

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: Learning Network 4

Superintendent: Dr. William R. Hite, Jr.

Special Education Director/Coordinator: _____

BSE Special Education Adviser: Masako Farrell

Date of Report: July 13, 2016

Date Final Report Sent to LEA: July 13, 2016

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
						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			
Y						2. FSA-POSITIVE BEHAVIOR SUPPORT Standard: LEA complies with the positive behavior support policy requirements.			
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
Y						4. FSA-CONFIDENTIALITY Standard The LEA is in compliance with confidentiality requirements.			
Y						5. FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION) Standard: The LEA uses dispute resolution processes for program improvement.			
Y						8. FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION Standard: The LEA adheres to procedural requirements in suspending students with disabilities.			
	N					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.			
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
					7 5 1 5 5 1	Always Sometimes Rarely Never Don't Know Does not Apply			
					7 2 3 7 4 1	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)			
46	2	1				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
44	3	2				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
42	4	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
39	9	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?			
6	5	38				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
38	9	1				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			
	N					21A. TRANSITION REQUIREMENTS Standard: The LEA complies with requirements for transition planning for students.	The LEA has been provided with the names of individual students for whom corrective action is required.		
						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			
52	0	0		0		CO 8. Is the classroom located within the ebb and flow of school activity?			
52	0	0		0		CO 9. Is the classroom designed for instructional purposes?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					14. FSA-CASELOAD AND AGE RANGE REQUIREMENTS Standard: The LEA complies with the caseload and age range requirements	LEA will reconvene IEP meetings for those students identified in noncompliance with the age range requirements and forward to PDE documentation of the corrective action within 90 days.		
Y						17. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.			
Y						17B. FSA-PUBLIC SCHOOL ENROLLMENT Standard: Timely provision of FAPE for students who transfer from public agencies within state, and from another state.			
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.			
Y						23. FSA-EDUCATIONAL BENEFIT REVIEW Standard: The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.			
						CLASSROOM OBSERVATIONS			
36	1	0		4		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
37	1	0		3		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
1	0	40		0		CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
26	0	14		1		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?			
27	0	13		1		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
19	0	14		8		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
41	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?			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
					10 9 1 2 0 2	P 55. My child does classroom work in a regular classroom with students without disabilities. Always Sometimes Rarely Never Don't Know Does not Apply			
					15 5 1 2 1 0	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			
					17 2 1 3 1 0	P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled. Always Sometimes Rarely Never Don't Know Does not Apply			
					19 3 2 0 0 0	P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel. Always Sometimes Rarely Never Don't Know Does not Apply			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
48	1	0				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
46	3	0				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
47	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?			
47	2	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
44	0	5				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?			
46	2	1				GE 80. Is the student making progress within the general education curriculum?			
45	3	1				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	4				GE 80b. If yes, in what ways?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>The student is able to interact & participate with students and complete a task.</p> <p>More engagement & social interaction.</p> <p>The student requires academic and behavioral support in the ES setting.</p> <p>Engages more in class and peer relations.</p> <p>Socialization, exposure to grade level curriculum.</p> <p>Socially, able to do most of the skills that the general education students can do.</p> <p>Socially, able to do most of the skills that the general education students can do.</p> <p>Socially, able to do most of the skills that the general education students can do.</p> <p>Socially, able to do most of the skills that the general education students can do.</p> <p>Socialization/age appropriate peer interaction.</p> <p>Getting more attention; smaller class, more adults.</p> <p>Academic levels are increasing and highly motivated.</p> <p>Since being in a small group setting, increasing participation in a small group setting in math. No more shutting down of frustration due to lack of understanding.</p> <p>Student forms relationships with peers.</p> <p>Build relationships with non-disabled peers.</p> <p>Student is allowed to express creatively through art.</p> <p>Improved class participation and academics.</p> <p>Foreign language acquisition involves communication, student's behavior plan includes improving communication with peers.</p> <p>Socially and academically.</p> <p>With student's behavior, reading and writing.</p> <p>Class participation, grade level curriculum.</p> <p>Below grade level but gets along with peers, works well in groups.</p> <p>Increased vocabulary, reading, participation with entire class.</p> <p>Socially, class participation.</p> <p>Increased and use of fine motor skills.</p> <p>Curriculum, self-confidence.</p> <p>Learning new material and positive interaction with peers and teacher.</p> <p>Confidence, socially.</p> <p>Socially</p> <p>Participates more.</p> <p>Academically and participates more.</p>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>The student likes to learn.</p> <p>Writing, math skill improved.</p> <p>Student is modeling positive behaviors from peers.</p> <p>Gaining self-confidence.</p> <p>Getting grade level instruction.</p> <p>Asking questions when help is needed.</p> <p>In the push-in model, student is more social, self confident and has raised the bar for self.</p> <p>Learning technology skills.</p> <p>Social skills.</p> <p>The student is making academic progress.</p> <p>Peer interaction.</p> <p>Some art projects and socialization.</p> <p>Some art projects and socialization.</p> <p>Socialization, following rules for games.</p>			
0	0	46				<p>GE 80c. If no, what does this student need that he/she is not receiving in your class?</p> <p>More home support and cooperation.</p> <p>More home support and cooperation.</p> <p>Student's needs.</p>			
41	8	0				<p>GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?</p>			
41	5	3				<p>GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?</p>			
0	0	44				<p>GE 85b. If no, what training or support would assist you?</p> <p>More on IEPs as a whole, modify or help them learn more, more on de-escalate negative and aggressive student behavior.</p> <p>More on IEPs as a whole, modify or help them learn more in phys ed, more on de-escalate negative and aggressive student behavior?</p> <p>Dual certification.</p> <p>I need more training in autism and techniques for instruction and interaction.</p> <p>More information on autism and how to work with the kids.</p>			
41	2	6				<p>GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?</p>			
46	1	1				<p>SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?</p>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
38	2	8				SE 95a. In the most recent IEP meeting for this student, did you discuss whether he/she could be educated in a general education classroom for the entire school day?			
35	4	9				SE 95b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	13				SE 95c. If yes, what reasons were discussed for recommending removal?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>Individual attention, guidance & assistance, extra support.</p> <p>Based on student needs.</p> <p>Needs more direct replacement instruction in the area of fluency, which is not addressed in the regular education curriculum. Student needs specially trained personnel to address needs in area of fluency.</p> <p>Based on student needs.</p> <p>Based on student needs.</p> <p>Educational purposes; extra help.</p> <p>Below level in academics, has a lot of social skills and behavioral skills issues needed to be worked on, not ready yet.</p> <p>Based on student needs.</p> <p>Based on below academic levels.</p> <p>The student's instructional levels and the amount and type of accommodations and modifications to instruction and assessments needed for academic progress.</p> <p>The need for math and reading intervention.</p> <p>The student's instructional levels and amount and type of accommodations and modifications to instruction and assessments needed for academic progress.</p> <p>Needs more support.</p> <p>Large group setting can be overwhelming.</p> <p>Needs more support.</p> <p>Reading, math interventions.</p> <p>Additional support is needed to make progress.</p> <p>Student's needs.</p> <p>Student's needs.</p> <p>Academic gains in the regular education.</p> <p>Student's needs; parent request.</p> <p>Student needed more intense services throughout the day.</p> <p>Student's needs.</p> <p>Needs small group instruction.</p> <p>Needs small group instruction in reading.</p> <p>Needs in math.</p> <p>Have needs met in special education classroom.</p> <p>Does not meet student's needs.</p> <p>Best for extra assistance in cognitive areas, reading and math in general education.</p> <p>Specific accommodations and modifications to instruction/assessments needed to be made available for academic success.</p> <p>Additional support for academics and behavior.</p>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Based on needs. Based on needs. Based on needs. Behavioral needs for small group.			
