

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: Philadelphia Learning Network 9

Superintendent: Dr. Tony Watlington

Special Education Director/Coordinator: _____

BSE Special Education Adviser: John Murphy

Date of Report: June 26, 2023

Date Final Report Sent to LEA: June 26, 2023

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	D K	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.			
		X				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.			
	N					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
					16 4 2 3 11 1	Always Sometimes Rarely Never Don't Know Does not Apply			
					16 2 1 6 11 1	P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum. Always Sometimes Rarely Never Don't Know Does not Apply			
Y						18. FSA-SURROGATE PARENTS (STUDENTS REQUIRING) Standard: The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
Y						19. FSA-PERSONNEL TRAINING Standard: In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.			
						INTERVIEW RESULTS (General & Special Education Teacher)			
39	3	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
42	0	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
38	3	1				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
24	16	2				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			
12	7	23				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
41	3	1				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
Y						20. FSA-INTENSIVE INTERAGENCY APPROACH Standard: The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			
Y						21. FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION Standard: The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation			
		X				21A. TRANSITION REQUIREMENTS Standard: The LEA complies with requirements for transition planning for students.			
						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			
50	0	0		0		CO 8. Is the classroom located within the ebb and flow of school activity?			
50	0	0		0		CO 9. Is the classroom designed for instructional purposes?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					14. FSA-CASELOAD AND AGE RANGE REQUIREMENTS Standard: The LEA complies with the caseload and age range requirements	LEA will submit documentation to PDE demonstrating compliance with caseload requirements within 90 days.		
Y						17. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.			
	N					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			
35	0	2		6		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
34	0	0		9		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
16	0	24		3		CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
29	0	14		0		CO 4. If the student is in a regular education setting, is he/she participating in the lesson taught by the general education teacher or a co-teacher?			
29	0	14		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
27	0	6		10		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
41	0	1		1		CO 7. Does this setting coincide with the student's IEP with regard to the extent to which the student is educated with non-disabled peers?			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
					14 10 3 2 5 3	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			
					26 5 0 1 4 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			
					26 3 1 2 4 1	P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled. Always Sometimes Rarely Never Don't Know Does not Apply			
					23 5 2 1 5 1	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			

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39	3	0				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
38	1	3				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
36	4	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?			
36	4	2				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
36	3	3				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?			
35	5	2				GE 80. Is the student making progress within the general education curriculum?			
36	2	4				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	6				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>Peer support, Tier 1 instruction and support.</p> <p>Benefits from peer support.</p> <p>Peer modeling and working in groups.</p> <p>Specific skills.</p> <p>Communication skills and utilizing strategies. Student may benefit from more individualized instruction on grade level.</p> <p>Access to grade level curriculum, working with peers.</p> <p>The student is learning from peers communicating, asking questions and sharing information.</p> <p>Exposure to grade level content.</p> <p>Working well for reinforcement. Improved classroom skills.</p> <p>Improved, academic participation, independent learning skills.</p> <p>Learning curriculum at grade level.</p> <p>Socially working well, doing work.</p> <p>Does very well.</p> <p>Works well with peers.</p> <p>Interactions with peers, learning the content.</p> <p>Transitioning and moving with other students.</p> <p>More learning. The student has improved in specific area.</p> <p>Exposure to grade curriculum.</p> <p>Socialization skills are being developed with interaction with the students peers.</p> <p>Has matured and is a lot more independent than when first started providing instruction.</p> <p>Learning basic skills.</p> <p>Exposure to basic skills.</p> <p>Exposure to grade content (curriculum).</p> <p>Improvement in academic skills and self confidence.</p> <p>Better socialization skills.</p> <p>Socialization and Academic skills improvement.</p> <p>Exposure to grade level content.</p> <p>Able to collaborate with peers and be exposed to grade level content with accommodations.</p> <p>More socialization opportunities, learning routines in general education classrooms, peer modeling.</p> <p>Increased socialization opportunities.</p> <p>Socialization, Leadership, High level academic engagement, Self motivated.</p> <p>Increased leadership skills, built confidence, quality of classwork is modeled.</p> <p>More confidence and increased peer interactions.</p>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Socialization with classroom peers. Working with peers to model, helps keep on task, small group work with peers on same level matched with the whole group work. Increased engagement with classmates.			
