

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

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

Charter School: Spectrum CS

Chief Executive Officer: Dr. Gail Yamnitzky

Special Education Director/Coordinator: Dr. Gail Yamnitzky

BSE Special Education Adviser: Tyann Neal

Date of Report: August 25, 2022

Date Final Report Sent to LEA: July 30, 2021

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: September 16, 2021

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.			

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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.			
		X				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.	The LEA will develop an improvement plan with regards to LRE and students with disabilities served inside the regular classroom 80% or more of the day and less than 40% of the day.	07/30/2022	05/13/2022
Y						12. FSA-EXTENDED SCHOOL YEAR SERVICES			
Y						13. FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING			
	N					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.	the LEA will develop an Improvement Plan with regards to parent training.	07/30/2022	05/13/2022
						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
					2 0 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					1 0 0 0 1 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)			
						GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
						GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
						GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
						GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			

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						GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
						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			
Y						21A. TRANSITION REQUIREMENTS Standard: The LEA complies with requirements for transition planning for students.			
						Topical Area 2: Delivery of Service			
	N					17. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.	The LEA will submit an improvement plan to address meeting the SPP target of statewide averages.	07/30/2022	05/13/2022
Y						17B. FSA-PUBLIC SCHOOL ENROLLMENT Standard: Timely provision of FAPE for students who transfer public agencies within state, and from another state.			

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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			
						CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
						CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
						CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
						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?			
						CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			
						CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
						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)			
						P 55. My child does classroom work in a regular classroom with students without disabilities.			
					0	Always			
					1	Sometimes			
					0	Rarely			
					1	Never			
					0	Don't Know			
					0	Does not Apply			

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					1 1 0 0 0 0	P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities.			
					0 0 1 1 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.			
					0 1 0 1 0 0	P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel.			
						GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
						GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
						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?			
						GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
						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?			
						GE 80. Is the student making progress within the general education curriculum?			

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						GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
						GE 80b. If yes, in what ways?			
						GE 80c. If no, what does this student need that he/she is not receiving in your class?			
						GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
						GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
						GE 85b. If no, what training or support would assist you?			
						GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			
						SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			
						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?			
						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?			
						SE 95c. If yes, what reasons were discussed for recommending removal? Smaller class sizes, more specific curriculum. Meets needs of the student in both academics and social aspects.			
						SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? The complete curriculum. Data collected.			
						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?			
						SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			

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						SE 97. Have necessary supports been offered and/or provided to enable that participation?			
						SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
						SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
						SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
						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			
		X				5A. FSA-EFFECTIVE USE OF DISPUTE RESOLUTION Standard: The LEA uses dispute resolution processes for program improvement.			
Y						6. FSA-GRADUATION RATES (SPP) Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.			
Y						7. FSA-DROPOUT RATES (SPP) Standard: The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.			
		X				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 and students with disabilities served inside the regular classroom less than 40% of the day.	07/30/2022	05/13/2022

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Y						16. FSA-PARTICIPATION IN PSSA AND PASA (SPP) Standard: The LEA's population of students who participate in state assessment is comparable with the state data.			
Y						16A. FSA-LOCAL ASSESSMENT			
						Topical Area 4: Evaluation and Reevaluation Process and Content			
						CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION			
						PERMISSION TO EVALUATE (File Reviews)			
						FR 153. PTE-Consent Form is present in the student file			
						FR 154. Demographic data			
						FR 155. Reason(s) for referral for evaluation			
						FR 156. Proposed types of tests and assessments			
						FR 157. Contact person's name and contact information			
						FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
						FR 159. Parent has selected a consent option			
						PERMISSION TO REEVALUATE (File Reviews)			
						FR 194. PTRE-Consent Form is present in the student file			
						FR 195. Demographic data			
						FR 196. Reason for reevaluation			
						FR 197. Types of assessment tools, tests and procedures to be used			
						FR 198. Contact person's name and contact information			
						FR 199. Parent has selected a consent option			
						FR 200. Parent signature or documentation of reasonable efforts to obtain consent			

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						AGREEMENT TO WAIVE REEVALUATION (File Reviews)			
						FR 201. Agreement to Waive Reevaluation is present in the student file			
						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)			
						FR 203. Reason reevaluation is not necessary at this time is included			
						FR 204. Contact person's name and contact information			
						FR 205. Parent has selected a consent option			
						FR 206. Parent signature			
						EVALUATION REPORT (INITIAL) (File Reviews)			
						FR 160. ER is present in the student file			
						FR 161. Evaluation was completed within timelines			
						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)			
						FR 163. Demographic data			
						FR 164. Date report was provided to parent			
						FR 165. Reason(s) for referral			
						FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
						FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
						FR 168. Teacher observations and observations by related service providers, when appropriate			
						FR 169. Recommendations by teachers			
						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			

