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| **Data Review** | Review the current reporting requirements for all the service codes, particularly the requirement that PEAs report the percentage of time that a student is inside the regular class (**not** the percentage of time the student is receiving special education). Did you discover any reporting inconsistencies or errors? How do these anomalies affect your data? | Examine the placement options in use in the agency for each disability group. Is there variability in placement for each disability category or do you find that all students with the same disability are being served in exactly the same type of setting? Provide a detailed description of your placement options. | If you have multiple sites for each age group (elementary, middle, high school), examine the placement data by site. Use multiple years of data in order to determine if IEP team placement decisions are being influenced by different factors in different schools. | Describe the placement options by grade level. Is a pattern of more restrictive settings seen in some grades, but not in others, or is there a universal concern? Provide a detailed description of your grade-level options. | Examine the reasons that students in more restrictive settings are placed in those settings. As an example, are students placed in self-contained programs because of behavior issues or because of educational need? Explain any findings. |
| Findings |  |  |  |  |  |
| Evidence |  |  |  |  |  |

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| **Staff/Program** | Provide a detailed description of the staff development that has taken place in the areas of:   1. Diverse learners and cultural differences 2. Behavior management strategies, including functional behavioral assessments and behavior intervention plans 3. Instructional strategies such as learning styles 4. Collaboration skills 5. Accommodations 6. Assistive technology | Inspect the physical layout of each facility to determine if there are access issues that prevent students from participating with their typical peers. | Inspect staffing patterns to determine if sufficient supports for general education teachers are available to support an inclusive environment. | Describe the agency’s policies, procedures, and practices used to determine when the education of a child cannot be achieved satisfactorily in the general classroom. | Are there impediments to a more inclusive environment for students with disabilities in your agency? Include only those over which you have some control. Examples include such things as teacher attitude, administrative support, culture of collaboration, use of assistive technology, etc. |
| Findings |  |  |  |  |  |
| Evidence |  |  |  |  |  |

**Action Plan**

Problem Statement(s):

Actionable Cause(s):

Goal: