

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

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

School District: Center City Region Philadelphia

Superintendent: Dr. Janet Samuels

Special Education Director/Coordinator: Stephanie Battalio

BSE Special Education Adviser: Maria Mardula

Date: November 06, 2009 **Reminder: The timelines for corrective action may not exceed ONE YEAR from the Report of Findings Date.**

First Visit Date: August 21, 2007

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
				Topical Area: Policies and Procedures				
Y				1a. FSA-ASSISTIVE TECHNOLOGY Standard: The Local Education Agency (LEA) observed the requirement that the provision of assistive technology is reflected in the student's IEP or, if there are no students receiving this service the district has established procedures regarding this requirement.				
Y				1b. FSA-ASSISTIVE TECHNOLOGY- 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 or, if there are no students receiving this service the district has established procedures regarding this requirement.				
Y				2. FSA-BEHAVIOR SUPPORT Standard: LEA complies with the behavior support requirements.				
Y				3. FSA-CHILD FIND Standard: LEA demonstrates compliance with annual public notice requirements.				
Y				4. FSA-CONFIDENTIALITY Standard: The LEA is in full compliance with all aspects of Confidentiality.				

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
Y				10. FSA-INDEPENDENT EDUCATIONAL EVALUATION Standard: The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.				
Y				18. FSA-SURROGATE PARENTS Standard: The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.				
Y				20. FSA-INTENSIVE INTERAGENCY Standard: The LEA identifies, reports, and provides for the provision of FAPE (free appropriate public education) for all students with disabilities including those students needing intensive interagency approaches. (BEC 22 Pa. Code 14.32; 34 CFR 300.550(b)(1) and (2) regarding LRE)				

				Topical Area: Performance Outcomes				
Y				6. FSA-GRADUATION/DROP-OUT RATES Report of Results Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate of non-disabled students.				
Y				7. DROP-OUT RATES Standard: The LEA's number of students with disabilities who drop out is comparable to the drop out rate of the LEA's regular education students and to the state rates.				
Y				15. FSA-PSSA & PASA Report of Results Standard: The LEA's population of students who participate in an alternate assessment is comparable with the state data. National data indicates only a small number of the total school population will participate in an alternate assessment. (34 CFR 300.138)				

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
Y				16. FSA-PUBLIC SCHOOL ENROLLMENT Report of Results The LEA's percentage of children with disabilities served in special education is comparable to state data.				
Y				17. FSA-PUBLIC SCHOOL ENROLLMENT Report of Results The LEA's percentage of minority children with disabilities is comparable to the demographic distribution of the LEA.				

				Topical Area: Training															
Y				14. FSA-TRAINING Report of Results 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.															
Y				19. FSA-TRAINING Report of Results 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. (34 CFR 300.136)															
				Parent Interview Report of Results by Frequency Count of Responses															
				38. My district makes available training related to the needs of students with disabilities that I could attend. <table style="margin-left: auto; margin-right: auto;"> <tr> <td>Always</td> <td>Most Time</td> <td>Rarely</td> <td>Never</td> <td>Don't Know</td> <td>Does Not Apply</td> </tr> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">0</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td style="text-align: center;">6</td> <td style="text-align: center;">0</td> </tr> </table>	Always	Most Time	Rarely	Never	Don't Know	Does Not Apply	6	0	3	3	6	0			
Always	Most Time	Rarely	Never	Don't Know	Does Not Apply														
6	0	3	3	6	0														

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
				Topical Area: Evaluation and Reevaluation of Students				
				File Review Report of Results by Frequency Count of Responses				
13	3	34	19%	65. Permission to Evaluate	LEA will include the mandated information as required on student documents. PDE will conduct an on-site visit and record to verify implementation of corrective action.	06/24/2008 CC Region, PaTTAN Staff, and OSS will conduct Trainings for Principals and SEL during October inservice meetings. To be reviewed by SPOC January 10, 2008.		11/29/2007
30	3	17	9%	65a. Permission to Reevaluate/Agreement to Waive Reevaluation (<i>date parental permission or waiver was received</i>)				
14	2	34	13%	66. Initial Evaluation Report	LEA will include the mandated information as required on student documents. PDE will conduct an on-site visit and record to verify implementation of corrective action.	06/24/2008 CC Region, PaTTAN Staff, and OSS will conduct Trainings for Principals and SEL during October inservice meetings. To be reviewed by SPOC January 10, 2008.		11/29/2007
24	1	25	4%	66a. Reevaluation Report (<i>valid for three years; students identified with a disability of mental retardation valid for two years</i>)				
				PERMISSION TO EVALUATE The following information exists:				
11	0	39		70. Demographic data				
11	0	39		71. Reason(s) for referral for evaluation or reevaluation 34 CFR 300.320; 34 CFR 300.321				

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
11	0	39		72. Proposed assessment tools, tests, and procedures to be used				
11	0	39		73. Date(s) of proposed evaluation or reevaluation				
11	1	38	8%	74. Contact person				
11	1	38	8%	75. Phone number of contact person				
11	1	38	8%	76. Parent signature or documentation of date mailed 34 CFR 300.345(d)(1)-(4)				
				Permission to Reevaluate/Agreement to Waive Reevaluation				
32	2	16	6%	70aa. Demographic data				
25	2	23	7%	71aa. LEA recommended reevaluation is unnecessary at this time				
7	2	41	22%	71bb. Reason for Reevaluation is indicated	LEA will include the mandated information as required on student documents. PDE will conduct an on-site visit and record to verify implementation of corrective action.	06/24/2008 CC Region, PaTTAN Staff, and OSS will conduct Trainings for Principals and SEL during October inservice meetings. To be reviewed by SPOC January 10, 2008.		11/29/2007

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
7	2	41	22%	72aa. Proposed assessment tools, tests and procedures to be used	LEA will include the mandated information as required on student documents. PDE will conduct an on-site visit and record to verify implementation of corrective action.	06/24/2008 CC Region, PaTTAN Staff, and OSS will conduct Trainings for Principals and SEL during October inservice meetings. To be reviewed by SPOC January 10, 2008.		11/29/2007
8	2	40	20%	73aa. Date(s) of proposed reevaluation	LEA will include the mandated information as required on student documents. PDE will conduct an on-site visit and record to verify implementation of corrective action.	06/24/2008 CC Region, PaTTAN Staff, and OSS will conduct Trainings for Principals and SEL during October inservice meetings. To be reviewed by SPOC January 10, 2008.		11/29/2007
8	2	40	20%	74aa. Contact person	LEA will include the mandated information as required on student documents. PDE will conduct an on-site visit and record to verify implementation of corrective action.	06/24/2008 CC Region, PaTTAN Staff, and OSS will conduct Trainings for Principals and SEL during October inservice meetings. To be reviewed by SPOC January 10, 2008.		11/29/2007

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
8	2	40	20%	75aa. Phone number of contact person	LEA will include the mandated information as required on student documents. PDE will conduct an on-site visit and record to verify implementation of corrective action.	06/24/2008 CC Region, PaTTAN Staff, and OSS will conduct Trainings for Principals and SEL during October inservice meetings. To be reviewed by SPOC January 10, 2008.		11/29/2007
7	2	2	22%	76aa. Parent signature or documentation of date mailed	LEA will include the mandated information as required on student documents. PDE will conduct an on-site visit and record to verify implementation of corrective action.	06/24/2008 CC Region, PaTTAN Staff, and OSS will conduct Trainings for Principals and SEL during October inservice meetings. To be reviewed by SPOC January 10, 2008.		11/29/2007
				INITIAL EVALUATION REPORT (ER) The following information exists:				
13	0	37		77. Demographic data				
13	0	37		78. Reason(s) for referral 34 CFR 300.320; 34 CFR 300.321				
13	0	37		79. Present levels of academic achievement				
13	0	37		79a.Related developmental needs of the child.				
13	0	37		80. Evaluation data results of direct intervention. Physical, social, or cultural background information relevant to the child's disability and need for special education.				

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
13	0	37		81. Current classroom-based assessments and observations by teachers and related service providers.				
13	0	37		82. Evaluations and information provided by the parents of the child. 34 CFR 300.532(b); 34 CFR 300.533(a)(2)				
				File Review Report of Results by Frequency Count of Responses				
4	0	46		83. If an assessment is not conducted under standard conditions, describe the extent to which it varied from standard conditions.				
13	0	37		84. Summary of findings/interpretation of assessment results/aptitude and achievement levels.				
10	1	39	9%	85. Involvement and progress in the general education curriculum.				
3	0	47		86. Relevant functional and development evaluation (ecological evaluation if appropriate)				
1	0	49		87. Vocational Technical Education Assessment Results (when appropriate)				
2	0	48		88. Interests, Preferences, Aptitudes (when appropriate)				
4	0	46		89. Functional Behavioral Assessment Results (if appropriate)				
8	0	42		90. Statement regarding students suspected of having a specific learning disability.				
13	0	37		91. Conclusions - disability determination and need for specially-designed instruction (Including recommendations regarding special-education and related services needed to enable the student to meet the goals and participate as appropriate in the general curriculum.)				
13	0	37		91a. Evaluation Team Participants documented				
8	0	42		91b. For students evaluated for LD documentation of Agree/Disagree				

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
12	1	37	8%	91c. Documentation that report was provided to parent.				
				File Review Report of Results by Frequency Count of Responses Reevaluation Report				
28	1	21	3%	77aa. Demographic Data				
26	3	21	10%	92. Date IEP team reviewed existing evaluation data	LEA will include the mandated information as required on student documents. PDE will conduct an on-site visit and record to verify implementation of corrective action.	06/24/2008 CC Region, PaTTAN Staff, and OSS will conduct Trainings for Principals and SEL during October inservice meetings. To be reviewed by SPOC January 10, 2008.		11/29/2007
27	2	21	7%	92aa. Summary of Findings/Interpretation of Additional Data				
27	2	21	7%	93. Determination of need for additional data				
26	2	22	7%	93aa. Conclusion regarding disability determination and continued eligibility for specially designed instruction.				
27	2	21	7%	94aa. Evaluation Team Participants documented				
20	2	28	9%	95aa. For students evaluated for LD documentation of Agree/Disagree				

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
24	5	21	17%	96aa. Documentation that report was provided to the parent	LEA will include the mandated information as required on student documents. PDE will conduct an on-site visit and record to verify implementation of corrective action.	06/24/2008 CC Region, PaTTAN Staff, and OSS will conduct Trainings for Principals and SEL during October inservice meetings. To be reviewed by SPOC January 10, 2008.		11/29/2007
				Parent Interview Report of Results by Frequency Count of Responses	LEA will review and consider the data responses in their development of the LEA improvement plan.			
18	0	0		22. I have been asked to provide information for my child's evaluation/reevaluation.				
				Topical Area: IEP				
				File Review Report of Results by Frequency Count of Responses	LEA will include the mandated information as required on student documents. PDE will conduct an on-site visit and record review to verify implementation of corrective action.			
48	1	1	2%	67. Invitation to Participate in IEP Team Meeting 34 CFR 300.345				
49	1	0	2%	68. Individualized Education Program (valid for one year) <i>(No more than 30 calendar days from final CER date to complete IEP or no more than 1 year from the date of the last IEP)</i> 34 CFR 300.343				
				INDIVIDUALIZED EDUCATION PROGRAM (IEP) The following information exists:				
50	0	0		97. Demographic data Signatures				
49	1	0	2%	98. Parent(s) (or documented efforts to have them attend) 34 CFR 300.344(a)(1)				
50	0	0		99. Regular Education Teacher (or documented parent and LEA agreement to participate in another manner or excused) 34 CFR 300.344(a)(2)				

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
50	0	0		100. Special Education Teacher (or documented parent and LEA agreement to participate in another manner or excused) 34 CFR 300.344(a)(3)				
50	0	0		101. Local Education Agency Representative (or documented parent and LEA agreement to participate in another manner or excused) 34 CFR 300.344(a)(4)(i)-(iii)				
5	0	45		102. Community Agency Representative (if appropriate for transition planning) (or documented parent and LEA agreement to participate in another manner or excused) 34 CFR 300.344(a)(3)(i)				
2	1	47	33%	103. Career/Technical Education Representative (if appropriate) (or documented parent and LEA agreement to participate in another manner or excused)				
13	1	36	7%	104. Student 34 CFR 300.344(a)(7) (The IEP team must invite the student if transition services are being planned or if the parents choose to have the student participate.)				
44	4	2	8%	105. Procedural Safeguards Notice was given during the school year.				
				Part I Special Considerations				
46	0	4		106. Special considerations the IEP team must consider before developing the IEP. Any factors checked must be addressed in the IEP.				
				Part II Present Levels of Academic Achievement and Functional Performance				
50	0	0		107. Student's present levels of academic achievement and functional performance				
50	0	0		108. How the student's disability affects involvement and progress in the general education curriculum. 34 CFR 300.347(a)(1)(i)				
				Part III Annual Goals and Objectives				
47	3	0	6%	109. Annual Goals are Measurable 34 CFR 300.347(a)(2)				
38	0	12		110a. Short Term Objectives <i>(Required for children with disabilities who take the alternate assessment aligned to alternate achievement standards.</i>				

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
49	1	0	2%	111. Method of Evaluation of Progress on Annual Goals 34 CFR 300.347(a)(7)(i)				
49	1	0	2%	111a. Indicate when periodic reports on progress will be provided to parents				
43	7	0	14%	112. Documentation of Progress Reporting on Annual Goals 34 CFR 300.347(a)(7)(2)	LEA will include the mandated information as required on student documents. PDE will conduct an on-site visit and record to verify implementation of corrective action.	06/24/2008 CC Region, PaTTAN Staff, and OSS will conduct Trainings for Principals and SEL during October inservice meetings. To be reviewed by SPOC January 10, 2008.		11/29/2007

				File Review Report of Results by Frequency Count of Responses Part IV Special Education, Related Services & Supplementary Aids and Services/Program Modifications				
49	1	0	2%	113. Program Modifications and Specially-Designed Instruction 34 CFR 300.347(a)(3)				
35	1	14	3%	113a. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP? 34 CFR 300.346(a)(ii)				
49	1	0	2%	113b. If Program Modifications and Specially-Designed Instruction are included on the IEP, the location, frequency, anticipated initiation and duration of services are included.				
35	2	13	5%	114. Related Services (if on IEP, includes location, frequency, anticipated initiation, and duration of services) 34 CFR 300.347(a)(3) (Check N/A only if related services not required by IEP.)				

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
25	2	23	7%	114a. If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP? 34 CFR 300.347(a)(3)				
49	1	0	2%	115. Supports for School personnel provided for the child 34 CFR 300.347(a)(3)				
30	0	20		115a. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the child, did the IEP team address those recommendations in development of this IEP? 34 CFR 300.346(a)(ii)				
45	2	3	4%	115b. If Supports for the child provided for school personnel are included on the IEP, the location, frequency, anticipated initiation and duration of services are included.				
44	1	5	2%	116. The IEP contains a statement of the specific ESY services or programs to be provided to the student or documentation that the IEP team considered and discussed ESY. 34 CFR 300.309(2)(3)				
15	0	35		116a. Where ESY services were deemed appropriate, the type, amount, location, frequency, initiation and duration of services are included on the IEP. 34 CFR 300.347(6)				
				Part V Participation in State and Local Assessment (Participation requirements for PSSA and PASA apply only to Reading, Math - Grades 5 through 8 and 11; Writing - Grades 6, 9 and 11)				
44	2	4	4%	117. Did the IEP team document the team's decision regarding participation in district or state-wide assessment with or without accommodations?				
46	1	3	2%	117a. Did the IEP team document the team's decision regarding participation in local assessment with or without accommodations?				

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
16	2	32	11%	118. If the IEP team indicated the student participated in an alternate assessment (PASA for statewide assessments) did they provide an explanation of why? 34 CFR 300.347(a)(5)(i)	LEA will include the mandated information as required on student documents. PDE will conduct an on-site visit and record to verify implementation of corrective action.	06/24/2008 CC Region, PaTTAN Staff, and OSS will conduct Trainings for Principals and SEL during October inservice meetings. To be reviewed by SPOC January 10, 2008.		12/03/2007
				Part VI Least Restrictive Environment				
49	1	0	2%	119. Educational placement				
46	4	0	8%	120. Explanation of the extent, if any, the student will not participate with children without disabilities in the regular class, or in the general education curriculum. 34 CFR 300.347(a)(3)(ii)				
				Parent Interview Report of Results by Frequency Count of Responses				
18	0	0		23. I participated or had an opportunity to participate in planning my child's education program.				
17	0	1		24. The IEP was developed at the IEP meeting.				
17	0	1		25. The special education teacher, the general education teacher and the district representative were all at the IEP meeting or participated as agreed upon by the parent and LEA				
17	0	1		25a. The IEP team considered the recommendations that were made in my child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel.				
14	0	4		25b. The IEP team accepted or rejected the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons (cue: vs. for example lack of staff, lack of funds, lack of availability of services).				
6	0	12		25c. My child's IEP includes psychological counseling as a related service, and he/she receives these services, including transportation if needed at no cost to me.				
14	2	2		26. My child's needs for extended school year (ESY) were discussed at an IEP meeting.				
18	0	0		27. I am not charged any cost for the special education and related services included in my child's IEP.				

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
				Teacher Interview Report of Results by Frequency Count of Responses				
47	0	1		44. Are you familiar with the content of the student's IEP including accommodations and annual goals? Must be Yes or No. Use NA only if the student's IEP shows no involvement in regular education.				
46	1	1		46. Are you and the special education personnel working together toward meeting measurable annual goals? Must be Yes or No. Use NA only if the student's IEP shows no involvement in regular education.				
46	0	2		47. When a student with a disability is included in your class do you have the opportunity to provide information to the IEP team regarding this student?				
44	0	4		48. If supports for school personnel were included in the student's IEP, has the district provided those necessary supports (aids, resource materials, training, equipment)?				
49	0	0		51. Is this student participating in the regular class and the general education curriculum with children without disabilities to the maximum extent possible?				
49	0	0		52. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?				
49	0	0		53. Are you and the related service personnel and regular education staff working together toward meeting measurable annual goals?				
49	0	0		54. Do you hold the required certification to implement this students program?				
49	0	0		58. Was it an IEP team decision as to whether the student would participate in the PSSA, PASA, and other district-wide assessments?				