0	0	40				GE 80c. If no, what does this student need that he/she is not receiving in your class? Decreased skills in certain areas, more is needed in order to succeed in general education, need more interventions to succeed, present programs are not working. Would benefit from small group instruction.			
35	5	2				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
34	8	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	34				GE 85b. If no, what training or support would assist you? Special Education training for Regular Education Teachers. Training in areas of need. Special Education training for Regular Education Teacher. Special Education for Regular Education Teachers training. How to support a student with specific needs. How to collaborate with special education team. Whatever is offered to us. More training on how to best differentiate tasks or assignments based on the student's individualized needs. Not equipped to help student, not sure what would be needed.			
38	2	2				GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			
44	1	0				SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			
34	1	10				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?			
24	10	11				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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	21				SE 95c. If yes, what reasons were discussed for recommending removal? Need for small group instruction. To better meet student needs. To meet student needs. Based on need. To better meet student needs. Individualized instruction for subject areas that require more support. To better meet the student's needs. Social skills. Better meet academic needs. Based on need. Needed more support. To better meet student needs. To better meet student needs. Academic needs. Providing Continued academic support. To meet student needs. Related services. To better meet the student's needs. Working academic levels. Academic needs. Academic needs. To better meet student needs. To better meet student needs. To better meet the student's needs.			
0	0	21				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>Based on level of need for small group instruction.</p> <p>IEP team decision.</p> <p>IEP team decision.</p> <p>IEP Team Decision.</p> <p>IEP Team decision.</p> <p>IEP team decision.</p> <p>IEP team decision.</p> <p>To work on goals.</p> <p>IEP team decision.</p> <p>When needed.</p> <p>As needed.</p> <p>IEP team decision.</p> <p>IEP team decision.</p> <p>IEP Team Decision.</p> <p>IEP team recommendation.</p> <p>IEP team decision.</p> <p>IEP team decision.</p> <p>IEP team decision.</p> <p>IEP team decision.</p> <p>IEP team decision.</p> <p>IEP team decision.</p> <p>IEP team decision.</p> <p>IEP team decision.</p> <p>IEP team decision.</p> <p>IEP team decision.</p> <p>IEP team decision.</p>			
35	0	10				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?			
45	0	0				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
39	0	6				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
32	3	10				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
44	0	1				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
42	0	3				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
40	4	1				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			
	N					5A. FSA-EFFECTIVE USE OF DISPUTE RESOLUTION Standard: The LEA uses dispute resolution processes for program improvement.	The LEA will submit an Improvement Plan to establish a process for oversight of complaints, mediations and hearings within the LEA, including designation of responsible personnel.		
	N					6. FSA-GRADUATION RATES (SPP) Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.	The LEA will submit an improvement plan to address meeting the SPP target for graduation rates.		
	N					7. FSA-DROPOUT RATES (SPP) Standard: The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.	The LEA will submit an improvement plan to address meeting the SPP target for drop out rates.		
Y						8A. FSA-SUSPENSION RATES Standard: The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			
	N					11. FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP) Standard: Students with disabilities are provided for in the least restrictive environment	The LEA will submit an improvement plan to address meeting the SPP target for students with disabilities served inside the regular classroom 80% or more of the day, students with disabilities served inside the regular classroom less than 40% of the day and students with disabilities served in other locations.		
	N					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.	The LEA will develop an improvement plan to address participation in PSSA and PASA for students with disabilities.		
	N					16A. FSA-LOCAL ASSESSMENT	The LEA will submit an improvement plan to address participation in district-wide assessments for students with disabilities.		

