

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 6

Superintendent: Dr. William R. Hite, Jr.

Special Education Director/Coordinator: _____

BSE Special Education Adviser: Robert Moore

Date of Report: September 16, 2014

Date Final Report Sent to LEA: September 16, 2014

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.			
Y						10. FSA-INDEPENDENT EDUCATIONAL EVALUATION Standard: The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.			
	N					11A. FSA-LEAST RESTRICTIVE ENVIRONMENT Standard: The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.			
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
					14 3 3 3 4 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					11 2 4 4 6 0	P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum. Always Sometimes Rarely Never Don't Know Does not Apply			
Y						18. FSA-SURROGATE PARENTS (STUDENTS REQUIRING) Standard: The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
Y						19. FSA-PERSONNEL TRAINING Standard: In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.			
						INTERVIEW RESULTS (General & Special Education Teacher)			
48	1	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
48	1	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
47	2	0				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
36	12	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?			
19	2	28				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
44	1	2				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
Y						20. FSA-INTENSIVE INTERAGENCY APPROACH Standard: The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			
Y						21. FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION Standard: The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation			
						Topical Area 2: Delivery of Service			
Y						9. FSA-FACILITIES USED FOR SPECIAL EDUCATION Standard: The LEA will be in compliance with the facilities requirements			
						CLASSROOM OBSERVATIONS			
49	0	1		0		CO 8. Is the classroom located within the ebb and flow of school activity?			
49	0	1		0		CO 9. Is the classroom designed for instructional purposes?			
Y						14. FSA-CASELOAD AND AGE RANGE REQUIREMENTS Standard: The LEA complies with the caseload and age range requirements			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						17. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.			
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			
45	0	0		3		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
47	0	0		1		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
5	0	41		2		CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
33	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?			
36	0	12		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			
26	0	18		4		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
48	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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
					13 9 0 4 1 0	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			
					18 3 0 3 2 1	P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities. Always Sometimes Rarely Never Don't Know Does not Apply			
					23 2 0 2 0 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			
					23 2 0 1 1 0	P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel. Always Sometimes Rarely Never Don't Know Does not Apply			
49	0	0				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
48	0	1				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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?			
48	0	1				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
48	0	1				GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?			
47	2	0				GE 80. Is the student making progress within the general education curriculum?			
48	1	0				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	1				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>Skills have improved.</p> <p>Performs better because of interaction with regular ed students.</p> <p>Helps student interact with regular ed peers.</p> <p>Improved social skills, more open-minded.</p> <p>Socialization - uses technology to improve math skills.</p> <p>Student observes & attempts to replicate 12th grade level work.</p> <p>Cooperates, is comfortable, raises hand, participates.</p> <p>Enjoys creating, group activities.</p> <p>Socialization</p> <p>Social development, peer collaboration.</p> <p>Socializing</p> <p>Growth in self-esteem.</p> <p>Exposure to regular curriculum, peer interaction & support.</p> <p>Academically on grade level.</p> <p>Socially, academically & emotionally.</p> <p>Social & emotional improvements.</p> <p>Social & language skills are vastly improving.</p> <p>The student has greatly improved computer skills.</p> <p>Making progress in reading, math & social skills.</p> <p>The student is able to work on some IEP goals such as communicating & choice making.</p> <p>Challenged academically.</p> <p>Socialization, academics.</p> <p>Socialization, class participation.</p> <p>Socialization, becoming an independent learner.</p> <p>Student is reading more, trying hard & participating.</p> <p>Raises the bar & makes the student think outside the box, participates with peers of own age to bounce & formulate ideas.</p> <p>Exposure to whole class with peers, regular ed curriculum.</p> <p>Student benefits from development of motor skills including balance, coordination & fitness strength.</p> <p>Student improved fitness & comprehension of fitness.</p> <p>Improved fitness & comprehension of why students need to exercise.</p> <p>Behavior improved, taking turns, helping each other.</p> <p>Participates more, easier to understand needs.</p> <p>Socially</p> <p>Behavior, taking turns, helping each other.</p> <p>The student is comfortable with the classroom.</p> <p>Working with other students.</p>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>Social interaction. Confidence is building. Behavior is improving. Building confidence. Learn by being around non-special ed students. Improving skills being worked on. Shows progress. Social & academic skills. Improving skills. Socially Inclusion Gaining knowledge & taking more initiative. Working on focusing. Academically</p>			
0	0	48				<p>GE 80c. If no, what does this student need that he/she is not receiving in your class? Smaller group instruction, lower level instruction - not 5th grade.</p>			
43	6	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>			
43	6	0				<p>GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?</p>			
0	0	43				<p>GE 85b. If no, what training or support would assist you? More time in day to collaborate. Specific needs, for autistic students (to support). Autism specific, modifications, behavior management. Addressing needs of students with intellectual disabilities. More time for IEP conference. More time to sit in on IEP conference & help with goals.</p>			
