

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: Wallingford-Swarthmore SD

Superintendent: Dr. Wagner Marseille

Special Education Director/Coordinator: Megan McCullough

BSE Special Education Adviser: Carey Zeigler

Date of Report: January 05, 2023

Date Final Report Sent to LEA: January 18, 2022

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: February 07, 2022

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.			
		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.			
Y						11A. FSA-LEAST RESTRICTIVE ENVIRONMENT Standard: The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.			
Y						12. FSA-EXTENDED SCHOOL YEAR SERVICES			
Y						13. FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING			
Y						15. FSA-PARENT TRAINING Standard: Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.			
						INTERVIEW RESULTS (Parent)			
						P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					4 1 0 0 2 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					6 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)			
7	1	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
8	0	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
8	0	0				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	3	0				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			
7	1	0				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
9	1	0				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
		X				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			
Y						9. FSA-FACILITIES USED FOR SPECIAL EDUCATION Standard: The LEA will be in compliance with the facilities requirements			
						CLASSROOM OBSERVATIONS			
8	0	2		0		CO 8. Is the classroom located within the ebb and flow of school activity?			
8	0	2		0		CO 9. Is the classroom designed for instructional purposes?			

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Y						14. FSA-CASELOAD AND AGE RANGE REQUIREMENTS Standard: The LEA complies with the caseload and age range requirements			
Y						17. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.			
Y						17B. FSA-PUBLIC SCHOOL ENROLLMENT Standard: Timely provision of FAPE for students who transfer from public agencies within state, and from another state.			
Y						22. FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION Standard: LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			
	N					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.	The LEA has been provided with the names of individual students for whom corrective action is required within 30 days of the date of this report.	02/17/2022 PaTTAN BSE LEA	02/07/2022
						CLASSROOM OBSERVATIONS			
10	0	0		0		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
9	0	1		0		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
4	0	5		1		CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
5	0	5		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?			
5	0	5		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			

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10	0	0		0		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
9	0	1		0		CO 7. Does this setting coincide with the student's IEP with regard to the extent to which the student is educated with non-disabled peers?			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
					6 1 0 0 0 0	P 55. My child does classroom work in a regular classroom with students without disabilities. Always Sometimes Rarely Never Don't Know Does not Apply			
					7 0 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. Always Sometimes Rarely Never Don't Know Does not Apply			
					7 0 0 0 0 0	P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled. Always Sometimes Rarely Never Don't Know Does not Apply			
					7 0 0 0 0 0	P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel. Always Sometimes Rarely Never Don't Know Does not Apply			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	0	0				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
7	0	1				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
7	0	1				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?			
7	1	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
8	0	0				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?			
8	0	0				GE 80. Is the student making progress within the general education curriculum?			
8	0	0				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	0				GE 80b. If yes, in what ways? Great participation and doing well in areas where help is needed. Improving in class time, is completing and engaging in doing work. Socially benefits from being with age appropriate peers. Academically making progress. Socially appropriate. Annual yearly progress. Academic progress. Growth and thinking analytically. Productivity is up. Completing assignments closer to grade level performance. Socially			
0	0	8				GE 80c. If no, what does this student need that he/she is not receiving in your class?			
8	0	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
8	0	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	8				GE 85b. If no, what training or support would assist you?			
8	0	0				GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			

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8	1	1				SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			
6	1	3				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?			
2	4	4				SE 95b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	8				SE 95c. If yes, what reasons were discussed for recommending removal? Based on need. In the Least Restrictive Environment at this time.			
0	0	8				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Based on need. Full time.			
6	1	3				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?			
10	0	0				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
8	0	2				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
10	0	0				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
8	1	1				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
9	1	0				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
9	1	0				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			
						Topical Area 3: Performance Indicators			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
		X				5A. FSA-EFFECTIVE USE OF DISPUTE RESOLUTION Standard: The LEA uses dispute resolution processes for program improvement.			
	N					6. FSA-GRADUATION RATES (SPP) Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.	The LEA will submit an improvement plan to address meeting the SPP target for graduation rates. The LEA had a rate of 72% while the SPP target was 72.6% The LEA's goal is to increase the graduation rate of students with disabilities to the SPP target or greater.	01/18/2023 PaTTAN BSE LEA	07/14/2022
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 in other locations. Students with disabilities educated in general education- The LEA's rate is 61.54% while the SPP target was 64.10%. The LEA's goal is to increase the percentage of students with disabilities educated in general education to the SPP target or greater. Students with disabilities educated in other settings- LEA's rate was 4.81% while the SPP target was 4.60%. The LEA's goal is to decrease the percentage of students with disabilities educated in other settings to the SPP target or lower.	01/18/2023 PaTTAN BSE LEA	07/14/2022