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 4: Evaluation and Reevaluation Process and Content			
						CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION			
						PERMISSION TO EVALUATE (File Reviews)			
14	0	36				FR 153. PTE-Consent Form is present in the student file			
13	1	36			7%	FR 154. Demographic data			
14	0	36				FR 155. Reason(s) for referral for evaluation			
14	0	36				FR 156. Proposed types of tests and assessments			
10	4	36			29%	FR 157. Contact person's name and contact information			
13	1	36			7%	FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
13	1	36			7%	FR 159. Parent has selected a consent option			
						PERMISSION TO REEVALUATE (File Reviews)			
33	0	17				FR 194. PTRE-Consent Form is present in the student file			
33	0	17				FR 195. Demographic data			
33	0	17				FR 196. Reason for reevaluation			
33	0	17				FR 197. Types of assessment tools, tests and procedures to be used			
32	1	17			3%	FR 198. Contact person's name and contact information			
33	0	17				FR 199. Parent has selected a consent option			
33	0	17				FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
						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 ID student or any student placed in an Approved Private School) from date of ER, prior RR, or Agreement to Waive RR)			
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)			
14	0	36				FR 160. ER is present in the student file			
7	7	36			50%	FR 161. Evaluation was completed within timelines			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
12	2	36			14%	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)			
14	0	36				FR 163. Demographic data			
14	0	36				FR 164. Date report was provided to parent			
14	0	36				FR 165. Reason(s) for referral			
14	0	36				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
14	0	36				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
14	0	36				FR 168. Teacher observations and observations by related service providers, when appropriate			
12	2	36			14%	FR 169. Recommendations by teachers			
14	0	36				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			
14	0	36				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.			
6	0	44				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)			
14	0	36				FR 173. Lack of appropriate instruction in reading			
14	0	36				FR 174. Lack of appropriate instruction in math			
14	0	36				FR 175. Limited English proficiency			
14	0	36				FR 176. Present levels of academic achievement			
14	0	36				FR 177. Present levels of functional performance			
14	0	36				FR 178. Behavioral information			
14	0	36				FR 179. Conclusions			
14	0	36				FR 180. Disability Category			
14	0	36				FR 181. Recommendations for consideration by the IEP team			
14	0	36				FR 182. Evaluation Team Participants documented			

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6	0	44				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
6	0	44				FR 184. Documentation that the student does not achieve adequately for age, etc.			
6	0	44				FR 185. Indication of process(es) used to determine eligibility			
6	0	44				FR 186. Instructional strategies used and student-centered data collected			
6	0	44				FR 187. Educationally relevant medical findings, if any			
6	0	44				FR 188. Effects of the student's environment, culture, or economic background			
6	0	44				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
6	0	44				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
6	0	44				FR 191. Observation in the student's learning environment			
4	0	46				FR 192. Other data if needed			
6	0	44				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						REEVALUATION REPORT (File Reviews)			
36	0	14				FR 207. RR is present in the student file			
27	9	14			25%	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 ID student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR)			
24	12	14			33%	FR 209. A copy of the RR was disseminated to parents at least 10 school days prior to the meeting of the IEP team (unless this requirement was waived by a parent in writing)			
36	0	14				FR 210. Demographic data			
36	0	14				FR 211. Date IEP team reviewed existing evaluation data			
36	0	14				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
36	0	14				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			

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35	1	14			3%	FR 214. Aptitude and achievement tests			
35	1	14			3%	FR 215. Current classroom based assessments and local and/or state assessments			
36	0	14				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
35	1	14			3%	FR 217. Teacher recommendations			
36	0	14				FR 218. Lack of appropriate instruction in reading			
36	0	14				FR 219. Lack of appropriate instruction in math			
36	0	14				FR 220. Limited English proficiency			
36	0	14				FR 221. Conclusion regarding need for additional data is indicated			
11	0	39				FR 222. Reasons additional data are not needed are included			
36	0	14				FR 223. Determination whether the child has a disability and requires special education			
36	0	14				FR 224. Disability category(ies)			
36	0	14				FR 225. Summary of findings includes student's educational strengths and needs			
36	0	14				FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
35	1	14			3%	FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
25	0	25				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			
8	0	42				FR 232. Educationally relevant medical findings, if any			
9	0	41				FR 233. Effects of the student's environment, culture, or economic background			
9	0	41				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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	44				FR 237. Other data if needed			
9	0	41				FR 238. Statement for all 6 items			
36	0	14				FR 239. Documentation of Evaluation Team Participants			
14	0	36				FR 240. Documentation that team members Agree/Disagree			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
35	0	0	2			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
35	0	2	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
34	1	2	0			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
11	1	23	2			P 27. If your child was not reevaluated when required (every 2 years for children with intellectual disability (consent 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	34	2	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
