

LEA: Algiers Technology Academy	DATE OF MONITORING: February 9, 2017		
Authorized Representative:(Signature)	Title:	Date:	

ACTIVITIES & ACTION STEPS FOR COMPLIANCE	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE	DOCUMENT STATUS
1.1. Correct all student specific citations identified in the Results Summary report. NOTE: This activity represents an individual correct action plan for providing remedies for all student specific IDEA citations.	March 2017	Director of Student Support Services Special Education Staff School Principal or Designee	Email notifying LDOE the IEP instructional plans for those students have been amended in SER. LDOE will check those IEPs in SER to ensure they are compliant.	May 30, 2017	
1.2. Provide compensatory education to students whose files did not include documentation verifying they received related services. These students did not have evidence of service provider logs and/or had incomplete service provider logs in their files.	April 2017	Director of Student Support Services School Principal or Designee	Copy of compensatory letter signed by parent documenting notification of services and whether or not the parent accepts or refuses the service Copy of amended IEP	June 30, 2017	

Ι ,	documenting	June 30, 2017	
	_	Julie 30, 2017	
	compensatory		
	services are being		
	offered with		
1	time/frequency of		
	services		
	Copies of student		
	attendance	June 30, 2017	
	Copies of service		
	provider logs	June 30, 2017	
		Julie 30, 2017	
	indicating the service		
I I I	provided, date, time,		
	and number of		
	minutes student		
	provided		
	compensatory		
	education during the		
	session		



LEA: Arise Academy	DATE OF MONITORING: 11-9-16	
SPED Director: (Signature)	Title:	Date:

ACTIVITIES & ACTION STEPS FOR COMPLIANCE	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE	DOCUMENTATION STATUS
1.1. Correct all student specific citations identified in the Results Summary report. NOTE: This activity represents an individual correct action plan for providing remedies to address all student specific IDEA citations.	March 2017	Director of Scholar Support Director of Intervention Special Education Teachers	Email notifying LDOE all citations have been corrected and any other documentation to substantiate compliance. LDOE will review IEPs in SER.	May 1, 2017	
1.2. Provide professional development (PD) to school staff (administrators, special education teachers, related services personnel, and general education teachers) on data collection, and writing appropriate FBAs.	April 2017	Director of Scholar Support Director of Intervention	Agenda Sign-In Sheet Handouts PowerPoint Presentation	August 18, 2017	
1.3. Provide PD to school staff (administrators, special education teachers, related services personnel, and general education teachers) on writing, implementing, documenting appropriate BIPs, selecting and teaching replacement	April 2017	Director of Scholar Support Director of Intervention	Agenda Sign-In Sheet Handouts PowerPoint Presentation	August 18, 2017	

behaviors, completing Daily Behavior Report Cards (or other behavior progress monitoring procedures procedures), providing student feedback, and frequently graphing progress monitoring data. 1.4. Internally monitor FBAs and BIPs on bi-monthly basis utilizing culture team		Director of Scholar Support	Copy of bi-monthly reviews of FBAs and BIPs	September 29 November 30	
member, behavior strategist, or other assigned personnel to conduct the reviews to ensure students with behavior concerns have FBAs and BIPs in place. Reviewer will use FBA and BIP checklist provided by LDOE.		Director of Intervention		January 31 March 30 May 30	
1.5. Develop a formal written process on: how to conduct a FBA; develop a BIP; how to measure effectiveness of behavior supports through data collection; conducting integrity/fidelity evaluations; and following the mandated MDR process.	March 2017	Director of Scholar Support Director of Intervention	Copy of written procedures for FBAs, BIPs, and the MDR process	May 31, 2017	
1.6. Provide PD to school staff (administrators, special education teachers, related services personnel, and general education teachers) on the Manifestation Determination Review process, including parental notification and procedural safeguards, who is involved, when the determination is made, what information is required for the decision, and the next steps after the decision is made. Also, train staff on how to properly use the MDR checklist provided by LDOE.	April 2017	Director of Scholar Support Director of Intervention	Agenda Sign-In Sheet Handouts PowerPoint Presentation	August 18, 2017	

1.7. Utilize MDR checklist provided by the LDOE for each student with 10 or more days of verified suspensions and/or the student's placement was changed as a result of a disciplinary action to ensure all MDR procedures are followed. Internally monitor MDR process on bimonthly basis to include: number of students that had MDR, date parent contacted regarding change of placement, copy of parent notification letter and a copy of MDR checklist completed for student.	April 2017	Director of Scholar Support Director of Intervention	Copy of summary of MDR reviews to include: -Number of students with MDRs -Copy of MDR checklist -Copy of parental notification letter of proposed change in placement including date letter sent home and documentation indicating whether procedural safeguards provided to parents	September 29 November 30 January 31 March 30 May 30	
1.8. Monthly tracking of students with suspension/expulsions to include: student name, exceptionality, and number of days removed. Also, the type of suspension (ISS or OSS).	April 2017	Director of Scholar Support Director of Intervention	Copy of monthly tracking data to include:	September 29 October 31 November 30 December 20 January 31 February 28 March 30 April 30 May 31	
1.9. Provide compensatory education to student with more than 10 days OSS who did not receive educational services and to students who did not receive related services per time/frequency stated on their IEP.	March 2017	Director of Scholar Support Director of Intervention	Copy of compensatory letter signed by parent notifying them of services offered to student Copy of student attendance and teacher and related service provider logs documenting services given to student	May 31, 2017	



LEA: Eleanor McMain Secondary School	DATE OF MONITORING: November 16, 2016	
SPED Director: (Signature)	Title:	Date:

ACTIVITIES & ACTION STEPS FOR COMPLIANCE	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE	DOCUMENTATION STATUS
1.1. Correct all student specific citations identified in the Results Summary report. NOTE: This activity represents an individual correct action plan for providing remedies to address all student specific IDEA citations.	March 2017	Director of Scholar Support Director of Intervention Special Education Teachers	Email notifying LDOE all citations have been corrected and any other documentation to substantiate compliance. LDOE will review IEPs in SER.	May 1, 2017	
1.2. Provide professional development (PD) to school staff (administrators, special education teachers, related services personnel, and general education teachers) on data collection, and writing appropriate FBAs.	April 2017	Director of Scholar Support Director of Intervention	Agenda Sign-In Sheet Handouts PowerPoint Presentation	August 18, 2017	
1.3. Provide PD to school staff (administrators, special education teachers, related services personnel, and general education teachers) on writing, implementing, documenting appropriate BIPs, selecting and teaching	April 2017	Director of Scholar Support Director of Intervention	Agenda Sign-In Sheet Handouts PowerPoint Presentation	August 18, 2017	

replacement behaviors, completing Daily Behavior Report Cards (or other behavior progress monitoring procedures procedures), providing student feedback, and frequently graphing progress monitoring data. 1.4. Internally monitor FBAs and BIPs on bi-monthly basis utilizing culture team member, behavior strategist, or other assigned personnel to conduct the reviews to ensure students with behavior concerns have FBAs and BIPs in place. Reviewer will use FBA and BIP checklist provided by LDOE.		Director of Scholar Support Director of Intervention	Copy of bi-monthly reviews of FBAs and BIPs	September 29 November 30 January 31 March 30 May 30	
1.5. Develop a formal written process on: how to conduct a FBA; develop a BIP; how to measure effectiveness of behavior supports through data collection; conducting integrity/fidelity evaluations; and following the mandated MDR process.	March 2017	Director of Scholar Support Director of Intervention	Copy of written procedures for FBAs, BIPs, and the MDR process	May 31, 2017	
1.6. Provide PD to school staff (administrators, special education teachers, related services personnel, and general education teachers) on the Manifestation Determination Review process, including parental notification and procedural safeguards, who is involved, when the determination is made, what information is required for the decision, and the next steps after the decision is made. Also, train staff on how to properly use the MDR checklist provided by LDOE.	April 2017	Director of Scholar Support Director of Intervention	Agenda Sign-In Sheet Handouts PowerPoint Presentation	August 18, 2017	

1.7. Utilize MDR checklist provided by	April 2017	Director of Scholar	Copy of summary of MDR reviews	September 29	
the LDOE for each student with 10 or		Support	to include:	November 30	
more days of verified suspensions		Director of Intervention	-Number of students with MDRs	January 31	
and/or the student's placement was			-Copy of MDR checklist	March 30	
changed as a result of a disciplinary			-Copy of parental notification letter	May 30	
action to ensure all MDR procedures are			of proposed change in placement		
followed.			including date letter sent home		
			and documentation indicating		
Internally monitor MDR process on bi-			whether procedural safeguards		
monthly basis to include: number of			provided to parents		
students that had MDR, date parent					
contacted regarding change of					
placement, copy of parent notification					
letter and a copy of MDR checklist					
completed for student.					
1.8. Monthly tracking of students with	April 2017	Director of Scholar	Copy of monthly tracking data to	September 29	
suspension/expulsions to include:		Support	include:	October 31	
student name, exceptionality, and		Director of Intervention	 Student 	November 30	
number of days removed. Also, the			 Exceptionality 	December 20	
type of suspension (ISS or OSS).			 #of days removed 	January 31	
			Type of removal (ISS or	February 28	
			OSS)	March 30	
			,	April 30	
				May 31	



LEA: G.W. Carver Collegiate Academy	DATE OF MONITORING: November 10, 2016	
SPED Director:(Signature)	Title:	Date:

ACTIVITIES & ACTION STEPS FOR COMPLIANCE	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE	DOCUMENTATION STATUS
1.1. Correct all student specific citations identified in the Results Summary report. NOTE: This activity represents an individual correct action plan for providing remedies to address all student specific IDEA citations.	March 2017	Director of Intervention Special Education Teachers	Email notifying LDOE all citations have been corrected and any other documentation to substantiate compliance. LDOE will review IEPs in SER.	May 1, 2017	
1.2. Provide professional development (PD) to school staff (administrators, special education teachers, related services personnel, and general education teachers) on data collection, and writing appropriate FBAs.	April 2017	Director of Intervention	Agenda Sign-In Sheet Handouts PowerPoint Presentation	August 18, 2017	
1.3. Provide PD to school staff (administrators, special education teachers, related services personnel, and general education teachers) on writing, implementing, documenting appropriate BIPs, selecting and teaching replacement behaviors, completing Daily Behavior	April 2017	Director of Intervention	Agenda Sign-In Sheet Handouts PowerPoint Presentation	August 18, 2017	

Report Cards (or other behavior progress monitoring procedures procedures), providing student feedback, and frequently graphing progress monitoring data.				
1.4. Internally monitor FBAs and BIPs on bi-monthly basis utilizing culture team member, behavior strategist, or other assigned personnel to conduct the reviews to ensure students with behavior concerns have FBAs and BIPs in place. Reviewer will use FBA and BIP checklist provided by LDOE.		Director of Intervention	Copy of bi-monthly reviews of FBAs and BIPs	September 29 November 30 January 31 March 30 May 30
1.5. Develop a formal written process on: how to conduct a FBA; develop a BIP; how to measure effectiveness of behavior supports through data collection; conducting integrity/fidelity evaluations; and following the mandated MDR process.	March 2017	Director of Intervention	Copy of written procedures for FBAs, BIPs, and the MDR process	May 31, 2017
1.6. Provide PD to school staff (administrators, special education teachers, related services personnel, and general education teachers) on the Manifestation Determination Review process, including parental notification and procedural safeguards, who is involved, when the determination is made, what information is required for the decision, and the next steps after the decision is made. Also, train staff on how to properly use the MDR checklist provided by LDOE.	April 2017	Director of Intervention	Agenda Sign-In Sheet Handouts PowerPoint Presentation	August 18, 2017
1.7. Utilize MDR checklist provided by	April 2017	Director of Intervention	Copy of summary of MDR reviews	September 29

the LDOE for each student with 10 or more days of verified suspensions and/or the student's placement was changed as a result of a disciplinary action to ensure all MDR procedures are followed. Internally monitor MDR process on bimonthly basis to include: number of students that had MDR, date parent contacted regarding change of placement, copy of parent notification letter and a copy of MDR checklist completed for student. 1.8. Monthly tracking of students with suspension/expulsions to include: student name, exceptionality, and number of days removed. Also, the type of suspension (ISS or OSS).	April 2017	Director of Intervention	to include: -Number of students with MDRs -Copy of MDR checklist -Copy of parental notification letter of proposed change in placement including date letter sent home and documentation indicating whether procedural safeguards provided to parents Copy of monthly tracking data to include: Student Exceptionality #of days removed Type of removal (ISS or OSS)	November 30 January 31 March 30 May 30 September 29 October 31 November 30 December 20 January 31 February 28	
1.0. Dravida componentary advection to	March	Director of Intervention	Cany of sampanestam latter signed	March 30 April 30 May 31	
1.9. Provide compensatory education to student with more than 10 days OSS who did not receive educational services.	March 2017	Director of Intervention	Copy of compensatory letter signed by parent notifying them of services offered to student	May 31, 2017	
			Copy of student attendance and teacher logs documenting services provided to student		



LEA: International High School	DATE OF MONITORING: February 6, 2017		
Authorized Representative:(Signature)	Title:	Date:	

ACTIVITIES & ACTION STEPS FOR COMPLIANCE	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE	DOCUMENT STATUS
1.1. Correct all student specific citations identified in the Results Summary report. NOTE: This activity represents an individual corrective action plan for providing remedies for all student specific IDEA citations.	March 2017	Director of Student Support Services Special Education Staff School Principal or Designee Special Education Coordinator	Email notifying LDOE the IEP instructional plans for those students have been amended in SER. LDOE will check those IEPs in SER to ensure they are compliant.	October 31, 2017	
1.2. Staff will review the IEP Training Modules on the LDOE website provided by the Human Development Center – LSUHSC group with particular focus on Module 2 (Data Driven Present Levels of Performance) and Module 3 (Measurable Goals). Staff will sign a form verifying they have viewed the training materials. http://www.louisianabelieves.com/resources/library/academics	April 2017	Special Education Coordinator	Signed copy of form from each SPED staff member	October 2, 2017	
 1.3. Provide training to special education staff (sped teachers and related service providers) on writing compliant IEPs to include the following topics: Writing measurable goals 	April 2017	Director of Student Support Services	Agenda Sign-In sheets Handouts PowerPoint	Submission of Training Materials to LDOE for review and	