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	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 submit an improvement plan to address meeting the SPP target for participation rates of students with disabilities. LEA Rates: Reading- 92.68% SPP Taregts Reading 95% Math 95% Math- 93.53% The LEA's goal is to increase the percentage of students with disabilites participation rate to the SPP target or greater.	01/18/2023 PaTTAN BSE LEA	07/14/2022
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)			
3	1	6			25%	FR 153. PTE-Consent Form is present in the student file	The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area. Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.	01/18/2023 PaTTAN BSE LEA	01/04/2023
3	0	7				FR 154. Demographic data			
3	0	7				FR 155. Reason(s) for referral for evaluation			
3	0	7				FR 156. Proposed types of tests and assessments			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	0	7				FR 157. Contact person's name and contact information			
3	0	7				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
3	0	7				FR 159. Parent has selected a consent option			
						PERMISSION TO REEVALUATE (File Reviews)			
3	1	6			25%	FR 194. PTRE-Consent Form is present in the student file	The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area. Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.	01/18/2023 PaTTAN BSE LEA	01/04/2023
3	0	7				FR 195. Demographic data			
3	0	7				FR 196. Reason for reevaluation			
3	0	7				FR 197. Types of assessment tools, tests and procedures to be used			
3	0	7				FR 198. Contact person's name and contact information			
3	0	7				FR 199. Parent has selected a consent option			
3	0	7				FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
						AGREEMENT TO WAIVE REEVALUATION (File Reviews)			
0	0	10				FR 201. Agreement to Waive Reevaluation is present in the student file			
0	0	10				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	10				FR 203. Reason reevaluation is not necessary at this time is included			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 204. Contact person's name and contact information			
0	0	10				FR 205. Parent has selected a consent option			
0	0	10				FR 206. Parent signature			
						EVALUATION REPORT (INITIAL) (File Reviews)			
4	0	6				FR 160. ER is present in the student file			
2	2	6			50%	FR 161. Evaluation was completed within timelines	The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area. Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.	01/18/2023 PaTTAN BSE LEA	01/04/2023
3	1	6			25%	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)	The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area. Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.	01/18/2023 PaTTAN BSE LEA	01/04/2023
4	0	6				FR 163. Demographic data			
4	0	6				FR 164. Date report was provided to parent			
4	0	6				FR 165. Reason(s) for referral			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	1	6			25%	FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form	The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area. Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.	01/18/2023 PaTTAN BSE LEA	01/04/2023
4	0	6				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
4	0	6				FR 168. Teacher observations and observations by related service providers, when appropriate			
4	0	6				FR 169. Recommendations by teachers			
4	0	6				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			
4	0	6				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.			
2	0	8				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)			
4	0	6				FR 173. Lack of appropriate instruction in reading			
4	0	6				FR 174. Lack of appropriate instruction in math			
4	0	6				FR 175. Limited English proficiency			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	0	6				FR 176. Present levels of academic achievement			
4	0	6				FR 177. Present levels of functional performance			
4	0	6				FR 178. Behavioral information			
4	0	6				FR 179. Conclusions			
4	0	6				FR 180. Disability Category			
4	0	6				FR 181. Recommendations for consideration by the IEP team			
4	0	6				FR 182. Evaluation Team Participants documented			
1	0	9				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
1	0	9				FR 184. Documentation that the student does not achieve adequately for age, etc.			
1	0	9				FR 185. Indication of process(es) used to determine eligibility			
1	0	9				FR 186. Instructional strategies used and student-centered data collected			
1	0	9				FR 187. Educationally relevant medical findings, if any			
1	0	9				FR 188. Effects of the student's environment, culture, or economic background			
1	0	9				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
1	0	9				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
1	0	9				FR 191. Observation in the student's learning environment			
0	0	10				FR 192. Other data if needed			
1	0	9				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						REEVALUATION REPORT (File Reviews)			
6	0	4				FR 207. RR is present in the student file			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	4				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)			
6	0	4				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)			
6	0	4				FR 210. Demographic data			
6	0	4				FR 211. Date IEP team reviewed existing evaluation data			
6	0	4				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
4	2	4			33%	FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)	<p>The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area.</p> <p>Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.</p>	01/18/2023 PaTTAN BSE LEA	01/04/2023