48	1	0				<p>GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?</p>			
46	0	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>			
39	2	6				<p>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?</p>			
30	6	11				<p>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?</p>			
0	0	17				<p>SE 95c. If yes, what reasons were discussed for recommending removal?</p>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>Placement in APS full time special ed program. Reading, math, not an independent worker. Behind 2 years in reading. Emotional support intervention needed 45 minutes, twice weekly. Academic levels are very low. For reading & math support. Supports for IEP in reading & math. The student needs a small setting with individualized attention, & also has an adverse reaction to noise. The student needs extra math support. The student needs more support in every area. Individual therapy. Student's needs. Student's needs. Student's needs. The need of small group instruction for both reading & math. For testing, for support in areas where student is struggling (done for general ed students as well). Small group instruction. Student needs more specialized support. Needs are intense. Social progress, extra help in area of weakness. Needs additional supports. Academic needs are intense. During small group - comes into special ed class for small group instruction. Intervention in math & reading - behavior program. To address needs. To meet needs. To address needs. To meet current needs. Speech needs individual therapy. Needs a highly structured small group due to distractions & lack of focus.</p>			
0	0	17				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 decision. Team decision. Progress monitoring. Based on support team's decision of what student needed. Based on how many prep periods the student might have in next year. Amount of service & amount of day. Calculated by support time & time in regular day. The student will continue to attend a general ed class for the amount of time that's positive. We discussed the student's academic & behavioral needs. The student needed an AS program. Team decision. Team decision. Team decision. Team decision. Progress made in each subject. Based on gen ed/sp ed teacher communication. The amount of time is based on data. Time determined based on data. High degree of need, needs life skills support. Based on need, so not to interfere with direct instruction. Based on needs. Based on academic needs. Team decision. Team decision. IEP team decision. IEP team decision. IEP team decision. IEP team decision. Based on needs. They needed to implement research based curriculum for reading & math programs.</p>			
39	1	7				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	0				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
44	0	3				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
43	0	4				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
46	0	1				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
32	10	5				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
44	0	3				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.			
	N					6. FSA-GRADUATION RATES (SPP) Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.	All Philadelphia School District Learning Networks are currently implementing an improvement plan to meet the State Performance Plan target for 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 Learning Networks are currently implementing an improvement plan to meet the State Performance Plan target for drop-out rate.		
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.			
	N					11. FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP) Standard: Students with disabilities are provided for in the least restrictive environment	All Philadelphia School District Learning Networks are currently implementing an improvement plan to meet the State Performance Plan targets for the LRE categories.		

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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-DISTRICT-WIDE ASSESSMENT			
						Topical Area 4: Evaluation and Reevaluation Process and Content			
						CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION			
						PERMISSION TO EVALUATE (File Reviews)			
1	0	49				FR 153. PTE-Consent Form is present in the student file			
1	0	49				FR 154. Demographic data			
1	0	49				FR 155. Reason(s) for referral for evaluation			
1	0	49				FR 156. Proposed types of tests and assessments			
1	0	49				FR 157. Contact person's name and contact information			
1	0	49				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
1	0	49				FR 159. Parent has selected a consent option			
1	0	49				FR 159a. NOREP/Prior Written Notice was issued			
						PERMISSION TO REEVALUATE (File Reviews)			
43	1	6			2%	FR 194. PTRE-Consent Form is present in the student file			
42	1	7			2%	FR 195. Demographic data			
43	0	7				FR 196. Reason for reevaluation			
43	0	7				FR 197. Types of assessment tools, tests and procedures to be used			
43	0	7				FR 198. Contact person's name and contact information			
37	6	7			14%	FR 199. Parent has selected a consent option			
37	6	7			14%	FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
33	5	12			13%	FR 200a. NOREP/Prior Written Notice was issued			
						AGREEMENT TO WAIVE REEVALUATION (File Reviews)			
0	0	50				FR 201. Agreement to Waive Reevaluation is present in the student file			
0	0	50				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)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	50				FR 203. Reason reevaluation is not necessary at this time is included			
0	0	50				FR 204. Contact person's name and contact information			
0	0	50				FR 205. Parent has selected a consent option			
0	0	50				FR 206. Parent signature			
EVALUATION REPORT (INITIAL) (File Reviews)									
1	0	49				FR 160. ER is present in the student file			
1	0	49				FR 161. Evaluation was completed within timelines			
1	0	49				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)			
1	0	49				FR 163. Demographic data			
1	0	49				FR 164. Date report was provided to parent			
1	0	49				FR 165. Reason(s) for referral			
1	0	49				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
1	0	49				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
1	0	49				FR 168. Teacher observations and observations by related service providers, when appropriate			
1	0	49				FR 169. Recommendations by teachers			
1	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			
1	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.			