1	0	36	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
1	0	36	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
12	1	32				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)			
48	2	0			4%	FR 241. Invitation is present in the student file			
45	2	3			4%	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)			
48	0	2				FR 243. Demographic data			
48	0	2				FR 244. Purpose(s) of the meeting			
10	0	40				FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	1	44			17%	FR 246. Transition planning and services - if appropriate, evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student			
10	0	40				FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)			
48	0	2				FR 248. Invited IEP team members			
48	0	2				FR 249. Date/time/location of meeting			
46	2	2			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)			
5	1	44			17%	FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
4	1	45			20%	FR 252. Demographic data			
4	1	45			20%	FR 253. Form designates required IEP team member(s) for whom attendance is not necessary			
4	1	45			20%	FR 254. Form designates which members will submit written input prior to the meeting			
4	1	45			20%	FR 255. Parent written consent is documented			
					5 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)			
50	0	0				FR 257. IEP is present in the student file			
41	8	1			16%	FR 258. IEP was completed within timelines			
50	0	0				FR 259. Demographic data			
50	0	0				FR 260. IEP implementation date			
50	0	0				FR 261. Anticipated duration of services and programs			
12	0	38				FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting			
						DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)			
49	1	0			2%	FR 263. Parents			
10	0	40				FR 264. Student			
47	2	1			4%	FR 265. General Education Teacher			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
50	0	0				FR 266. Special Education Teacher			
49	0	1				FR 267. Local Education Agency Representative			
0	0	50				FR 270. Community Agency Representative			
0	0	50				FR 271. Teacher of the Gifted			
4	1	45			20%	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			
48	2	0			4%	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			
0	0	50				FR 275. If the student is deaf or hard of hearing, a communication plan			
21	0	29				FR 276. If the student has communication needs, needs must be addressed in the IEP			
3	0	47				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
1	0	49				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
11	3	36			21%	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			
3	0	47				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)			
50	0	0				FR 281. Student's present levels of academic achievement			
49	1	0			2%	FR 282. Student's present levels of functional performance			
16	3	31			16%	FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
44	4	2			8%	FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
50	0	0				FR 285. How the student's disability affects involvement and progress in the general education curriculum			
50	0	0				FR 286. Strengths			
50	0	0				FR 287. Academic, developmental, and functional needs related to student's disability			
						TRANSITION SERVICES (File Reviews)			
4	6	40			60%	FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment			
5	5	40			50%	FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living			
4	4	42			50%	FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually			
4	6	40			60%	FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service			
4	6	40			60%	FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)			
4	6	40			60%	FR 292b. Transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)			
7	3	40			30%	FR 292c. Annual goals are related to the student's transition services			
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			
43	0	7				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams, ACCESS for ELLS, Alternate ACCESS for ELLS or PASA)			
34	0	16				FR 294. If the student will participate in the PSSA/Keystone Exams, documentation of IEP team decision regarding participation with or without accommodations			
12	0	38				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams			
12	0	38				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
9	1	40			10%	FR 297. If the student will participate in the PASA, how student's performance will be documented			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
43	0	7				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
41	0	9				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
4	0	46				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			
4	0	46				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)			
49	0	1				FR 302. Measurable Annual Goals			
50	0	0				FR 303. Description of how student progress toward meeting goals will be measured			
49	0	1				FR 304. Description of when periodic reports on progress will be provided to parents			
50	0	0				FR 305. Documentation of progress reporting on Annual Goals			
36	0	14				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			
41	0	9				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			
47	0	3				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			
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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
29	0	21				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			
47	2	1			4%	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			
39	0	11				FR 314. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP			
0	0	50				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
50	0	0				FR 316. A conclusion regarding student eligibility for ESY			
45	4	1			8%	FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination			
28	0	22				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			
17	6	27			26%	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	1	0			2%	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	1	1			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			
50	0	0				FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
50	0	0				FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
50	0	0				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)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
19	0	31				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)			
35	1	0	1			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
32	3	0	2			P 29. Did you participate in developing the current IEP for your child?			