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4	2	4			33%	FR 214. Aptitude and achievement tests	<p>The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area.</p> <p>Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.</p>	01/18/2023 PaTTAN BSE LEA	01/04/2023
6	0	4				FR 215. Current classroom based assessments and local and/or state assessments			
5	1	4			17%	FR 216. Observations by teacher(s) and related service provider(s) when appropriate	<p>The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area.</p> <p>Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.</p>	01/18/2023 PaTTAN BSE LEA	01/04/2023
6	0	4				FR 217. Teacher recommendations			
6	0	4				FR 218. Lack of appropriate instruction in reading			
6	0	4				FR 219. Lack of appropriate instruction in math			
6	0	4				FR 220. Limited English proficiency			
6	0	4				FR 221. Conclusion regarding need for additional data is indicated			
3	0	7				FR 222. Reasons additional data are not needed are included			

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6	0	4				FR 223. Determination whether the child has a disability and requires special education			
6	0	4				FR 224. Disability category(ies)			
5	1	4			17%	FR 225. Summary of findings includes student's educational strengths and needs	The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area. Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.	01/18/2023 PaTTAN BSE LEA	01/04/2023
6	0	4				FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
6	0	4				FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
3	0	7				FR 228. Interpretation of additional data			
0	0	10				FR 229. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 230. Indication of process(es) used to determine eligibility			
0	0	10				FR 231. Instructional strategies used and student-centered data collected			
0	0	10				FR 232. Educationally relevant medical findings, if any			
0	0	10				FR 233. Effects of the student's environment, culture, or economic background			
0	0	10				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 236. Observation in the student's learning environment			
0	0	10				FR 237. Other data if needed			
0	0	10				FR 238. Statement for all 6 items			
5	1	4			17%	FR 239. Documentation of Evaluation Team Participants	<p>The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area.</p> <p>Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.</p>	01/18/2023 PaTTAN BSE LEA	01/04/2023
0	0	10				FR 240. Documentation that team members Agree/Disagree			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
7	0	0	0			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
7	0	0	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
7	0	0	0			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
2	0	5	0			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	6	0	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	6	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
1	0	6	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
7	0	3				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)			
10	0	0				FR 241. Invitation is present in the student file			
10	0	0				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)			
10	0	0				FR 243. Demographic data			
10	0	0				FR 244. Purpose(s) of the meeting			
5	0	5				FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			
1	0	9				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			
5	0	5				FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)			
10	0	0				FR 248. Invited IEP team members			
10	0	0				FR 249. Date/time/location of meeting			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	7	0			70%	FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation	<p>The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area.</p> <p>Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.</p>	01/18/2023 PaTTAN BSE LEA	01/04/2023
						PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)			
1	0	9				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
0	1	9			100%	FR 252. Demographic data	<p>The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area.</p> <p>Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.</p>	01/18/2023 PaTTAN BSE LEA	01/04/2023

