

Area of Finding: Enrollment

| ACTIVITIES & ACTION STEPS FOR COMPLIANCE | DATE ACTIVITY BEGINS | PERSON(S) RESPONSIBLE | DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING | DOCUMENTATION DUE DATE | DOCUMENT STATUS |
|--|----------------------|--|--|--|-----------------|
| <p>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.</p> | <p>April 2019</p> | <p>SPED Coordinator School Leader</p> | <p>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.</p> | <p>August 30, 2019</p> | |
| <p>1.2. Provide training to special education staff (e.g., special education teachers and related service providers) on writing compliant IEPs to include the following topics:</p> <ul style="list-style-type: none"> • 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 participant for an IEP meeting using a participant excusal form <p>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. Special education staff will be required to use the rubric and IEP checklist when reviewing and writing IEPs.</p> | <p>August 2019</p> | <p>SPED Coordinator School Leader</p> | <p>Agenda Sign-In sheets Handouts PowerPoint Presentation</p> | <p>Documentation of training: September 27, 2019</p> | |

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| 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. | August 2019 | SPED Coordinator School Leader | Agenda Sign-In sheets Handouts PowerPoint Presentation | Documentation of training: September 27, 2019 | |
| 1.4 LEA will provide ongoing training in the following areas: IEP writing (e.g., measurable goals and PLAAFP statements), provision and documentation of accommodations, documenting special education services, progress monitoring of student data. | 2019-2020 SY | SPED Coordinator School Leader | Agenda Sign-In sheets Handouts PowerPoint Presentation | Documentation of training: Throughout the 2019-2020 School Year | |

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| <p>1.5 The Special Education 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:</p> <ul style="list-style-type: none"> • Goals/objectives and PLAFF using the IEP Evaluation rubric; and • IEP components (GSI, Accommodations, Program Services, Services/Placement) using IEP checklist | Sept. 2019 | SPED Coordinator School Leader | <p>Summary of monthly reviews MUST include:</p> <ul style="list-style-type: none"> • # 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 27 October 31 November 29 January 31 February 28 March 31 April 30 May 29 | |
| <p>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</p> | Sept. 2019 | SPED Coordinator School Leader | Monthly submission of the checklist used for each related services provider reviewed | September 27 October 31 November 29 January 31 February 28 March 31 April 30 May 29 | |

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| 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/academic | August 2019 | SPED Coordinator School Leader | Signed copy of form from each SPED staff member verifying they have viewed the IEP training on the LDOE website | September 6, 2019 | |

LEA: Cohen College Prep

DATE OF MONITORING: December 3, 2018

AREA OF FINDING: Child Find

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| <p>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.</p> | <p>April 2019</p> | <p>504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator</p> | <p>Copies of SBLC forms documenting SBLC meeting were reconvened to address findings and copies of any other documentation denoting findings were addressed appropriately.</p> | <p>September 13, 2019</p> | |
| <p>1.1. School-based team (e.g., SBLC Coordinator, 504 Chairperson, SPED Director or Supervisor, School Administrator/Leader/Principal, and school intervention team) will attend a professional development provided by OPSB on the following:</p> <ul style="list-style-type: none"> • Child Find federal (IDEA) and state requirements (B. 1508 & B. 1706) • Specific components of PB vs White Child Find Written Guidance Overview of Section 504 including the criteria for a child to meet Section 504 requirements for Section 504 eligibility, how eligibility decisions should be made, difference between eligibility decisions made within IDEA and Section 504, and review of the current IAP forms and required documentation. | <p>July 2018</p> | <p>LDOE will deliver training</p> | <p>Sign-in sheet verifying attendance of SBLC team</p> | <p>LDOE will collect sign-in sheets from OPSB at conclusion of the meeting(s) for verification of attendance.</p> | |

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| <p>1.1 (continued)</p> <ul style="list-style-type: none"> • 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. | July 2018 | LDOE will deliver training | Sign-in sheet verifying attendance of SBLC team | LDOE will collect sign-in sheets from OPSB at conclusion of the meeting(s) for verification of attendance. | |
| <p>1.2 School-based teams will monitor regular education students (not currently ruled eligible for Section 504, IDEA, or in RTI for academic or behavioral concerns) for the following:</p> <ul style="list-style-type: none"> • Students failing 2 or more core subject areas • Students with documented medical concerns who may warrant a Section 504 or IDEA evaluation • Students reaching the LEA's predetermined discipline triggers (e.g., specific number major discipline referrals, specific number of discipline removals) as outlined in the PBIS, RTI, and/or discipline plan • Students with attendance concerns (e.g., less than 90% average daily attendance rate) | July 2018 | 504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator | <p>School-based teams will:</p> <ul style="list-style-type: none"> • Monitor students that meet the criteria form each category • Take action steps to address each student listed in regards to Child Find activities or other activities to address the identified academic, behavioral, or medical concerns | <p>September 30 November 29 February 28 April 30</p> | |