1	0	49				FR 172. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication)			
1	0	49				FR 173. Lack of appropriate instruction in reading			
1	0	49				FR 174. Lack of appropriate instruction in math			
1	0	49				FR 175. Limited English proficiency			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	49				FR 176. Present levels of academic achievement			
1	0	49				FR 177. Present levels of functional performance			
1	0	49				FR 178. Behavioral information			
1	0	49				FR 179. Conclusions			
1	0	49				FR 180. Disability Category			
1	0	49				FR 181. Recommendations for consideration by the IEP team			
1	0	49				FR 182. Evaluation Team Participants documented			
0	0	50				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
0	0	50				FR 184. Documentation that the student does not achieve adequately for age, etc.			
0	0	50				FR 185. Indication of process(es) used to determine eligibility			
0	0	50				FR 186. Instructional strategies used and student-centered data collected			
0	0	50				FR 187. Educationally relevant medical findings, if any			
0	0	50				FR 188. Effects of the student's environment, culture, or economic background			
0	0	50				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	50				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	50				FR 191. Observation in the student's learning environment			
0	0	50				FR 192. Other data if needed			
0	0	50				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						REEVALUATION REPORT (File Reviews)			
48	1	1			2%	FR 207. RR is present in the student file			
38	10	2			21%	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	13	5			29%	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)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
47	1	2			2%	FR 210. Demographic data			
48	0	2				FR 211. Date IEP team reviewed existing evaluation data			
48	0	2				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
47	1	2			2%	FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
45	1	4			2%	FR 214. Aptitude and achievement tests			
48	0	2				FR 215. Current classroom based assessments and local and/or state assessments			
48	0	2				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
48	0	2				FR 217. Teacher recommendations			
48	0	2				FR 218. Lack of appropriate instruction in reading			
48	0	2				FR 219. Lack of appropriate instruction in math			
48	0	2				FR 220. Limited English proficiency			
46	0	4				FR 221. Conclusion regarding need for additional data is indicated			
15	0	35				FR 222. Reasons additional data are not needed are included			
48	0	2				FR 223. Determination whether the child has a disability and requires special education			
48	0	2				FR 224. Disability category(ies)			
48	0	2				FR 225. Summary of findings includes student's educational strengths and needs			
47	1	2			2%	FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
48	0	2				FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
33	0	17				FR 228. Interpretation of additional data			
9	0	41				FR 229. Documentation that the student does not achieve adequately for age, etc.			
9	0	41				FR 230. Indication of process(es) used to determine eligibility			
9	0	41				FR 231. Instructional strategies used and student-centered data collected			
9	0	41				FR 232. Educationally relevant medical findings, if any			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	41				FR 233. Effects of the student's environment, culture, or economic background			
8	0	42				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
9	0	41				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
9	0	41				FR 236. Observation in the student's learning environment			
6	0	44				FR 237. Other data if needed			
9	0	41				FR 238. Statement for all 6 items			
48	0	2				FR 239. Documentation of Evaluation Team Participants			
12	1	37			8%	FR 240. Documentation that team members Agree/Disagree			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
26	0	1	0			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
26	0	1	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
26	0	1	0			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
9	0	16	2			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?			