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	1	9			100%	FR 253. Form designates required IEP team member(s) for whom attendance is not necessary	<p>The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area.</p> <p>Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.</p>	01/18/2023 PaTTAN BSE LEA	01/04/2023
0	1	9			100%	FR 254. Form designates which members will submit written input prior to the meeting	<p>The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area.</p> <p>Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.</p>	01/18/2023 PaTTAN BSE LEA	01/04/2023
0	1	9			100%	FR 255. Parent written consent is documented	<p>The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area.</p> <p>Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.</p>	01/18/2023 PaTTAN BSE LEA	01/04/2023
						FR 256. The team members excused:			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					0 0 0	a. General Education Teacher b. Special Education Teacher c. Local Education Agency Representative			
						IEP CONTENT (File Reviews)			
10	0	0				FR 257. IEP is present in the student file			
10	0	0				FR 258. IEP was completed within timelines			
10	0	0				FR 259. Demographic data			
10	0	0				FR 260. IEP implementation date			
10	0	0				FR 261. Anticipated duration of services and programs			
3	1	6			25%	FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting	The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area. Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.	01/18/2023 PaTTAN BSE LEA	01/04/2023
						DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)			
10	0	0				FR 263. Parents			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	1	5			20%	FR 264. Student	<p>The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area.</p> <p>Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.</p>	01/18/2023 PaTTAN BSE LEA	01/04/2023
8	2	0			20%	FR 265. General Education Teacher	<p>The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area.</p> <p>Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.</p>	01/18/2023 PaTTAN BSE LEA	01/04/2023
10	0	0				FR 266. Special Education Teacher			
10	0	0				FR 267. Local Education Agency Representative			
1	0	9				FR 270. Community Agency Representative			
0	0	10				FR 271. Teacher of the Gifted			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	1	9			100%	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	<p>The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area.</p> <p>Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.</p>	01/18/2023 PaTTAN BSE LEA	01/04/2023
6	4	0			40%	FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year	<p>The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area.</p> <p>Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.</p>	01/18/2023 PaTTAN BSE LEA	01/04/2023
						SPECIAL CONSIDERATIONS (File Reviews)			
1	1	8			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	<p>The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area.</p> <p>Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.</p>	01/18/2023 PaTTAN BSE LEA	01/04/2023

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	8				FR 275. If the student is deaf or hard of hearing, a communication plan			
4	0	6				FR 276. If the student has communication needs, needs must be addressed in the IEP			
2	1	7			33%	FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP	<p>The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area.</p> <p>Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.</p>	01/18/2023 PaTTAN BSE LEA	01/04/2023
0	0	10				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
3	0	7				FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques			
1	0	9				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)			
10	0	0				FR 281. Student's present levels of academic achievement			
10	0	0				FR 282. Student's present levels of functional performance			
5	0	5				FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
10	0	0				FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)			
10	0	0				FR 285. How the student's disability affects involvement and progress in the general education curriculum			