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| 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: <ul style="list-style-type: none"> • Student Name • Phone Number • Name of individual or agency making referral • Reason for referral • Date of referral • Parental contact dates regarding the referral • Copy of referral form that includes the team decision regarding the referral | July 2018 | 504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator | Copy of Child Find log school developed with the required components. | August 1, 2019 | |
| 1.4 School will engage in referral activities: <ul style="list-style-type: none"> • 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. | August 2018 | 504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator | 5% sample of referral forms submitted to LDOE on bi-monthly basis (if 10 or less SBLC forms send all forms) | October 18 December 13 February 17 April 17 | |

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| <p>1.5 SBLC forms will be filled out in their entirety including the required components below:</p> <ul style="list-style-type: none"> • All required participants name, title and signature (required participants are: principal or designee, SBLC chairperson, parent, referring person/agency, classroom teacher(s) of 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.) <p>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.</p> | August 2018 | 504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator | 5% sample of SBLC forms submitted to LDOE on bi-monthly basis (if 10 or less SBLC forms send all forms) | October 18 December 13 February 17 April 17 | |

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| <p>1.6 The LEA will provide training to school staff on RTI procedures to include the following components:</p> <ul style="list-style-type: none"> a) Description of RTI tier process b) Description of activities in each tier (to include the selection of research-based interventions timeframe for 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 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 <ul style="list-style-type: none"> 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. | August 2018 | 504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator | 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 | Documentation of Training: September 30, 2019 | |

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| <p>1.7 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 monitored according to the time/frequency and intervention period documented during SBLC meeting. <u>Must have the same time/frequency and intervention time period documented on the SBLC meeting form.</u></p> | August 2018 | 504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator | Summary of reviews to include: <ul style="list-style-type: none"> • # of teacher binders reviewed • # of teachers with missing PM data • Actions taken • Result of actions taken for missing PM data | September 30 November 29 February 28 April 30 | |
| <p>1.8 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.</p> | August | 504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator | 5% sample of SBLC follow-up forms submitted to LDOE on bi-monthly basis (if 10 or less SBLC forms send all forms) | October 18 December 13 February 17 April 17 | |

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| <p>1.9 Develop progress monitoring form or provide name of program school will use to document student progress. This form/program will be used by teachers to document student progress in intervention groups. Progress monitoring form/program MUST include the following components:</p> <ul style="list-style-type: none"> • Student name • Date of intervention • Skill assessed (must 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 comprehension 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 | May 2018 | 504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator | Copy of progress monitoring form OR progress monitoring program – must be approved by LDOE before use | August 5, 2019 | |
| <p>1.10 The LEA provide training to school staff on Section 504 procedures to include the following components:</p> <ol style="list-style-type: none"> a) the criteria for a child to meet Section 504 requirements for Section 504 eligibility, b) how eligibility decisions should be made, c) difference between eligibility decisions made within IDEA and Section 504, and d) review of the current IAP forms and required documentation. | August 2018 | 504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator | Copy of agenda, sign-in sheet, Power Point, and handouts from training Training must include all of the required components listed in items a-d | Documentation of Training: September 30, 2019 | |

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| <p>1.11 Develop/Follow eligibility criteria to determine if the identified student qualifies for Section 504 services to include:</p> <ul style="list-style-type: none"> a) Adherence to federal and state level Section 504 requirements outlined in policy documents b) Selection of at least one standardized assessment (i.e., Checklist, Screeners) in ELA, Math, and Behavior. School personnel should determine the cutoff score required to meet the eligibility criteria based on guidance from the manual and research). c) Selection of other supporting documentation (e.g., progress reports, grade reports, report cards, work samples, classroom observations, curriculum-based measurement data, progress monitoring data, progression/retention record, medical record, behavior or discipline record) d) Incorporation of specific questions in the assessment process relative to Section 504 regarding impairment, substantial limitation of life activities, and Section 504 services required to meet the identified educational needs of the student e) Dyslexia eligibility must follow procedures outlined in LA Bulletin 1903 | June 2018 | 504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator | Submit copy of documentation of eligibility criteria with the name of the standardized assessments that will be used to assess students in ELA, Math, and Behavior AND delineated scores for each assessment to determine eligibility to LDOE for approval. | August 5, 2019 | |

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| <p>1.12 Develop/Follow Section 504 procedures and guidelines, consistent with federal and state policies, to address the following:</p> <ul style="list-style-type: none"> a) When and how to initiate a Section 504 referral b) Parent notification and procedural safeguards c) Section 504 meeting guidelines d) Assessment process for Section 504 eligibility (initial referrals and review of data for re-evaluations) e) Documentation of Section 504 eligibility or ineligibility f) Guidelines for writing compliant IAPs g) Guidelines for identification, assessment, and ruling of eligibility for conditions covered under Section 504 h) Guidelines for the discipline of Section 504 students i) Guidelines for referral for an IDEA evaluation, when appropriate j) Delineation of Section 504 forms for use by school personnel (see 1.13) | June 2018 | 504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator | Copy of Section 504 procedures and guidelines | August 5, 2019 | |
| <p>1.13 School personnel will use universal forms to document the Section 504 process. At a minimum, the forms should include:</p> <ul style="list-style-type: none"> a) Section 504 initial referral form b) Parent notification form with procedural safeguards c) Parent permission form d) Teacher and parent information form(s) e) Teacher data collection form(s) f) Section 504 Evaluation documentation form g) Section 504 decision and receipt of rights for parents h) Section 504 Accommodation receipt i) Behavior and Discipline form(s) | June 2018 | 504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator | Submit copies of the forms that will be used for each area listed for review by the LDOE. | August 5, 2019 | |