Data Driven Present Level of Functional Performance		Special Education	Presentation	feedback:	
Statements		Coordinator	1 rescritation	October 2, 2017	
Writing objectives linked to the goal that are				0000001 2, 2017	
measurable					
 Documenting student progress using progress reports 				Documentation of	
 Ensuring required participants of IEP team are invited 				Training: October	
to IEP meeting, included as IEP participant on IEP, and				12, 2017	
sign IEP				12, 2017	
Writing transition goals and marking goals targeted for					
transition					
How and when to document waiver of attendance of a					
participant for an IEP meeting using a participant excusal form					
Train staff on forms created by LDOE. Included in this training will					
be how to correctly use the: IEP evaluation rubric, IEP goal and					
PLAFF templates, and IEP Checklist. The content of the training					
shall be submitted to the LDOE for review and feedback prior to					
delivery of the training by the LEA. SPED staff will be required to					
use the rubric and IEP checklist when reviewing and writing IEPs.					
use the rushe und ter encessist when reviewing and writing ter s.					
1.4. Provide training to related service providers on how to	April	Director of	Agenda	Submission of	
properly document provision of services to students. The	2017	Student Support	Sign-In sheets	Training Materials	
training will include: filling out services log, documenting		Services	Handouts	to LDOE for	
student progress on logs and documenting delivery of services.			PowerPoint	review and	
The content of the training shall be submitted to the LDOE for		Special Education	Presentation	feedback:	
review and feedback prior to delivery of the training by the		Coordinator		October 2, 2017	
LEA. The school will use the components of a service log					
provided by LDOE to document provision of related services					
and the services log checklist provided by LDOE to document				Documentation of	
log reviews.				Training:	
				October 12, 2017	
1.5. LEA will provide ongoing training in the following areas: IEP	April	Director of	Agenda	Submission of	
writing, provision and documentation of accommodations,	2017	Student Support	Sign-In sheets	Training Materials	
documenting special education services, progress monitoring		Services	Handouts	to LDOE for	
of student data. The content of the training shall be submitted		Special Education	PowerPoint	review and	

to the LDOE for review and feedback prior to delivery of the training by the LEA.		Coordinator	Presentation	feedback: Submit training materials a month prior to training (LEA must provide schedule of trainings for SY). Documentation of Training: Throughout 2017- 2018 School Year
 1.6. The SPED Coordinator or Lead Teacher will perform monthly consistency checks to ensure IEP fidelity by internally monitoring all IEPs before the IEP is submitted to SER to make it official with a focus on: Goals/objectives and PLAFF using the IEP Evaluation rubric; AND IEP components (GSI, Accommodations, Program Services, Services/Placement) using IEP checklist LDOE will randomly select students bi-monthly in SER whose IEP annual review date is within the two most current review months. LDOE will use the checklists provided to the LEA (IEP Evaluation rubric and IEP checklist) to complete reviews and provide feedback. An action plan will be sent by LDOE if there are any issues found during the review with a required response to those actions within a week timeframe. 	April 2017	Director of Student Support Services School Principal or Designee Special Education Coordinator	Summary of monthly reviews MUST include: • # of IEPs reviewed • # of IEPs with goal(s) issues • # of IEPs with objectives issues • # of IEPs with PLAFF issues • # of IEPs with IEP component issue (specify the component area and issue) • Actions taken to ensure staff make corrections • Results of	September 29 October 31 November 30 December 20 January 31 February 28 March 30 April 30 May 31

			those actions		
1.7. The SPED Coordinator or Lead Teacher will perform monthly	April	Director of	Monthly submission	October 31	
consistency checks to ensure related service provider logs are completed with fidelity. Related service provider logs will be internally monitored for provision of services per the time/frequency specified on the students IEP. School will use checklist provided by LDOE to document reviews.	2017	Student Support Services School Principal or Designee	of the checklist used for each related services provider reviewed	November 30 December 20 January 31 February 28 March 30 April 30	
LDOE will randomly review service provider logs on a bimonthly basis (September, November, January, March, May). School will send in a copy of requested service provider logs to LDOE. LDOE will use checklist to review provider logs. An action plan will be sent by LDOE if there are any issues found during the review with a required response to those actions within a week timeframe.		Special Education Coordinator		May 31	
1.8. The SPED Coordinator or Lead Teacher will review a 10% sample of progress reports for SPED students enrolled at the school every progress report (PR) grading period to ensure special education teachers and related service providers are filling out progress reports completely for students they service	April 2017	Director of Student Support Services Special Education	Summary of progress report reviews to include: • # of PR reviewed	October 31 January 31 February 28 March 30 April 30	
every grading period (6wks/9wks). LDOE will randomly monitor progress reports quarterly (October, January, March, June) to ensure student progress reports are completed in SER every grading period. An action plan will be		Coordinator	 # of staff with missing PR (no PR for their content area) # of staff 	May 31	

sent by LDOE if there are any issues found during the review with			with		
a required response to those actions within a week timeframe.			incomplete		
			PR (does not		
			have student		
			progress		
			marked for		
			the grading		
			period for		
			each		
			goal/obj.)		
			 Actions taken to address 		
			issues		
			Results of		
			action taken		
1.9. Provide compensatory education to students whose files did	April	Director of	Copy of	September 26,	
not include documentation verifying they received related	2017	Student Support	compensatory letter	2017	
services. These students did not have evidence of service		Services	signed by parent		
provider logs and/or had incomplete service provider logs in			documenting		
their files.		School Principal	notification of		
		or Designee	services and whether		
			or not the parent		
		Special Education	accepts or refuses	September 1,	
		Coordinator	the service	2017	
			Copy of amended IEP		
			documenting		
			compensatory		
			services are being offered with	Dagarahar 15	
			time/frequency of	December 15, 2017	
			services	2017	
			SCI VICES		
			Copies of student		
			attendance		
			Copies of service		
			provider logs		

indicating the service	
provided, date, time,	
and number of	
minutes student	
provided	
compensatory	
education during the	
session	



LEA: International School of Louisiana	DATE OF MONITORING: November 14, 2017	
Authorized Representative:(Signature)	Title:	Date:

ACTIVITIES & ACTION STEPS FOR COMPLIANCE	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE	DOCUMENT STATUS
1.1. Correct all student specific citations identified in the Results Summary report. NOTE: This activity represents an individual correct action plan for providing remedies for all student specific IDEA citations.	March 2017	Education Services Coordinator Special Education Staff	Email notifying LDOE the IEP instructional plans for those students have been amended in SER. LDOE will check those IEPs in SER to ensure they are compliant.	April 28, 2017	
 1.2. Provide training to special education staff (sped teachers and related service providers) on writing compliant IEPs to include the following topics: Writing measurable goals Data Driven Present Level of Functional Performance Statements Writing objectives linked to the goal that are measurable Documenting student progress using progress reports Ensuring required participants of IEP team are invited to IEP meeting, included as IEP participant on IEP, and sign IEP How and when to document waiver of attendance of a 	April 2017	Education Services Coordinator Head of School	Agenda Sign-In sheets Handouts PowerPoint Presentation	September 1, 2017	

participant for an IEP meeting using a participant excusal form Train staff on forms created by LDOE. Included in this training will be how to correctly use the: IEP evaluation rubric, IEP goal and PLAFF templates, and IEP Checklist. SPED staff will be required to use the rubric and IEP checklist when reviewing and writing IEPs.				
1.3. Provide training to related service providers on how to properly document provision of services to students. The training will include: filling out services log, documenting student progress on logs and documenting delivery of services. The school will use the components of a service log provided by LDOE to document provision of related services and the services log checklist provided by LDOE to document log reviews.	April 2017	Education Services Coordinator Head of School	Agenda Sign-In sheets Handouts PowerPoint Presentation	September 1, 2017
1.4. LEA will provide ongoing training in the following areas: IEP writing, provision and documentation of accommodations, documenting special education services, progress monitoring of student data	April 2017	Education Services Coordinator Head of School	Agenda Sign-In sheets Handouts PowerPoint Presentation	2017-2018 School Year
 1.5. The SPED Coordinator or Lead Teacher will perform monthly consistency checks to ensure IEP fidelity by internally monitoring all IEPs before the IEP is submitted to SER to make it official with a focus on: Goals/objectives and PLAFF using the IEP Evaluation rubric; AND IEP components (GSI, Accommodations, Program Services, Services/Placement) using IEP checklist 	April 2017	Education Services Coordinator Head of School	Summary of monthly reviews MUST include: • # of IEPs reviewed • # of IEPs with goal(s) issues • # of IEPs with objectives issues • # of IEPs with PLAFF issues • # of IEPs with	October 31 November 30 December 20 January 31 February 28 March 30 April 30 May 31

1.6. The SPED Coordinator or Lead Teacher will perform monthly consistency checks to ensure related service provider logs are completed with fidelity. Related service provider logs will be internally monitored for provision of services per the time/frequency specified on the students IEP. School will use checklist provided by LDOE to document reviews.	April 2017	Education Services Coordinator Head of School	IEP component issue (specify the component area and issue) • Actions taken to ensure staff make corrections • Results of those actions Monthly submission of the checklist used for each related services provider reviewed	October 31 November 30 December 20 January 31 February 28 March 30 April 30 May 31
1.7. Staff will view the IEP Training Modules on the LDOE website provided by the Human Development Center – LSUHSC group with a particular focus on Module 2 (Data Driven Present Levels of Performance) and Module 3 (Measurable Goals). Staff will sign a form verifying they have viewed the training. http://www.louisianabelieves.com/resources/library/academics	April 2017	Education Services Coordinator Head of School	Signed copy of form from each SPED staff member verifying they have viewed the IEP training on the LDOE website	September 1, 2017
1.8. The SPED Coordinator or Lead Teacher will review a 10% sample of progress reports for SPED students enrolled at the school every progress report (PR) grading period to ensure special education teachers and related service providers are filling out progress reports completely for students they service every grading period (6wks/9wks).	April 2017	Education Services Coordinator Head of School	Summary of progress report reviews to include: • # of PR reviewed • # of staff with missing PR (no PR for their content	October 31 November 30 December 20 January 31 February 28 March 30 April 30 May 31

1.9. Provide compensatory education to students whose files did not include documentation verifying they received related services. These students did not have evidence of service provider logs and/or had incomplete service provider logs in their files.	April 2017	Education Services Coordinator Head of School	area) # of staff with incomplete PR (does not have student progress marked for the grading period for each goal/obj.) Actions taken to address issues Results of action taken Copy of compensatory letter signed by parent documenting notification of services and whether or not the parent accepts or refuses the service Copy of amended IEP documenting compensatory services are being offered with time/frequency of services Copies of student attendance	June 30, 2017	
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Copies of service provider logs indicating the service provided, date, time, and number of minutes student provided compensatory education during the
session



LEA: Joseph S. Clark High School	DATE OF MONITORING: November 15, 2016				
Authorized Representative:(Signature)	Title:	Date:			

ACTIVITIES & ACTION STEPS FOR COMPLIANCE	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE	DOCUMENTATION STATUS
1.0 . Correct all student specific citations identified in the Results Summary report. NOTE: This activity represents an individual correct action plan for providing remedies to address all student specific IDEA citations.	March 2017	Director of Student Support Services Special Education Staff School Principal or Designee	Copies of SBLC forms documenting SBLC meeting were reconvened to address findings and copies of any other documentation denoting findings were addressed appropriately.	June 21, 2017	
 1.1. SBLC team will attend a professional development provided by LDOE on the following: Child Find federal (IDEA) and state requirements (B. 1508 & B. 1706) Specific components of PB vs White Child Find Written Guidance (moved from bottom of list) Criteria for a child to meet Section 504 requirements for 504 eligibility 	July 2017	Director of Student Support Services Special Education Staff School Principal or Designee	Sign-in sheet verifying attendance of SBLC team	LDOE will collect sign-in sheet at conclusion of meeting for verification of attendance.	

 Response to Intervention requirements with specific emphasis on data-based decision making across the 3 tiers for academic/behavioral referral concerns and in the consideration and implementation of research-based RTI strategies prior to referral for potential eligibility. Monitor regular education students (not 504, SPED, or in RTI) for the following: Students failing 2 or more core subjects Students with documented medical concerns that may warrant a 504 or SPED evaluation Students reaching the LEA's predetermined discipline triggers (e.g., 2 or more major ODRs, etc.) Students with attendance concerns (e.g. less than 90% avg. daily attendance) 	August 2017	Director of Student Support Services Special Education Staff School Principal or Designee	School will monitor: • Students that fulfill criteria from each category • Take action steps to address each student listed in regards to Child Find activities or other activities to address academics, behavior, or medical concerns	Child Find logs including actions taken by the school will be made available upon request by LDOE.	
 1.3. Develop a Child Find Log to document child find activities (if not already doing). The log will need to include the following components: Student Name 	August 2017	Director of Student Support Services Special Education Staff	Copy of Child Find log school developed with the required components.	August 1, 2017	
Phone NumberName of individual or agency making referral		School Principal or Designee			

 Reason for referral Date of referral Parental contact dates regarding the referral Copy of referral form that includes the team decision regarding the referral 					
 School will engage in referral activities: School will document parent or agency concerns using a referral form (if don't already have one). School will have teacher's document academic and/or behavioral concerns using forms provided by LDOE. SBLC Chairperson will document student data such as demographics, assessment data, grades, screening information, behavioral data, etc. prior to SBLC meeting using student data collection form 	April 2017	Director of Student Support Services Special Education Staff School Principal or Designee	5% sample of referral forms submitted to LDOE on bi-monthly basis (if 10 or less SBLC forms send all forms)	October 16 December 15 February 15 April 16 June 15	
provided by LDOE. 1.5. SBLC forms will be filled out in their entirety including the required components below: • All required participants name, title and signature (required participants are: principal or designee, SBLC chairperson, parent, referring person/agency,	April 2017	Director of Student Support Services Special Education Staff School Principal or Designee	5% sample of SBLC forms submitted to LDOE on bi-monthly basis (if 10 or less SBLC forms send all forms)	October 16 December 15 February 15 April 16 June 15	

student) Referral concern(s) Team meeting date Data/documents reviewed for student (ex: screeners, assessment scores, behavior checklist, behavior referrals, academic checklist, etc.) Decision of team/actions taken by team If placed in RTI, Tier student placed in; type of intervention (must be research based); time/frequency of intervention; length of time student will be in intervention (6wk, 8wk, et.) School will use SBLC forms provided by LDOE to document SBLC meetings to include SBLC meeting request form and Tier II/III form to document interventions. If school has a form in place, the form must contain all criteria listed above.					
1.6. Students placed in RTI intervention tiers will be progress monitored on deficit skills on a weekly/bi-weekly basis for a specified period of intervention time determined by SBLC committee (6wks, 8wks, 10wks, etc.). Teachers will keep record of progress monitoring for each student in a RTI tier in a binder for each intervention group (Tier 2/Tier 3). 504/SBLC chairperson will monitor teacher's binders monthly to ensure students are progress	August 2017	Director of Student Support Services Special Education Staff School Principal or Designee	 # of teacher binders reviewed # of teachers with missing PM data Actions taken Result of actions taken for missing PM data 	October 30 December 22 February 28 April 30 June 15	

monitored according to the time/frequency and intervention period documented during SBLC meeting. Must have the same time/frequency and intervention time period documented on the SBLC meeting form.					
1.7. SBLC team will conduct follow-up meetings after specified intervention period for students in RTI to determine whether or not student making progress in interventions and what are next steps if making progress or not making progress. SBLC team will review all student progress monitoring data collected during intervention period and any other pertinent data. This meeting and outcomes will be documented on SBLC meeting form.	August 2017	Director of Student Support Services Special Education Staff School Principal or Designee	5% sample of SBLC follow-up forms submitted to LDOE on bi-monthly basis (if 10 or less SBLC forms send all forms)	October 30 December 22 February 28 April 30 June 15	
1.8. Develop progress monitoring form or provide name of program school will use to document PR. This form/program will be used by teachers to document student progress in intervention groups. Progress monitoring form/program MUST include the following components: • Student name • Date of intervention • Skill assessed (must correlate with skill deficient in according to SBLC referral	April 2017	Director of Student Support Services Special Education Staff School Principal or Designee	Copy of progress monitoring form OR progress monitoring program – must be approved by LDOE before use	July 24, 2017	

 appropriately matched to the instructional skill being taught) Student score on the skills assessed (i.e., correct words per minute, reading compression accuracy, percentage of points earned on daily behavior report card, etc.) Assessments conducted at an appropriate frequency Results graphed Establish attainable goal using pre-determined decision rules 1.9. The SBLC Coordinator, 504 Chairperson, SPED Director/Supervisor, SPED Coordinator, School Principal, and school intervention team as a group will review the Power Point developed by LDOE titled Section 504 Overview and the Individual Accommodation Plan to learn an overview of Section 504, how Section 504 student eligibility decisions should be made, difference between IDEA and 504, and review the most current IAP form. 	April 2017	Director of Student Support Services Special Education Staff School Principal or Designee	Signatures of participants attesting they viewed the Section 504 Power Point.	August 25, 2017	
1.10. 504 and/or SBLC coordinator will monitor grades of all 504 students AND students in RTI every	April 2017	Director of Student Support Services	List of 504 student failing 2 or more core subjects	October 31 January 5 March 30	
grading period (6/9 weeks) to determine which students are failing 2 or more core subjects or not		Special Education Staff School Principal or	List of students in RTI failing 2 or more core subjects and/or not responding to interventions in tier	May 31	