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

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
9	0	1				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
3	0	7				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			
3	0	7				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)			
9	1	0			10%	FR 302. Measurable Annual Goals	<p>The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area.</p> <p>Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.</p>	01/18/2023 PaTTAN BSE LEA	01/04/2023
10	0	0				FR 303. Description of how student progress toward meeting goals will be measured			
10	0	0				FR 304. Description of when periodic reports on progress will be provided to parents			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 305. Documentation of progress reporting on Annual Goals	The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area. Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.	01/18/2023 PaTTAN BSE LEA	01/04/2023
3	0	7				FR 306. Short Term Objectives			
						SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)			
10	0	0				FR 307. Program Modifications and Specially-Designed Instruction			
10	0	0				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			
10	0	0				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			
0	0	10				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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	1	1			11%	FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services	The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area. Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.	01/18/2023 PaTTAN BSE LEA	01/04/2023
9	0	1				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			
10	0	0				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			
10	0	0				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	10				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
10	0	0				FR 316. A conclusion regarding student eligibility for ESY			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination	The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area. Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.	01/18/2023 PaTTAN BSE LEA	01/04/2023
7	0	3				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			
5	1	4			17%	FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services	The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area. Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.	01/18/2023 PaTTAN BSE LEA	01/04/2023
						EDUCATIONAL PLACEMENT (File Reviews)			
10	0	0				FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class			
10	0	0				FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum			
10	0	0				FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
10	0	0				FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
10	0	0				FR 325. Location of student's program (name of School Building where the IEP will be implemented)			
3	0	7				FR 326. If child will not be attending his/her neighborhood school, reason why not			
						PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)			
10	0	0				FR 327. Completed Section A or Section B			
						IEP DEVELOPMENT			
						INTERVIEW RESULTS (Parent & General Education Teacher)			
7	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
7	0	0	0			P 29. Did you participate in developing the current IEP for your child?			
7	0	0	0			P 30. Was the meeting held at a time and location that was convenient for you?			
5	0	2	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?			
7	0	0	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
6	0	0	1			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	7	0			P 32b. If no, what training or support would assist you?			
6	0	1	0			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
6	1	0	0			P 35. Was the current IEP developed at the IEP meeting?			
7	0	0	0			P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
7	0	0	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	7	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?			
0	0	7	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		7	0			P 65. If you did not participate in your child's IEP meeting, what kept you from participating?			
2	5	1				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
2	3	3				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
2	0	6				GE 76. Were those recommendations considered by the IEP team?			
8	0	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?			
7	1	0				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						IEP CONTENT			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
7	0	0	0			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?			
6	0	1	0			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?			
8	0	0				GE 81. Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
8	0	0				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
8	0	0				GE 83. Is the current IEP appropriate to meet this student's educational needs?			
10	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
10	0	0				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 103. Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
7	0	3				SE 104. If appropriate, are the student's annual goals based on functional performance?			
10	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?			
10	0	0				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?			
10	0	0				SE 108. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the student, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
9	0	1				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?			
10	0	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
8	0	2				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	2				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>On track for graduation, has great interaction with peers and utilizes resources that are available.</p> <p>Gets support and positive role modeling from peers.</p> <p>Socially benefiting. Structured. On level in certain areas.</p> <p>Participating with age appropriate peers.</p> <p>Making annual yearly progress. Benefits from being with peers. Specially Designed Instructions are helping to support student in general education classroom.</p> <p>Making annual yearly progress. Participates fully in general education classroom. Collaboration from both teams. Use of specially designed instruction.</p> <p>Fully included, socially and academically.</p> <p>Socially, access to curriculum.</p> <p>Socialization</p>			
0	0	10				SE 117c. If no, what does this student need that he/she is not receiving?			
10	0	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						IEP IMPLEMENTATION			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
7	0	0	0			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?			
7	0	0	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
					7 0 0 0 0 0	<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>			
					7 0 0 0 0 0	<p>P 58. My child's progress is reported to me by the school in a manner that I understand.</p> <p>Always</p> <p>Sometimes</p> <p>Rarely</p> <p>Never</p> <p>Don't Know</p> <p>Does not Apply</p>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	0	0	0			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
8	0	0				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
8	0	0				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
2	0	6				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?			
1	1	6				GE 79b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	7				GE 79c. If yes, what reasons were discussed for recommending removal? Based on observational data and performance data.			
0	0	7				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Based on length of academic subject.			
2	0	6				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?			
2	1	5				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
8	0	0				GE 92. If a student with an IEP is having behavioral difficulties in your classroom, do you address the behavior in your classroom rather than sending him/her back to the special education classroom to address the behavior issue unless indicated otherwise in the student's IEP?			
10	0	0				SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?			
10	0	0				SE 110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
10	0	0				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
8	0	2				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
10	0	0				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
10	0	0				SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent & Special Education Teacher)			
6	0	1	0			P 42. If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including transportation, are they provided at no cost to you?			
7	0	0	0			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?			
7	0	0	0			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
7	0	0	0			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	0	7	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?			
5	0	2	0			P 47. If your child was determined to be eligible for ESY services, did the IEP team decide upon the goals and services needed for the ESY program?			
10	0	0				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	4				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?			
1	1	8				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?			
2	0	8				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?			
2	0	8				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?			
2	0	8				SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
2	0	8				SE 122e. If yes, are needed supplementary aids and services being provided to this student?			
1	1	8				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	0	6	0			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
6	1	0	0			P 50a. In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day?			
5	1	1	0			P 50b. In the most recent IEP meeting, did the IEP team recommend removal of your child from the general education classroom for any part of the school day?			
0	0	2	0			P 50c. If yes, what reasons were discussed for recommending removal? Based on need. Specialized learning support for a specific academic subject. Type of support. Related services. The decision was based upon individual needs.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	2	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? Based on need. It was based upon the time for the specific academic subject. Depending upon needs. IEP team decision. How long the related service/academic length is.			
7	0	0	0			P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
7	0	0	0			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	0	0			P 50g. If yes, in what ways? Social skills improved. Children learn from one another (modeling). Likes praise and wants to achieve like peers. Enhanced self esteem. Socialization, working with others. Academics Socialization and curriculum. Making annual yearly progress. Socially appropriate with same age peers. Confidence has grown. Self esteem intact. Academics and socialization. Participating and keeping up with work.			
0	0	7	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			
					3 0 0 0 0 4	P 59. I am satisfied with the transition services developed for my child. Always Sometimes Rarely Never Don't Know Does not Apply			
						P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					7 0 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
5	0	5				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
6	0	4				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)			
10	0	0				FR 328. NOREP/PWN is present in the student file			
10	0	0				FR 329. Demographic data			
10	0	0				FR 330. Type of action taken			
10	0	0				FR 331. A description of the action proposed or refused by the LEA			
10	0	0				FR 332. An explanation of why the LEA proposed or refused to take the action			
10	0	0				FR 333. A description of the other options the IEP team considered and the reason why those options were rejected			
10	0	0				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
10	0	0				FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
10	0	0				FR 336. Educational placement recommended (including amount and type)			
10	0	0				FR 337. Signature of school district superintendent or charter school CEO or designee			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	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.)	The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area. Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.	01/18/2023	01/04/2023
9	1	0			10%	FR 339. Parent has selected a consent option	The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will provide training to pertinent personnel, using the annotated forms available from the PaTTAN website as well as provide relevant faculty and staff training and or memorandums to address this citation area. Evidence of Change: The LEA will provide a copy of the agenda and the log in sheet to the BSE adviser and any memorandums focused on this cited area. BSE adviser will conduct a file review.	01/18/2023	01/04/2023
10	0	0				FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			
INTERVIEW RESULTS (Parent)									
1	0	6	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?			
					6 0 0 0 0 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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 7: Additional Interview Responses			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
					7 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			
		0	0			P 66. Tell me anything you really like about your child's special education program.			
		7	0			P 67. Tell me anything you would like to change about the program.			
		1	0			P 68. The school explains what options parents have if the parent disagrees with a decision of the school.			
						P 69. Additional comments about your child's program. Staff is truly caring and communicative with parents. Always letting parents know what is happening.			
10	0	0				SE 101. Do you hold the required certification to implement this student's program?			
10	0	0				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				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			