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| <p>1.14 SBLC and/or Section 504 Coordinator will monitor grades of all Section 504 students AND students in RTI every grading period (e.g., 6 weeks, 9 weeks) to determine which students are failing 2 or more core subject areas or not responding to research-based interventions at any tier.</p> | <p>August 2018</p> | <p>504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator</p> | <p>School personnel will submit a list of Section 504 students and/or RTI students failing 2 or more core subject areas and/or not responding to research-based interventions <u>AND</u> a copy of the SBLC, Section 504, or other relevant documentation of a meeting to discuss these students and actions taken by school personnel to address the identified academic concerns. This documentation shall be submitted to the LDOE every other month.</p> | <p>September 30 November 29 February 28 April 30</p> | |

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| <p>1.15 SBLC and/or Section 504 Coordinator will monitor behavior data for students in the RTI process, Section 504 students with behavior concerns, and students identified through universal behavior screening at Tier 1 to determine which students are displaying a pattern of behavior (as determined by the LEA).</p> | <p>August 2018</p> | <p>504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator</p> | <p>School personnel will submit a list of RTI students, Section 504 students, and/or students identified by universal behavior screening that were suspended and/or expelled each month to include the number of days suspended/expelled and actions taken by school personnel to address behavioral concerns <u>AND</u> a copy of the SBLC, Section 504 or other relevant documentation of a meeting for the students displaying a pattern of behavior to appropriate address the identified behavioral concerns. This documentation shall be submitted every other month.</p> | <p>September 30 November 29 February 28 April 30</p> | |

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| 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. | May 2019 | Director of Special Education 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. | September 13, 2019 | |
| 1.2 Provide training to special education staff (sped teachers and related service providers) on writing compliant IEPs to include the following topics: <ul style="list-style-type: none"> • Utilizing student data to make effective IEP instructional and functional decisions. Special emphasis will be placed on ensuring that specific supports and strategies have been addressed in the documentation. • Writing subject-specific goals that are measurable, aligned with the student standards, and specifically address the impairment(s) that are listed on the evaluation or re-evaluation • Writing data driven Present Level of Functional Performance Statements (PLAAF) | June 2019 | Director of Special Education School Principal or Designee | Agenda Sign-In sheets Handouts PowerPoint Presentation | Submission of Training Materials to LDOE for review and feedback: July 1, 2019 Documentation of Training: September 13, 2019 | |

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| <p>1.2 (continued)</p> <ul style="list-style-type: none"> • 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 <p>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 training will also focus on ensuring that special education services are documented under the appropriate location (regular, community, special class) and reflect the actual number of minutes per day and the number of sessions per week that the special education student will receive.</p> <p>The content of the training shall be submitted to the LDOE for review and feedback prior to delivery of the training by the LEA.</p> <p>SPED staff will be required to use the rubric and IEP checklist when reviewing and writing IEPs.</p> | June 2019 | Director of Special Education School Principal or Designee | Agenda Sign-In sheets Handouts PowerPoint Presentation | Submission of Training Materials to LDOE for review and feedback: July 1, 2019 Documentation of Training: September 13, 2019 | |

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| <p>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.</p> <p>The training will also focus on ensuring that special education services are documented under the appropriate location (regular, community, special class) and reflect the actual number of minutes per day and the number of sessions per week that the special education student will receive.</p> <p>The content of the training shall be submitted to the LDOE for review and feedback prior to delivery of the training by the LEA.</p> <p>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.</p> | June 2019 | Director of Special Education School Principal or Designee | Agenda Sign-In sheets Handouts PowerPoint Presentation | Submission of Training Materials to LDOE for review and feedback: July 1, 2019 Documentation of Training: September 13, 2019 | |
| <p>1.4 LEA will provide ongoing job-embedded mandatory training and support in the following areas: IEP writing (e.g., measurable goals and PLAAFP statements), provision and documentation of accommodations, documenting special education services, progress monitoring of student data, student academic intervention needs, IEP revisions, and data driven decision making (reviewing LEAP scores, class grades/report cards/progress reports, class schedules, and evaluation results to help make appropriate instructional, services, placement, and program decisions to ensure students are provided services in the LRE.</p> <p>The content of the training shall be submitted to the LDOE for review and feedback prior to delivery of the training by the LEA.</p> | June 2019 | Director of Special Education | Agenda Sign-In sheets Handouts PowerPoint Presentation | Submission of Training Materials to LDOE for review and feedback: Submit training materials a month prior to training (LEA must provide schedule of trainings for SY by August 30, 2019). Documentation of Training: Throughout 2019-2020 School Year | |