responding to interventions at any Tier. Report will be sent to LDOE on a bi-monthly basis.		Designee	AND Copy of SBLC documentation or other documentation of a meeting for these students to include actions taken by school to address academic concerns		
1.11. 504 and/or SBLC coordinator will monitor behavior data for 504 students, students in RTI process with behavior concerns, and students positively screened at Tier 1 to determine which students are displaying a pattern of behavior (e.g. 2 or more major office referrals in a grading period, etc.), or another pattern of behavior defined by the LEA. These students will be flagged for SBLC to discuss behavior concerns and actions the school will take to address those concerns.	April 2017	Director of Student Support Services Special Education Staff School Principal or Designee	List of 504 students, students in RTI and Tier 1 screened students for behavior that were suspended/expelled each month to include number of days suspended/expelled and actions taken by school to address behavioral concerns AND Copy of SBLC documentation or other documentation of a meeting for the students displaying a pattern of behavior (2 or more major of office referrals), or another pattern of behavior defined by the LEA to include actions taken by school to address behavior concerns	October 30 November 30 February 28 April 30 June 15	
 1.12. Provide training to school staff on RTI procedures to include the following components: a) Description of RTI tier process b) Description of activities in each tier (to include the selection of research-based interventions timeframe for 	June 2017	Director of Student Support Services Special Education Staff School Principal or Designee	Copy of agenda, sign-in sheet, Power Point, and handouts from training Training must include all of the required components listed in items a-g	September 15, 2017	

	interventions, frequency of			
	interventions, number of days each			
-\	week interventions will be provided)			
c)	Progress monitoring in each tier			
	(types of PM tools will use; how to			
	collect, analyze, and document			
	student data to make informed			
	instructional decisions, frequency			
١.,	of PM – 1X week, etc.,)			
(d)	Procedures to follow when student			
	fail to make progress in Tiers 2 & 3			
e)	Procedures to follow when			
	students make progress in Tiers 2			
	& 3			
f)	When to initiate a special			
	education referral: LEA must follow			
	the procedures outlined in Chapter			
	3 of Bulletin 1508.			
g)	The SBLC shall review and analyze			
	all screening data, including RTI			
	results, to determine the most			
	beneficial option for the student.			
	The committee's options include,			
	but are not limited to one of the			
	following action			
	1. Conduct no further action at this			
	time.			
	2. Continue current intervention			
	and progress monitoring through			
	the RTI process.			
	3. Conduct additional			
	interventions through the RTI			
	process.			
	4. Refer the student to the			
	appropriate committee to conduct a			
	Section 504 evaluation.			
	5. Refer the student to pupil			
	appraisal personnel for support			

services.				
1.13. Develop specific 504 procedures and guidelines to include: • When and how to initiate a 504 referral • Parent notification and procedural safeguards • 504 SBLC meeting guidelines (what to do and data to review) • Assessment process for 504 eligibility (initial) and review • Documenting 504 eligibility/ineligibility • Guidelines for writing IAPs • Guidelines for identification, assessment, and eligibility for Dyslexia • Guidelines for identification, assessment, and eligibility for ADHD • Disciplinary procedures for 504 students • Referral for IDEA evaluation • Forms to use for 504	April 2017	Director of Student Support Services Special Education Staff School Principal or Designee	Copy of Section 504 procedures and guidelines	July 24, 2017
1.14. Develop eligibility criteria to determine if student qualifies for 504 services to include: o Selection of one (1) commercially produced standardized assessment in ELA, Math, and Behavior Checklist/Screeners with delineating indicators (school will determine score student will need on	April 2017	Director of Student Support Services Special Education Staff School Principal or Designee	Submit copy of eligibility criteria with name of specific commercially produced standardized assessment that will be used to assess students in ELA, Math, and Behavior_AND delineated scores for each assessment to determine eligibility Submit this criteria to LDOE for approval.	July 24, 2017 Revised Date: October 9

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	oility criteria)					
_	tion of other					
	orting documentation					
* *	ress reports, report					
	s, work samples,					
	room observations,					
	s, PM data,					
	ression/retention					
	d, medical, behavior					
	klist, etc.)					
	porate questions					
	ve to Section 504					
_	ding impairment,					
	antial limitation of life					
	ties, and 504 services					
	eet educational need					
7	exia eligibility must					
	w procedures outlined					
	Bulletin 1903					
	w Section 504					
•	rements outlined in					
	ehabilitation Act and					
	504 procedures.					
	ill use universal forms	August	Director of Student	Submit copy of forms that will be	August 1, 2017	
	504. The forms that	2017	Support Services	used for each area listed.		
will be used a						
■ 504 S	SBLC initial referral		Special Education Staff			
form						
	nt notification form		School Principal or			
with p	procedural safeguards		Designee			
	nt permission form					
Teach	ner/parent information					
form						
Teach	ner data collection					
form						
■ 504 E	Evaluation					
docur	mentation form					

 504 decision and receipt of rights for parents 504 teacher accommodation receipt Disciplinary forms 					
1.16. Provide training to school staff	June 2017	Director of Student	Agenda	September 15,	
on Section 504 procedures and		Support Services	Sign-In Sheet	2017	
guidelines the school developed.			Handouts		
Provide staff with written copy of procedures and guidelines.		Special Education Staff	PowerPoint Presentation		
		School Principal or			
		Designee			



LEA: Joseph S. Craig Charter School	DATE OF MONITORING: February 6, 2017	
Authorized Representative:(Signature)	Title:	Date:

ACTIVITIES & ACTION STEPS FOR COMPLIANCE	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE	DOCUMENTATION STATUS
1.0 . Correct all student specific citations identified in the Results Summary report. NOTE: This activity represents an individual corrective action plan for providing remedies to address all student specific IDEA citations.	March 2017	Interim Assistant Charter Director Special Education Staff School Principal or Designee	Copies of SBLC forms documenting SBLC meeting were reconvened to address findings and copies of any other documentation denoting findings were addressed appropriately.	September 15, 2017	
 1.1. SBLC team will attend a professional development provided by LDOE on the following: Child Find federal (IDEA) and state requirements (B. 1508 & B. 1706) Specific components of PB vs White Child Find Written Guidance Criteria for a child to meet Section 504 requirements for 504 eligibility Response to Intervention 	July 2017	Interim Assistant Charter Director School Principal or Designee SBLC/504 Chairperson	Sign-in sheet verifying attendance of SBLC team	LDOE will collect sign-in sheet at conclusion of meeting for verification of attendance.	

requirements with specific emphasis on data-based decision making across the 3 tiers for academic/behavioral referral concerns and in the consideration and implementation of research-based RTI strategies prior to referral for potential eligibility. 1.2. Monitor regular education students (not 504, SPED, or in RTI) for the following: • Students failing 2 or more core subjects • Students with documented medical concerns that may warrant a 504 or SPED evaluation • Students reaching the LEA's predetermined discipline triggers (e.g., 2 or more major ODRs, etc.) as outlined in PBIS/discipline plan • Students with attendance concerns (e.g. less than 90% avg. daily attendance)	August 2017	Interim Assistant Charter Director School Principal or Designee SBLC/504 Chairperson	School will: • Monitor students that fulfill criteria from each category • Take action steps to address each student listed in regards to Child Find activities or other activities to address academics, behavior, or medical concerns	October 30 November 30 February 28 April 30 June 4	
 1.3. Develop a Child Find Log to document child find activities (if not already doing). The log will need to include the following components: Student Name Phone Number Name of individual or agency making referral 	August 2017	Interim Assistant Charter Director School Principal or Designee SBLC/504 Chairperson	Copy of Child Find log school developed with the required components. LDOE will review to ensure form has all components. School will submit a copy of the child find log on a bi-monthly basis with all components addressed on the form in their entirety.	August 1, 2017 October 16 November 30 February 28 April 30 June 4	

 Reason for referral Date of referral Parental contact dates regarding the referral Attach copy of referral form that includes the team decision regarding the referral 					
 1.4. School will engage in referral activities: School will document parent or agency concerns using a referral form (if don't already have one). School will have teacher's document academic and/or behavioral concerns using forms provided by LDOE. SBLC Chairperson will document student data such as demographics, assessment data, grades, screening information, behavioral data, etc. prior to SBLC meeting using student data collection form provided by LDOE. 	April 2017	Interim Assistant Charter Director School Principal or Designee SBLC/504 Chairperson	5% sample of referral forms submitted to LDOE on monthly basis (if 10 or less SBLC forms send all forms)	October 16 Nov. 15 December 15 January 15 February 15 March 15 April 16 May 15	
 1.5. SBLC forms will be filled out in their entirety including the required components below: All required participants name, title and signature (required participants are: principal or designee, SBLC chairperson, parent, referring person/agency, 	April 2017	Interim Assistant Charter Director School Principal or Designee SBLC/504 Chairperson	5% sample of SBLC forms submitted to LDOE on monthly basis (if 10 or less SBLC forms send all forms)	October 16 Nov. 15 December 15 January 15 February 15 March 15 April 16 May 15 June 15	

classroom teacher(s) of student) Referral concern(s) Team meeting date Data/documents reviewed for student (ex: screeners, assessment scores, behavior checklist, behavior referrals, grades, attendance, academic checklist, etc.) Decision of team/actions taken by team If placed in RTI, Tier student placed in; type of intervention (must be research based); time/frequency of intervention; length of time student will be in intervention (6wk, 8wk, et.) School will use SBLC forms provided by LDOE to document SBLC meetings to include SBLC meeting request form and Tier II/III form to document interventions.					
1.6. Students placed in RTI intervention tiers will be progress monitored on deficit skills on a daily or weekly/biweekly basis (as appropriate for the target of intervention) for a specified period of intervention time determined by SBLC committee (6wks, 8wks, 10wks, etc.). Teachers will keep record of progress monitoring for each student in a RTI tier in a binder for each intervention group (Tier 2/Tier 3). 504/SBLC chairperson will monitor teacher's binders monthly to ensure students	August 2017	Interim Assistant Charter Director School Principal or Designee SBLC/504 Chairperson	 # of teacher binders reviewed # of teachers with missing PM data Actions taken Result of actions taken for missing PM data 	October 16 November 30 February 28 April 30 June 4	

are progress monitored according to the time/frequency and intervention period documented during SBLC meeting. Must have the same time/frequency and intervention time period documented on the SBLC meeting form.					
1.7. SBLC team will conduct follow-up	August	Interim Assistant Charter	5% sample of SBLC follow-up forms	October 30	
meetings after specified	2017	Director	submitted to LDOE on bi-monthly	December 15	
intervention period for students in			basis (if 10 or less SBLC forms send	February 15	
RTI to determine whether or not		School Principal or	all forms)	April 16	
student making progress in interventions and what are next		Designee		June 15	
steps if making progress or not		SBLC/504 Chairperson			
making progress. SBLC team will		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,			
review all student progress					
monitoring data collected during					
intervention period and any other					
pertinent data (fidelity reviews,					
grades, referrals, etc.). This meeting					
and outcomes will be documented					
on SBLC meeting form.					
1.8. Develop progress monitoring form	April 2017	Interim Assistant Charter	Copy of progress monitoring form	July 24, 2017	
to be used by teachers to document		Director	 must be approved by LDOE before use 		
student progress in intervention		School Principal or	before use		
groups. Progress monitoring form/program		Designee			
MUST include the following		Designee			
components:		SBLC/504 Chairperson			
Student name		-,			
Date of intervention					
Skill assessed (must					
correlate with skill deficient					
in according to SBLC referral					

Coordinator, School Principal, and school intervention team as a group will review the Power Point developed by LDOE titled Section 504 Overview and the Individual Accommodation Plan to learn an overview of Section 504, how Section 504 student eligibility decisions should be made, difference between IDEA and 504, and review the most current IAP form.	Interim Assistant Charter Director School Principal or Designee SBLC/504 Chairperson	Signatures of participants attesting they viewed the Section 504 Power Point.	August 25, 2017	
1.10. 504 and/or SBLC coordinator will monitor grades of all 504 students AND students in RTI every grading period (6/9 weeks) to determine which students are failing	17 Interim Assistant Charter Director School Principal or Designee	List of 504 student failing 2 or more core subjects List of students in RTI failing 2 or more core subjects and/or not	October 30 November 30 February 28 April 30	

2 or more core subjects or not responding to interventions at any Tier. Report will be sent to LDOE on a bi-monthly basis.		SBLC/504 Chairperson	responding to interventions in tier AND Copy of SBLC documentation or other documentation of a meeting for these students to include actions taken by school to address academic concerns	June 4
1.11. 504 and/or SBLC coordinator will monitor behavior data for 504 students, students in RTI process with behavior concerns, and students positively screened at Tier 1 to determine which students are displaying a pattern of behavior (e.g. 2 or more major office referrals in a grading period, etc.), or another pattern of behavior defined by the LEA. These students will be flagged for SBLC to discuss behavior concerns and actions the school will take to address those concerns.	April 2017	Interim Assistant Charter Director School Principal or Designee SBLC/504 Chairperson	List of 504 students, students in RTI and Tier 1 screened students for behavior that were suspended/expelled each month to include number of days suspended/expelled and actions taken by school to address behavioral concerns AND Copy of SBLC documentation or other documentation of a meeting for the students displaying a pattern of behavior (2 or more major of office referrals), or another pattern of behavior defined by the LEA to include actions taken by school to address behavior concerns	October 30 Nov. 15 December 15 January 15 February 15 March 15 April 16 May 15 June 4
 1.12. Provide training to school staff on RTI procedures to include the following components: a) Description of RTI tier process b) Description of activities in each tier (to include the selection of research- 	June 2017	Interim Assistant Charter Director School Principal or Designee	Copy of agenda, sign-in sheet, Power Point, and handouts from training Training must include all of the required components listed in	Submission of Training Materials to LDOE for review and feedback: July 7, 2017

	based interventions timeframe for	SBLC/504 Chairperson	items a-g		
	interventions, frequency of	3BLe, 304 Chan person	rems a-g		
	interventions, number of days each			Documentation	
	week interventions will be provided)			of Training:	
د)	Progress monitoring in each tier			September 15,	
c)	-			2017	
	(types of PM tools will use; how to			2017	
	collect, analyze, and document				
	student data to make informed				
	instructional decisions, frequency				
١.,	of PM – 1X week, etc.,)				
d)	Procedures to follow when student				
	fail to make progress in Tiers 2 & 3				
e)	Procedures to follow when				
	students make progress in Tiers 2				
	& 3				
f)	When to initiate a special				
	education referral: LEA must follow				
	the procedures outlined in Chapter				
	3 of Bulletin 1508.				
g)	The SBLC shall review and analyze				
	all screening data, including RTI				
	results, to determine the most				
	beneficial option for the student.				
	The committee's options include,				
	but are not limited to one of the				
	following action				
	1. Conduct no further action at this				
	time.				
	2. Continue current intervention				
	and progress monitoring through				
	the RTI process.				
	3. Conduct additional				
	interventions through the RTI				
	process.				
	4. Refer the student to the				
	appropriate committee to conduct a				
	Section 504 evaluation.				
	5. Refer the student to pupil				

appraisal personnel for support services. The content of the training shall be submitted to the LDOE for review and feedback prior to delivery of the training					
by the LEA. 1.13. Develop specific 504 procedures	A m mil 2017	Interior Assistant Charter	Convert Continue FOA managed was		
1.13. Develop specific 504 procedures and guidelines to include:	April 2017	Interim Assistant Charter Director	Copy of Section 504 procedures and guidelines	October 4, 2017	
When and how to initiate a		Director	and guidennes	October 4, 2017	
504 referral		School Principal or			
Parent notification and		Designee			
		Designee			
procedural safeguards504 SBLC meeting guidelines		SBLC/504 Chairperson			
504 SBLC meeting guidelines (what to do and data to		3DEC/304 Chairperson			
review)					
 Assessment process for 504 					
eligibility (initial) and review					
 Documenting 504 					
eligibility/ineligibility					
 Guidelines for writing IAPs 					
 Guidelines for identification, 					
assessment, and eligibility					
for Dyslexia					
 Guidelines for identification, 					
assessment, and eligibility					
for ADHD					
 Disciplinary procedures for 					
504 students					
 Referral for IDEA evaluation 					
 Forms to use for 504 					
1.14. Develop eligibility criteria to	April 2017	Interim Assistant Charter	Submit copy of eligibility criteria		
determine if student qualifies for		Director	with name of specific commercially	Oct. 4, 2017	
504 services to include:			produced standardized assessment		
Selection of one (1)		School Principal or	that will be used to assess students		
commercially produced		Designee	in ELA, Math, and Behavior AND		
standardized assessment in			delineated scores for each		
ELA, Math, and Behavior		SBLC/504 Chairperson	assessment to determine eligibility		