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						FSA 6- Increase rate-ofgraduation for students with individualized education programs (IEPs)	<p>1. The District believes that its graduation rates are a measure of success of student outcomes, particularly as they relate to students with disabilities. To that end, in alignment with guidance from the Pennsylvania Department of Education (PDE) and the Bureau of Special Education (BSE), the Wallingford-Swarthmore School District (WSSD) will implement a five-phased framework developed by the National Dropout Prevention Center, now part of the National Technical Assistance Center on Transition (NTACT). Phases include the following:</p> <p>Phase I: Develop Leadership Teams. This phase will include building-based school leadership along with central office administrators. It should be noted that research does not support waiting until students are in high school prior to implementing dropout-prevention interventions. As such, WSSD will implement this process beginning at the elementary level. Teams will review early warning system (EWS; see Phase II) student level risk data, progress towards goals, logistics/fidelity of implementation of interventions, and makes targeted recommendations.</p> <p>Phase II: Using an Early Warning System (EWS) to analyze data of students. The District will rely upon three data points in order to predict success as it relates to dropout prevention. They include attendance, behavior, and course performance. PowerSchool is the main source of collecting data related to attendance. Of note is that the District is undergoing revisions to its procedures for collecting attendance data. Future data collection will not limit itself to gross measures of attendance but will also include specific classroom-based data collection as well. Teams will rely upon</p>	<p>01/01/2024</p> <p>-Time for teams to meet regularly; -The expanded promotion of ownership of student needs across all content areas; -Expertise (and training) in evidence-based literacy, math, and behavioral interventions for struggling learners; -Data maintenance</p>	