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| <p>1.5 The SPED Director 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:</p> <ul style="list-style-type: none"> • Goals/objectives and PLAFF using the IEP Evaluation rubric; • IEP components (GSI, Accommodations, Program Services, Services/Placement) using IEP checklist; AND • Checking student IEP folders to ensure prior notice letters are provided to parents for IEP meetings and documentation of excusal letters for staff not participating in IEP meetings <p>LDOE will randomly select students bi-monthly (October 1, December 20, February 3, April 1, and June 1) 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.</p> | August 2019 | <p>Director of Special Education</p> <p>School Principal or Designee</p> | <p>Summary of monthly reviews MUST include:</p> <ul style="list-style-type: none"> • # 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) • # of IEPs with prior notice and/or excusal notice issues • Actions taken to ensure staff make corrections • Results of those actions | <p>September 30 October 31 November 29 December 20 January 31 February 28 March 31 April 30 May 29</p> | |

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|--|----------------------|---|---|--|-----------------|
| <p>1.6 The SPED Director 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.</p> <p>LDOE will randomly review service provider logs on a bi-monthly basis (October 1, December 20, February 3, April 1, and June 1). 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.</p> | August 2019 | Director of Special Education School Principal or Designee | Monthly submission of the checklist used for each related services provider reviewed | September 30 October 31 November 29 December 20 January 31 February 28 March 31 April 30 May 2 | |
| <p>1.7 The SPED Director 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).</p> <p>LDOE will randomly monitor progress reports quarterly (October 31, January 31, and April 30) to ensure student progress reports are completed in SER every grading period. 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.</p> | August 2019 | Director of Special Education | Summary of progress report reviews to include: <ul style="list-style-type: none"> • # 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 | According to school grading period schedule – will input the dates after the 2019-2020 school calendar is available | |

| ACTIVITIES & ACTION STEPS FOR COMPLIANCE | DATE ACTIVITY BEGINS | PERSON(S) RESPONSIBLE | DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING | DOCUMENTATION DUE DATE | DOCUMENT STATUS |
|---|----------------------|---|--|---|-----------------|
| <p>1.8 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.</p> | <p>May 2019</p> | <p>Director of Special Education Special Education Staff School Principal or Designee</p> | <p>Copy of compensatory letter signed by parent documenting notification of services and whether or not the parent accepts or refuses the service</p> <p>Copy of amended IEP documenting compensatory services are being offered with time/frequency of services</p> <p>Copies of service provider logs indicating the service provided, date, time, student attendance in session and number of minutes student provided compensatory education during the session (the service provider must document on the log the compensatory time given to student)</p> | <p>August 19, 2019</p> <p>September 6, 2019</p> <p>October 30, 2019</p> | |

| ACTIVITIES & ACTION STEPS FOR COMPLIANCE | DATE ACTIVITY BEGINS | PERSON(S) RESPONSIBLE | DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING | DOCUMENTATION DUE DATE | DOCUMENT STATUS |
|--|----------------------------|---|---|---------------------------|--------------------|
| <p>1.9 The SPED Director and either the special education lead teacher or a special education teacher selected by SPED director will attend the Special Education Summer Training hosted by Orleans Parish School Board Exceptional Children's Services Department in July. The SPED Director will contact the Executive Director of Exceptional Children's Services to acquire details of the training and to obtain registration information for the training.</p> | <p>June 2019</p> | <p>Special Education Director School Principal</p> | <p>Documentation of attendance for the training sessions (Copy of sign-in sheet from sessions attended)</p> | <p>August 9, 2019</p> | |

| ACTIVITIES & ACTION STEPS FOR COMPLIANCE | DATE ACTIVITY BEGINS | PERSON(S) RESPONSIBLE | DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING | DOCUMENTATION DUE DATE | DOCUMENT STATUS |
|---|----------------------|--|--|--|-----------------|
| <p>1.10 SBLC and/or Section 504 Coordinator will monitor grades of all Section 504 students AND students in RTI every grading period (e.g., 6 weeks, 9 weeks) to determine which students are failing 2 or more core subject areas or not responding to research-based interventions at any tier.</p> | <p>August 2018</p> | <p>504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator</p> | <p>School personnel will submit a list of Section 504 students and/or RTI students failing 2 or more core subject areas and/or not responding to research-based interventions <u>AND</u> a copy of the SBLC, Section 504, or other relevant documentation of a meeting to discuss these students and actions taken by school personnel to address the identified academic concerns. This documentation shall be submitted to the LDOE every other month.</p> | <p>September 30 November 29 February 28 April 30</p> | |

| ACTIVITIES & ACTION STEPS FOR COMPLIANCE | DATE ACTIVITY BEGINS | PERSON(S) RESPONSIBLE | DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING | DOCUMENTATION DUE DATE | DOCUMENT STATUS |
|--|----------------------------|--|---|--|--------------------|
| <p>1.11 SBLC and/or Section 504 Coordinator will monitor behavior data for students in the RTI process, Section 504 students with behavior concerns, and students identified through universal behavior screening at Tier 1 to determine which students are displaying a pattern of behavior (as determined by the LEA).</p> | <p>August 2018</p> | <p>504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator</p> | <p>School personnel will submit a list of RTI students, Section 504 students, and/or students identified by universal behavior screening that were suspended and/or expelled each month to include the number of days suspended/expelled and actions taken by school personnel to address behavioral concerns <u>AND</u> a copy of the SBLC, Section 504 or other relevant documentation of a meeting for the students displaying a pattern of behavior to appropriate address the identified behavioral concerns. This documentation shall be submitted every other month.</p> | <p>September 30 November 29 February 28 April 30</p> | |

IDEA PART B INTENSIVE CORRECTIVE ACTION PLAN

SPLC 2018-2019

LEA: James M. Singleton Charter School

DATE OF MONITORING: March 21, 2019

AREA OF FINDING: Related Services

| 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. | May 2019 | 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 13, 2019 | |
| 1.2. Provide training to special education staff (sped teachers and related service providers) on writing compliant IEPs to include the following topics: <ul style="list-style-type: none"> • Utilizing student data to make effective IEP instructional and functional decisions. Special emphasis will be placed on ensuring that specific supports and strategies have been addressed in the documentation • Writing subject-specific goals that are measurable, aligned with the student standards, and specifically address the impairment(s) that are listed on the evaluation or re-evaluation | June 2019 | Special Education Coordinator School Principal or Designee | Agenda Sign-In sheets Handouts PowerPoint Presentation | Submission of Training Materials to LDOE for review and feedback: July 1, 2019 Documentation of Training: September 13, 2019 | |

| ACTIVITIES & ACTION STEPS FOR COMPLIANCE | DATE ACTIVITY BEGINS | PERSON(S) RESPONSIBLE | DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING | DOCUMENTATION DUE DATE | DOCUMENT STATUS |
|---|----------------------|---|---|---|-----------------|
| <p>1.2 (continued)</p> <ul style="list-style-type: none"> • Writing data driven Present Level of Functional Performance Statements (PLAAF) • 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 <p>Train staff on forms created by LDOE. Included in this training will be how to correctly use the: IEP evaluation rubric, IEP goal and PLAAF templates, and IEP Checklist. The training will also focus on ensuring that special education services are documented under the appropriate location (regular, community, special class) and reflect the actual number of minutes per day and the number of sessions per week that the special education student will receive.</p> <p>The content of the training shall be submitted to the LDOE for review and feedback prior to delivery of the training by the LEA.</p> <p>SPED staff will be required to use the rubric and IEP checklist when reviewing and writing IEPs.</p> | June 2019 | Special Education Coordinator School Principal or Designee | Agenda Sign-In sheets Handouts PowerPoint Presentation | Submission of Training Materials to LDOE for review and feedback: July 1, 2019 Documentation of Training: September 13, 2019 | |

| ACTIVITIES & ACTION STEPS FOR COMPLIANCE | DATE ACTIVITY BEGINS | PERSON(S) RESPONSIBLE | DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING | DOCUMENTATION DUE DATE | DOCUMENT STATUS |
|--|----------------------|---|---|--|-----------------|
| <p>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.</p> <p>The training will also focus on ensuring that special education services are documented under the appropriate location (regular, community, special class) and reflect the actual number of minutes per day and the number of sessions per week that the special education student will receive.</p> <p>The content of the training shall be submitted to the LDOE for review and feedback prior to delivery of the training by the LEA.</p> <p>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.</p> | June 2019 | Special Education Coordinator School Principal or Designee | Agenda Sign-In sheets Handouts PowerPoint Presentation | Submission of Training Materials to LDOE for review and feedback: July 1, 2019 Documentation of Training: September 13, 2019 | |
| <p>1.4. LEA will provide ongoing job-embedded mandatory training and support in the following areas: IEP writing (e.g., measurable goals and PLAAFP statements), provision and documentation of accommodations, documenting special education services, progress monitoring of student data, student academic intervention needs, IEP revisions, and data driven decision making (reviewing LEAP scores, class grades/report cards/progress reports, class schedules, and evaluation results to help make appropriate instructional, services, placement, and program decisions to ensure students are provided services in the LRE.</p> <p>The content of the training shall be submitted to the LDOE for review and feedback prior to delivery of the training by the LEA.</p> | June 2019 | Special Education Coordinator School Principal or Designee | Agenda Sign-In sheets Handouts PowerPoint Presentation | Submission of Training Materials to LDOE for review and feedback: Submit training materials a month prior to training (LEA must provide schedule of trainings for SY by August 30, 2019). Documentation of Training: Throughout 2019-2020 School Year | |