				Topical Area: IEP Implementation				
				Parent Interview Report of Results by Frequency Count of Responses	LEA will review and consider the data responses in their development of the LEA improvement plan.			
7	0	11		28. My child transitioned from early intervention to kindergarten without missing any services or supports listed on his/her IEP.				

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed											
				34. When all students in the school receive a report card, I also received a progress report on my child's IEP goals. <table border="0"> <tr> <td>Always</td> <td>Most Time</td> <td>Rarely</td> <td>Never</td> <td>Don't Know</td> <td>Does Not Apply</td> </tr> <tr> <td>14</td> <td>0</td> <td>2</td> <td>1</td> <td>0</td> <td>1</td> </tr> </table>	Always	Most Time	Rarely	Never	Don't Know	Does Not Apply	14	0	2	1	0	1			
Always	Most Time	Rarely	Never	Don't Know	Does Not Apply														
14	0	2	1	0	1														
18	0	0		39. My child is receiving the supports and services agreed upon at the IEP meeting?															
				40. If you did not participate in your child's IEP meeting, what kept you from participating?															
			1	g. other Working															
				Parent Responses to Provision Services Report of Results by Frequency Count of Responses															
				41. One thing I really like about my child's special education program is															
			1	b. progress reports															
			2	d. staff's knowledge, training															
			3	g. staff open to suggestions, good communication															
			4	i. support services															
			5	k. staff's understanding and attitude															
			8	n. Other Teachers push her past her comfort zone. Would change nothing. Programs where students perform for audience. Nothing Don't know. They call me, they give me their home phone - it's the best school in the world and the only school that has made him happy. The flexibility on the resource room teacher. Progress her son has made.															
				42. One thing I would like to change is															
			1	d. staff's knowledge, training															

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
			1	e. instructional materials				
			1	g. staff open to suggestions, good communication				
			15	n. Other Would love child to remain at school. Parents love school. Amount of limitations due to lack of funding. It would be very helpful if I could have computer access to monitor her progress. Parents love school - change nothing. More acceptance of parent volunteerism. More progress reporting. When they had the award ceremony, he didn't get an award. Lack of administrator's understanding - failing to address a threat towards him by another student, failing to be receptive to children who are different. Nothing Nothing After school & recreational programs. Can not think of any. More services. Students need more. Nothing Would like to see more staff support for special education and academics and an increase in the amount of service for her child.				

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
				<p>43. Additional comments about child's program:</p> <p>I don't think the students get enough training in taking PSSA & Terra Nova as they aren't doing very well.</p> <p>None</p> <p>Student not challenged enough.</p> <p>Older students bully younger students.</p> <p>I love the school and that the staff treat me so well. They treat him so good. The school brought out so much in him.</p> <p>His safety was not taken into account. The teacher helps my child in the way he needs. She goes with the flow. Music helps him function at a higher level. Smaller school also helps.</p> <p>Teachers need more training about special needs of hearing impaired.</p> <p>Ability range can be problematic.</p> <p>My child did well. He has been accepted by a university.</p> <p>Parent would like student placed in APS.</p> <p>None at this time.</p> <p>Nothing</p> <p>Current program is good but parent needed to educate staff as to student's needs.</p>				
				Teacher Interview Report of Results by Frequency Count of Responses	LEA will review and consider the data responses in their development of the LEA improvement plan.			
47	0	1		45. Do you adapt and modify the general education curriculum based on the student's IEP?				
47	0	1		49. Are necessary supplemental aids and services as required in the student's IEP provided to support this student in regular education?				
49	0	0		55. Is the specially-designed instruction in the IEP appropriate to meet this students educational needs?				

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
47	0	2		55a. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of the child's current IEP and accept or reject the ER recommendations for appropriate educational reasons?				
41	0	8		55b. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the child's current IEP and accept or reject the ER recommendations for appropriate educational reasons?				
46	0	3		55c. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the child, did the IEP team address those recommendations in development of the child's current IEP and accept or reject the ER recommendations for appropriate educational reasons?				
49	0	0		56. Is this student receiving the type and amount of special education instruction and related services specified on their IEP?				
49	0	0		57. If supports for school personnel were included in the student's IEP, has the district provided those necessary supports (aids, personnel, resource materials, training, equipment)?				
47	2	0		62. Is the student making progress in meeting the annual goals of their IEP?				
17	1	31		63. If the student is not making progress, has the student been reevaluated or has the IEP been reviewed?				
49	0	0		64. Is the student receiving the supports and services agreed upon in the IEP?				