	Checklist/Screeners with			Submit this criteria to LDOE for		
	-					
	delineating indicators			approval.		
	(school will determine score					
	student will need on					
	assessment to fulfill					
	eligibility criteria)					
0	Selection of other					
	supporting documentation					
	(progress reports, report					
	cards, work samples,					
	classroom observations,					
	CBMs, PM data,					
	progression/retention					
	record, medical, behavior					
	checklist, etc.)					
0						
	relative to Section 504					
	regarding impairment,					
	substantial limitation of life					
	activities, and 504 services					
	to meet educational need					
0	- 1 1 1 11 11 11 11 11 11 11 11 11 11 11					
	follow procedures outlined					
	in LA Bulletin 1903					
0						
	requirements outlined in					
	the Rehabilitation Act and					
1.15	state 504 procedures.	A	List a size A saista at Chartan	Colorest again of famous that will be	A	
	chool will use universal forms	August	Interim Assistant Charter	Submit copy of forms that will be used for each area listed.	August 1, 2017	
	cument 504. The forms that	2017	Director	useu for each area fisted.		
	e used are:		Calcad Bit at a tax			
•	504 SBLC initial referral		School Principal or			
	form		Designee			
•	Parent notification form		001 0 /50 1 01 ·			
	with procedural safeguards		SBLC/504 Chairperson			
•	Parent permission form					
•	Teacher/parent information					
	form					

 Teacher data collection form 504 Evaluation documentation form 504 decision and receipt of rights for parents 504 teacher accommodation receipt Disciplinary forms 					
1.16. Provide training to school staff	June 2017	Interim Assistant Charter	Agenda	Submission of	
on Section 504 procedures and		Director	Sign-In Sheet	Training	
guidelines the school developed.			Handouts	Materials to	
Provide staff with written copy of		School Principal or	PowerPoint Presentation	LDOE for review	
procedures and guidelines.		Designee		and feedback:	
The content of the training shall be				Oct. 4	
submitted to the LDOE for review and		SBLC/504 Chairperson			
feedback prior to delivery of the training					
by the LEA.				Documentation	
				of Training:	
				Oct. 19	



IDEA PART B CORRECTIVE ACTION PLAN 2016-2017

LEA: Joseph S. Craig Charter School	DATE OF MONITORING: February 7, 2017		
Authorized Representative:(Signature)	Title:	Date:	

ACTIVITIES & ACTION STEPS FOR COMPLIANCE	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE	DOCUMENT STATUS
1.1. Correct all student specific citations identified in the Results Summary report. NOTE: This activity represents an individual corrective action plan for providing remedies for all student specific IDEA citations.	March 2017	Director of Student Support Services Special Education Staff School Principal or Designee Special Education Coordinator	Email notifying LDOE the IEP instructional plans for those students have been amended in SER. LDOE will check those IEPs in SER to ensure they are compliant.	September 15, 2017	
1.2. Staff will review the IEP Training Modules on the LDOE website provided by the Human Development Center – LSUHSC group with particular focus on Module 2 (Data Driven Present Levels of Performance) and Module 3 (Measurable Goals). Staff will sign a form verifying they have viewed the training materials. http://www.louisianabelieves.com/resources/library/academics	April 2017	Special Education Coordinator	Signed copy of form from each SPED staff member	September 1, 2017	
1.3. Provide training to special education staff (sped teachers and related service providers) on writing compliant IEPs to include	April 2017	Director of Student Support	Agenda Sign-In sheets	Submission of Training Materials	

the following topics:		Services	Handouts	to LDOE for
Writing measurable goals			PowerPoint	review and
Data Driven Present Level of Functional Performance		Special Education	Presentation	feedback:
Statements		Coordinator		June 30, 2017
 Writing objectives linked to the goal that are measurable 				
 Documenting student progress using progress reports Ensuring required participants of IEP team are invited to IEP meeting, included as IEP participant on IEP, and sign IEP Writing transition goals and marking goals targeted for 				Documentation of Training: September 15, 2017
transition				
 How and when to document waiver of attendance of a participant for an IEP meeting using a participant excusal form 				
Train staff on forms created by LDOE. Included in this training will				
be how to correctly use the: IEP evaluation rubric, IEP goal and				
PLAFF templates, and IEP Checklist. The content of the training				
shall be submitted to the LDOE for review and feedback prior to				
delivery of the training by the LEA. SPED staff will be required to				
use the rubric and IEP checklist when reviewing and writing IEPs.				
1.4. Provide training to related service providers on how to	April	Director of	Agenda	Submission of
properly document provision of services to students. The	2017	Student Support	Sign-In sheets	Training Materials
training will include: filling out services log, documenting	2017	Services	Handouts	to LDOE for
student progress on logs and documenting delivery of services.			PowerPoint	review and
The content of the training shall be submitted to the LDOE for		Special Education	Presentation	feedback: June 30,
review and feedback prior to delivery of the training by the		Coordinator		2017
LEA. The school will use the components of a service log				
provided by LDOE to document provision of related services				
and the services log checklist provided by LDOE to document				Documentation of
log reviews.				Training:
				September 15,
				2017
1.5. LEA will provide ongoing training in the following areas: IEP	April	Director of	Agenda	Submission of
writing, provision and documentation of accommodations,	2017	Student Support	Sign-In sheets	Training Materials

documenting special education services, progress monitoring of student data. The content of the training shall be submitted to the LDOE for review and feedback prior to delivery of the training by the LEA.		Services Special Education Coordinator	Handouts PowerPoint Presentation	to LDOE for review and feedback: Submit training materials a month prior to training (LEA must provide schedule of trainings for SY). Documentation of Training: Throughout 2017- 2018 School Year
 1.6. The SPED Coordinator or Lead Teacher will perform monthly consistency checks to ensure IEP fidelity by internally monitoring all IEPs before the IEP is submitted to SER to make it official with a focus on: Goals/objectives and PLAFF using the IEP Evaluation rubric; AND IEP components (GSI, Accommodations, Program Services, Services/Placement) using IEP checklist 	April 2017	Director of Student Support Services School Principal or Designee Special Education Coordinator	Summary of monthly reviews MUST include: • # of IEPs reviewed • # of IEPs with goal(s) issues • # of IEPs with objectives issues	September 29 November 30 December 20 January 31 February 28 March 30 April 30 May 31
LDOE will randomly select students bi-monthly in SER whose IEP annual review date is within the two most current review months. LDOE will use the checklists provided to the LEA (IEP Evaluation rubric and IEP checklist) to complete reviews and provide feedback. An action plan will be sent by LDOE if there are any issues found during the review with a required response to those actions within a week timeframe.			 # of IEPs with PLAFF issues # of IEPs with IEP component issue (specify the component area and issue) Actions taken to ensure staff make 	

			corrections • Results of those actions		
1.7. The SPED Coordinator or Lead Teacher will perform monthly consistency checks to ensure related service provider logs are completed with fidelity. Related service provider logs will be internally monitored for provision of services per the time/frequency specified on the students IEP. School will use checklist provided by LDOE to document reviews. LDOE will randomly review service provider logs on a bimonthly basis (September, November, January, March, May). School will send in a copy of requested service provider logs to LDOE. LDOE will use checklist to review provider logs. An action plan will be sent by LDOE if there are any issues found during the review with a required response to those actions within a week timeframe.	April 2017	Director of Student Support Services School Principal or Designee Special Education Coordinator	Monthly submission of the checklist used for each related services provider reviewed	September 29 November 30 December 20 January 31 February 28 March 30 April 30 May 31	
1.8. The SPED Coordinator or Lead Teacher will review a 10% sample of progress reports for SPED students enrolled at the school every progress report (PR) grading period to ensure special education teachers and related service providers are filling out progress reports completely for students they service every grading period (6wks/9wks). LDOE will randomly monitor progress reports quarterly (October, January, March, June) to ensure student progress reports are completed in SER every grading period. An action plan will be	April 2017	Director of Student Support Services Special Education Coordinator	Summary of progress report reviews to include: • # of PR reviewed • # of staff with missing PR (no PR for their content area) • # of staff	November 12 January 29 April 4 June 6	

sent by LDOE if there are any issues found during the review with			with	
a required response to those actions within a week timeframe.			incomplete	
a required response to those actions within a week timename.			PR (does not	
			have student	
			progress marked for	
			the grading	
			period for	
			each	
			goal/obj.)	
			Actions taken	
			to address	
			issues	
			Results of	
			action taken	
1.9. Provide compensatory education to students whose files did	April	Director of	Copy of	August 18, 2017
not include documentation verifying they received related	2017	Student Support	compensatory letter	
services. These students did not have evidence of service		Services	signed by parent	
provider logs and/or had incomplete service provider logs in			documenting	
their files.		School Principal	notification of	
		or Designee	services and whether	
			or not the parent	
		Special Education	accepts or refuses	
		Coordinator	the service	
			Copy of amended IEP	September 1,
			documenting	2017
			compensatory	
			services are being	
			offered with	
			time/frequency of	
			services	
			Copies of student	October 30, 2017
			attendance	
			Copies of service	October 30, 2017
			provider logs	
	L	1	P. 31.00. 1983	

indicating the service	
provided, date, time,	
and number of	
minutes student	
provided	
compensatory	
education during the	
session	



(Signature)

IDEA PART B CORRECTIVE ACTION PLAN 2016-2017

Title:

LEA: Joseph S. Clark Prep High School	DATE OF MONITORING: 11-14-2016	
Authorized Representative:		
Authorized Representative:	T;tlo.	Data

ACTIVITIES & ACTION STEPS FOR COMPLIANCE	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE	DOCUMENT STATUS
1.1. Correct all student specific citations identified in the Results Summary report. NOTE: This activity represents an individual correct action plan for providing remedies for all student specific IDEA citations.	March 2017	Director of Student Support Services Special Education Staff School Principal or Designee	Email notifying LDOE the IEP instructional plans for those students have been amended in SER. LDOE will check those IEPs in SER to ensure they are compliant.	April 28, 2017	
 1.2. Provide training to special education staff (sped teachers and related service providers) on writing compliant IEPs to include the following topics: Writing measurable goals Data Driven Present Level of Functional Performance Statements Writing objectives linked to the goal that are measurable Documenting student progress using progress reports Ensuring required participants of IEP team are invited to IEP meeting, included as IEP participant on IEP, and sign IEP 	April 2017	Director of Student Support Services	Agenda Sign-In sheets Handouts PowerPoint Presentation	September 1, 2017	

Date: _____

 Writing transition goals and marking goals targeted for transition How and when to document waiver of attendance of a participant for an IEP meeting using a participant excusal form Train staff on forms created by LDOE. Included in this training will be how to correctly use the: IEP evaluation rubric, IEP goal and PLAFF templates, and IEP Checklist. SPED staff will be required to use the rubric and IEP checklist when reviewing and writing IEPs. 				
1.3. Provide training to related service providers on how to properly document provision of services to students. The training will include: filling out services log, documenting student progress on logs and documenting delivery of services. The school will use the components of a service log provided by LDOE to document provision of related services and the services log checklist provided by LDOE to document log reviews.	April 2017	Director of Student Support Services	Agenda Sign-In sheets Handouts PowerPoint Presentation	September 1, 2017
1.4. LEA will provide ongoing training in the following areas: IEP writing, provision and documentation of accommodations, documenting special education services, progress monitoring of student data	April 2017	Director of Student Support Services	Agenda Sign-In sheets Handouts PowerPoint Presentation	2017-2018 School Year

 1.5. The SPED Coordinator or Lead Teacher will perform monthly consistency checks to ensure IEP fidelity by internally monitoring all IEPs before the IEP is submitted to SER to make it official with a focus on: Goals/objectives and PLAFF using the IEP Evaluation rubric; AND IEP components (GSI, Accommodations, Program Services, Services/Placement) using IEP checklist 	April 2017	Director of Student Support Services School Principal or Designee	Summary of monthly reviews MUST include: • # of IEPs reviewed • # of IEPs with goal(s) issues • # of IEPs with objectives issues • # of IEPs with PLAFF issues • # of IEPs with IEP component issue (specify the component area and issue) • Actions taken to ensure staff make corrections • Results of	September 29 October 31 November 30 December 20 January 31 February 28 March 30 April 30 May 31
1.6. The SPED Coordinator or Lead Teacher will perform monthly consistency checks to ensure related service provider logs are completed with fidelity. Related service provider logs will be internally monitored for provision of services per the time/frequency specified on the students IEP. School will use checklist provided by LDOE to document reviews.	April 2017	Director of Student Support Services School Principal or Designee	those actions Monthly submission of the checklist used for each related services provider reviewed	September 29 October 31 November 30 December 20 January 31 February 28 March 30
1.7. Staff will view the IEP Training Modules on the LDOE website provided by the Human Development Center – LSUHSC group	April 2017	Director of Student Support	Signed copy of form from each SPED staff	April 30 May 31 September 1, 2017

with a particular focus on Module 2 (Data Driven Present Levels of Performance) and Module 3 (Measurable Goals). Staff will sign a form verifying they have viewed the training. http://www.louisianabelieves.com/resources/library/academics		Services School Principal or Designee	member verifying they have viewed the IEP training on the LDOE website		
1.8. The SPED Coordinator or Lead Teacher will review a 10% sample of progress reports for SPED students enrolled at the school every progress report (PR) grading period to ensure special education teachers and related service providers are filling out progress reports completely for students they service every grading period (6wks/9wks).	April 2017	Director of Student Support Services	Summary of progress report reviews to include: • # of PR reviewed • # of staff with missing PR (no PR for their content area) • # of staff with incomplete PR (does not have student progress marked for the grading period for each goal/obj.) • Actions taken to address issues • Results of action taken	October 31 January 5 March 30 May 31	
1.9. Provide compensatory education to students whose files did not include documentation verifying they received related services. These students did not have evidence of service provider logs and/or had incomplete service provider logs in their files.	April 2017	Director of Student Support Services School Principal	Copy of compensatory letter signed by parent documenting notification of	June 30, 2017	

	or Designee	services and whether	
	· ·	or not the parent	
		accepts or refuses	
		the service	
		Copy of amended IEP	
		documenting	
		compensatory	
		services are being	
		offered with	
		time/frequency of	
		services	
		SCI VICCS	
		Copies of student	
		attendance	
		attendance	
		Copies of service	
		provider logs	
		indicating the service	
		provided, date, time,	
		and number of	
		minutes student	
		provided	
		compensatory	
		education during the	
		session	



(Signature)

IDEA PART B CORRECTIVE ACTION PLAN 2016-2017

LEA: Lake Area New Tech Early High School	DATE OF MONITORING: February 10, 2017				
Authorized Representative:	Title	Date			

Title: _____

ACTIVITIES & ACTION STEPS FOR COMPLIANCE	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE	DOCUMENTATION STATUS
1.0. Correct all student specific citations identified in the Results Summary report. NOTE: This activity represents an individual corrective action plan for providing remedies to address all student specific IDEA citations.	March 2017	Interim Assistant Charter Director Special Education Staff School Principal or Designee	Copies of SBLC forms documenting SBLC meeting were reconvened to address findings and copies of any other documentation denoting findings were addressed appropriately.	September 15, 2017	
 1.1. SBLC team will attend a professional development provided by LDOE on the following: Child Find federal (IDEA) and state requirements (B. 1508 & B. 1706) Specific components of PB vs White Child Find Written Guidance Criteria for a child to meet Section 504 requirements for 	July 2017	Interim Assistant Charter Director School Principal or Designee SBLC/504 Chairperson	Sign-in sheet verifying attendance of SBLC team	LDOE will collect sign-in sheet at conclusion of meeting for verification of attendance.	