0	0	13				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>IEP team. Need for intervention program. The IEP team, both special education teacher and parent, collaborated on the amount of time provided based on needs. Based on behavioral and academic needs. Need for intervention program. IEP team. IEP calculated and makes a suggestion on how they should be integrated in the day. Intervention program. Based on IEP. Based on student's instructional level. IEP team. Based on student's instructional levels. IEP decided based on needs. Would need to send 1 on 1 for general education. Would coordinate with general education teacher for push in/pull out time. By the IEP team based on need. IEP mtg. Evaluative data, teacher input. Team decision. Team decision. IEP mtg. Team decision. Data from teacher assessments and observations, and other assessments administered to student. Team decision. Based on need for language acquisition. Based on reading and math needs. Needs IEP team decision. IEP team decision. IEP calculates it by making a suggestion on how student should be integrated in the day. Based on the student's individual needs, instructional levels and ability to function in the general education classroom with modification and accommodations. Amount of support needed. Based on needs. Based on needs. Based on needs. Needs intensive individualized support.</p>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
39	1	8				SE 95e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
47	0	1				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
40	0	8				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
39	0	9				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
48	0	0				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
43	2	3				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
34	9	5				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.			
	N					7. FSA-DROPOUT RATES (SPP) Standard: The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.	All Philadelphia School District Neighborhood Networks are currently implementing an improvement plan to meet the SPP target for drop-out rates.		
Y						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.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					11. FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP) Standard: Students with disabilities are provided for in the least restrictive environment	All Philadelphia School District Neighborhood Networks are currently implementing an improvement plan to meet the SPP target for LRE.		
Y						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.			
Y						16A. FSA-LOCAL ASSESSMENT			
						Topical Area 4: Evaluation and Reevaluation Process and Content			
						CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION			
						PERMISSION TO EVALUATE (File Reviews)			
6	0	49				FR 153. PTE-Consent Form is present in the student file			
5	1	49			17%	FR 154. Demographic data			
6	0	49				FR 155. Reason(s) for referral for evaluation			
6	0	49				FR 156. Proposed types of tests and assessments			
2	4	49			67%	FR 157. Contact person's name and contact information			
5	1	49			17%	FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
5	1	49			17%	FR 159. Parent has selected a consent option			
						PERMISSION TO REEVALUATE (File Reviews)			
31	6	18			16%	FR 194. PTRE-Consent Form is present in the student file			
31	0	24				FR 195. Demographic data			
31	0	24				FR 196. Reason for reevaluation			
30	1	24			3%	FR 197. Types of assessment tools, tests and procedures to be used			
30	1	24			3%	FR 198. Contact person's name and contact information			
27	4	24			13%	FR 199. Parent has selected a consent option			
29	2	24			6%	FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
						AGREEMENT TO WAIVE REEVALUATION (File Reviews)			
0	0	53				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	53				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	53				FR 203. Reason reevaluation is not necessary at this time is included			
0	0	53				FR 204. Contact person's name and contact information			
0	0	53				FR 205. Parent has selected a consent option			
0	0	53				FR 206. Parent signature			
						EVALUATION REPORT (INITIAL) (File Reviews)			
6	0	49				FR 160. ER is present in the student file			
1	5	49			83%	FR 161. Evaluation was completed within timelines			
5	1	49			17%	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)			
5	1	49			17%	FR 163. Demographic data			
6	0	49				FR 164. Date report was provided to parent			
6	0	49				FR 165. Reason(s) for referral			
6	0	49				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
6	0	49				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
6	0	49				FR 168. Teacher observations and observations by related service providers, when appropriate			
6	0	49				FR 169. Recommendations by teachers			
6	0	49				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			
6	0	49				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.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	53				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)			
6	0	49				FR 173. Lack of appropriate instruction in reading			
6	0	49				FR 174. Lack of appropriate instruction in math			
6	0	49				FR 175. Limited English proficiency			
6	0	49				FR 176. Present levels of academic achievement			
6	0	49				FR 177. Present levels of functional performance			
6	0	49				FR 178. Behavioral information			
6	0	49				FR 179. Conclusions			
6	0	49				FR 180. Disability Category			
6	0	49				FR 181. Recommendations for consideration by the IEP team			
4	2	49			33%	FR 182. Evaluation Team Participants documented			
3	0	52				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
3	0	52				FR 184. Documentation that the student does not achieve adequately for age, etc.			