| ACTIVITIES & ACTION STEPS FOR COMPLIANCE | DATE ACTIVITY BEGINS | PERSON(S) RESPONSIBLE | DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING | DOCUMENTATION DUE DATE | DOCUMENT STATUS |
|---|----------------------|---|--|---|-----------------|
| <p>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:</p> <ul style="list-style-type: none"> • Goals/objectives and PLAFF using the IEP Evaluation rubric; • IEP components (GSI, Accommodations, Program Services, Services/Placement) using IEP checklist; and • Checking student IEP folders to ensure prior notice letters are provided to parents for IEP meetings and documentation of excusal letters for staff not participating in IEP meetings <p>LDOE will randomly select students bi-monthly (October 1, December 20, February 3, April 1, and June 1) 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.</p> | August 2019 | Special Education Coordinator School Principal or Designee | <p>Summary of monthly reviews MUST include:</p> <ul style="list-style-type: none"> • # 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) • # of IEPs with prior notice and/or excusal notice issues • Actions taken to ensure staff make corrections • Results of those actions | September 30 October 31 November 29 December 20 January 31 February 28 March 31 April 30 May 29 | |

| ACTIVITIES & ACTION STEPS FOR COMPLIANCE | DATE ACTIVITY BEGINS | PERSON(S) RESPONSIBLE | DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING | DOCUMENTATION DUE DATE | DOCUMENT STATUS |
|--|----------------------|---|---|--|-----------------|
| <p>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.</p> <p>LDOE will randomly review service provider logs on a bi-monthly basis (October 1, December 20, February 3, April 1, and June 1). 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.</p> | August 2019 | Special Education Coordinator School Principal or Designee | Monthly submission of the checklist used for each related services provider reviewed | September 30 October 31 November 29 December 20 January 31 February 28 March 31 April 30 May 2 | |
| <p>1.7. 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).</p> <p>LDOE will randomly monitor progress reports quarterly (October 31, January 31, and April 30) to ensure student progress reports are completed in SER every grading period. 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.</p> | August 2019 | Special Education Coordinator | Summary of progress report reviews to include: <ul style="list-style-type: none"> • # 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 | According to school grading period schedule – will input the dates after the 2019-2020 school calendar is available | |

| ACTIVITIES & ACTION STEPS FOR COMPLIANCE | DATE ACTIVITY BEGINS | PERSON(S) RESPONSIBLE | DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING | DOCUMENTATION DUE DATE | DOCUMENT STATUS |
|--|----------------------|--|--|---|-----------------|
| <p>1.8. 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.</p> | <p>May 2019</p> | <p>Special Education Coordinator</p> <p>SPED Staff</p> <p>School Principal or Designee</p> | <p>Copy of compensatory letter signed by parent documenting notification of services and whether or not the parent accepts or refuses the service</p> <p>Copy of amended IEP documenting compensatory services are being offered with time/frequency of services</p> <p>Copies of service provider logs indicating the service provided, date, time, student attendance in session and number of minutes student provided compensatory education during the session (the service provider must document on the log the compensatory time given to student)</p> | <p>August 19, 2019</p> <p>September 6, 2019</p> <p>October 30, 2019</p> | |

| ACTIVITIES & ACTION STEPS FOR COMPLIANCE | DATE ACTIVITY BEGINS | PERSON(S) RESPONSIBLE | DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING | DOCUMENTATION DUE DATE | DOCUMENT STATUS |
|---|----------------------------|---|---|---------------------------|--------------------|
| <p>1.9. The SPED coordinator and either the special education lead teacher or a special education teacher selected by school principal/assistant principal will attend the Special Education Summer Training hosted by Orleans Parish School Board Exceptional Children's Services Department in July. The SPED Director will contact the Executive Director of Exceptional Children's Services to acquire details of the training and to obtain registration information for the training.</p> | <p>July 2019</p> | <p>SPED Coordinator School Principal or Designee</p> | <p>Documentation of attendance for the training sessions (Copy of sign-in sheet from sessions attended)</p> | <p>August 9, 2019</p> | |

IDEA PART B INTENSIVE CORRECTIVE ACTION PLAN

SPLC 2018-2019

LEA: Lusher Charter School

DATE OF MONITORING: December 4, 2018

Area of Finding: Related Services

| 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. | April 2019 | SPED Coordinator School Leader | 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. | August 30, 2019 | |
| 1.2. Provide training to special education staff (e.g., special education teachers and related service providers) on writing compliant IEPs to include the following topics: <ul style="list-style-type: none"> • 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 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. Special education staff will be required to use the rubric and IEP checklist when reviewing and writing IEPs. | August 2019 | SPED Coordinator School Leader | Agenda Sign-In sheets Handouts PowerPoint Presentation | Documentation of training: September 27, 2019 | |

| ACTIVITIES & ACTION STEPS FOR COMPLIANCE | DATE ACTIVITY BEGINS | PERSON(S) RESPONSIBLE | DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING | DOCUMENTATION DUE DATE | DOCUMENT STATUS |
|--|----------------------|---------------------------------------|---|--|-----------------|
| 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. | August 2019 | SPED Coordinator School Leader | Agenda Sign-In sheets Handouts PowerPoint Presentation | Documentation of training: September 27, 2019 | |
| 1.4. LEA will provide ongoing training in the following areas: IEP writing (e.g., measurable goals and PLAAFP statements), provision and documentation of accommodations, documenting special education services, progress monitoring of student data. | 2019-2020 SY | SPED Coordinator School Leader | Agenda Sign-In sheets Handouts PowerPoint Presentation | Documentation of training: Throughout the 2019-2020 School Year | |
| 1.5. The Special Education 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: <ul style="list-style-type: none"> • Goals/objectives and PLAFF using the IEP Evaluation rubric; AND • IEP components (GSI, Accommodations, Program Services, Services/Placement) using IEP checklist | Sept. 2019 | SPED Coordinator School Leader | Summary of monthly reviews MUST include: <ul style="list-style-type: none"> • # 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 27 October 31 November 29 January 31 February 28 March 31 April 30 May 29 | |