				Topical Area: Secondary Transition				
				File Review Report of Results by Frequency Count of Responses Part VII Transition Planning (check N/A for all questions in this section only if transition services were not required) The following information exists:				

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed											
13	0	37		121. Desired post-school outcomes (employment, post-secondary education training, independent living)															
13	0	37		122. Description of Activity/Service needed to support desired post-school outcomes.															
13	0	37		122a. Location, Frequency, Projected Beginning Date, Duration listed.															
12	1	37	8%	123. Agency responsible															
4	0	46		124. Documentation of other steps the LEA took to obtain an outside agency's participation in planning transition services when an outside agency that was invited to send a representative to the IEP meeting to plan transition services did not do so 34 CFR 300.344(b)(3)(ii)															
13	0	37		125. If the student is 14 or older, do the student's interests, preferences and aptitudes serve as the basis for the student's Post-Secondary Outcomes and Goals and Objectives in the IEP? 34 CFR 300.29															
2	0	48		125a. Summary of student performance was completed. <i>(Required for students who are graduating or aging out)</i>															
				Parent Interview Report of Results by Frequency Count of Responses	LEA will review and consider the data responses in their development of the LEA improvement plan.														
5	0	13		30. My child is age 16 or older and he/she was invited to participate in transition planning.															
				35. I am satisfied with the transition services developed for my child. <table border="0"> <tr> <td>Always</td> <td>Most Time</td> <td>Rarely</td> <td>Never</td> <td>Don't Know</td> <td>Does Not Apply</td> </tr> <tr> <td>5</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> <td>9</td> </tr> </table>	Always	Most Time	Rarely	Never	Don't Know	Does Not Apply	5	2	0	0	2	9			
Always	Most Time	Rarely	Never	Don't Know	Does Not Apply														
5	2	0	0	2	9														
				36. My child is learning skills that will lead to a high school diploma or further education or a job. <table border="0"> <tr> <td>Always</td> <td>Most Time</td> <td>Rarely</td> <td>Never</td> <td>Don't Know</td> <td>Does Not Apply</td> </tr> <tr> <td>9</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>8</td> </tr> </table>	Always	Most Time	Rarely	Never	Don't Know	Does Not Apply	9	1	0	0	0	8			
Always	Most Time	Rarely	Never	Don't Know	Does Not Apply														
9	1	0	0	0	8														

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
				Teacher Interview Report of Results by Frequency Count of Responses				
19	0	30		60. Were the student's desired post school outcomes considered when the IEP team developed the instructional annual goals? (age 16 or older)				
6	0	43		61. If a participating agency has ever failed to implement the transition services in the student's IEP, has the district initiated to reconvene an IEP meeting to verify alternative strategies for meeting transition objectives? (age 16 or older)				

				Topical Area: Educational Placement															
				FSA-Least Restrictive Environment															
				Parent Interview Report of Results by Frequency Count of Responses															
				32. My child does classroom work with students without disabilities. <table border="0" style="margin-left: 40px;"> <tr> <td>Always</td> <td>Most Time</td> <td>Rarely</td> <td>Never</td> <td>Don't Know</td> <td>Does Not Apply</td> </tr> <tr> <td>11</td> <td>2</td> <td>3</td> <td>2</td> <td>0</td> <td>0</td> </tr> </table>	Always	Most Time	Rarely	Never	Don't Know	Does Not Apply	11	2	3	2	0	0			
Always	Most Time	Rarely	Never	Don't Know	Does Not Apply														
11	2	3	2	0	0														
				33. My child participates or has the opportunity to participate in school activities other than classroom work with children without disabilities. <table border="0" style="margin-left: 40px;"> <tr> <td>Always</td> <td>Most Time</td> <td>Rarely</td> <td>Never</td> <td>Don't Know</td> <td>Does Not Apply</td> </tr> <tr> <td>14</td> <td>2</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> </tr> </table>	Always	Most Time	Rarely	Never	Don't Know	Does Not Apply	14	2	0	2	0	0			
Always	Most Time	Rarely	Never	Don't Know	Does Not Apply														
14	2	0	2	0	0														
				Teacher Interview Report of Results by Frequency Count of Responses															
46	1	1		50. Is the student making progress within the general education curriculum?															
49	0	0		59. Was the placement decision made by the IEP team after the annual goals and specially designed instruction and related services were developed?															