3	0	52				FR 185. Indication of process(es) used to determine eligibility			
3	0	52				FR 186. Instructional strategies used and student-centered data collected			
3	0	52				FR 187. Educationally relevant medical findings, if any			
3	0	52				FR 188. Effects of the student's environment, culture, or economic background			
3	0	52				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
3	0	52				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
3	0	52				FR 191. Observation in the student's learning environment			
2	0	53				FR 192. Other data if needed			
3	0	52				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						REEVALUATION REPORT (File Reviews)			
48	1	6			2%	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
37	11	7			23%	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)			
32	16	7			33%	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)			
48	0	7				FR 210. Demographic data			
48	0	7				FR 211. Date IEP team reviewed existing evaluation data			
48	0	7				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
46	2	7			4%	FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
46	2	7			4%	FR 214. Aptitude and achievement tests			
46	2	7			4%	FR 215. Current classroom based assessments and local and/or state assessments			
48	0	7				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
48	0	7				FR 217. Teacher recommendations			
47	1	7			2%	FR 218. Lack of appropriate instruction in reading			
47	1	7			2%	FR 219. Lack of appropriate instruction in math			
48	0	7				FR 220. Limited English proficiency			
48	0	7				FR 221. Conclusion regarding need for additional data is indicated			
16	0	39				FR 222. Reasons additional data are not needed are included			
48	0	7				FR 223. Determination whether the child has a disability and requires special education			
48	0	7				FR 224. Disability category(ies)			
46	2	7			4%	FR 225. Summary of findings includes student's educational strengths and needs			
46	2	7			4%	FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
46	2	7			4%	FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
31	1	23			3%	FR 228. Interpretation of additional data			
4	1	50			20%	FR 229. Documentation that the student does not achieve adequately for age, etc.			
5	0	50				FR 230. Indication of process(es) used to determine eligibility			
4	1	50			20%	FR 231. Instructional strategies used and student-centered data collected			
4	1	50			20%	FR 232. Educationally relevant medical findings, if any			
4	1	50			20%	FR 233. Effects of the student's environment, culture, or economic background			
4	1	50			20%	FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
4	1	50			20%	FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
4	1	50			20%	FR 236. Observation in the student's learning environment			
2	2	51			50%	FR 237. Other data if needed			
4	1	50			20%	FR 238. Statement for all 6 items			
44	4	7			8%	FR 239. Documentation of Evaluation Team Participants			
7	1	47			13%	FR 240. Documentation that team members Agree/Disagree			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
22	1	0	1			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
22	1	1	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
22	0	1	1			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
9	2	13	0			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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	20	3	1			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	0	23	1			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	0	23	1			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
12	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)			
45	10	0			18%	FR 241. Invitation is present in the student file			
39	6	10			13%	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)			
45	0	10				FR 243. Demographic data			
43	2	10			4%	FR 244. Purpose(s) of the meeting			
9	2	44			18%	FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			
5	1	49			17%	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			
9	2	44			18%	FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)			
44	1	10			2%	FR 248. Invited IEP team members			
45	0	10				FR 249. Date/time/location of meeting			
41	4	10			9%	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)			
1	2	52			67%	FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
1	0	54				FR 252. Demographic data			
1	0	54				FR 253. Form designates IEP team member(s) for whom attendance is not necessary			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	1	54			100%	FR 254. Form designates which members will submit written input prior to the meeting			
0	1	54			100%	FR 255. Parent written consent is documented			
					1	FR 256. The team members excused:			
					1	a. General Education Teacher			
					1	b. Special Education Teacher			
					1	c. Local Education Agency Representative			
						IEP CONTENT (File Reviews)			
53	2	0			4%	FR 257. IEP is present in the student file			
43	8	4			16%	FR 258. IEP was completed within timelines			
52	1	2			2%	FR 259. Demographic data			
53	0	2				FR 260. IEP implementation date			
53	0	2				FR 261. Anticipated duration of services and programs			
10	0	45				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)			
49	3	3			6%	FR 263. Parents			
9	3	43			25%	FR 264. Student			