35	0	2	0			P 30. Was the meeting held at a time and location that was convenient for you?			
6	0	31	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?			
32	1	1	3			P 32. Was the input you provided considered in the development of your child's current IEP?			
26	3	5	3			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	34	0			P 32b. If no, what training or support would assist you? Not sure. More information on what services are available outside the school (agency services). Experienced with the process.			
24	2	7	4			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
32	3	0	2			P 35. Was the current IEP developed at the IEP meeting?			
27	1	6	3			P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
32	3	1	1			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
0	2	35	0			P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	2	35	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		34	1		2	P 65. If you did not participate in your child's IEP meeting, what kept you from participating? g. other			
16	1	25				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
9	14	19				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
9	0	33				GE 76. Were those recommendations considered by the IEP team?			
41	1	0				GE 86. When a student with a disability is included in your class do you have the opportunity to provide information to the IEP team?			
29	8	5				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						IEP CONTENT			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
30	1	1	5			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?			
23	0	5	9			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?			
38	0	4				GE 81. Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
34	4	4				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
35	4	3				GE 83. Is the current IEP appropriate to meet this student's educational needs?			
45	0	0				SE 98. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
44	1	0				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
44	0	1				SE 103. Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
36	1	8				SE 104. If appropriate, are the student's annual goals based on functional performance?			
45	0	0				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?			
36	1	8				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?			
42	1	2				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?			
36	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?			
42	3	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
40	2	3				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	5				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>Exposure to general education curriculum and small group instruction.</p> <p>Increased socialization opportunities.</p> <p>Social Skills.</p> <p>Better communication skills and social skills.</p> <p>Interaction with peers; building self confidence.</p> <p>Exposure to general education curriculum and interactions with regular education peers.</p> <p>Making progress with the general education curriculum.</p> <p>Exposure to grade level curriculum, spend time with peers for team building and socialization.</p> <p>Making some progress.</p> <p>Peer modeling.</p> <p>Social, experience with grade level content.</p> <p>Modifications allow participation with grade level material.</p> <p>Access to the general education curriculum with accommodations.</p> <p>More socialization opportunities.</p> <p>Applying the skills they are learning in other settings.</p> <p>Exposure to curriculum and socialization skills with peers.</p> <p>Needs connection with peers, seeing age appropriate social skills they use benefits student and shows different techniques.</p> <p>Exposure to the curriculum and socialization with peers.</p> <p>Socially interacting with peers, developing friendships, increased self-esteem.</p> <p>Same age peer interaction benefits global needs.</p> <p>Motivated to learn and participate in classroom activities.</p> <p>Learning socialization skills with peers.</p> <p>Skill development in specific curriculum areas.</p> <p>Socialization with guidance.</p> <p>Requires minimal supports and functions very well in general education classes.</p> <p>Academically and Socially.</p> <p>Increased socialization skills.</p> <p>A little more social, and initiating play with non-disabled peers.</p> <p>Improvement in academics.</p> <p>Exposure to general education curriculum and socialization skills.</p> <p>Functions well with same age peers and making progress. Works well with the regular education</p>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>instructor.</p> <p>Exposure to general education curriculum.</p> <p>Opportunity to interact with other students.</p> <p>Gets to interact with peers.</p> <p>Opportunity to participate in open discussion and positive peer interactions.</p> <p>Skills improved, peer interactions, motivation, student self interest in academic levels has evolved.</p> <p>Happier child and loves to socialize and learning from peers.</p> <p>Socially require modeling and good peer interaction.</p> <p>Socially requires modeling and good peer interaction.</p> <p>Increased socialization opportunities and exposure to grade level curriculum.</p> <p>Improve communication skills and make new friends.</p>			
0	0	43				<p>SE 117c. If no, what does this student need that he/she is not receiving?</p> <p>Not participating.</p> <p>Less stimulating than general education population and more therapeutic setting.</p>			
44	0	1				<p>SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?</p>			
						IEP IMPLEMENTATION			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
32	1	0	4			<p>P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?</p>			
33	1	1	2			<p>P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?</p>			
					<p>29 3 0 2 3 0</p>	<p>P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals.</p> <p>Always</p> <p>Sometimes</p> <p>Rarely</p> <p>Never</p> <p>Don't Know</p> <p>Does not Apply</p>			
						<p>P 58. My child's progress is reported to me by the school in a manner that I understand.</p>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					34 1 0 0 2 0	Always Sometimes Rarely Never Don't Know Does not Apply			