| ACTIVITIES & ACTION STEPS FOR COMPLIANCE | DATE ACTIVITY BEGINS | PERSON(S) RESPONSIBLE | DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING | DOCUMENTATION DUE DATE | DOCUMENT STATUS |
|---|----------------------|---------------------------------------|---|--|-----------------|
| 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 | Sept. 2019 | SPED Coordinator School Leader | Monthly submission of the checklist used for each related services provider reviewed | September 27 October 31 November 29 January 31 February 28 March 31 April 30 May 29 | |
| 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 | August 2019 | SPED Coordinator School Leader | Signed copy of form from each SPED staff member verifying they have viewed the IEP training on the LDOE website | September 6, 2019 | |

IDEA PART B INTENSIVE CORRECTIVE ACTION PLAN

SPLC 2018-2019

LEA: Medard H. Nelson

DATE OF MONITORING: December 5, 2018

Area of Finding: Enrollment

| 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 2019 | SPED Coordinator School Leader | 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 15, 2019 | |
| 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 2019 | SPED Coordinator School Leader | Copy of compensatory letter signed by parent documenting notification of services and whether or not the parent accepts or refuses the service | April 8, 2019 | |

| ACTIVITIES & ACTION STEPS FOR COMPLIANCE | DATE ACTIVITY BEGINS | PERSON(S) RESPONSIBLE | DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING | DOCUMENTATION DUE DATE | DOCUMENT STATUS |
|--|----------------------|--|---|---|-----------------|
| <p>1.2. (continued) 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.</p> | <p>April 2019</p> | <p>SPED Coordinator School Leader</p> | <p>Copy of amended IEP documenting compensatory services are being offered with time/frequency of services</p> <p>Copies of student attendance</p> <p>Copies of service provider logs indicating the service provided, date, time, and number of minutes student provided compensatory education during the session</p> | <p>April 15, 2019</p> <p>May 15, 2019</p> <p>May 15, 2019</p> | |

LEA: Smothers Academy Preparatory School

DATE OF MONITORING: May 1, 2019

Findings: Related services not provided per time/frequency as indicated on IEP; Direct services not provided per time/frequency as indicated on IEP; No evidence of excusal forms for IEP members not participating in IEP meetings; IEP services inconsistent with evaluation results; No evidence parents provided prior written notice for IEP meetings; LRE inconsistent with student needs; No evidence progress reports were provided every grading period.

| ACTIVITIES & ACTION STEPS FOR COMPLIANCE | DATE ACTIVITY BEGINS | PERSON(S) RESPONSIBLE | DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING | DOCUMENTATION DUE DATE | DOCUMENT STATUS |
|--|----------------------|---|---|------------------------|-----------------|
| 1.0. Correct all student specific citations identified in the monitoring report. NOTE: This activity represents an individual corrective action plan for providing remedies for all student specific IDEA citations. | April 2019 | Special Education Coordinator Special Education Staff School Leader | Email notifying LDOE the IEP instructional plans for those students have been addressed in SER. LDOE will check those IEPs in SER to ensure they are compliant. Submit any supporting documentation to LDOE (ex: copies of evaluations, BIPs, FBAs, prior notice letters, etc.) that is not available in SER. | August 30, 2019 | |

| ACTIVITIES & ACTION STEPS FOR COMPLIANCE | DATE ACTIVITY BEGINS | PERSON(S) RESPONSIBLE | DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING | DOCUMENTATION DUE DATE | DOCUMENT STATUS |
|---|----------------------|---|--|------------------------|-----------------|
| <p>1.1. Provide training to special education staff (e.g., special education teachers and related service providers) on writing compliant IEPs to include the following topics:</p> <ul style="list-style-type: none"> • Utilizing student data to make effective IEP instructional and functional decisions. Special emphasis will be placed on ensuring that specific supports and strategies have been addressed in the documentation • Writing subject-specific goals that are measurable, aligned with the student standards, and specifically address the impairment(s) that are listed on the evaluation or re-evaluation • Writing 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 participant for an IEP meeting using a participant excusal form • LRE decisions <p>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. Special education staff will be required to use the rubric and IEP checklist when reviewing and writing IEPs.</p> | May 2019 | <p>Special Education Coordinator</p> <p>School Leader</p> | <p>Agenda</p> <p>Sign-In sheets</p> <p>Handouts</p> <p>PowerPoint Presentation</p> | | |