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							<p>school-wide information system (SWIS) data to analyze office discipline referrals for the purposes of tracking behavioral data. Teams will use myriad sources of data to assess academic course performance. First and foremost, they will rely upon grades and D/F reports conducted on no less than a quarterly basis (middle and high school) as well as MAP data for the purposes of assessing growth. Taken as a whole, these data will inform composite scores for students in an effort to target interventions intended for students with disabilities thought to be at risk for dropping out.</p> <p>Phase III: Identify target interventions based on needs of students with disabilities. Under this phase of the framework, LEAs will draw upon actual interventions thought to mitigate dropout among students with disabilities. First school-based teams will systematize their EWS to identify students who are off track for graduation. Executing this phase will include a multi-pronged approach. First, Under a Multi-Tiered System of Support (MTSS) already underway, District Teams will rely upon academic interventions that increase with intensity based upon the needs being presented by students identified for supports. As they relate to students with disabilities in particular, they might include focused interventions in math and literacy as well as the practical assessment exploration system (PAES) Lab to promote work and life skills training. Professional development for staff should include differentiated instruction (which will also target the LEA's efforts at educating students in the LRE). Second, an MTSS model will continue to be employed as it relates to behavioral interventions. For example, a targeted (Tier II) behavioral intervention for a student with a disability</p>		

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							<p>who has had a functional behavior assessment (FBA) and whose behaviors are thought to be attention-seeking might participate in a check-in/Check-out program. Also, along these lines, teams will formalize family engagement efforts, especially as they relate to school-community collaboration in the area of special education topics. A fourth strategy in this phase will include attendance strategies and alternative programming. In essence, this strategy seeks to eliminate the need to drop out. School Counselors and Social workers will identify resources for students whose attendance data indicates that they are at risk for dropping out. Examples of this include students who provide child care or otherwise are relied upon to contribute to their family's resources and wellbeing. To that end, credit recovery options will be targeted and delivered at no cost; curriculum will be modified accordingly and based on student-specific IEP goals. A fifth strategy during this phase will build upon the District's efforts to promote increase cultural proficiency among staff in the delivery of services to all students in an equitable manner. Professional development will draw upon building teacher-leaders who have already been assigned to provide professional development and communication concerning the communication of high expectations for all students, staff learning within the context of culture, student-centered instruction, culturally-mediated instruction, and reshaping curricula. A sixth strategy in this phase will include building upon family engagement. District leadership is currently engaging in preliminary planning to promote a more formalized partnership with parents of</p>		

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							<p>students with disabilities in an effort to promote increased collaboration among school leadership, teachers, and invested parent and student-advocates. A seventh strategy is to assess and re-imagine transition planning for students with disabilities. While the District is already engaging in meaningful planning for students with significant disabilities, targeted interventions in the area of transition are being planned for with students with more high-incidence disabilities. The District's transition Coordinator will provide evidence of trainings targeting meaningful transition for all students.</p> <p>Phase IV: Develop Improvement Plan. This phase will focus on the development of individualized education programming that specifically targets graduation attainment objectives for individual students.</p> <p>Phase V: Implement, Monitor, and Evaluate Improvement Plan. This final phase will rely upon progress monitoring data and cycle back to school-based teams the data necessary to make data-informed decisions based on students' responses to the intervention that have been implemented.</p>		

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						FSA 11 LRE Increase the rate at which students with disabilities (IEPs) participate in classes with their non-disabled peers.	<p>The District has assessed its ongoing challenges regarding least restrictive environment (LRE) and determined that the majority of pull-out instruction occurs at the secondary level. This assessment was conducted alongside the results of the cyclical monitoring for special education as well as the curriculum audit. A team from the office of student services assessed practices related to a) the vision, expectation, leadership, and climate of the District, b) policies and procedures that promote LRE, c) an array of services and program and classroom strategies to facilitate the implementation of LRE for students with disabilities, the LEA's accountability systems that reflect high expectations for all students, and d) teachers, families, and students working together for better student results.</p> <p>Taken as a whole, the team has isolated short, mid, and long-term ways for addressing LRE, particularly at the secondary level. All means for addressing LRE coincide with the District's undertaking of multi-tiered systems of support (MTSS). At the elementary level, MTSS is further along in its implementation, particularly as it relates to the academic/response to instruction and intervention (RtII) side, whereas the secondary level – particularly the high school – has only just begun to embrace a model of MTSS. Actionable steps include:</p> <ol style="list-style-type: none"> 1. Address issues of cultural proficiency on a systems level that embrace neurodiversity in addition to other systematic barriers to instruction. The District will engage in meaningful professional development aimed at enhanced and applied understand of differences between students and how they are likely to interact with 	<p>01/01/2024</p> <ul style="list-style-type: none"> -Time for teams to meet regularly; -The expanded promotion of ownership of student needs across all content areas; -Expertise (and training) in evidence-based literacy, math, and behavioral interventions for struggling learners; -Data maintenance 	