32	4	0	1		11%	<p>P 64. My child is receiving the supports and services agreed upon at the IEP meeting.</p> <p>Not comfortable with special teacher b/c not explained properly, don't just send stuff home with student, should explain completely, feels teacher just says do the work without help or explanation.</p> <p>They haven't been able to hire a teacher, but they are sending home packets we do and it is really helping.</p> <p>Has not been receiving services since there is no teacher but District says they will make it up.</p> <p>Child not receiving support needed. Contacted school, no response.</p>	<p>PDE provided the LEA with the names of individual students for whom individual corrective action must be implemented.</p> <p>The LEA must submit documentation of required corrective action within 30 days.</p>		
33	1	8				<p>GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?</p>			
34	2	6				<p>GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?</p>			
15	0	27				<p>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?</p>			
10	4	28				<p>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?</p>			
0	0	32				<p>GE 79c. 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>Small group instruction. Receiving service as stated in the IEP. To provide additional support to meet needs. Intervention groups. To better meet student needs. Does better in small group settings. Related services needed only. Academic needs. To better meet student needs. To better meet the student's needs.</p>			
0	0	32				<p>GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? IEP team decision. IEP team decision. IEP team decision. Needed to support goals. IEP team decision. IEP team decision. IEP team decision. IEP team decision. IEP team decision. IEP team decision.</p>			
10	1	31				<p>GE 79e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?</p>			
21	0	21				<p>GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP</p>			
41	0	1				<p>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?</p>			
43	2	0				<p>SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?</p>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
42	3	0			7%	SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?	PDE provided the LEA with the names of individual students for whom individual corrective action must be implemented. The LEA must submit documentation of required corrective action within 30 days.		
44	1	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?			
44	1	0				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
36	0	9				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
42	1	2				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
39	4	2				SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?	PDE provided the LEA with the names of individual students for whom individual corrective action must be implemented. The LEA must submit documentation of required corrective action within 30 days.		
						PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent & Special Education Teacher)			
14	0	20	3			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?			
29	4	2	2			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?			
28	3	4	2			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
28	1	6	2			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	0	37	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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
19	0	16	2			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?			
43	0	2				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
25	0	20				SE 122. If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP?			
0	0	45				SE 122a. At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition this student back into the school district (or charter school if student is enrolled in a charter school) with supplementary aids and services?			
0	0	45				SE 122b. Are staff from the home district (or charter school if student is enrolled in a charter school) involved with the planning and implementation of this student program?			
0	0	45				SE 122c. Does this student go on field trips, attend school functions or participate in extracurricular activities with his/her same age/grade peers who are non-disabled?			
0	0	45				SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
0	0	45				SE 122e. If yes, are needed supplementary aids and services being provided to this student?			
0	0	45				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)			
1	1	33	2			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
25	5	2	5			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?			
24	5	3	5			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	13	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
						<p>Extra support for literacy, small group instruction. To better meet needs. To better meet needs. Just the time needed for specific need. To better meet needs. To help my child learn the skills. Just for related services. Need for small group instruction and better staff to student ratios. Meet needs. Academic needs. For smaller group setting. Academic needs. To better meet needs. Provide additional support. To better meet needs. To meet needs. To better meet needs. Not ready. To meet needs. Academic needs. Based on needs. Needs can better be met in special education than general education. To better meet needs. Academic needs.</p>			
0	0	13	0			<p>P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided?</p>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>IEP team decision. IEP team decision. IEP team decision. Level of need. IEP team decision. As needed. IEP team decision. IEP Team Meeting. IEP team decision. IEP team decision. IEP team decision. Not sure. IEP Team decision. IEP team decision. IEP team decision. IEP team decision. IEP team decision. IEP Team meeting. IEP Team. IEP team. IEP team. IEP Team. It was decided by the IEP team. The amount of time was decided by the IEP team. IEP team decision.</p>			
25	3	4	5			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?			