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						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.			
						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)			
						FR 173. Lack of appropriate instruction in reading			
						FR 174. Lack of appropriate instruction in math			
						FR 175. Limited English proficiency			
						FR 176. Present levels of academic achievement			
						FR 177. Present levels of functional performance			
						FR 178. Behavioral information			
						FR 179. Conclusions			
						FR 180. Disability Category			
						FR 181. Recommendations for consideration by the IEP team			
						FR 182. Evaluation Team Participants documented			
						FR 183. For students evaluated for SLD documentation of Agree/Disagree			
						FR 184. Documentation that the student does not achieve adequately for age, etc.			
						FR 185. Indication of process(es) used to determine eligibility			
						FR 186. Instructional strategies used and student-centered data collected			
						FR 187. Educationally relevant medical findings, if any			

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						FR 188. Effects of the student's environment, culture, or economic background			
						FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
						FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
						FR 191. Observation in the student's learning environment			
						FR 192. Other data if needed			
						FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						REEVALUATION REPORT (File Reviews)			
						FR 207. RR is present in the student file			
						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)	1) The LEA will provide training to professional special education staff regarding timelines for re-evaluations. Evidence of Results: 1) Training agendas, hand-outs and participant sign-in sheets. 2) Student file review	07/30/2022 Pattan IU Tac BSE	07/30/2022
						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)	1) The LEA will provide training to professional special education staff regarding the dissemination of the RR to the parent. Evidence of Results: 1) Training agendas, hand-outs and participant sign-in sheets. 2) Student file review	07/30/2022 Pattan IU Tac BSE	07/30/2022
						FR 210. Demographic data			
						FR 211. Date IEP team reviewed existing evaluation data			
						FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
						FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			

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						FR 214. Aptitude and achievement tests			
						FR 215. Current classroom based assessments and local and/or state assessments			
						FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
						FR 217. Teacher recommendations			
						FR 218. Lack of appropriate instruction in reading			
						FR 219. Lack of appropriate instruction in math			
						FR 220. Limited English proficiency			
						FR 221. Conclusion regarding need for additional data is indicated			
						FR 222. Reasons additional data are not needed are included			
						FR 223. Determination whether the child has a disability and requires special education			
						FR 224. Disability category(ies)			
						FR 225. Summary of findings includes student's educational strengths and needs			
						FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
						FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
						FR 228. Interpretation of additional data			
						FR 229. Documentation that the student does not achieve adequately for age, etc.			
						FR 230. Indication of process(es) used to determine eligibility			
						FR 231. Instructional strategies used and student-centered data collected			
						FR 232. Educationally relevant medical findings, if any			

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						FR 233. Effects of the student's environment, culture, or economic background			
						FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
						FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
						FR 236. Observation in the student's learning environment			
						FR 237. Other data if needed			
						FR 238. Statement for all 6 items			
						FR 239. Documentation of Evaluation Team Participants			
						FR 240. Documentation that team members Agree/Disagree			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
						P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
						P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
						P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
						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?			
						P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
						P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
						P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			

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						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)			
						FR 241. Invitation is present in the student file			
						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)			
						FR 243. Demographic data			
						FR 244. Purpose(s) of the meeting			
						FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			
						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			
						FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)			
						FR 248. Invited IEP team members			
						FR 249. Date/time/location of meeting			
						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)			
						FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
						FR 252. Demographic data			
						FR 253. Form designates required IEP team member(s) for whom attendance is not necessary			
						FR 254. Form designates which members will submit written input prior to the meeting			

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						FR 255. Parent written consent is documented			
					0	FR 256. The team members excused:			
					0	a. General Education Teacher			
					0	b. Special Education Teacher			
						c. Local Education Agency Representative			
						IEP CONTENT (File Reviews)			
						FR 257. IEP is present in the student file			
						FR 258. IEP was completed within timelines			
						FR 259. Demographic data			
						FR 260. IEP implementation date			
						FR 261. Anticipated duration of services and programs			
						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)			
						FR 263. Parents			
						FR 264. Student			
						FR 265. General Education Teacher	1) The LEA will provide training to professional special education staff regarding the required participants at an IEP meeting. Evidence of Results: 1) Training agendas, hand-outs and participant sign-in sheets. 2) Student file review	07/30/2022 Pattan TAC BSE IU	07/30/2022
						FR 266. Special Education Teacher			
						FR 267. Local Education Agency Representative			
						FR 270. Community Agency Representative			
						FR 271. Teacher of the Gifted			