1	17	9	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
1	3	23	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
1	1	25	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
7	1	39				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)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
47	3	0			6%	FR 241. Invitation is present in the student file			
44	3	3			6%	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	2	3			4%	FR 243. Demographic data			
46	1	3			2%	FR 244. Purpose(s) of the meeting			
10	2	38			17%	FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			
6	0	44				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	3	38			25%	FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)			
47	0	3				FR 248. Invited IEP team members			
47	0	3				FR 249. Date/time/location of meeting			
45	2	3			4%	FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation			
						PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)			
0	0	50				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
0	0	50				FR 252. Demographic data			
0	0	50				FR 253. Form designates IEP team member(s) for whom attendance is not necessary			
0	0	50				FR 254. Form designates which members will submit written input prior to the meeting			
0	0	50				FR 255. Parent written consent is documented			
					0 0 0	FR 256. The team members excused: a. General Education Teacher b. Special Education Teacher c. Local Education Agency Representative			
						IEP CONTENT (File Reviews)			
49	1	0			2%	FR 257. IEP is present in the student file			
40	9	1			18%	FR 258. IEP was completed within timelines			
48	1	1			2%	FR 259. Demographic data			
49	0	1				FR 260. IEP implementation date			
48	0	2				FR 261. Anticipated duration of services and programs			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	0	46				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)			
47	2	1			4%	FR 263. Parents			
12	1	37			8%	FR 264. Student			
46	2	2			4%	FR 265. General Education Teacher			
47	2	1			4%	FR 266. Special Education Teacher			
46	2	2			4%	FR 267. Local Education Agency Representative			
1	0	49				FR 270. Community Agency Representative			
0	0	50				FR 271. Teacher of the Gifted			
0	0	50				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			
46	3	1			6%	FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year			
						SPECIAL CONSIDERATIONS (File Reviews)			
0	0	50				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			
4	0	46				FR 275. If the student is deaf or hard of hearing, a communication plan			
20	0	30				FR 276. If the student has communication needs, needs must be addressed in the IEP			
5	1	44			17%	FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
0	0	50				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
12	1	37			8%	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			
4	0	46				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)			
46	3	1			6%	FR 281. Student's present levels of academic achievement			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
49	0	1				FR 282. Student's present levels of functional performance			
17	0	33				FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
49	0	1				FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)			
49	0	1				FR 285. How the student's disability affects involvement and progress in the general education curriculum			
49	0	1				FR 286. Strengths			
48	1	1			2%	FR 287. Academic, developmental, and functional needs related to student's disability			
						TRANSITION SERVICES (File Reviews)			
13	0	37				FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment			
13	0	37				FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living			
12	0	38				FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually			
13	0	37				FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service			
13	0	37				FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)			
13	0	37				FR 292b. Transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)			
13	0	37				FR 292c. Annual goals are related to the student's transition services			
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			
39	1	10			3%	FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams or PASA)			
27	0	23				FR 294. If the student will participate in the PSSA/Keystone Exams, documentation of IEP team decision regarding participation with or without accommodations			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	0	42				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams			
9	0	41				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
9	0	41				FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
38	5	7			12%	FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
32	2	16			6%	FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
9	1	40			10%	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			
9	1	40			10%	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)			
48	1	1			2%	FR 302. Measurable Annual Goals			
49	0	1				FR 303. Description of how student progress toward meeting goals will be measured			
48	1	1			2%	FR 304. Description of when periodic reports on progress will be provided to parents			
46	2	2			4%	FR 305. Documentation of progress reporting on Annual Goals			
32	0	18				FR 306. Short Term Objectives			
						SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)			
48	0	2				FR 307. Program Modifications and Specially-Designed Instruction			
43	0	7				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	0	2				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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	49				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			
31	0	19				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
27	0	23				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			
49	0	1				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			
43	0	7				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			
1	0	49				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
49	0	1				FR 316. A conclusion regarding student eligibility for ESY			
49	0	1				FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination			
16	0	34				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			
16	0	34				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)			
49	0	1				FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class			
48	0	2				FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum			
49	0	1				FR 322. Type of support, by amount (itinerant, supplemental, full-time)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
49	0	1				FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
49	0	1				FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
48	1	1			2%	FR 325. Location of student's program (name of School Building where the IEP will be implemented)			
22	0	28				FR 326. If child will not be attending his/her neighborhood school, reason why not			
						PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)			
49	0	1				FR 327. Completed Section A or Section B			
						IEP DEVELOPMENT			
						INTERVIEW RESULTS (Parent & General Education Teacher)			
27	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
27	0	0	0			P 29. Did you participate in developing the current IEP for your child?			