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							<p>traditional norms of teaching.</p> <p>2. Address policies that affect students with disabilities. Through work with the policy committee, the office of student services will assist in updating policies that, left unchecked, might result in the exclusion of students with disabilities, especially where the behaviors exhibited by students with disabilities are the manifestation of those disabilities and result in a loss of instructional time.</p> <p>3. Invest in evidence-based interventions that occur within the general education environment. One major issue endemic to the high school is that students earn letter grades that contribute to passing courses which are required for credit. Students with disabilities are significantly and disproportionately more likely to experience failures than are their non-disabled peers. This results in negative outcomes including increased rates of pull-out instruction in order to mitigate rates of failure. Addressing grading procedures as well as those that explicitly empower staff to take certain steps in the face of a lack of progress experienced by students with IEPs is paramount.</p> <p>4. Collaborate with the community and parent-groups around issues of neurodiversity. The District will establish a more formal relationship with nascent parent groups that are forming with the effort of bridging the communications gap between the District leadership and stakeholders who serve as the</p>		

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							single greatest source of influence on the children the District serves. This relationship will empower families to not only effectively advocate on behalf of their students through an enhanced understanding of universal design, but also more fluently reinforce		

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						FSA 16 State Assessments Increase the rate of participation in PSSA and PASA testing for students with disabilities (IEPs)	<p>It should be noted that the period of time over which data related to this metric was collected corresponds with widespread decreased participation in State testing as a result of the pandemic and school closures. With that said, the district believes that more can be done to increase the participation rates of all students in state-wide testing, and particularly for students with disabilities. Wallingford-Swarthmore School District, like many others, has seen an increase in parents opting out of State testing prior to and since the onset of the pandemic. Less than 95% of student participation, regardless of the reasons or circumstances deleteriously affects the district's overall participation rates. For now, upon initial analysis, it is believed that the decreased rates of participation among students with disabilities in the district is symptomatic of an overall trend across all students in the district, as well as, perhaps, other districts in the commonwealth with similar demographics, and having faced similar circumstances in the past few years. The District will take the following concrete steps to address the issue of participation in PSSA and PASA State testing:</p> <p>1. The Office of Student Services will assume responsibility for testing coordination entirely. Whereas this office has historically been responsible for the proper designation of PASA eligibility for our most impacted learners, the coordination of district-wide testing as a whole will now be coordinated by the Office so as to include PSSA and Keystone testing in addition to the administration of PASA. Training and communication for staff will be the responsibility, from the</p>	<p>01/01/2024</p> <ul style="list-style-type: none"> -Collaboration among department to formalize restructuring efforts at the administrative levels; -Development of updated organizational chart, responsibilities, and clear lines of communication; -Shared vision among stakeholders for the development of formalized relationship with parent advocacy groups; -Personnel: Supervisor to assume role of Testing Coordinator, Liaison for communications 	

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							<p>bottom up, of the Office of Student Services.</p> <p>2. Channels of communication with families, and more specifically, community-advocacy groups, will be formalized. With this enhanced partnership, the goals for special education, including the needs such as in this area will be transparently communicated so as to not only properly inform groups of the importance of PSSA and PASA participation, but ask for collaboration in meeting the criteria to fulfill this goal.</p> <p>3. The District will maintain an evidence-based health and safety plan that mitigates the effects of COVID-19 and minimizes the chances of school closures as well as student absences which are believed to, in part, contribute to this need. The Office of Student Services will be chiefly responsible for the development, and implementation of ongoing pandemic coordination.</p>		