41	11	3			21%	FR 265. General Education Teacher			
51	2	2			4%	FR 266. Special Education Teacher			
47	6	2			11%	FR 267. Local Education Agency Representative			
0	0	55				FR 270. Community Agency Representative			
0	0	55				FR 271. Teacher of the Gifted			
1	0	54				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			
50	3	2			6%	FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year			
						SPECIAL CONSIDERATIONS (File Reviews)			
0	0	55				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	54				FR 275. If the student is deaf or hard of hearing, a communication plan			
23	1	31			4%	FR 276. If the student has communication needs, needs must be addressed in the IEP			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	53				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
2	3	50			60%	FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
12	2	41			14%	FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques			
1	1	53			50%	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)			
49	4	2			8%	FR 281. Student's present levels of academic achievement			
50	2	3			4%	FR 282. Student's present levels of functional performance			
12	4	39			25%	FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
50	2	3			4%	FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)			
50	3	2			6%	FR 285. How the student's disability affects involvement and progress in the general education curriculum			
52	1	2			2%	FR 286. Strengths			
52	1	2			2%	FR 287. Academic, developmental, and functional needs related to student's disability			
						TRANSITION SERVICES (File Reviews)			
8	3	44			27%	FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment			
9	2	44			18%	FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living			
7	1	47			13%	FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually			
9	2	44			18%	FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service			
9	2	44			18%	FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	2	44			18%	FR 292b. Transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)			
9	2	44			18%	FR 292c. Annual goals are related to the student's transition services			
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			
47	0	8				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams, ACCESS for ELLS, Alternate ACCESS for ELLS or PASA)			
36	0	19				FR 294. If the student will participate in the PSSA/Keystone Exams, documentation of IEP team decision regarding participation with or without accommodations			
7	1	47			13%	FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams			
7	1	47			13%	FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
7	1	47			13%	FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
44	3	8			6%	FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
38	2	15			5%	FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
5	4	46			44%	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			
6	3	46			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)			
46	5	4			10%	FR 302. Measurable Annual Goals			
52	0	3				FR 303. Description of how student progress toward meeting goals will be measured			
51	1	3			2%	FR 304. Description of when periodic reports on progress will be provided to parents			
48	2	5			4%	FR 305. Documentation of progress reporting on Annual Goals			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
35	0	20				FR 306. Short Term Objectives			
						SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)			
49	4	2			8%	FR 307. Program Modifications and Specially-Designed Instruction			
47	1	7			2%	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			
48	4	3			8%	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			
4	0	51				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			
33	1	21			3%	FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
33	0	22				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			
51	1	3			2%	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			
42	0	13				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	55				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
53	0	2				FR 316. A conclusion regarding student eligibility for ESY			
46	2	7			4%	FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
21	4	30			16%	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			
22	1	32			4%	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)			
51	2	2			4%	FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class			
50	3	2			6%	FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum			
53	0	2				FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
52	1	2			2%	FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
53	0	2				FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
53	0	2				FR 325. Location of student's program (name of School Building where the IEP will be implemented)			
30	0	25				FR 326. If child will not be attending his/her neighborhood school, reason why not			
						PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)			
51	1	3			2%	FR 327. Completed Section A or Section B			
						IEP DEVELOPMENT			
						INTERVIEW RESULTS (Parent & General Education Teacher)			
24	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
24	0	0	0			P 29. Did you participate in developing the current IEP for your child?			