27	0	0	0			P 30. Was the meeting held at a time and location that was convenient for you?			
8	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?			
25	0	2	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
18	7	2	0			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	20	0			P 32b. If no, what training or support would assist you? Not sure. Not sure. Not sure. Not sure. Not sure. Don't need training. Learn by living with child. Know more about parent & school's responsibilities.			
26	0	1	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?			
26	1	0	0			P 35. Was the current IEP developed at the IEP meeting?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
22	0	5	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	4	1	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
6	2	18	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?			
2	3	22	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		26	0		1	P 65. If you did not participate in your child's IEP meeting, what kept you from participating? g. other Health issues.			
34	0	15				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
20	15	14				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
19	0	30				GE 76. Were those recommendations considered by the IEP team?			
48	0	1				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?			
42	7	0				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						IEP CONTENT			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
23	0	1	3			P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			
22	1	1	3			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?			
49	0	0				GE 81. Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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?			
45	0	2				SE 98. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?			
46	0	1				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
47	0	0				SE 103. Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
32	3	12				SE 104. If appropriate, are the student's annual goals based on functional performance?			
46	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?			
37	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?			
44	0	3				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?			
38	0	9				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?			
45	2	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
44	2	1				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	3				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>Collaborating with peers. Does well with structure & small groups. Working with peers, collaboration, appropriate for student's levels. Improved social interaction, meeting expected tasks. By participating in the web design program, the student learns useful skills that are helpful to fuel interest & talent. More challenging. Socializing with same age peers, working with them. Social interaction & academics. Socialization Socialization & communication. Socialization Improved skills. Participating in grade level & instructional level. Socially & emotionally. Socially & emotionally. Through modeling, socialization, language immersion. Increased social skills/interactions. The student has already achieved mastery of IEP goals for the year. Socialization, class participation. Academics, socialization. Self-confident, challenged academically. Self-confident, academics, socialization. The student is with non-disabled peers. Socially, with age-appropriate peers, gets to work with peers - improves self-esteem, participation & confidence. Exposure to skills that challenge student, socialization. Improved social skills for the student. Exposure to academics & increased socialization. Improved socialization & leadership skills through service learning. Exposure to general ed curriculum. Modeling appropriate social behavior. Integrated curriculum, participation with non-handicapped peers. Socially Socialization, behaviors. Social skills, academics. Social skills. The student has an understanding of some of the grade level content. Making academic progress - building relationships with</p>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						peers. Work with other students - partner up. Improved skills & performance. Showing tremendous progress. Academic & social skills. Social & academic development. Has the opportunity to interact with peers. Peer interaction. Participates in all content areas with accommodations & modifications.			
0	0	45				SE 117c. If no, what does this student need that he/she is not receiving? Needs functional academics. Behavioral support from an agency.			
47	0	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						IEP IMPLEMENTATION			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
26	0	0	1			P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?			
27	0	0	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
					22 3 0 2 0 0	P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals. Always Sometimes Rarely Never Don't Know Does not Apply			
					20 5 0 0 0 2	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			
27	0	0	0			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
46	0	3				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
46	0	3				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
22	1	26				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?			
17	9	23				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	32				GE 79c. If yes, what reasons were discussed for recommending removal? Extra help. Reading Support needed. The student needs math assistance. Student's needs. Parent request. Student need. Additional help needed. Needs Socialization, the student is capable of being in regular ed. Socialization Improve specific skills. To address needs. To address identified needs. Needs small group instruction. Needed individual speech support. Based on evaluation.			
0	0	32				GE 79d. 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 decision. Team determined. How much support needed to address needs. We decided on just one period per day for 45 minutes. Team decision. Team decision/schedule. Team decision. Not missing direct instruction. Based on test scores, lack of progress. Determined by team. Determined by team. IEP team decision. IEP team decision. IEP team decision. IEP team decision. Based on speech needs. Based on needs.</p>			
30	0	19				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?			
36	0	13				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
49	0	0				GE 92. If a student with an IEP is having behavioral difficulties in your classroom, do you address the behavior in your classroom rather than sending him/her back to the special education classroom to address the behavior issue unless indicated otherwise in the student's IEP?			
47	0	0				SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
47	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?			