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						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			
						FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year	1) The LEA will provide training to professional special education staff regarding procedural safeguards being provided to the parents. Evidence of Results: 1) Training agendas, hand-outs and participant sign-in sheets. 2) Student file review	07/30/2022 Pattan IU Tac BSE	07/30/2022
						SPECIAL CONSIDERATIONS (File Reviews)			
						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			
						FR 275. If the student is deaf or hard of hearing, a communication plan			
						FR 276. If the student has communication needs, needs must be addressed in the IEP			
						FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
						FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
						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			
						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)			
						FR 281. Student's present levels of academic achievement			
						FR 282. Student's present levels of functional performance			
						FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			

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						FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)			
						FR 285. How the student's disability affects involvement and progress in the general education curriculum			
						FR 286. Strengths			
						FR 287. Academic, developmental, and functional needs related to student's disability			
						TRANSITION SERVICES (File Reviews)			
						FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment			
						FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living			
						FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually			
						FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service			
						FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)			
						FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)			
						FR 292c. Annual goals are related to the student's transition services			
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			
						FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams, ACCESS for ELLS, Alternate ACCESS for ELLS or PASA)			
						FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
						FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams			
						FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			

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						FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
						FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
						FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
						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			
						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)			
						FR 302. Measurable Annual Goals			
						FR 303. Description of how student progress toward meeting goals will be measured			
						FR 304. Description of when periodic reports on progress will be provided to parents			
						FR 305. Documentation of progress reporting on Annual Goals			
						FR 306. Short Term Objectives			
						SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)			
						FR 307. Program Modifications and Specially-Designed Instruction			
						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			
						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
						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			
						FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
						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			
						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			
						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			
						FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
						FR 316. A conclusion regarding student eligibility for ESY			
						FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination	1) The LEA will provide training to professional special education staff regarding the ESY eligibility Evidence of Results: 1)Training agendas, hand-outs and participant sign-in sheets. 2)Student file review	07/30/2022 Pattan BSE TAC IU	07/30/2022
						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	1) The LEA will provide training to professional special education staff regarding ESY objectives and goals. Evidence of Results: 1)Training agendas, hand-outs and participant sign-in sheets. 2)Student file review	07/30/2022 Pattan IU TAC BSE	07/30/2022