24	0	0	0			P 30. Was the meeting held at a time and location that was convenient for you?			
5	0	19	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?			
23	1	0	0			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
16	7	0	1			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	17	0			P 32b. If no, what training or support would assist you? Don't know what's available. Not sure what I would need. Rights of child's education. District's responsibilities towards students. Rights of child's education. District's responsibilities towards students. Not sure. More training in the IEP process and the IEP. Outside person to help me.			
20	0	4	0			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
24	0	0	0			P 35. Was the current IEP developed at the IEP meeting?			
20	0	4	0			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?			
22	1	0	1			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
0	1	22	1			P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
0	0	22	2			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		24	0			P 65. If you did not participate in your child's IEP meeting, what kept you from participating?			
27	15	7				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
22	13	14				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
22	0	27				GE 76. Were those recommendations considered by the IEP team?			
43	4	2				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?			
37	9	3				GE 87. Do you provide progress monitoring data as part of the IEP development process?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						IEP CONTENT			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
23	0	0	1			P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			
20	0	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?			
47	1	1				GE 81. Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
49	0	0				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
49	0	0				GE 83. Is the current IEP appropriate to meet this student's educational needs?			
48	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?			
48	0	0				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
48	0	0				SE 103. Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
35	0	13				SE 104. If appropriate, are the student's annual goals based on functional performance?			
47	0	1				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 student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
38	0	10				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 student'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
47	1	0				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 student, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
44	1	3				SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA/Keystone Exams, PASA, and other district-wide/charter school-wide assessments?			
47	0	1				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
44	2	2				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	4				SE 117b. If yes, in what ways?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>Working with peers & with the lessons. Social, exposure to varied curriculum. Not sure.</p> <p>Is given the opportunity to utilize fluency-enhancing strategies which reviews and practices in speech therapy in the classroom environment while interacting with peers and teachers. This provides student the opportunity for generalization of strategies. Socialization and access to the curriculum. Increased confidence in classroom participation. Instead of shutting down, student engages by asking questions on the work completed at own level and pace. With appropriate supports, student shows progress in the mechanics of reading, such as blends and segment words. Overall progress in both subjects is consistent and steady. See progress in literacy and math on grade level via peer tutoring. Good exposure and peers of same age, but problems with communication an issue, pick up bad behaviors. Social interaction. Student interaction and socialization. Depending on the activity such as in math class, students are learning grade level material and learning to collaborate with general education peers. Gained academic confidence; improved reading comprehension. Depending on the activity such as math class, students are learning grade level material and collaborating with general education peers. Peer models for academic and social needs. Increased participation in general education class. To a degree, class size is an issue, as the student gets overwhelmed. Interacting a lot with the kids and being more social, can participate with others in reading. Social interaction. Exposure to grade level content. Social skills and reading. The general education classroom is student's least restrictive environment, providing student with opportunities to interact with peers and instruction. Grade level curriculum. Class participation, confidence, socialization. The student is making progress in reading</p>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>independently, use of vocabulary and math skills. Grade level content, peer interaction. Socialization, participation. Socialization Better behaviors. Academically and socially. Socially Works hard & does well with peers & challenges of general education classroom. Increase math & reading level. Socialization, academics and functioning. Interacting with other students. Can interact and act appropriately. Instruction in general education is related to goals within the IEP. Higher order thinking strategies are being taught in general education to help improve progress. Interaction with age appropriate peers. Social development, vocabulary development. Vocational opportunities. Academically and socially. Socially and academically. It has raised expectations for self. Improved socialization and raised expectations for self. Socialization mainly.</p>			
0	0	46				<p>SE 117c. If no, what does this student need that he/she is not receiving? Student needs a small academic setting to make significant academic gains. Needs small classroom size and more intense services to achieve success. Small classroom size allows for less noise, which also increases the ability to achieve academic success.</p>			
46	0	2				<p>SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?</p>			
						IEP IMPLEMENTATION			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
21	0	1	2			<p>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?</p>			
24	0	0	0			<p>P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?</p>			
						<p>P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals.</p>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					19 2 0 3 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					19 2 0 2 0 1	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			
24	0	0	0			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
37	5	7				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
42	1	6				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
22	0	27				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?			