47	0	0				SE 110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
46	0	1				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
35	0	12				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
44	0	3				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
47	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)			
16	0	10	1			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?			
21	0	3	3			P 43. Was your child's need for extended school year (ESY) – which means services over the summer or during breaks from the regular school calendar - discussed at an IEP meeting?			
20	2	3	2			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
21	1	3	2			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
1	1	25	0			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?			
4	0	23	0			P 47. If your child was determined to be eligible for ESY services, did the IEP team decide upon the goals and services needed for the ESY program?			
46	0	1				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
19	0	28				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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	0	44				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?			
1	3	43				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?			
4	0	43				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?			
1	3	43				SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
1	0	46				SE 122e. If yes, are needed supplementary aids and services being provided to this student?			
3	0	44				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	1	22	0			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
22	5	0	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?			
21	5	1	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	6	0			P 50c. 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
						No math in 12th grade. To improve learning. Reading time. Socialization opportunities. Socialization Harder work. Need for hearing therapy. The student acts withdrawn & cries around non-disabled kids. Due to the student's autism & behavior. Student's needs. Student's needs. Student needs. Doesn't remember but student needed help in reading & math. Smaller setting. Do not know. Child's needs. Needs of child. Provide needed services. Don't know. Not sure. So the student could make more progress academically. Needs special group for reading, math & writing to progress.			
0	0	6	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>Determined by team.</p> <p>Determined by team.</p> <p>For reading.</p> <p>IEP team decision.</p> <p>Not sure.</p> <p>Not sure.</p> <p>IEP team decision.</p> <p>The student should spend the day with a small group.</p> <p>We never discussed anything other than all day.</p> <p>Team decision.</p> <p>Team decision.</p> <p>Team decision.</p> <p>Not sure - doesn't know.</p> <p>For support in instruction.</p> <p>Do not know.</p> <p>IEP team decision.</p> <p>IEP team decision.</p> <p>IEP team decision.</p> <p>Not sure.</p> <p>Unsure</p> <p>Time determined to schedule in sync with the regular learning modules.</p>			
21	4	1	1			P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
22	3	1	1			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	5	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>Make student more comfortable. Improved social skills. Classes more challenging. Behavior modeling implicit instruction. Math, works with regular ed kids, socialization. Socialization Be with other children. Improved skills. Doesn't require a high level of support. Learns more & is better focused. Socialization, participation in class. Class involvement, academics, socialization. Self-confidence, class participation. Able to grasp information more. Inclusion, becoming a regular part with peers. Benefits from associating with peers who are not in special ed. Has continued to make obvious progress. Social skills, challenging curriculum. Improving basic skills. Academically The child socializes more with the other students. Learning & socialization.</p>			
0	0	24	0			<p>P 50h. If no, what does your child need that he/she is not receiving in the class? The student should be mainstreamed more. As far as I know, the student is not in a regular ed class. Not sure.</p>			
					<p>8 2 1 0 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>P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment.</p>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					19 3 2 0 2 1	Always Sometimes Rarely Never Don't Know Does not Apply			
12	1	34				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
16	3	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)			
50	0	0				FR 328. NOREP/PWN is present in the student file			
49	1	0			2%	FR 329. Demographic data			
50	0	0				FR 330. Type of action taken			
50	0	0				FR 331. A description of the action proposed or refused by the LEA			
50	0	0				FR 332. An explanation of why the LEA proposed or refused to take the action			
49	1	0			2%	FR 333. A description of the other options the IEP team considered and the reason why those options were rejected			
50	0	0				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
41	0	9				FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
50	0	0				FR 336. Educational placement recommended (including amount and type)			
47	3	0			6%	FR 337. Signature of school district superintendent or charter school CEO or designee			
47	3	0			6%	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.)			
41	9	0			18%	FR 339. Parent has selected a consent option			
48	2	0			4%	FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						INTERVIEW RESULTS (Parent)			
5	0	22	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?			
					21 2 1 0 2 1	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)			
					23 3 0 1 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			
		0	0			P 66. Tell me anything you really like about your child's special education program.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					2 7 2 9 3 9 4 6 11 1 1 9	a. modifications b. progress reports c. staff-aide ratios d. staff's knowledge, training e. instructional materials g. staff open to suggestions, good communication h. follow the IEP i. support services k. staff's understanding and attitude l. more inclusion m. services provided outside neighborhood school n. other Full participation in general ed class with aide. One on one support. Positive treatment. Good relations with teacher. The teacher this year is good with the student. Thankful to be in public school. Would like more teachers. One on one teaching/learning opportunities. Very supportive.			