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
	N			11. FSA-LOCATION OF INTERVENTION- CONTINUUM OF SERVICES Report of Results Standard-School Staffing (Caseload and Age Range) The LEA complies with the Continuum of Services requirements. (22 pa. Code 14.142)	LEA will implement a PDE approved LEA improvement plan.	6/24/2008 The School District of Philadelphia is in the second year of a five year plan to address LRE in the district.		11/29/2007
Y				11a. Provision of Extended School Year (ESY) Services				
Y				11b. Provision of Related Service Including Psychological Counseling				
Y				12. FSA-CASELOAD Report of Results Standard-School Staffing The LEA complies with the caseload requirements. (22 pa. Code 14.142)				
Y				13. FSA-AGE RANGE Report of Results Standard-School Staffing The LEA complies with the age range requirements. (22 pa. Code 14.142)				
Y				9. FSA-FACILITIES Report of Results Standard-School Staffing The LEA will be in full compliance with the facilities requirements. (22 pa. Code 14.144 Proposed)				

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed											
				Topical Area: Discipline															
Y				8. FSA-SUSPENSIONS/EXPULSIONS Report of Results Standard: The number of LEA students with disabilities who are suspended is comparable to the percentage of regular education students who are suspended.															
				Topical Area: Procedural Safeguards															
Y				5. FSA-DISPUTE RESOLUTION Report of Results Standard: The LEA uses dispute resolution processes for program improvement.															
				File Review Report of Results by Frequency Count of Responses															
48	2	0	4%	69. Notice of Recommended Educational Placement (Presented to parents at IEP meeting, mailed to parents, or documentation of date mailed must be available.)															
				Parent Interview Report of Results by Frequency Count of Responses															
				37. When I don't understand my child's educational rights, someone from the school takes the time to explain them to me. <table border="0"> <tr> <td>Always</td> <td>Most Time</td> <td>Rarely</td> <td>Never</td> <td>Don't Know</td> <td>Does Not Apply</td> </tr> <tr> <td>12</td> <td>2</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> </table>	Always	Most Time	Rarely	Never	Don't Know	Does Not Apply	12	2	1	1	1	1			
Always	Most Time	Rarely	Never	Don't Know	Does Not Apply														
12	2	1	1	1	1														

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
				Special Education Student Interview	LEA will review and consider the data responses in their development of the LEA improvement plan.			
				126. What kind of support are you currently receiving? 8 a. Learning Support 1 b. Speech/Language Support 0 c. Visual Support 0 d. Life Skills Support 0 e. Autistic Support 1 f. Hearing Impaired Support 0 g. Multi-handicapped Support 0 h. Emotional Support 1 i. Other: I get time management support on research papers.				
11	0			127. Is this support enough to help you be successful in your school program?				
				128. How satisfied are you with your high school educational program? Very Somewhat A little Not at all 8 2 1 0				

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
				<p>129. What do you like best about the program?</p> <p>Try to help me out.</p> <p>Teachers are willing to help.</p> <p>Receive help when I need it.</p> <p>The special education class in history is more advanced than the regular history class.</p> <p>Can get help.</p> <p>Photography</p> <p>Help from teachers.</p> <p>I like that teachers are helpful, they don't push you away and they give you their real life experience.</p> <p>My arts major - I'm a vocal major. I like the balance of academics with something I like. I want to become an opera singer.</p> <p>Extended time.</p> <p>I can focus on my art and academics.</p>				

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
				<p>130. What do you like least about the program?</p> <p>Taken out of class.</p> <p>Some teachers don't understand my needs.</p> <p>Not sure.</p> <p>No</p> <p>It is getting harder and harder.</p> <p>Work</p> <p>Pressure.</p> <p>I don't like the food - especially the meat.</p> <p>Chemistry - I really hate chemistry.</p> <p>Sometimes things can be last minute - if they announce a test for the next day, I don't like that.</p> <p>Time management - seems like there's not enough time to do everything.</p>				
				<p>131. How satisfied are you with your special education support/service?</p> <p>Very Somewhat A little Not at all</p> <p>10 0 1 0</p>				

Y	N	NA	%	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
				<p>132. What do you like best about the special education support/services?</p> <p>Helping me speak.</p> <p>Always there for me.</p> <p>You can get help.</p> <p>One on one support, pre-class.</p> <p>The teacher helps me when I need it.</p> <p>No response.</p> <p>Help.</p> <p>Teacher supports you if you're dealing with some personal issues by telling the regular education teachers.</p> <p>My special education teacher is very helpful. I don't need it very often, but when I do, she helps me.</p> <p>Extra help,extended time for tests.</p> <p>It's reliable and always available.</p>				