16	5	28				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	33				GE 79c. If yes, what reasons were discussed for recommending removal?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>Need for small group support and intervention. Based on student needs. Individual, less peer pressure environment. Goes to "specials" art, science, gym. To provide needed support. Individual, less-pressure environment. IEP decision. Additional instruction. Need for more direct instruction in small groups. Student's needs exceed the full-day general education classroom. Additional learning support. Needs small group. To meet needs. Student needs. Based on needs. Needs based.</p>			
0	0	33				<p>GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Need for behavioral structure. Student's placement was changed. Based on normal classroom schedule, availability and allocation of resources. IEP team. To provide help in academics. Based on normal classroom schedule, availability of resources. IEP decision. More support needed. By IEP team based on student need. IEP mtg. 30 minutes a day. Based on needs. IEP team decision. IEP team decision. Based on needs. Needs based.</p>			
20	1	28				<p>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?</p>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
25	0	24				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
46	0	3				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?			
47	1	0				SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
48	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?			
45	2	1				SE 110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
46	1	1				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
44	1	3				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
47	0	1				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
48	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)			
15	0	9	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?			
17	4	2	1			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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
13	5	4	2			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
17	2	3	2			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	1	20	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?			
8	0	13	3			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?			
44	1	3				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
24	2	22				SE 122. If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP?			
0	0	48				SE 122a. At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition this student back into the school district (or charter school if student is enrolled in a charter school) with supplementary aids and services?			
0	0	48				SE 122b. Are staff from the home district (or charter school if student is enrolled in a charter school) involved with the planning and implementation of this student program?			
0	0	48				SE 122c. Does this student go on field trips, attend school functions or participate in extracurricular activities with his/her same age/grade peers who are non-disabled?			
0	0	48				SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
0	0	48				SE 122e. If yes, are needed supplementary aids and services being provided to this student?			
0	0	48				SE 122f. Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			
						SECONDARY TRANSITION (Parent & Special Education Teacher)			
4	0	18	2			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
16	7	1	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?			
23	1	0	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	1	0			P 50c. If yes, what reasons were discussed for recommending removal? Extra help in reading and math. The student's needs. Special help. Needs a special program. Needs more help. Student's needs. Student's needs. Student's needs. To provide intense individual support to my child. Needs small group. For student's behavior. Needs one on one. The student's needs. Academic needs. Academic needs. The student's needs. The student's needs. Socialization Academics. The student's needs. The student's needs. Academics. More intense services needed to be academically successful in school.			
0	0	1	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>IEP team decision. IEP team meeting. IEP team decided. By IEP team. By IEP team. Team decision. Team decision. Team decision. Based on data collected by the school and parent input. Based on student's needs. Put in emotional support class. Based on needs. IEP team. IEP team. IEP team. IEP team decision. IEP team meeting. Needs at least an hour. IEP team. IEP team. IEP team. IEP team. Through parental input, assessments, and past school data.</p>			
17	7	0	0			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?			
16	4	3	1			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	8	0			P 50g. If yes, in what ways?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>Does better in reading and math. Social, academic, extra help. Becoming more social. Speech is more clear. Academic progress. Grade level curriculum. Grade level curriculum. Grade level curriculum; socialization. Socially Gets extra help, made progress. The student is focused more and tries to do it on own. Student's academic is improving. Social skills. Socially Yes but certain things the student just can't do. Peer relations. Gets help with language improvement.</p>			
0	0	20	0			<p>P 50h. If no, what does your child need that he/she is not receiving in the class? More one on one. I don't agree with placement. I feel student should be in full time LS, not in regular education or in ES classroom. Not enough 1:1 support. Student is more successful in special education setting.</p>			
					<p>6 1 0 1 0 16</p>	<p>P 59. I am satisfied with the transition services developed for my child. Always Sometimes Rarely Never Don't Know Does not Apply</p>			
					<p>11 5 0 2 4 2</p>	<p>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</p>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
15	1	32				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
19	1	28				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)			
55	0	0				FR 328. NOREP/PWN is present in the student file			
55	0	0				FR 329. Demographic data			
55	0	0				FR 330. Type of action taken			
55	0	0				FR 331. A description of the action proposed or refused by the LEA			
54	0	0				FR 332. An explanation of why the LEA proposed or refused to take the action			
51	3	1			6%	FR 333. A description of the other options the IEP team considered and the reason why those options were rejected			
55	0	0				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
46	2	7			4%	FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
55	0	0				FR 336. Educational placement recommended (including amount and type)			
49	6	0			11%	FR 337. Signature of school district superintendent or charter school CEO or designee			
51	4	0			7%	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.)			
49	6	0			11%	FR 339. Parent has selected a consent option			
54	1	0			2%	FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			
						INTERVIEW RESULTS (Parent)			
12	0	12	0			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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					18 4 1 1 0 0	P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me. Always Sometimes Rarely Never Don't Know Does not Apply			
						Topical Area 7: Additional Interview Responses			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
					14 9 1 0 0 0	P 54. I am a partner with school personnel when we plan my child's education program. Always Sometimes Rarely Never Don't Know Does not Apply			
		2	0		5 3 3 7 3 1 7 4 8 13 2 7	P 66. Tell me anything you really like about your child's special education program. a. modifications b. progress reports c. staff-aide ratios d. staff's knowledge, training e. instructional materials f. less inclusion g. staff open to suggestions, good communication h. follow the IEP i. support services k. staff's understanding and attitude l. more inclusion n. other They never give up on them. Preparing student for life, teaching every day lifeskills. The program is based on the student's needs. Trips and extras. Student is making progress in special education. Communication with the teacher. I have not had time to visit the school to evaluate the program of the student.			
		9	2			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
					2 2 1 5 1 1 3 1 8	a. modifications b. progress reports d. staff's knowledge, training f. less inclusion g. staff open to suggestions, good communication i. support services j. student ratios m. services provided outside neighborhood school n. other Would like to see a behavior plan in next IEP. Special education teacher being pulled out of classroom to cover other classes in building. Special education teacher being called out of room to cover other classes in building. The supports, services, or assistive technology used in school to be shared at home. This is done by sharing how to get or use supports, services, assistive technology and train the family so the student is not confused with two different methods, but has one method of communication consistent in the home, school, and community. More of a restrictive environment. My child's placement. Student should have 1:1 support all day. Smaller class for more student focus.			
		1	0		4 3 8 8	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>Continuation of the current supports throughout student's time as a school district student. I feel these supports are necessary for success as a student.</p> <p>There are too many distractions in the classroom.</p> <p>Everything is good.</p> <p>I'd like to thank the staff for helping my child. I love the program and support.</p> <p>The school does not have the special education staff or classes my child needs.</p> <p>Would like to see a social skills program in school.</p> <p>Would like to see ESY follow student's needs rather than it's own curriculum.</p> <p>Would like information on ESY eligibility for next IEP.</p> <p>This school is helpful and the communication with student's teacher is good.</p> <p>Needs more support and a more restrictive environment.</p> <p>The student is learning much this year.</p> <p>Waiting for transportation and re-evaluation issues to be resolved.</p> <p>I am very satisfied with my child's improvement.</p> <p>Would like to see ESY follow student's needs rather than a separate curriculum.</p>			
48	0	0				SE 101. Do you hold the required certification to implement this student's program?			
46	2	0				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	46				SE 101b. If no, what training or support would assist you? More training in progress monitoring using AIMS web and intervention programming. More training in progress monitoring using AIMSWeb and training and intervention programming.			
						Topical Area 8: Other Non-compliance Issues			
						Topical Area 9: Other Improvement Plan Issues			