28	2	3	4			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	9	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>Building confidence, pairing with peers that will help when needed.</p> <p>Has improved a lot.</p> <p>Enjoys being in those classes rather than special education class.</p> <p>Making good progress and earning good grades.</p> <p>Doing grade-level work, and has improved.</p> <p>Improved academic skills.</p> <p>Able to be with friends, learning the same things as friends.</p> <p>Doing well.</p> <p>Enjoys general education class.</p> <p>Socialization and adapted curriculum.</p> <p>Additional attention to work.</p> <p>Learns from the other students.</p> <p>Showing growth.</p> <p>Increased socialization skills.</p> <p>Improvement in Functional Skills.</p> <p>Achieving at grade level with the student's peers.</p> <p>Academics and socialization.</p> <p>Working on goals.</p> <p>Academics.</p> <p>Opportunity to make friends.</p> <p>Socialization</p> <p>Interaction with peers, working with students in the classroom.</p> <p>Better socially.</p> <p>Seeing other teachers and people.</p> <p>Works well with regular education students.</p> <p>Learning regular education work.</p> <p>Can make new friends.</p> <p>Socialization, academic improvement and student focus improvement.</p>			
0	0	35	0			<p>P 50h. If no, what does your child need that he/she is not receiving in the class?</p> <p>Focused academic supports in a small group setting.</p> <p>Child does not participate.</p>			
						<p>P 59. I am satisfied with the transition services developed for my child.</p>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					3 0 0 0 5 29	Always Sometimes Rarely Never Don't Know Does not Apply			
					17 5 1 0 5 9	P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment. Always Sometimes Rarely Never Don't Know Does not Apply			
11	0	34				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
21	1	23				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			
50	0	0				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			
49	1	0			2%	FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
46	1	3			2%	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)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
50	0	0				FR 337. Signature of school district superintendent or charter school CEO or designee			
48	1	1			2%	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.)			
46	2	2			4%	FR 339. Parent has selected a consent option			
49	1	0			2%	FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			
						INTERVIEW RESULTS (Parent)			
8	1	28	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?			
					31 1 2 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)			
					27 4 1 0 5 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			
		4	1			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
					6 10 9 21 6 4 19 11 13 8 16 5 5 3	a. modifications b. progress reports c. staff-aide ratios d. staff's knowledge, training e. instructional materials f. less inclusion g. staff open to suggestions, good communication h. follow the IEP i. support services j. student ratios k. staff's understanding and attitude l. more inclusion m. services provided outside neighborhood school n. other			
		23	2		2 1 3 2 2 2 3 2 2 2 2 2 5 5	P 67. Tell me anything you would like to change about the program. a. modifications b. progress reports c. staff-aide ratios d. staff's knowledge, training e. instructional materials f. less inclusion g. staff open to suggestions, good communication h. follow the IEP i. support services j. student ratios k. staff's understanding and attitude l. more inclusion m. services provided outside neighborhood school n. other			
		4	0			P 68. The school explains what options parents have if the parent disagrees with a decision of the school.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					14 5 10 1 1 2	a. Very strongly agree b. Strongly agree c. Agree d. Disagree e. Strongly disagree f. Very strongly disagree			
						P 69. Additional comments about your child's program. My child has improved greatly. We are very happy with the school. Made numerous calls to find out the education status of my child. The school never responded to the phone calls. Receiving education in small group settings and making a good progress. Special education programming needs further development and resources to provide within the neighborhood school. Happy with the education my child is receiving. Not enough support has been provided during the school day for my child. I have requested specific services, still waiting for a response. Has had problems with peers.			
44	1	0				SE 101. Do you hold the required certification to implement this student's program?			
43	1	1				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	44				SE 101b. If no, what training or support would assist you? More for the programs/technology that are used.			
						Topical Area 8: Other Non-compliance Issues			
						Topical Area 9: Other Improvement Plan Issues			
						FSA 15A Parent Survey Results	The LEA will conduct a survey to assist in determining training needs of parents regarding special education. The results of this survey will be incorporated into an improvement plan.		
						FSA 19A Teacher Survey Results	The LEA will submit an improvement plan as a result of the teacher survey responses.		