		11	0		2 1 4 1 1 2 2 9	P 67. Tell me anything you would like to change about the program. a. modifications b. progress reports c. staff-aide ratios e. instructional materials i. support services j. student ratios l. more inclusion n. other Consistency & adhering to parent requests & consistency about consequences. Ruthless academic school system plus add more structured socialization. More reading, speech. Keep children with like disabilities together. The student needs more speech therapy. The communication is not improving. I have concerns about the one on one because I'm not sure the teacher can handle the child's behavior. Improve curriculum. Like to see more aides in the classroom. Increase OT services. Use more technology.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
		1	0		7 4 15	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			
						P 69. Additional comments about your child's program. I wish I had some input on classes taken. Some information received about the programs the student should be in may give false hope of what the student is capable of doing. I would like more collaboration with the school on choosing classes. I am concerned because I have never met the speech teacher. After school tutoring to be available to explain homework because I can't. Glad to see the improvement in my child. Some worries about my child's future. I would like to see child make more progress. Outlining child's education is paramount, we only want the best that we can give to child. Questions: what's new or more helpful to continue on the right track for high school & hopefully college. My child is a visual learner and tries hard. I want my child to be ready for the future & global ready. Very pleased with staff & program for child. Concerned about transportation delays, especially in the afternoon. Very pleased with staff & program being provided. My child needs to put education first & understand how important it is. Would like to see more one on one support. Don't believe child is benefiting from inclusion. There is a great support system for my child at school. Staff does an excellent job with limited resources & funding.			
47	0	0				SE 101. Do you hold the required certification to implement this student's program?			
46	1	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? Program trainings/any autism specific training.			
						Topical Area 8: Student Interview Results			
			0			S 126. What kind of support are you currently receiving?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					3 1 1	a. Learning Support e. Autistic Support k. Don't Know			
4	0	0	0			S 127. Is this support enough to help you be successful in your school program?			
					3 1 0 0 0	S 128. How satisfied are you with your high school educational program? Very Somewhat A Little Not at All Don't Know			
						S 129. What do you like best about the program? Teacher support. Fewer distractions here. Help being received. Makes my classes easier.			
						S 130. What do you like least about the program? Student behavior. Nothing It makes me feel different from my classmates.			
					1 3 0 0 0	S 131. How satisfied are you with your special education supports/services? Very Somewhat A Little Not at All Don't Know			
						S 132. What do you like best about the special education supports/services? Teachers Don't know. Extra time, extra help. It helps me.			
						S 133. What do you like least about the special education supports/services? Student behavior. Don't know. Nothing			
						S 134. How much time do you spend with students who do not have disabilities?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					0 1 1 0 2	Too Much Enough A Little Not Enough Don't Know			
3	1	0	0			S 135. Do you participate in any extra-curricular activities?			
						S 136. If yes, which ones Sports Soccer, basketball. School athletic activity.			
						S 137. If no, why not Health issues.			
2	2		0			S 138. Were you invited to participate in the last IEP meeting? Other			
2	2		0			S 139. Did you participate in the last IEP meeting? Other			
2	1		1			S 140. Do you have a post secondary transition program? Other			
2	2		0			S 141. Do you have an employment transition program? Other			
0	3		1			S 142. Do you have a community living transition program? Other			
2	1		1			S 143. Did you assist in the development of the transition program? Other			
2	0		2			S 144. Is that transition plan being followed? Other			
3	0		1			S 145. Did you discuss what you would do after graduation or finishing high school? Other			
			0		* * *	S 146. Which of the following agencies participate in your IEP development? c. Office of Children & Youth Agency e. None g. Don't Know			
1	1		1			S 147. If any agency participated in your IEP did they assist you or provide services? Other			
						S 148. Comments			
4	0	0	0			S 149. Do you participate in any activities in the community?			
						S 150. If yes, which ones?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						YMCA Church Community soccer. Working as a volunteer for a charity.			
						S 151. If no, why not?			
						S 152. Are there any other agencies that could help you within the community? Don't know.			
						Topical Area 9: Other Non-compliance Issues			
						Topical Area 10: Other Improvement Plan Issues			