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
				<p>133. What do you like least about the special education support/services?</p> <p>Nothing</p> <p>Nothing</p> <p>Don't like to be in special education.</p> <p>No</p> <p>Algebra</p> <p>No response.</p> <p>Pressure.</p> <p>It is hard if there are too many noisy students in the resource room.</p> <p>I have no problem with it.</p> <p>I have nothing to complain about.</p> <p>Nothing, really.</p>				
				<p>134. How much time do you spend with students who do not have disabilities?</p> <p>Too Much Enough A little Not at all</p> <p>0 9 2 0</p>				
6	5			135. Do you participate in extra-curricular activities?				
				<p>136. If yes, which ones:</p> <p>Clubs, flag, football.</p> <p>Clubs at school, soccer.</p> <p>Football</p> <p>Youth group sorority, Zeta Phi Beta.</p> <p>Step team at church, choir, vocal & piano lessons and dance.</p> <p>Varsity basketball, junior class committee, senior class committee and representative on student council.</p>				

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
				<p>137. If no, why not:</p> <p>Not sure what's available.</p> <p>I don't want to participate.</p> <p>No interest.</p> <p>Not interested.</p> <p>I'm trying to focus on school work right now.</p>				
8	1		2	<p>138. Were you invited to participate in the last IEP meeting?</p> <p>Other: Not age 16</p>				
7	2		2	<p>139. Did you participate in the last IEP meeting?</p> <p>Other: Not age 16</p>				
8	1		2	<p>140. Do you have a post secondary transition program?</p> <p>Other: Not sure.</p> <p>Not age 16</p> <p>Not 16.</p>				
3	4		4	<p>141. Do you have an employment transition program?</p> <p>Other: N/A</p> <p>N/A</p> <p>Not age 16</p>				
1	5		5	<p>142. Do you have a community living transition program?</p> <p>Other: N/A</p> <p>N/A</p> <p>Not age 16</p>				
6	2		3	<p>143. Did you assist in the development of the transition program?</p> <p>Other: Not sure.</p> <p>Not age 16</p>				

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
7	1		3	144. Is that transition program being followed? Other: Not sure. Not age 16				
6	2		3	145. Did you discuss what you would do after graduation or finishing high school? Other: Not age 16				
				146. Which of the following agencies participate in your IEP development? 0 a. Office of Vocational Rehabilitation 0 b. County Mental Health/Retardation Service 0 c. Office of Children Youth Agency 0 d. Probation & Parole 11 e. None 0 f. Other Agencies (List)				
0	0		0	147. If any agency participated in your IEP did they assist you or provide services? Other:				
				148. Comments None None None None None				
5	6			149. Do you participate in any activities in the community?				

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
				<p>150. If yes, which ones?</p> <p>Helping younger 5-10.</p> <p>I volunteered to clean out a lot in my neighborhood to make a garden.</p> <p>Last summer I participated in helping out backstage at the Kimmel Center during a step competition.</p> <p>I helped clean up pool.</p> <p>Volunteered at a food bank.</p>				
				<p>151. If no, why not?</p> <p>Not yet - will get job.</p> <p>Don't want to participate.</p> <p>Not available.</p> <p>I don't want to participate.</p> <p>No interest.</p> <p>Not interested.</p>				

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
				<p>152. Are there any other agencies that could help you within the community?</p> <p>Don't know.</p> <p>Don't know.</p> <p>None - don't know.</p> <p>Not sure.</p> <p>Not sure.</p> <p>Don't know.</p> <p>Not sure.</p> <p>Don't know.</p> <p>NAACP - they sponsor a competition that gives you money towards college and a laptop.</p> <p>In my field, I guess, actuarial science.</p> <p>Not sure.</p>				
				Other Non-Compliance Issues				
Y								
				Improvement Plan Issues				

Y	N	NA	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Extension Date	Date Closed
Y				Least Restrictive Environment(LRE) remains open as a systemic issue for the School District of Philadelphia. The issue has been addressed in a district-wide school improvement plan as part of the District's Special Education Plan. Data was collected during the 2005/2006 school year and plan implementation began in September 2005. LRE will require collection of data and monthly visits to classrooms, for support and training, and quarterly IEP reviews by school district personnel. This plan will require a minimum of 3 years for each region to complete with a goal of 15% increase of students in a lesser restrictive environment.	<p>Data regarding Least Restrictive Environment will be collected by the school district as outlined in the district's plan to decrease the percentage of students receiving instruction outside of the regular classroom more than twenty per cent of the time.</p> <p>All of these items in the improvement plan have been subsumed into the sd wide improvement plan effective as of 07/01/09</p>	<p>06/30/2012</p> <ol style="list-style-type: none"> 1. School District Staff at the school, regional, and central level (Office of Specialized Services). 2. PDE Elementary LRE Matrix to be used in all grades K-8. 3. Curriculum Worksheet for Specially Designed Instruction for Grades 6-8. 4. PDE High School LRE Matrix to be used in all high schools. 5. NOREPs from all schools to track LRE movement. 6. Penn Data Review. 7. IU Plan review. 		06/30/2009