Date: _____

 Response to Intervention requirements with specific emphasis on data-based decision making across the 3 tiers for academic/behavioral referral concerns and in the consideration and implementation of research-based RTI strategies prior to referral for potential eligibility. Monitor regular education students (not 504, SPED, or in RTI) for the following: Students failing 2 or more core subjects Students with documented medical concerns that may warrant a 504 or SPED evaluation Students reaching the LEA's predetermined discipline triggers (e.g., 2 or more major ODRs, etc.) as outlined in PBIS/discipline plan Students with attendance concerns (e.g. less than 90% avg. daily attendance) 	August 2017	Interim Assistant Charter Director School Principal or Designee SBLC/504 Chairperson	School will: • Monitor students that fulfill criteria from each category • Take action steps to address each student listed in regards to Child Find activities or other activities to address academics, behavior, or medical concerns	September 30 November 30 February 28 April 30 June 4	
 1.3. Develop a Child Find Log to document child find activities (if not already doing). The log will need to include the following components: Student Name Phone Number 	August 2017	Interim Assistant Charter Director School Principal or Designee SBLC/504 Chairperson	Copy of Child Find log school developed with the required components. LDOE will review to ensure form has all components. School will submit a copy of the	August 1, 2017 September 30	

 Name of individual or agency making referral Reason for referral Date of referral Parental contact dates regarding the referral Attach copy of referral form that includes the team decision regarding the referral 			child find log on a bi-monthly basis with all components addressed on the form in their entirety.	November 30 February 28 April 30 June 4	
 School will engage in referral activities: School will document parent or agency concerns using a referral form (if don't already have one). School will have teacher's document academic and/or behavioral concerns using forms provided by LDOE. SBLC Chairperson will document student data such as demographics, assessment data, grades, screening information, behavioral data, etc. prior to SBLC meeting using student data collection form provided by LDOE. 	April 2017	Interim Assistant Charter Director School Principal or Designee SBLC/504 Chairperson	5% sample of referral forms submitted to LDOE on monthly basis (if 10 or less SBLC forms send all forms)	Sept. 15 October 16 Nov. 15 December 15 January 15 February 15 March 15 April 16 May 15	
 1.5. SBLC forms will be filled out in their entirety including the required components below: All required participants name, title and signature (required participants are: principal or designee, SBLC 	April 2017	Interim Assistant Charter Director School Principal or Designee SBLC/504 Chairperson	5% sample of SBLC forms submitted to LDOE on monthly basis (if 10 or less SBLC forms send all forms)	Sept. 15 October 16 Nov. 15 December 15 January 15 February 15 March 15	

	1	I		A 1146	1
chairperson, parent,				April 16	
referring person/agency,				May 15	
classroom teacher(s) of				June 15	
student)					
 Referral concern(s) 					
 Team meeting date 					
 Data/documents reviewed 					
for student (ex: screeners,					
assessment scores, behavior					
checklist, behavior referrals,					
grades, attendance,					
academic checklist, etc.)					
 Decision of team/actions 					
taken by team					
 If placed in RTI, Tier student 					
placed in; type of intervention					
(must be research based);					
time/frequency of intervention;					
length of time student will be in					
intervention (6wk, 8wk, et.)					
School will use SBLC forms provided by					
LDOE to document SBLC meetings to					
include SBLC meeting request form and					
Tier II/III form to document					
interventions.					
1.6. Students placed in RTI intervention	August	Interim Assistant Charter	Summary of reviews to include:	September 30	
tiers will be progress monitored on	2017	Director		November 30	
deficit skills on a daily or weekly/bi-			 # of teacher binders 	February 28	
weekly basis (as appropriate for the		School Principal or	reviewed	April 30	
target of intervention) for a		Designee	 # of teachers with missing 	June 4	
specified period of intervention time			PM data		
determined by SBLC committee		SBLC/504 Chairperson	Actions taken		
(6wks, 8wks, 10wks, etc.). Teachers			Result of actions taken for		
will keep record of progress			missing PM data		
monitoring for each student in a RTI					
tier in a binder for each intervention					
group (Tier 2/Tier 3). 504/SBLC					

chairperson will monitor teacher's binders monthly to ensure students are progress monitored according to the time/frequency and intervention period documented during SBLC meeting. Must have the same time/frequency and intervention time period documented on the SBLC meeting form.					
1.7. SBLC team will conduct follow-up meetings after specified intervention period for students in RTI to determine whether or not student making progress in interventions and what are next steps if making progress or not making progress. SBLC team will review all student progress monitoring data collected during intervention period and any other pertinent data (fidelity reviews, grades, referrals, etc.). This meeting and outcomes will be documented on SBLC meeting form.	August 2017	Interim Assistant Charter Director School Principal or Designee SBLC/504 Chairperson	5% sample of SBLC follow-up forms submitted to LDOE on bi-monthly basis (if 10 or less SBLC forms send all forms)	October 16 December 15 February 15 April 16 June 15	
 1.8. Develop progress monitoring form to be used by teachers to document student progress in intervention groups. Progress monitoring form/program MUST include the following components: Student name Date of intervention Skill assessed (must 	April 2017	Interim Assistant Charter Director School Principal or Designee SBLC/504 Chairperson	Copy of progress monitoring form – must be approved by LDOE before use	July 24, 2017	

correlate with skill deficient in according to SBLC referral — appropriately matched to the instructional skill being taught) • Student score on the skills assessed (i.e., correct words per minute, reading compression accuracy, percentage of points earned on daily behavior report card, etc.) • Assessments conducted at an appropriate frequency • Results graphed • Establish attainable goal using pre-determined decision rules • Integrity Reviews					
1.9. The SBLC Coordinator, 504 Chairperson, SPED Director/Supervisor, SPED	April 2017	Interim Assistant Charter Director	Signatures of participants attesting they viewed the Section 504 Power Point.	August 25, 2017	
Coordinator, School Principal, and		School Principal or	Tomt.		
school intervention team as a group		Designee			
will review the Power Point					
developed by LDOE titled Section		SBLC/504 Chairperson			
504 Overview and the Individual					
Accommodation Plan to learn an					
overview of Section 504, how Section 504 student eligibility					
decisions should be made,					
difference between IDEA and 504,					
and review the most current IAP					
form.					
1.10. 504 and/or SBLC coordinator	April 2017	Interim Assistant Charter	List of 504 student failing 2 or	September 30	
will monitor grades of all 504		Director	more core subjects	November 30	
students AND students in RTI every			· · · · · · · · · · · · · · · · · · ·	February 28	

grading period (6/9 weeks) to determine which students are failing 2 or more core subjects or not responding to interventions at any Tier. Report will be sent to LDOE on a bi-monthly basis.		School Principal or Designee SBLC/504 Chairperson	List of students in RTI failing 2 or more core subjects and/or not responding to interventions in tier AND Copy of SBLC documentation or other documentation of a meeting for these students to include actions taken by school to address academic concerns	April 30 June 4
1.11. 504 and/or SBLC coordinator will monitor behavior data for 504 students, students in RTI process with behavior concerns, and students positively screened at Tier 1 to determine which students are displaying a pattern of behavior (e.g. 2 or more major office referrals in a grading period, etc.), or another pattern of behavior defined by the LEA. These students will be flagged for SBLC to discuss behavior concerns and actions the school will take to address those concerns.	April 2017	Interim Assistant Charter Director School Principal or Designee SBLC/504 Chairperson	List of 504 students, students in RTI and Tier 1 screened students for behavior that were suspended/expelled each month to include number of days suspended/expelled and actions taken by school to address behavioral concerns AND Copy of SBLC documentation or other documentation of a meeting for the students displaying a pattern of behavior (2 or more major of office referrals), or another pattern of behavior defined by the LEA to include actions taken by school to address behavior concerns	Sept. 15 October 16 Nov. 15 December 15 January 15 February 15 March 15 April 16 May 15 June 4
1.12. Provide training to school staff on RTI procedures to include the following components:a) Description of RTI tier process	June 2017	Interim Assistant Charter Director School Principal or	Copy of agenda, sign-in sheet, Power Point, and handouts from training	Submission of Training Materials to LDOE for review

b)	Description of activities in each tier	Designee	Training must include all of the	and feedback:	
	(to include the selection of research-		required components listed in	July 7, 2017	
	based interventions timeframe for	SBLC/504 Chairperson	items a-g		
	interventions, frequency of	-			
	interventions, number of days each			Documentation	
	week interventions will be provided)			of Training:	
c)	Progress monitoring in each tier			September 15,	
	(types of PM tools will use; how to			2017	
	collect, analyze, and document				
	student data to make informed				
	instructional decisions, frequency				
	of PM – 1X week, etc.,)				
d)	Procedures to follow when student				
	fail to make progress in Tiers 2 & 3				
e)	Procedures to follow when				
	students make progress in Tiers 2				
	& 3				
f)	When to initiate a special				
	education referral: LEA must follow				
	the procedures outlined in Chapter				
	3 of Bulletin 1508.				
g)	The SBLC shall review and analyze				
	all screening data, including RTI				
	results, to determine the most				
	beneficial option for the student.				
	The committee's options include,				
	but are not limited to one of the				
	following action				
	1. Conduct no further action at this				
	time.				
	Continue current intervention				
	and progress monitoring through				
	the RTI process.				
	3. Conduct additional				
	interventions through the RTI				
	process.				
	4. Refer the student to the				
	appropriate committee to conduct a				

Section 504 evaluation. 5. Refer the student to pupil appraisal personnel for support services. The content of the training shall be submitted to the LDOE for review and feedback prior to delivery of the training by the LEA.					
 1.13. Develop specific 504 procedures and guidelines to include: When and how to initiate a 504 referral Parent notification and procedural safeguards 504 SBLC meeting guidelines (what to do and data to review) Assessment process for 504 eligibility (initial) and review Documenting 504 eligibility/ineligibility Guidelines for writing IAPs Guidelines for identification, assessment, and eligibility for Dyslexia Guidelines for identification, assessment, and eligibility for ADHD Disciplinary procedures for 504 students Referral for IDEA evaluation Forms to use for 504 	April 2017	Interim Assistant Charter Director School Principal or Designee SBLC/504 Chairperson	Copy of Section 504 procedures and guidelines	August 4, 2017	
 1.14. Develop eligibility criteria to determine if student qualifies for 504 services to include: Selection of one (1) commercially produced 	April 2017	Interim Assistant Charter Director School Principal or Designee	Submit copy of eligibility criteria with name of specific commercially produced standardized assessment that will be used to assess students in ELA, Math, and Behavior AND	August 4, 2017	

standardized assessment in ELA, Math, and Behavior Checklist/Screeners with delineating indicators (school will determine score student will need on assessment to fulfill eligibility criteria) Selection of other supporting documentation (progress reports, report cards, work samples, classroom observations, CBMs, PM data, progression/retention record, medical, behavior checklist, etc.) Incorporate questions relative to Section 504 regarding impairment, substantial limitation of life activities, and 504 services to meet educational need Dyslexia eligibility must follow procedures outlined in LA Bulletin 1903 Follow Section 504 requirements outlined in		SBLC/504 Chairperson	delineated scores for each assessment to determine eligibility Submit this criteria to LDOE for approval.		
the Rehabilitation Act and state 504 procedures.					
1.15. School will use universal forms to document 504. The forms that will be used are:	August 2017	Interim Assistant Charter Director	Submit copy of forms that will be used for each area listed.	August 1, 2017	
 504 SBLC initial referral form Parent notification form 		School Principal or Designee			
with procedural safeguards Parent permission form		SBLC/504 Chairperson			

 Teacher/parent information form Teacher data collection form 504 Evaluation documentation form 					
 504 decision and receipt of rights for parents 					
■ 504 teacher					
accommodation receipt					
Disciplinary forms					
1.16. Provide training to school staff	June 2017	Interim Assistant Charter	Agenda	Submission of	
on Section 504 procedures and		Director	Sign-In Sheet	Training	
guidelines the school developed.			Handouts	Materials to	
Provide staff with written copy of		School Principal or	PowerPoint Presentation	LDOE for review	
procedures and guidelines.		Designee		and feedback:	
The content of the training shall be				July 7, 2017	
submitted to the LDOE for review and		SBLC/504 Chairperson			
feedback prior to delivery of the training					
by the LEA.				Documentation	
				of Training:	
				September 15,	
				2017	



(Signature)

IDEA PART B CORRECTIVE ACTION PLAN 2016-2017

LEA: McDonogh 42 Charter School	DATE OF MONITORING: November 17, 2016		
Authorized Representative:	Title	Data	

Title:

ACTIVITIES & ACTION STEPS FOR COMPLIANCE	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE	DOCUMENT STATUS
1.1. Correct all student specific citations identified in the Results Summary report. NOTE: This activity represents an individual correct action plan for providing remedies for all student specific IDEA citations.	March 2017	Director of Special Education & Student Support School Principal Special Education Teachers	Email notifying LDOE the IEP instructional plans for those students have been amended in SER. LDOE will check those IEPs in SER to ensure they are compliant.	April 28, 2017	
 1.2. Provide training to special education staff (sped teachers and related service providers) on writing compliant IEPs to include the following topics: Writing measurable goals Data Driven Present Level of Functional Performance Statements Writing objectives linked to the goal that are measurable Documenting student progress using progress reports Ensuring required participants of IEP team are invited to IEP meeting, included as IEP participant on IEP, and sign IEP 	April 2017	Director of Special Education & Student Support School Principal School Principal	Agenda Sign-In sheets Handouts PowerPoint Presentation	September 29, 2017	

Date: _____

How and when to document waiver of attendance of a participant for an IEP meeting using a participant excusal form Train staff on forms created by LDOE. Included in this training will be how to correctly use the: IEP evaluation rubric, IEP goal and PLAFF templates, and IEP Checklist. SPED staff will be required to use the rubric and IEP checklist when reviewing and writing IEPs.					
1.3. Provide training to related service providers on how to properly document provision of services to students. The training will include: filling out services log, documenting student progress on logs and documenting delivery of services. The school will use the components of a service log provided by LDOE to document provision of related services and the services log checklist provided by LDOE to document log reviews.	April 2017	Director of Special Education & Student Support School Principal	Agenda Sign-In sheets Handouts PowerPoint Presentation	September 29, 2017	
1.4. LEA will provide ongoing training in the following areas: IEP writing, provision and documentation of accommodations, documenting special education services, progress monitoring of student data	April 2017	Director of Special Education & Student Support School Principal	Agenda Sign-In sheets Handouts PowerPoint Presentation	2017-2018 School Year	

