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
3	0	15				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
3	0	15				FR 191. Observation in the student's learning environment			
1	0	17				FR 192. Other data if needed			
3	0	15				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						<b>REEVALUATION REPORT (File Reviews)</b>			
2	9	7			82%	FR 207. RR is present in the student file			
0	1	17			100%	FR 208. Reevaluation was completed within timelines (either 60 calendar days from the date of LEA receipt of signed PTRE-Consent Form, excluding summer break, or within 3 years (2 years for any MR student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	1	17			100%	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)			
2	0	16				FR 210. Demographic data			
2	0	16				FR 211. Date IEP team reviewed existing evaluation data			
2	0	16				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
2	0	16				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
2	0	16				FR 214. Aptitude and achievement tests			
2	0	16				FR 215. Current classroom based assessments and local and/or state assessments			
2	0	16				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
2	0	16				FR 217. Teacher recommendations			
2	0	16				FR 218. Lack of appropriate instruction in reading			
2	0	16				FR 219. Lack of appropriate instruction in math			
2	0	16				FR 220. Limited English proficiency			
2	0	16				FR 221. Conclusion regarding need for additional data is indicated			
1	0	17				FR 222. Reasons additional data are not needed are included			
2	0	16				FR 223. Determination whether the child has a disability and requires special education			
2	0	16				FR 224. Disability category(ies)			
2	0	16				FR 225. Summary of findings includes student's educational strengths and needs			
2	0	16				FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
2	0	16				FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
1	0	17				FR 228. Interpretation of additional data			
2	0	16				FR 229. Documentation that the student does not achieve adequately for age, etc.			
2	0	16				FR 230. Indication of process(es) used to determine eligibility			



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	16				FR 231. Instructional strategies used and student-centered data collected			
2	0	16				FR 232. Educationally relevant medical findings, if any			
2	0	16				FR 233. Effects of the student's environment, culture, or economic background			
2	0	16				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
2	0	16				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
2	0	16				FR 236. Observation in the student's learning environment			
2	0	16				FR 237. Other data if needed			
2	0	16				FR 238. Statement for all 6 items			
2	0	16				FR 239. Documentation of Evaluation Team Participants			
0	2	16			100%	FR 240. Documentation that team members Agree/Disagree			
						<b>INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			
3	0	3	1			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
3	0	4	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
2	0	4	1			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
0	1	5	1			P 27. If your child was not reevaluated when required (every 2 years for children with mental retardation, or any child placed in an Approved Private School, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			
0	2	5	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	0	7	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	0	7	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
						<b>Topical Area 5: IEP Process and Content</b>			
						<b>INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
15	3	0			17%	FR 241. Invitation is present in the student file			
8	6	4			43%	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)			
14	1	3			7%	FR 243. Demographic data			
14	1	3			7%	FR 244. Purpose(s) of the meeting			
0	11	7			100%	FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			
0	8	10			100%	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			
0	12	6			100%	FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)			
11	1	6			8%	FR 248. Invited IEP team members			
10	3	5			23%	FR 249. Date/time/location of meeting			
8	5	5			38%	FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation			
						<b>PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)</b>			
0	0	18				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
0	0	18				FR 252. Demographic data			
0	0	18				FR 253. Form designates IEP team member(s) for whom attendance is not necessary			
0	0	18				FR 254. Form designates which members will submit written input prior to the meeting			
0	0	18				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			
						<b>IEP CONTENT (File Reviews)</b>			
16	2	0			11%	FR 257. IEP is present in the student file			
2	12	4			86%	FR 258. IEP was completed within timelines			
16	0	2				FR 259. Demographic data			
16	0	2				FR 260. IEP implementation date			
14	1	3			7%	FR 261. Anticipated duration of services and programs			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	17				FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting			
						<b>DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)</b>			
9	7	2			44%	FR 263. Parents			
5	10	3			67%	FR 264. Student			
6	10	2			63%	FR 265. General Education Teacher			
5	11	2			69%	FR 266. Special Education Teacher			
9	7	2			44%	FR 267. Local Education Agency Representative			
0	0	18				FR 268. Career/Technical Education (CTE) Representative			
0	0	18				FR 269. CTE Representative was in attendance if student was attending CTE			
0	0	18				FR 270. Community Agency Representative			
0	0	18				FR 271. Teacher of the Gifted			
0	0	18				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			
5	11	2			69%	FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year			
						<b>SPECIAL CONSIDERATIONS (File Reviews)</b>			
0	0	18				FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate			
0	0	18				FR 275. If the student is deaf or hard of hearing, a communication plan			
1	0	17				FR 276. If the student has communication needs, needs must be addressed in the IEP			
0	0	18				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
1	0	17				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
1	2	15			67%	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			
2	0	16				FR 280. If the student has other special considerations, these are addressed in the IEP			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<b>PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)</b>			
16	0	2				FR 281. Student's present levels of academic achievement			
11	1	6			8%	FR 282. Student's present levels of functional performance			
3	9	6			75%	FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
13	2	3			13%	FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)			
14	2	2			13%	FR 285. How the student's disability affects involvement and progress in the general education curriculum			
15	1	2			6%	FR 286. Strengths			
13	3	2			19%	FR 287. Academic, developmental, and functional needs related to student's disability			
						<b>TRANSITION SERVICES (File Reviews)</b>			
0	0	18				FR 288. If the student's IEP required participation in CTE program, was the CIP code completed			
0	12	6			100%	FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment			
4	8	6			67%	FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living			
1	9	8			90%	FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually			
5	7	6			58%	FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service			