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services	1) The LEA will provide training to professional special education staff regarding ESY frequency, duration, location. Evidence of Results: 1) Training agendas, hand-outs and participant sign-in sheets. 2) Student file review	07/30/2022 Pattan IU BSE TAC	07/30/2022
						EDUCATIONAL PLACEMENT (File Reviews)			
						FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class			
						FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum			
						FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
						FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
						FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
						FR 325. Location of student's program (name of School Building where the IEP will be implemented)			
						FR 326. If child will not be attending his/her neighborhood school, reason why not			
						PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)			
						FR 327. Completed Section A or Section B			
						IEP DEVELOPMENT			
						INTERVIEW RESULTS (Parent & General Education Teacher)			
						P 28. Were you invited to participate in your child's most recent IEP team meeting?			
						P 29. Did you participate in developing the current IEP for your child?			
						P 30. Was the meeting held at a time and location that was convenient for you?			
						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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						P 32. Was the input you provided considered in the development of your child's current IEP?			
						P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
						P 32b. If no, what training or support would assist you? Have not received any parent training but does not know what type of training I would like or need.			
						P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
						P 35. Was the current IEP developed at the IEP meeting?			
						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?			
						P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
						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?			
						P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
						P 65. If you did not participate in your child's IEP meeting, what kept you from participating?			
						GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
						GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
						GE 76. Were those recommendations considered by the IEP team?			
						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?			
						GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						IEP CONTENT			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						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?			
						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.			
						GE 81. Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
						GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
						GE 83. Is the current IEP appropriate to meet this student's educational needs?			
						SE 98. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?			
						SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
						SE 103. Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
						SE 104. If appropriate, are the student's annual goals based on functional performance?			
						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?			
						SE 107. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						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?			
						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?			
						SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
						SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
						SE 117b. If yes, in what ways?			
						SE 117c. If no, what does this student need that he/she is not receiving?			
						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)			
						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 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
					2 0 0 0 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			
						P 58. My child's progress is reported to me by the school in a manner that I understand.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					2 0 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
						P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
						GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
						GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
						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?			
						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?			
						GE 79c. If yes, what reasons were discussed for recommending removal?			
						GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided?			
						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?			
						GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
						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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
						SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?			
						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?			
						SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
						SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
						SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
						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)			
						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?			
						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?			
						P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
						P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
						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
						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?			
						SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
						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?			
						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?			
						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?			
						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?			
						SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
						SE 122e. If yes, are needed supplementary aids and services being provided to this student?			
						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)			
						P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
						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?			
						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?			
						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
						More appropriate setting, data driven and family requested. Significant needs including transition services.			
						P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? Needs this setting throughout the day. Data driven.			
						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?			
						P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
						P 50g. If yes, in what ways?			
						P 50h. If no, what does your child need that he/she is not receiving in the class?			
					2 0 0 0 0 0	P 59. I am satisfied with the transition services developed for my child. Always Sometimes Rarely Never Don't Know Does not Apply			
					2 0 0 0 0 0	P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment. Always Sometimes Rarely Never Don't Know Does not Apply			
						SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
						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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 6: NOREP/PWN			
						(File Reviews)			
						FR 328. NOREP/PWN is present in the student file			
						FR 329. Demographic data			
						FR 330. Type of action taken			
						FR 331. A description of the action proposed or refused by the LEA			
						FR 332. An explanation of why the LEA proposed or refused to take the action			
						FR 333. A description of the other options the IEP team considered and the reason why those options were rejected	1) The LEA will provide training to professional special education staff regarding options considered. Evidence of Results: 1)Training agendas, hand-outs and participant sign-in sheets. 2)Student file review	07/30/2022 Pattan BSE TAC IU	07/30/2022
						FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
						FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
						FR 336. Educational placement recommended (including amount and type)			
						FR 337. Signature of school district superintendent or charter school CEO or designee	1) The LEA will provide training to professional special education staff regarding the CEO signature Evidence of Results: 1)Training agendas, hand-outs and participant sign-in sheets. 2)Student file review	07/30/2022 Pattan BSE IU TAC	07/30/2022
						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.)			
						FR 339. Parent has selected a consent option			
						FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			
						INTERVIEW RESULTS (Parent)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						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?			
					2 0 0 0 0 0	P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me. Always Sometimes Rarely Never Don't Know Does not Apply			
						Topical Area 7: Additional Interview Responses			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
					2 0 0 0 0 0	P 54. I am a partner with school personnel when we plan my child's education program. Always Sometimes Rarely Never Don't Know Does not Apply			
					1 1 2 1 2 1	P 66. Tell me anything you really like about your child's special education program. c. staff-aide ratios d. staff's knowledge, training f. less inclusion g. staff open to suggestions, good communication k. staff's understanding and attitude n. other			
					1	P 67. Tell me anything you would like to change about the program. n. other			
					2	P 68. The school explains what options parents have if the parent disagrees with a decision of the school. a. Very strongly agree			
						P 69. Additional comments about your child's program.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						SE 101. Do you hold the required certification to implement this student's program?			
						SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
						SE 101b. If no, what training or support would assist you?			
						Topical Area 8: Other Non-compliance Issues			
						Topical Area 9: Other Improvement Plan Issues			
						Parent Training	<p>The LEA will conduct a needs assessment to determine the training needs of parents regarding special education. The results of this needs assessment will be incorporated into an improvement plan.</p> <p>The proposed action for addressing this concern will be to email out a survey link to parents to identify parent training topics.</p> <p>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.</p>	<p>04/29/2023</p> <p>IU TAc BSE Pattan</p>	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						LRE	<p>Special education teachers will participate in professional development opportunities focused on programming and placement decisions based on student strengths, potential and needs.</p> <p>Spectrum Charter School will continue to recruit general education teachers to support students in a regular education setting. Prior to the start of the 2021-2022 academic year, two general educators were added to the faculty to provide a regular education classroom setting for Social Studies and English/Language Arts. Pending enrollment for the 2022-2023 academic year, Spectrum Charter School intends on adding additional support from general education teachers.</p> <ul style="list-style-type: none"> • Spectrum Charter School will continue to explore options such as partnerships with the Forbes Career and Technical Center to provide a more inclusive environment for students to participate with their same-age general education peers. • Administration will review school wide practices to ensure that supportive team structures are established to enable general education teachers to effectively educate students with IEPs in the regular classroom as appropriate. • Special Education teachers and administrators will review the continuum of educational placements available to students attending Spectrum Charter School. • Special Education teachers and administrators will participate in professional development activities to ensure that evidence-based decisions are used by the multi-disciplinary and Individual Education Program Teams • The IEP teams for each student enrolled in a more restrictive placement outside of the Spectrum Charter School campus will be revisited to determine what goals must be obtained and/or what programs must be initiated for the student to return to a less restrictive placement. 	<p>04/29/2023</p> <p>IU TAC Pattan BSE</p>	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
							<ul style="list-style-type: none"> Quarterly meetings with administration and teachers to review each student's educational placement in the least restrictive environment will be conducted. At this meeting, each educational placement will be reviewed, and student progress will be discussed. 		
						public school enrollment	<p>The proposed action for addressing this concern will be provide professional development opportunities focused on programming and placement decisions for teachers and administrators. An IEP meeting will be held for each student enrolled at Spectrum Charter School to discuss and review the appropriate educational environment.</p> <p>During the enrollment process, parents/guardians will be informed of the enrollment procedures and information related to the student population enrolled at Spectrum Charter School.</p>	04/29/2023 iu tac BSE Pattan	