 1.5. The SPED Coordinator or Lead Teacher will perform monthly consistency checks to ensure IEP fidelity by internally monitoring all IEPs before the IEP is submitted to SER to make it official with a focus on: Goals/objectives and PLAFF using the IEP Evaluation rubric; AND IEP components (GSI, Accommodations, Program Services, Services/Placement) using IEP checklist 	April 2017	Director of Special Education & Student Support School Principal	Summary of monthly reviews MUST include: • # of IEPs reviewed • # of IEPs with goal(s) issues • # of IEPs with objectives issues • # of IEPs with PLAFF issues • # of IEPs with IEP component issue (specify the component area and issue) • Actions taken to ensure staff make corrections	September 29 October 31 November 30 December 20 January 31 February 28 March 30 April 30 May 31
1.6. The SPED Coordinator or Lead Teacher will perform monthly consistency checks to ensure related service provider logs are completed with fidelity. Related service provider logs will be internally monitored for provision of services per the time/frequency specified on the students IEP. School will use checklist provided by LDOE to document reviews.	April 2017	Director of Special Education & Student Support School Principal	Monthly submission of the checklist used for each related services provider reviewed	September 29 October 31 November 30 December 20 January 31 February 28 March 30 April 30 May 31
1.7. Staff will view the IEP Training Modules on the LDOE website provided by the Human Development Center – LSUHSC group	April 2017	Director of Special Education	Signed copy of form from each SPED staff	September 1, 2017

with a particular focus on Module 2 (Data Driven Present Levels of Performance) and Module 3 (Measurable Goals). Staff will sign a form verifying they have viewed the training. http://www.louisianabelieves.com/resources/library/academics		& Student Support School Principal	member verifying they have viewed the IEP training on the LDOE website	September 29
1.8. The SPED Coordinator or Lead Teacher will review a 10% sample of progress reports for SPED students enrolled at the school every progress report (PR) grading period to ensure special education teachers and related service providers are filling out progress reports completely for students they service every grading period (6wks/9wks).	April 2017	Director of Special Education & Student Support School Principal	Summary of progress report reviews to include: • # of PR reviewed • # of staff with missing PR (no PR for their content area) • # of staff with incomplete PR (does not have student progress marked for the grading period for each goal/obj.) • Actions taken to address issues • Results of action taken	September 29 October 31 November 30 December 20 January 31 February 28 March 30 April 30 May 31
1.9. Provide compensatory education to students whose files did not include documentation verifying they received related services. These students did not have evidence of service provider logs and/or had incomplete service provider logs in their files.	April 2017	Director of Special Education & Student Support	Copy of compensatory letter signed by parent documenting notification of	November 15, 2017

Cohool Dringing	convices and whether
School Principal	services and whether
	or not the parent
	accepts or refuses
	the service
	Copy of amended IEP
	documenting
	compensatory
	services are being
	offered with
	time/frequency of
	services
	services
	Coning of student
	Copies of student
	attendance
	Copies of service
	provider logs
	indicating the service
	provided, date, time,
	and number of
	minutes student
	provided
	compensatory
	education during the
	session



IDEA PART B CORRECTIVE ACTION PLAN 2016-2017

LEA: Mildred Osborne Charter School	DATE OF MONITORING: November 9, 2016			
Authorized Representative:(Signature)	Title:	Date:		

ACTIVITIES & ACTION STEPS FOR COMPLIANCE	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE	DOCUMENTATION STATUS
1.0 . Correct all student specific citations identified in the Results Summary report. NOTE: This activity represents an individual correct action plan for providing remedies to address all student specific IDEA citations.	March 2017	Director of Student Support Services Special Education Staff School Principal or Designee	Copies of SBLC forms documenting SBLC meeting were reconvened to address findings and copies of any other documentation denoting findings were addressed appropriately.	June 21, 2017	
 1.1. SBLC team will attend a professional development provided by LDOE on the following: Child Find federal (IDEA) and state requirements (B. 1508 & B. 1706) Specific components of PB vs White Child Find Written Guidance (moved from bottom of list) Criteria for a child to meet Section 504 requirements for 504 eligibility 	July 2017	Director of Student Support Services Special Education Staff School Principal or Designee	Sign-in sheet verifying attendance of SBLC team	LDOE will collect sign-in sheet at conclusion of meeting for verification of attendance.	

 Response to Intervention requirements with specific emphasis on data-based decision making across the 3 tiers for academic/behavioral referral concerns and in the consideration and implementation of research-based RTI strategies prior to referral for potential eligibility. Monitor regular education students (not 504, SPED, or in RTI) for the following: Students failing 2 or more core subjects Students with documented medical concerns that may warrant a 504 or SPED evaluation Students reaching the LEA's predetermined discipline triggers (e.g., 2 or more major ODRs, etc.) Students with attendance concerns (e.g. less than 90% avg. daily attendance) 	August 2017	Director of Student Support Services Special Education Staff School Principal or Designee	School will monitor: • Students that fulfill criteria from each category • Take action steps to address each student listed in regards to Child Find activities or other activities to address academics, behavior, or medical concerns	Child Find logs including actions taken by the school will be made available upon request by LDOE.	
 1.3. Develop a Child Find Log to document child find activities (if not already doing). The log will need to include the following components: Student Name 	August 2017	Director of Student Support Services Special Education Staff	Copy of Child Find log school developed with the required components.	August 1, 2017	
Phone NumberName of individual or agency making referral		School Principal or Designee			

 Reason for referral Date of referral Parental contact dates regarding the referral Copy of referral form that includes the team decision regarding the referral 					
 School will engage in referral activities: School will document parent or agency concerns using a referral form (if don't already have one). School will have teacher's document academic and/or behavioral concerns using forms provided by LDOE. SBLC Chairperson will document student data such as demographics, assessment data, grades, screening information, behavioral data, etc. prior to SBLC meeting using student data collection form 	April 2017	Director of Student Support Services Special Education Staff School Principal or Designee	5% sample of referral forms submitted to LDOE on bi-monthly basis (if 10 or less SBLC forms send all forms)	October 16 December 15 February 15 April 16 June 15	
provided by LDOE. 1.5. SBLC forms will be filled out in their entirety including the required components below: • All required participants name, title and signature (required participants are: principal or designee, SBLC chairperson, parent, referring person/agency,	April 2017	Director of Student Support Services Special Education Staff School Principal or Designee	5% sample of SBLC forms submitted to LDOE on bi-monthly basis (if 10 or less SBLC forms send all forms)	October 16 December 15 February 15 April 16 June 15	

student) Referral concern(s) Team meeting date Data/documents reviewed for student (ex: screeners, assessment scores, behavior checklist, behavior referrals, academic checklist, etc.) Decision of team/actions taken by team If placed in RTI, Tier student placed in; type of intervention (must be research based); time/frequency of intervention; length of time student will be in intervention (6wk, 8wk, et.) School will use SBLC forms provided by LDOE to document SBLC meetings to include SBLC meeting request form and Tier II/III form to document interventions. If school has a form in place, the form must contain all criteria listed above.					
1.6. Students placed in RTI intervention tiers will be progress monitored on deficit skills on a weekly/bi-weekly basis for a specified period of intervention time determined by SBLC committee (6wks, 8wks, 10wks, etc.). Teachers will keep record of progress monitoring for each student in a RTI tier in a binder for each intervention group (Tier 2/Tier 3). 504/SBLC chairperson will monitor teacher's binders monthly to ensure students are progress	August 2017	Director of Student Support Services Special Education Staff School Principal or Designee	 # of teacher binders reviewed # of teachers with missing PM data Actions taken Result of actions taken for missing PM data 	September 30 November 30 February 28 April 30 June 4	

monitored according to the time/frequency and intervention period documented during SBLC meeting. Must have the same time/frequency and intervention time period documented on the SBLC meeting form.					
1.7. SBLC team will conduct follow-up meetings after specified intervention period for students in RTI to determine whether or not student making progress in interventions and what are next steps if making progress or not making progress. SBLC team will review all student progress monitoring data collected during intervention period and any other pertinent data. This meeting and outcomes will be documented on SBLC meeting form.	August 2017	Director of Student Support Services Special Education Staff School Principal or Designee	5% sample of SBLC follow-up forms submitted to LDOE on bi-monthly basis (if 10 or less SBLC forms send all forms)	October 16 December 15 February 15 April 16 June 15	
1.8. Develop progress monitoring form or provide name of program school will use to document PR. This form/program will be used by teachers to document student progress in intervention groups. Progress monitoring form/program MUST include the following components: • Student name • Date of intervention • Skill assessed (must correlate with skill deficient in according to SBLC referral	April 2017	Director of Student Support Services Special Education Staff School Principal or Designee	Copy of progress monitoring form OR progress monitoring program – must be approved by LDOE before use	July 24, 2017	

April 2017	Director of Student Support Services Special Education Staff School Principal or Designee	Signatures of participants attesting they viewed the Section 504 Power Point.	August 25, 2017	
April 2017	Director of Student Support Services Special Education Staff	List of 504 student failing 2 or more core subjects List of students in RTI failing 2 or more core subjects and/or not	September 30 November 30 February 28 April 30 June 4	
	April 2017	Support Services Special Education Staff School Principal or Designee April 2017 Director of Student Support Services Special Education Staff	Support Services Special Education Staff School Principal or Designee April 2017 Director of Student Support Services Special Education Staff List of 504 student failing 2 or more core subjects Special Education Staff List of students in RTI failing 2 or more core subjects and/or not	Support Services Special Education Staff School Principal or Designee April 2017 Director of Student Support Services Special Education Staff List of 504 student failing 2 or more core subjects Special Education Staff List of students in RTI failing 2 or more core subjects and/or not Support Services Special Education Staff List of students in RTI failing 2 or more core subjects and/or not September 30 November 30 February 28 April 30 June 4

responding to interventions at any Tier. Report will be sent to LDOE on a bi-monthly basis.		Designee	AND Copy of SBLC documentation or other documentation of a meeting for these students to include actions taken by school to address academic concerns		
1.11. 504 and/or SBLC coordinator will monitor behavior data for 504 students, students in RTI process with behavior concerns, and students positively screened at Tier 1 to determine which students are displaying a pattern of behavior (e.g. 2 or more major office referrals in a grading period, etc.), or another pattern of behavior defined by the LEA. These students will be flagged for SBLC to discuss behavior concerns and actions the school will take to address those concerns.	April 2017	Director of Student Support Services Special Education Staff School Principal or Designee	List of 504 students, students in RTI and Tier 1 screened students for behavior that were suspended/expelled each month to include number of days suspended/expelled and actions taken by school to address behavioral concerns AND Copy of SBLC documentation or other documentation of a meeting for the students displaying a pattern of behavior (2 or more major of office referrals), or another pattern of behavior defined by the LEA to include actions taken by school to address behavior concerns	September 30 November 30 February 28 April 30 June 4	
 1.12. Provide training to school staff on RTI procedures to include the following components: a) Description of RTI tier process b) Description of activities in each tier (to include the selection of research-based interventions timeframe for 	June 2017	Director of Student Support Services Special Education Staff School Principal or Designee	Copy of agenda, sign-in sheet, Power Point, and handouts from training Training must include all of the required components listed in items a-g	September 15, 2017	

	interventions, frequency of			
	interventions, number of days each			
۵۱	week interventions will be provided)			
c)	Progress monitoring in each tier			
	(types of PM tools will use; how to			
	collect, analyze, and document			
	student data to make informed			
	instructional decisions, frequency			
١.,	of PM – 1X week, etc.,)			
(d)	Procedures to follow when student			
	fail to make progress in Tiers 2 & 3			
e)	Procedures to follow when			
	students make progress in Tiers 2			
	& 3			
f)	When to initiate a special			
	education referral: LEA must follow			
	the procedures outlined in Chapter			
	3 of Bulletin 1508.			
g)	The SBLC shall review and analyze			
	all screening data, including RTI			
	results, to determine the most			
	beneficial option for the student.			
	The committee's options include,			
	but are not limited to one of the			
	following action			
	1. Conduct no further action at this			
	time.			
	2. Continue current intervention			
	and progress monitoring through			
	the RTI process.			
	3. Conduct additional			
	interventions through the RTI			
	process.			
	4. Refer the student to the			
	appropriate committee to conduct a			
	Section 504 evaluation.			
	5. Refer the student to pupil			
	appraisal personnel for support			

services.					
 1.13. Develop specific 504 procedures and guidelines to include: When and how to initiate a 504 referral Parent notification and procedural safeguards 504 SBLC meeting guidelines (what to do and data to review) Assessment process for 504 eligibility (initial) and review Documenting 504 eligibility/ineligibility Guidelines for writing IAPs Guidelines for identification, assessment, and eligibility for Dyslexia Guidelines for identification, assessment, and eligibility for ADHD Disciplinary procedures for 504 students Referral for IDEA evaluation Forms to use for 504 	April 2017	Director of Student Support Services Special Education Staff School Principal or Designee	Copy of Section 504 procedures and guidelines	July 24, 2017	
1.14. Develop eligibility criteria to determine if student qualifies for 504 services to include: o Selection of one (1) commercially produced standardized assessment in ELA, Math, and Behavior Checklist/Screeners with delineating indicators (school will determine score student will need on	April 2017	Director of Student Support Services Special Education Staff School Principal or Designee	Submit copy of eligibility criteria with name of specific commercially produced standardized assessment that will be used to assess students in ELA, Math, and Behavior AND delineated scores for each assessment to determine eligibility Submit this criteria to LDOE for approval.	July 24, 2017	

assessment to fulfill					
eligibility criteria)					
Selection of other					
supporting documentation					
(progress reports, report					
cards, work samples,					
classroom observations,					
CBMs, PM data,					
progression/retention					
record, medical, behavior					
checklist, etc.)					
Incorporate questions					
relative to Section 504					
regarding impairment,					
substantial limitation of life					
activities, and 504 services					
to meet educational need					
_ , , , , , , , , , , , , , , , , , , ,					
 Dyslexia eligibility must follow procedures outlined 					
in LA Bulletin 1903					
o Follow Section 504					
requirements outlined in					
the Rehabilitation Act and					
state 504 procedures.					
1.15. School will use universal forms	August	Director of Student	Submit copy of forms that will be	August 1, 2017	
to document 504. The forms that	2017	Support Services	used for each area listed.	August 1, 2017	
will be used are:	2017	Support Services	used for each area fisted.		
504 SBLC initial referral		Special Education Staff			
form		Special Education Stair			
 Parent notification form 		School Principal or			
with procedural safeguards		Designee			
Parent permission form		Designee			
 Teacher/parent information 					
form					
 Teacher data collection 					
form					
■ 504 Evaluation					
documentation form					
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 504 decision and receipt of rights for parents 504 teacher accommodation receipt Disciplinary forms 					
1.16. Provide training to school staff on Section 504 procedures and guidelines the school developed.	June 2017	Director of Student Support Services	Agenda Sign-In Sheet Handouts	September 15, 2017	
Provide staff with written copy of procedures and guidelines.		Special Education Staff School Principal or Designee	PowerPoint Presentation		



IDEA PART B CORRECTIVE ACTION PLAN 2016-2017

LEA: Mildred Osborne Charter	School	DATE OF MONITORING: February 10, 2017	
Authorized Representative:	(Signature)	Title:	Date:

ACTIVITIES & ACTION STEPS FOR COMPLIANCE	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE	DOCUMENT STATUS
1.1. Correct all student specific citations identified in the Results Summary report. NOTE: This activity represents an individual corrective action plan for providing remedies for all student specific IDEA citations.	March 2017	Director of Student Support Services Special Education Staff School Principal or Designee Special Education Coordinator	Email notifying LDOE the IEP instructional plans for those students have been amended in SER. LDOE will check those IEPs in SER to ensure they are compliant.	September 15, 2017	
1.2. Staff will review the IEP Training Modules on the LDOE website provided by the Human Development Center – LSUHSC group with particular focus on Module 2 (Data Driven Present Levels of Performance) and Module 3 (Measurable Goals). Staff will sign a form verifying they have viewed the training materials. http://www.louisianabelieves.com/resources/library/academics	April 2017	Special Education Coordinator	Signed copy of form from each SPED staff member	September 1, 2017	
1.3. Provide training to special education staff (sped teachers and related service providers) on writing compliant IEPs to include	April 2017	Director of Student Support	Agenda Sign-In sheets	Submission of Training Materials	

 the following topics: Writing measurable goals Data Driven Present Level of Functional Performance Statements Writing objectives linked to the goal that are measurable Documenting student progress using progress reports Ensuring required participants of IEP team are invited to IEP meeting, included as IEP participant on IEP, and sign IEP Writing transition goals and marking goals targeted for transition How and when to document waiver of attendance of a participant for an IEP meeting using a participant excusal form Train staff on forms created by LDOE. Included in this training will be how to correctly use the: IEP evaluation rubric, IEP goal and PLAFF templates, and IEP Checklist. The content of the training shall be submitted to the LDOE for review and feedback prior to delivery of the training by the LEA. SPED staff will be required to use the rubric and IEP checklist when reviewing and writing IEPs. 		Services Special Education Coordinator	Handouts PowerPoint Presentation	to LDOE for review and feedback: June 30, 2017 Documentation of Training: September 15, 2017
1.4. Provide training to related service providers on how to properly document provision of services to students. The training will include: filling out services log, documenting student progress on logs and documenting delivery of services. The content of the training shall be submitted to the LDOE for review and feedback prior to delivery of the training by the LEA. The school will use the components of a service log provided by LDOE to document provision of related services and the services log checklist provided by LDOE to document log reviews.	April 2017	Director of Student Support Services Special Education Coordinator	Agenda Sign-In sheets Handouts PowerPoint Presentation	Submission of Training Materials to LDOE for review and feedback: June 30, 2017 Documentation of Training: September 15, 2017
1.5. LEA will provide ongoing training in the following areas: IEP writing, provision and documentation of accommodations,	April 2017	Director of Student Support	Agenda Sign-In sheets	Submission of Training Materials

documenting special education services, progress monitoring of student data. The content of the training shall be submitted to the LDOE for review and feedback prior to delivery of the training by the LEA.		Services Special Education Coordinator	Handouts PowerPoint Presentation	to LDOE for review and feedback: Submit training materials a month prior to training (LEA must provide schedule of trainings for SY). Documentation of Training: Throughout 2017- 2018 School Year
 1.6. The SPED Coordinator or Lead Teacher will perform monthly consistency checks to ensure IEP fidelity by internally monitoring all IEPs before the IEP is submitted to SER to make it official with a focus on: Goals/objectives and PLAFF using the IEP Evaluation rubric; AND IEP components (GSI, Accommodations, Program Services, Services/Placement) using IEP checklist 	April 2017	Director of Student Support Services School Principal or Designee Special Education Coordinator	Summary of monthly reviews MUST include: • # of IEPs reviewed • # of IEPs with goal(s) issues • # of IEPs with objectives issues	September 29 October 31 November 30 December 20 January 31 February 28 March 30 April 30 May 31
LDOE will randomly select students bi-monthly in SER whose IEP annual review date is within the two most current review months. LDOE will use the checklists provided to the LEA (IEP Evaluation rubric and IEP checklist) to complete reviews and provide feedback. An action plan will be sent by LDOE if there are any issues found during the review with a required response to those actions within a week timeframe.			 # of IEPs with PLAFF issues # of IEPs with IEP component issue (specify the component area and issue) Actions taken to ensure staff make 	

1.7. The SPED Coordinator or Lead Teacher will perform monthly consistency checks to ensure related service provider logs are completed with fidelity. Related service provider logs will be internally monitored for provision of services per the time/frequency specified on the students IEP. School will use checklist provided by LDOE to document reviews. LDOE will randomly review service provider logs on a bimonthly basis (September, November, January, March, May). School will send in a copy of requested service provider logs to LDOE. LDOE will use checklist to review provider logs. An action plan will be sent by LDOE if there are any issues found during the review with a required response to those actions	April 2017	Director of Student Support Services School Principal or Designee Special Education Coordinator	Corrections Results of those actions Monthly submission of the checklist used for each related services provider reviewed	September 29 October 31 November 30 December 20 January 31 February 28 March 30 April 30 May 31	
within a week timeframe.					
1.8. The SPED Coordinator or Lead Teacher will review a 10% sample of progress reports for SPED students enrolled at the school every progress report (PR) grading period to ensure special education teachers and related service providers are filling out progress reports completely for students they service every grading period (6wks/9wks).	April 2017	Director of Student Support Services Special Education Coordinator	Summary of progress report reviews to include: • # of PR reviewed • # of staff with missing PR (no PR for	October 23 November 30 December 20 January 31 February 28 March 30 April 30 May 31	
LDOE will randomly monitor progress reports quarterly (October, January, March, June) to ensure student progress reports are			their content		
completed in SER every grading period. An action plan will be			area) ● # of staff		

sent by LDOE if there are any issues found during the review with			with	
a required response to those actions within a week timeframe.			incomplete	
a required response to those actions within a week timename.			PR (does not	
			have student	
			progress marked for	
			the grading	
			period for	
			each	
			goal/obj.)	
			Actions taken	
			to address	
			issues	
			Results of	
			action taken	
1.9. Provide compensatory education to students whose files did	April	Director of	Copy of	August 18, 2017
not include documentation verifying they received related	2017	Student Support	compensatory letter	
services. These students did not have evidence of service		Services	signed by parent	
provider logs and/or had incomplete service provider logs in			documenting	
their files.		School Principal	notification of	
		or Designee	services and whether	
			or not the parent	
		Special Education	accepts or refuses	
		Coordinator	the service	
			Copy of amended IEP	September 1,
			documenting	2017
			compensatory	
			services are being	
			offered with	
			time/frequency of	
			services	
			Copies of student	October 30, 2017
			attendance	
			Copies of service	October 30, 2017
			provider logs	
	L	1	P. 31.00. 1983	

indicating the service	
provided, date, time,	
and number of	
minutes student	
provided	
compensatory	
education during the	
session	



IDEA PART B CORRECTIVE ACTION PLAN 2016-2017

LEA: The NET Charter High Sch	nool DATE OF MONITORING:	November 16, 2016	
Authorized Representative:			_
	(Signature)	Title:	Date:

ACTIVITIES & ACTION STEPS FOR COMPLIANCE	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE	DOCUMENT STATUS
1.1. Correct all student specific citations identified in the Results Summary report. NOTE: This activity represents an individual correct action plan for providing remedies for all student specific IDEA citations.	March 2017	Executive Director School Principal Special Education Teachers	Email notifying LDOE the IEP instructional plans for those students have been amended in SER. LDOE will check those IEPs in SER to ensure they are compliant.	April 28, 2017	
 1.2. Provide training to special education staff (sped teachers and related service providers) on writing compliant IEPs to include the following topics: Writing measurable goals Data Driven Present Level of Functional Performance Statements Writing objectives linked to the goal that are measurable Documenting student progress using progress reports Ensuring required participants of IEP team are invited to IEP meeting, included as IEP participant on IEP, and sign IEP 	April 2017	Executive Director School Principal	Agenda Sign-In sheets Handouts PowerPoint Presentation	September 1, 2017	

 Writing transition goals and marking goals targeted for transition How and when to document waiver of attendance of a participant for an IEP meeting using a participant excusal form Train staff on forms created by LDOE. Included in this training will be how to correctly use the: IEP evaluation rubric, IEP goal and PLAFF templates, and IEP Checklist. SPED staff will be required to use the rubric and IEP checklist when reviewing and writing IEPs. 				
1.3. Provide training to related service providers on how to properly document provision of services to students. The training will include: filling out services log, documenting student progress on logs and documenting delivery of services. The school will use the components of a service log provided by LDOE to document provision of related services and the services log checklist provided by LDOE to document log reviews.	April 2017	Executive Director School Principal	Agenda Sign-In sheets Handouts PowerPoint Presentation	September 1, 2017
1.4. LEA will provide ongoing training in the following areas: IEP writing, provision and documentation of accommodations, documenting special education services, progress monitoring of student data	April 2017	Executive Director School Principal	Agenda Sign-In sheets Handouts PowerPoint Presentation	2017-2018 School Year

 1.5. The SPED Coordinator or Lead Teacher will perform monthly consistency checks to ensure IEP fidelity by internally monitoring all IEPs before the IEP is submitted to SER to make it official with a focus on: Goals/objectives and PLAFF using the IEP Evaluation rubric; AND IEP components (GSI, Accommodations, Program Services, Services/Placement) using IEP checklist 	April 2017	Executive Director School Principal	Summary of monthly reviews MUST include: • # of IEPs reviewed • # of IEPs with goal(s) issues • # of IEPs with objectives issues • # of IEPs with PLAFF issues • # of IEPs with IEP component issue (specify the component area and issue) • Actions taken to ensure staff make corrections • Results of those actions	September 29 October 31 November 30 December 20 January 31 February 28 March 30 April 30 May 31
1.6. The SPED Coordinator or Lead Teacher will perform monthly consistency checks to ensure related service provider logs are completed with fidelity. Related service provider logs will be internally monitored for provision of services per the time/frequency specified on the students IEP. School will use checklist provided by LDOE to document reviews.	April 2017	Executive Director School Principal	Monthly submission of the checklist used for each related services provider reviewed	September 29 October 31 November 30 December 20 January 31 February 28 March 30 April 30 May 31
1.7. Staff will view the IEP Training Modules on the LDOE website	April	Executive	Signed copy of form	September 1,
provided by the Human Development Center – LSUHSC group	2017	Director	from each SPED staff	2017

with a particular focus on Module 2 (Data Driven Present Levels of Performance) and Module 3 (Measurable Goals). Staff will sign a form verifying they have viewed the training. http://www.louisianabelieves.com/resources/library/academics		School Principal	member verifying they have viewed the IEP training on the LDOE website		
1.8. The SPED Coordinator or Lead Teacher will review a 10% sample of progress reports for SPED students enrolled at the school every progress report (PR) grading period to ensure special education teachers and related service providers are filling out progress reports completely for students they service every grading period (6wks/9wks).	April 2017	Executive Director School Principal	Summary of progress report reviews to include: • # of PR reviewed • # of staff with missing PR (no PR for their content area) • # of staff with incomplete PR (does not have student progress marked for the grading period for each goal/obj.) • Actions taken to address issues • Results of action taken	October 16 December 19 January 31 February 28 March 30 April 30 May 31	
1.9. Provide compensatory education to students whose files did	April	Executive	Copy of	June 30, 2017	
include documentation verifying they received related services.	2017	Director	compensatory letter		
These students did not have evidence of service provider logs			signed by parent		
and/or had incomplete service provider logs in their files.		School Principal	documenting notification of services and whether		

	or not the parent	
	accepts or refuses	
	the service	
	Copy of amended IEP	
	documenting	
	compensatory	
	services are being	
	offered with	
	time/frequency of	
	services	
	Copies of student	
	attendance	
	Copies of service	
	provider logs	
	indicating the service	
	provided, date, time,	
	and number of	
	minutes student	
	provided	
	compensatory	
	education during the	
	session	



IDEA PART B CORRECTIVE ACTION PLAN 2016-2017

LEA: New Orleans Military/Maritime Academy	DATE OF MONITORING: November 15, 2016	
Authorized Representative:(Signature)	Title:	Date:

ACTIVITIES & ACTION STEPS FOR COMPLIANCE	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE	DOCUMENT STATUS
1.1. Correct all student specific citations identified in the Results Summary report. NOTE: This activity represents an individual correct action plan for providing remedies for all student specific IDEA citations.	March 2017	School Principal Special Education Teachers	Email notifying LDOE the IEP instructional plans for those students have been amended in SER. LDOE will check those IEPs in SER to ensure they are compliant.	April 28, 2017	
 1.2. Provide training to special education staff (sped teachers and related service providers) on writing compliant IEPs to include the following topics: Writing measurable goals Data Driven Present Level of Functional Performance Statements Writing objectives linked to the goal that are measurable Documenting student progress using progress reports Ensuring required participants of IEP team are invited to IEP meeting, included as IEP participant on IEP, and sign IEP Writing transition goals and marking goals targeted for 	April 2017	School Principal	Agenda Sign-In sheets Handouts PowerPoint Presentation	September 1, 2017	

transition • How and when to document waiver of attendance of a participant for an IEP meeting using a participant excusal form Train staff on forms created by LDOE. Included in this training will be how to correctly use the: IEP evaluation rubric, IEP goal and PLAFF templates, and IEP Checklist. SPED staff will be required to use the rubric and IEP checklist when reviewing and writing IEPs.					
1.3. Provide training to related service providers on how to properly document provision of services to students. The training will include: filling out services log, documenting student progress on logs and documenting delivery of services. The school will use the components of a service log provided by LDOE to document provision of related services and the services log checklist provided by LDOE to document log reviews.	April 2017	School Principal	Agenda Sign-In sheets Handouts PowerPoint Presentation	September 1, 2017	
1.4. LEA will provide ongoing training in the following areas: IEP writing, provision and documentation of accommodations, documenting special education services, progress monitoring of student data	April 2017	School Principal	Agenda Sign-In sheets Handouts PowerPoint Presentation	2017-2018 School Year	

 1.5. The SPED Coordinator or Lead Teacher will perform monthly consistency checks to ensure IEP fidelity by internally monitoring all IEPs before the IEP is submitted to SER to make it official with a focus on: Goals/objectives and PLAFF using the IEP Evaluation rubric; AND IEP components (GSI, Accommodations, Program Services, Services/Placement) using IEP checklist 	April 2017	School Principal	Summary of monthly reviews MUST include: • # of IEPs reviewed • # of IEPs with goal(s) issues • # of IEPs with objectives issues • # of IEPs with PLAFF issues • # of IEPs with IEP component issue (specify the component area and issue) • Actions taken to ensure staff make corrections • Results of those actions	September 29 October 31 November 30 December 20 January 31 February 28 March 30 April 30 May 31	
1.6. The SPED Coordinator or Lead Teacher will perform monthly consistency checks to ensure related service provider logs are completed with fidelity. Related service provider logs will be internally monitored for provision of services per the time/frequency specified on the students IEP. School will use checklist provided by LDOE to document reviews.	April 2017	School Principal	Monthly submission of the checklist used for each related services provider reviewed	September 29 October 31 November 30 December 20 January 31 February 28 March 30 April 30 May 31	
1.7. Staff will view the IEP Training Modules on the LDOE website	April	School Principal	Signed copy of form	September 1,	
provided by the Human Development Center – LSUHSC group	2017		from each SPED staff	2017	

with a particular focus on Module 2 (Data Driven Present Levels of Performance) and Module 3 (Measurable Goals). Staff will sign a form verifying they have viewed the training. http://www.louisianabelieves.com/resources/library/academics			member verifying they have viewed the IEP training on the LDOE website		
1.8. The SPED Coordinator or Lead Teacher will review a 10% sample of progress reports for SPED students enrolled at the school every progress report (PR) grading period to ensure special education teachers and related service providers are filling out progress reports completely for students they service every grading period (6wks/9wks).	April 2017	School Principal	Summary of progress report reviews to include: • # of PR reviewed • # of staff with missing PR (no PR for their content area) • # of staff with incomplete PR (does not have student progress marked for the grading period for each goal/obj.) • Actions taken to address issues • Results of action taken	September 29 October 31 November 30 December 20 January 31 February 28 March 30 April 30 May 31	
1.9. Provide compensatory education to students whose files did not include documentation verifying they received related services. These students did not have evidence of service provider logs and/or had incomplete service provider logs in their files.	April 2017	School Principal	Copy of compensatory letter signed by parent documenting notification of services and whether	June 30, 2017	

	or not the parent	
	accepts or refuses	
	the service	
	Copy of amended IEP	
	documenting	
	compensatory	
	services are being	
	offered with	
	time/frequency of	
	services	
	Copies of student	
	attendance	
	Copies of service	
	provider logs	
	indicating the service	
	provided, date, time,	
	and number of	
	minutes student	
	provided	
	compensatory	
	education during the	
	session	



IDEA PART B CORRECTIVE ACTION PLAN 2016-2017

LEA: Sophie B. Wright Institute of Academic Excellen	ce DATE OF MONITORING: November 17, 2016	
Authorized Representative:(Signature)	Title:	Date:

ACTIVITIES & ACTION STEPS FOR COMPLIANCE	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE	DOCUMENT STATUS
1.1. Correct all student specific citations identified in the Results Summary report. NOTE: This activity represents an individual correct action plan for providing remedies for all student specific IDEA citations.	March 2017	Assistant Charter School Director SPED Coordinator School Principal Special Education Teachers	Email notifying LDOE the IEP instructional plans for those students have been amended in SER. LDOE will check those IEPs in SER to ensure they are compliant.	April 28, 2017	
 1.2. Provide training to special education staff (sped teachers and related service providers) on writing compliant IEPs to include the following topics: Writing measurable goals Data Driven Present Level of Functional Performance Statements Writing objectives linked to the goal that are measurable Documenting student progress using progress reports Ensuring required participants of IEP team are invited 	April 2017	Assistant Charter School Director SPED Coordinator School Principal	Agenda Sign-In sheets Handouts PowerPoint Presentation	October 17	

to IEP meeting, included as IEP participant on IEP, and sign IEP • Writing transition goals and marking goals targeted for transition • How and when to document waiver of attendance of a participant for an IEP meeting using a participant excusal form Train staff on forms created by LDOE. Included in this training will be how to correctly use the: IEP evaluation rubric, IEP goal and PLAFF templates, and IEP Checklist. SPED staff will be required to use the rubric and IEP checklist when reviewing and writing IEPs.					
1.3. Provide training to related service providers on how to properly document provision of services to students. The training will include: filling out services log, documenting student progress on logs and documenting delivery of services. The school will use the components of a service log provided by LDOE to document provision of related services and the services log checklist provided by LDOE to document log reviews.	April 2017	Assistant Charter School Director SPED Coordinator School Principal	Agenda Sign-In sheets Handouts PowerPoint Presentation	October 17	
1.4. LEA will provide ongoing training in the following areas: IEP writing, provision and documentation of accommodations, documenting special education services, progress monitoring of student data	April 2017	Assistant Charter School Director SPED Coordinator School Principal	Agenda Sign-In sheets Handouts PowerPoint Presentation	2017-2018 School Year	

 1.5. The SPED Coordinator or Lead Teacher will perform monthly consistency checks to ensure IEP fidelity by internally monitoring all IEPs before the IEP is submitted to SER to make it official with a focus on: Goals/objectives and PLAFF using the IEP Evaluation rubric; AND IEP components (GSI, Accommodations, Program Services, Services/Placement) using IEP checklist 	April 2017	Assistant Charter School Director SPED Coordinator School Principal	Summary of monthly reviews MUST include: • # of IEPs reviewed • # of IEPs with goal(s) issues • # of IEPs with objectives issues • # of IEPs with PLAFF issues • # of IEPs with IEP component issue (specify the component area and issue) • Actions taken to ensure staff make corrections • Results of those actions	October 31 November 30 December 20 January 31 February 28 March 30 April 30 May 31
1.6. The SPED Coordinator or Lead Teacher will perform monthly consistency checks to ensure related service provider logs are completed with fidelity. Related service provider logs will be internally monitored for provision of services per the time/frequency specified on the students IEP. School will use checklist provided by LDOE to document reviews.	April 2017	Assistant Charter School Director SPED Coordinator School Principal	Monthly submission of the checklist used for each related services provider reviewed	October 31 November 30 December 20 January 31 February 28 March 30 April 30 May 31
1.7. Staff will view the IEP Training Modules on the LDOE website provided by the Human Development Center – LSUHSC group with a particular focus on Module 2 (Data Driven Present	April 2017	Assistant Charter School Director	Signed copy of form from each SPED staff member verifying	October 17

Levels of Performance) and Module 3 (Measurable Goals). Staff will sign a form verifying they have viewed the training. http://www.louisianabelieves.com/resources/library/academics

School Principal	services and whether or not the parent accepts or refuses the service		
	Copy of amended IEP documenting compensatory services are being offered with time/frequency of services	October 17	
	Copies of student attendance		
	Copies of service provider logs indicating the service provided, date, time, and number of		
	minutes student provided compensatory education during the session		



IDEA PART B CORRECTIVE ACTION PLAN 2016-2017

LEA: Sophie B. Wright Institute	of Academic Excellence	DATE OF MONITORING: Febru	uary 8, 2017
Authorized Representative:	(Signature)	Title:	Date:

ACTIVITIES & ACTION STEPS FOR COMPLIANCE	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE	DOCUMENTATION STATUS
1.0. Correct all student specific citations identified in the Results Summary report. NOTE: This activity represents an individual corrective action plan for providing remedies to address all student specific IDEA citations.	March 2017	Interim Assistant Charter Director Special Education Staff School Principal or Designee	Copies of SBLC forms documenting SBLC meeting were reconvened to address findings and copies of any other documentation denoting findings were addressed appropriately.	Oct.27, 2017	
 1.1. SBLC team will attend a professional development provided by LDOE on the following: Child Find federal (IDEA) and state requirements (B. 1508 & B. 1706) Specific components of PB vs White Child Find Written Guidance Criteria for a child to meet Section 504 requirements for 504 eligibility 	July 2017	Interim Assistant Charter Director School Principal or Designee SBLC/504 Chairperson	Sign-in sheet verifying attendance of SBLC team	LDOE will collect sign-in sheet at conclusion of meeting for verification of attendance.	

 Response to Intervention requirements with specific emphasis on data-based decision making across the 3 tiers for academic/behavioral referral concerns and in the consideration and implementation of research-based RTI strategies prior to referral for potential eligibility. Monitor regular education students (not 504, SPED, or in RTI) for the following: Students failing 2 or more core subjects Students with documented medical concerns that may warrant a 504 or SPED evaluation Students reaching the LEA's predetermined discipline triggers (e.g., 2 or more major ODRs, etc.) as outlined in PBIS/discipline plan Students with attendance concerns (e.g. less than 90% avg. daily attendance) 	August 2017	Interim Assistant Charter Director School Principal or Designee SBLC/504 Chairperson	School will: • Monitor students that fulfill criteria from each category • Take action steps to address each student listed in regards to Child Find activities or other activities to address academics, behavior, or medical concerns	October 17 November 30 February 28 April 30 June 4	
 1.3. Develop a Child Find Log to document child find activities (if not already doing). The log will need to include the following components: Student Name 	August 2017	Interim Assistant Charter Director School Principal or Designee	Copy of Child Find log school developed with the required components. LDOE will review to ensure form has all components.	August 1, 2017	
Phone NumberName of individual or		SBLC/504 Chairperson	School will submit a copy of the child find log on a bi-monthly basis	October 17 th November 30	

 agency making referral Reason for referral Date of referral Parental contact dates regarding the referral Attach copy of referral form that includes the team decision regarding the referral 			with all components addressed on the form in their entirety.	February 28 April 30 June 4
 School will engage in referral activities: School will document parent or agency concerns using a referral form (if don't already have one). School will have teacher's document academic and/or behavioral concerns using forms provided by LDOE. SBLC Chairperson will document student data such as demographics, assessment data, grades, screening information, behavioral data, etc. prior to SBLC meeting using student data collection form provided by LDOE. 	April 2017	Interim Assistant Charter Director School Principal or Designee SBLC/504 Chairperson	5% sample of referral forms submitted to LDOE on monthly basis (if 10 or less SBLC forms send all forms)	October 23 Nov. 15 December 15 January 15 February 15 March 15 April 16 May 15
 1.5. SBLC forms will be filled out in their entirety including the required components below: All required participants name, title and signature (required participants are: principal or designee, SBLC chairperson, parent, 	April 2017	Interim Assistant Charter Director School Principal or Designee SBLC/504 Chairperson	5% sample of SBLC forms submitted to LDOE on monthly basis (if 10 or less SBLC forms send all forms)	October 27 Nov. 15 December 15 January 15 February 15 March 15 April 16 May 15

C	1	T		T	,
referring person/agency,				June 15	
classroom teacher(s) of					
student)					
 Referral concern(s) 					
 Team meeting date 					
 Data/documents reviewed 					
for student (ex: screeners,					
assessment scores, behavior					
checklist, behavior referrals,					
grades, attendance,					
academic checklist, etc.)					
 Decision of team/actions 					
taken by team					
 If placed in RTI, Tier student 					
placed in; type of intervention					
(must be research based);					
time/frequency of intervention;					
length of time student will be in					
intervention (6wk, 8wk, et.)					
School will use SBLC forms provided by					
LDOE to document SBLC meetings to					
include SBLC meeting request form and					
Tier II/III form to document					
interventions.					
1.6. Students placed in RTI intervention	August	Interim Assistant Charter	Summary of reviews to include:	October 27	
tiers will be progress monitored on	2017	Director		December 20	
deficit skills on a daily or weekly/bi-			 # of teacher binders 	February 28	
weekly basis (as appropriate for the		School Principal or	reviewed	April 30	
target of intervention) for a		Designee	 # of teachers with missing 	June 4	
specified period of intervention time			PM data		
determined by SBLC committee		SBLC/504 Chairperson	 Actions taken 		
(6wks, 8wks, 10wks, etc.). Teachers			 Result of actions taken for 		
will keep record of progress			missing PM data		
monitoring for each student in a RTI					
tier in a binder for each intervention					
group (Tier 2/Tier 3). 504/SBLC					
chairperson will monitor teacher's					

binders monthly to ensure students are progress monitored according to the time/frequency and intervention period documented during SBLC meeting. Must have the same time/frequency and intervention time period documented on the SBLC meeting form.					
1.7. SBLC team will conduct follow-up meetings after specified intervention period for students in RTI to determine whether or not student making progress in interventions and what are next steps if making progress or not making progress. SBLC team will review all student progress monitoring data collected during intervention period and any other pertinent data (fidelity reviews, grades, referrals, etc.). This meeting and outcomes will be documented on SBLC meeting form.	August 2017	Interim Assistant Charter Director School Principal or Designee SBLC/504 Chairperson	5% sample of SBLC follow-up forms submitted to LDOE on bi-monthly basis (if 10 or less SBLC forms send all forms)	Nov. 30 December 15 February 15 April 16 June 15	
1.8. Develop progress monitoring form to be used by teachers to document student progress in intervention groups. Progress monitoring form/program MUST include the following components: Student name Date of intervention Skill assessed (must correlate with skill deficient	April 2017	Interim Assistant Charter Director School Principal or Designee SBLC/504 Chairperson	Copy of progress monitoring form – must be approved by LDOE before use	July 24, 2017	

in according to SBLC referral	April 2017	Interim Assistant Charter Director School Principal or Designee SBLC/504 Chairperson	Signatures of participants attesting they viewed the Section 504 Power Point.	October 17, 2017	
form. 1.10. 504 and/or SBLC coordinator will monitor grades of all 504 students AND students in RTI every grading period (6/9 weeks) to	April 2017	Interim Assistant Charter Director School Principal or	List of 504 student failing 2 or more core subjects List of students in RTI failing 2 or	October 17 December 20 February 28 April 30	

determine which students are failing 2 or more core subjects or not responding to interventions at any Tier. Report will be sent to LDOE on a bi-monthly basis.		Designee SBLC/504 Chairperson	more core subjects and/or not responding to interventions in tier AND Copy of SBLC documentation or other documentation of a meeting for these students to include actions taken by school to address academic concerns	June 4
1.11. 504 and/or SBLC coordinator will monitor behavior data for 504 students, students in RTI process with behavior concerns, and students positively screened at Tier 1 to determine which students are displaying a pattern of behavior (e.g. 2 or more major office referrals in a grading period, etc.), or another pattern of behavior defined by the LEA. These students will be flagged for SBLC to discuss behavior concerns and actions the school will take to address those concerns.	April 2017	Interim Assistant Charter Director School Principal or Designee SBLC/504 Chairperson	List of 504 students, students in RTI and Tier 1 screened students for behavior that were suspended/expelled each month to include number of days suspended/expelled and actions taken by school to address behavioral concerns AND Copy of SBLC documentation or other documentation of a meeting for the students displaying a pattern of behavior (2 or more major of office referrals), or another pattern of behavior defined by the LEA to include actions taken by school to address behavior concerns	October 17 Nov. 15 December 15 January 15 February 15 March 15 April 16 May 15 June 4
 1.12. Provide training to school staff on RTI procedures to include the following components: a) Description of RTI tier process b) Description of activities in each tier 	June 2017	Interim Assistant Charter Director School Principal or Designee	Copy of agenda, sign-in sheet, Power Point, and handouts from training Training must include all of the	Submission of Training Materials to LDOE for review and feedback:

	(to include the selection of research- based interventions timeframe for	SBLC/504 Chairperson	required components listed in items a-g	July 7, 2017	
	interventions, frequency of				
	interventions, number of days each			Documentation	
	week interventions will be provided)			of Training:	
c)				September 15,	
'	(types of PM tools will use; how to			2017	
	collect, analyze, and document				
	student data to make informed				
	instructional decisions, frequency				
	of PM – 1X week, etc.,)				
d)					
	fail to make progress in Tiers 2 & 3				
e)	Procedures to follow when				
	students make progress in Tiers 2				
	& 3				
f)	When to initiate a special				
	education referral: LEA must follow				
	the procedures outlined in Chapter				
	3 of Bulletin 1508.				
g)	The SBLC shall review and analyze				
	all screening data, including RTI				
	results, to determine the most				
	beneficial option for the student.				
	The committee's options include,				
	but are not limited to one of the				
	following action				
	Conduct no further action at this				
	time.				
	2. Continue current intervention				
	and progress monitoring through				
	the RTI process.				
	3. Conduct additional				
	interventions through the RTI				
	process. 4. Refer the student to the				
	appropriate committee to conduct a				
	Section 504 evaluation.				
	Section 504 evaluation.				

5. Refer the student to pupil appraisal personnel for support services. The content of the training shall be submitted to the LDOE for review and feedback prior to delivery of the training by the LEA.					
 1.13. Develop specific 504 procedures and guidelines to include: When and how to initiate a 504 referral Parent notification and procedural safeguards 504 SBLC meeting guidelines (what to do and data to review) Assessment process for 504 eligibility (initial) and review Documenting 504 eligibility/ineligibility Guidelines for writing IAPs Guidelines for identification, assessment, and eligibility for Dyslexia Guidelines for identification, assessment, and eligibility for ADHD Disciplinary procedures for 504 students Referral for IDEA evaluation 	April 2017	Interim Assistant Charter Director School Principal or Designee SBLC/504 Chairperson	Copy of Section 504 procedures and guidelines	August 4, 2017	
Forms to use for 504 1.14. Develop eligibility criteria to determine if student qualifies for	April 2017	Interim Assistant Charter Director	Submit copy of eligibility criteria with name of specific commercially	August 4, 2017	
504 services to include: O Selection of one (1) commercially produced standardized assessment in		School Principal or Designee	produced standardized assessment that will be used to assess students in ELA, Math, and Behavior AND delineated scores for each		

	ELA, Math, and Behavior		SBLC/504 Chairperson	assessment to determine eligibility		
	Checklist/Screeners with		.,	Submit this criteria to LDOE for		
	delineating indicators			approval.		
	(school will determine score			арр. отан		
	student will need on					
	assessment to fulfill					
	eligibility criteria)					
0	Selection of other					
0	supporting documentation					
	(progress reports, report					
	cards, work samples,					
	classroom observations,					
	CBMs, PM data,					
	progression/retention					
	record, medical, behavior					
	checklist, etc.)					
0	Incorporate questions					
	relative to Section 504					
	regarding impairment,					
	substantial limitation of life					
	activities, and 504 services					
	to meet educational need					
0	Dyslexia eligibility must					
	follow procedures outlined					
	in LA Bulletin 1903					
0	Follow Section 504					
	requirements outlined in					
	the Rehabilitation Act and					
	state 504 procedures.					
1.15. Sch	nool will use universal forms	August	Interim Assistant Charter	Submit copy of forms that will be	August 1, 2017	
to doci	ument 504. The forms that	2017	Director	used for each area listed.		
will be	used are:					
•	504 SBLC initial referral		School Principal or			
	form		Designee			
-	Parent notification form		-			
	with procedural safeguards		SBLC/504 Chairperson			
•	Parent permission form		,			
-	Teacher/parent information					
				l .		

form Teacher data collection form 504 Evaluation documentation form 504 decision and receipt of rights for parents 504 teacher accommodation receipt Disciplinary forms 1.16. Provide training to school staff on Section 504 procedures and guidelines the school developed. Provide staff with written copy of procedures and guidelines. Submission of Training Materials to LDOE for review and feedback: July 7, 2017	June 2017	Interim Assistant Charter Director School Principal or Designee SBLC/504 Chairperson	Agenda Sign-In Sheet Handouts PowerPoint Presentation	Submission of Training Materials to LDOE for review and feedback: October 17 Documentation of Training:	
				October 17	