4	8	6			67%	FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)			
4	8	6			67%	FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)			
3	9	6			75%	FR 292c. Annual goals are related to the student's transition services			
						<b>PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)</b>			
7	6	5			46%	FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA or PASA)			

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6	5	7			45%	FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
0	3	15			100%	FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA			
0	3	15			100%	FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
0	3	15			100%	FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
13	2	3			13%	FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
10	5	3			33%	FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
1	1	16			50%	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			
1	1	16			50%	FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			
						<b>ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)</b>			
12	3	3			20%	FR 302. Measurable Annual Goals			
13	2	3			13%	FR 303. Description of how student progress toward meeting goals will be measured			
14	1	3			7%	FR 304. Description of when periodic reports on progress will be provided to parents			
2	13	3			87%	FR 305. Documentation of progress reporting on Annual Goals			
1	0	17				FR 306. Short Term Objectives			
						<b>SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)</b>			
14	2	2			13%	FR 307. Program Modifications and Specially-Designed Instruction			
7	4	7			36%	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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	8	2			50%	FR 309. If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
0	0	18				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			
0	2	16			100%	FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
1	0	17				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			
6	8	4			57%	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			
4	2	12			33%	FR 314. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP			
0	0	18				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
10	6	2			38%	FR 316. A conclusion regarding student eligibility for ESY			
1	15	2			94%	FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination			
0	1	17			100%	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			
0	1	17			100%	FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services			
						<b>EDUCATIONAL PLACEMENT (File Reviews)</b>			
4	11	3			73%	FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	11	5			85%	FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum			
14	2	2			13%	FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
14	2	2			13%	FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
11	5	2			31%	FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
11	5	2			31%	FR 325. Location of student's program (name of School Building where the IEP will be implemented)			
1	10	7			91%	FR 326. If child will not be attending his/her neighborhood school, reason why not			
						<b>PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)</b>			
7	9	2			56%	FR 327. Completed Section A or Section B			
						<b>IEP DEVELOPMENT</b>			
						<b>INTERVIEW RESULTS (Parent &amp; General Education Teacher)</b>			
7	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
5	0	1	1			P 29. Did you participate in developing the current IEP for your child?			
6	0	1	0			P 30. Was the meeting held at a time and location that was convenient for you?			
2	0	5	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?			
5	1	1	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
2	1	0	4			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	6	0			P 32b. If no, what training or support would assist you? Don't know.			
5	0	0	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?			
2	4	0	1			P 35. Was the current IEP developed at the IEP meeting?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	3	3			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?			
2	1	1	3			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
0	1	6	0			P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
0	0	7	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		6	0		1	P 65. If you did not participate in your child's IEP meeting, what kept you from participating? g. other Haven't had it yet. It has been scheduled & then re-scheduled.			
14	1	3				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
9	6	3				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
10	0	8				GE 76. Were those recommendations considered by the IEP team?			
18	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?			
6	12	0				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						<b>IEP CONTENT</b>			
						<b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>			
2	0	4	1			P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			
1	1	4	1			P 41. Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.			
18	0	0				GE 81. Are this student's goals based on the PA Academic Standards or, if appropriate, alternate standards?			



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
17	1	0				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
17	1	0				GE 83. Is the current IEP appropriate to meet this student's educational needs?			
						<b>IEP IMPLEMENTATION</b>			
						<b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>			
5	0	1	1			P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?			
6	0	1	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
					3 2 0 0 2 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			
					4 3 0 0 0 0	P 58. My child's progress is reported to me by the school in a manner that I understand. Always Sometimes Rarely Never Don't Know Does not Apply			
6	1	0	0		14%	P 64. My child is receiving the supports and services agreed upon at the IEP meeting.  My child still doesn't have an iPad.	PDE provided 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 30 days.		
14	0	4				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
18	0	0				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	8	8				GE 79a. In the most recent IEP meeting for this student, did you discuss whether the student could be educated in a general education classroom for the entire school day?			
6	4	8				GE 79b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	12				GE 79c. If yes, what reasons were discussed for recommending removal? Remediation needs. Behavioral issues, need for remediation. Remediation, behavior issues. For remediation work, behavior needs. Behavior - extra help. Remediation - behavior issues.			
0	0	12				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? IEP team decision based on student need. IEP team decision based on student need. Based on student needs. Based on student needs. Needs Based on student needs.			
13	3	2				GE 79e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
4	1	13				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
18	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?			
						<b>PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	7	0			P 42. If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including transportation, are they provided at no cost to you?			
2	1	1	3			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?			
2	1	1	3			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
2	0	2	3			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	0	4	3			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?			
0	0	7	0			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?			
						<b>SECONDARY TRANSITION (Parent &amp; Special Education Teacher)</b>			
3	0	4	0			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
3	0	4	0			P 50a. In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day?			
3	0	4	0			P 50b. In the most recent IEP meeting, did the IEP team recommend removal of your child from the general education classroom for any part of the school day?			
0	0	4	0			P 50c. If yes, what reasons were discussed for recommending removal? Help with focus, avoid distractions. Remediation Quiet area, one on one instruction.			
0	0	4	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? IEP team decision. Time needed. IEP team.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	4	1			P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
3	1	0	3			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	4	0			P 50g. If yes, in what ways? Is learning to problem solve social issues. Doing better in school. Making improvements in academics.			
0	0	6	0			P 50h. If no, what does your child need that he/she is not receiving in the class? Motivation			
					1 5 1 0 0 0	P 59. I am satisfied with the transition services developed for my child. Always Sometimes Rarely Never Don't Know Does not Apply			
					2 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			
						<b>Topical Area 6: NOREP/PWN</b>			
						<b>(File Reviews)</b>			
15	3	0			17%	FR 328. NOREP/PWN is present in the student file			
15	0	3				FR 329. Demographic data			
12	3	3			20%	FR 330. Type of action taken			
12	3	3			20%	FR 331. A description of the action proposed or refused by the LEA			
9	6	3			40%	FR 332. An explanation of why the LEA proposed or refused to take the action			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	10	3			67%	FR 333. A description of the other options the IEP team considered and the reason why those options were rejected			
7	8	3			53%	FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
6	8	4			57%	FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
15	0	3				FR 336. Educational placement recommended (including amount and type)			
15	0	3				FR 337. Signature of school district superintendent or charter school CEO or designee			
6	9	3			60%	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.)			
3	12	3			80%	FR 339. Parent has selected a consent option			
13	2	3			13%	FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			
						<b>INTERVIEW RESULTS (Parent)</b>			
0	1	5	1			P 34. If services that you requested for your child were rejected by the school, did you receive a written notice (NOREP/PWN) explaining why the request was rejected?			
						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.			
					2	Always			
					1	Sometimes			
					1	Rarely			
					0	Never			
					3	Don't Know			
					0	Does not Apply			
						<b>Topical Area 7: Additional Interview Responses</b>			
						<b>INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			
						P 54. I am a partner with school personnel when we plan my child's education program.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					1 5 1 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
		0	3			P 66. Tell me anything you really like about your child's special education program. 1 a. modifications 1 c. staff-aide ratios 2 d. staff's knowledge, training 1 g. staff open to suggestions, good communication 1 h. follow the IEP 1 k. staff's understanding and attitude 4 n. other I love the school leader. Testing the student. Always available to me. More time for tests. Cyber			
		6	0		1	P 67. Tell me anything you would like to change about the program. n. other Would like to see more multi-cultural emphasis other than just two.			
		0	0		1 2 3 1	P 68. The school explains what options parents have if the parent disagrees with a decision of the school. a. Very strongly agree b. Strongly agree c. Agree d. Disagree			
						P 69. Additional comments about your child's program.			
						<b>Topical Area 9: Other Non-compliance Issues</b>			
						PARENT TRAINING: Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities. - 34 CFR 300.34(c)(8)(i)(ii)(iii)			
						Develop and provide Transition services and related services to transition outcomes which meet the requirements of 34 CFR 300.43 and 300.320-			
						Provide qualified personnel to provide special educations instruction and related service which meet the requirements of 34 CFR 300.156-			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Develop alternative methods (not exclusive to telephones) for communicating with parents which will ensure the development, implementation; review and revision of the student's educational program meet the requirements of FAPE. 34 CFR 300.17-			
						LEA must develop an alternative system for ensuring that students have access to FAPE (secondary methods of completing work assignments) when their primary internal access is disconnected or not working properly.			
						PERSONNEL TRAINING: In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable. -34 CFR 300.207			
						LRE-CONTINUUM: Provide a continuum of special education services and supports the availability of LRE under 34 CFR 300.115(a)(b)(1)(2) and 300.38-			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						The LEA failed to provide FAPE to students with disabilities (34 CFR300.17-), by failing to provide specialized instruction as outlined in the students' IEPs.	Within 30 days of the date of this report the LEA must: (1) identify all students who currently have IEPs and are in danger of being retained for the current 2012-13 school year; (2) for those students identified, provide a minimum of six weeks of compensatory special education instruction based upon their most current/valid IEP; (3) offer the parent/student the opportunity for the compensatory education to be provided over the summer (in the hope that the student may pass and can be promoted to the next grade. NOTE: Although the student will receive the compensatory education, it is not a guarantee that the student will be promoted if they have not met all of the school's grade promotion criteria); (4) provide PDE with a compensatory education agreement (form provided by PDE); and, (5) IEP teams are to review and develop a compensatory education plan/agreement for the remaining students with IEPs where the IEP determined that a lack of specially designed instruction has resulted in an adverse effect on the student's grades. A copy of the team meeting minutes and/or agreement is to be provided to the PDE Adviser as verification of all of the above.		
						<b>Topical Area 10: Other Improvement Plan Issues</b>			