| ACTIVITIES & ACTION STEPS FOR COMPLIANCE | DATE ACTIVITY BEGINS | PERSON(S) RESPONSIBLE | DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING | DOCUMENTATION DUE DATE | DOCUMENT STATUS |
|---|----------------------|---|--|------------------------|-----------------|
| <p>1.2. Provide training to related service providers on how to properly document provision of services to students. The training will include: filling out services logs, 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.</p> <p>The training will also focus on ensuring that special education services are documented under the appropriate location (regular, community, special class) and reflect the actual number of minutes per day and the number of sessions per week that the special education student will receive.</p> | May 2019 | <p>Special Education Coordinator</p> <p>School Leader</p> | <p>Agenda</p> <p>Sign-In sheets</p> <p>Handouts</p> <p>PowerPoint Presentation</p> | September 13, 2019 | |
| <p>1.3. Provide training to direct service providers (SPED teachers) on how to properly document provision of services to students. The training will include: filling out services logs for inclusion and resource minutes, documenting student progress on logs and documenting skills addressed during class.</p> <p>The training will also focus on ensuring that special education services are documented under the appropriate location (regular, community, special class) and reflect the actual number of minutes per day and the number of sessions per week that the special education student will receive.</p> | May 2019 | <p>Special Education Coordinator</p> <p>School Leader</p> | <p>Agenda</p> <p>Sign-In sheets</p> <p>Handouts</p> <p>PowerPoint Presentation</p> | September 13, 2019 | |

| ACTIVITIES & ACTION STEPS FOR COMPLIANCE | DATE ACTIVITY BEGINS | PERSON(S) RESPONSIBLE | DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING | DOCUMENTATION DUE DATE | DOCUMENT STATUS |
|---|----------------------|--|---|--|-----------------|
| 1.4. Develop a provision of special education instructional minutes log for teachers who teach in an inclusion and/or resource setting. The log must contain the following components: <ul style="list-style-type: none"> • Student name(s) enrolled in the class • Date • Time spent instructional minutes provided • Skills addressed during class instruction • Student progress on skills | May 2019 | Special Education Coordinator Special Education Staff School Leader | Copy of teacher instructional log the school developed | July 19, 2019 | |
| 1.5. LEA will provide ongoing job-embedded mandatory training and support in the following areas: IEP writing (e.g., measurable goals and PLAAFP statements), provision and documentation of accommodations, documenting special education services, progress monitoring of student data, student academic intervention needs, IEP revisions, and data driven decision making (reviewing LEAP scores, class grades/report cards/progress reports, class schedules, and evaluation results to help make appropriate instructional, services, placement, and program decisions to ensure students are provided services in the LRE. | September 2019 | Special Education Coordinator School Leader | Agenda Sign-In sheets Handouts PowerPoint Presentation | November 22, 2019 February 28, 2020 April 30, 2020 | |

| ACTIVITIES & ACTION STEPS FOR COMPLIANCE | DATE ACTIVITY BEGINS | PERSON(S) RESPONSIBLE | DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING | DOCUMENTATION DUE DATE | DOCUMENT STATUS |
|---|----------------------|--|---|---|-----------------|
| <p>1.6. The Special Education 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:</p> <ul style="list-style-type: none"> • Goals/objectives and PLAFFP using the IEP Evaluation rubric; • IEP components (GSI, Accommodations, Program Services, Services/Placement) using IEP checklist; • Checking student IEP folders to ensure prior notice letters are provided to parents for IEP meetings and documentation of excusal letters for staff not participating in IEP meetings | September 2019 | <p>Special Education Coordinator</p> <p>Special Education Staff</p> <p>School Leader</p> | <p>Summary of monthly reviews MUST include:</p> <ul style="list-style-type: none"> • # of IEPs reviewed • # of IEPs with goal(s) issues • # of IEPs with objectives issues • # of IEPs with PLAFFP issues • # of IEPs with IEP component issue (specify the component area and issue) • # of IEPs with prior notice and/or excusal notice issues • Actions taken to ensure staff make corrections • Results of those actions | <p>September 27</p> <p>October 31</p> <p>November 29</p> <p>January 31</p> <p>February 28</p> <p>March 31</p> <p>April 30</p> <p>May 29</p> | |
| <p>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.</p> | September 2019 | <p>Special Education Coordinator</p> <p>Special Education Staff</p> <p>School Leader</p> | <p>Monthly submission of the checklist used for each related services provider reviewed</p> | <p>September 27</p> <p>October 31</p> <p>November 29</p> <p>January 31</p> <p>February 28</p> <p>March 31</p> <p>April 30</p> <p>May 29</p> | |

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| 1.8. The SPED Coordinator or Lead Teacher will perform monthly consistency checks to ensure direct service provider logs are completed with fidelity. Direct service provider logs will be internally monitored for provision of services per the time/frequency specified on the students IEP. | September 2019 | Special Education Coordinator Special Education Staff School Leader | Monthly submission of the checklist used for each direct services provider reviewed | September 27 October 31 November 29 January 31 February 28 March 31 April 30 May 29 | |
| 1.9. The SPED Coordinator or Lead Teacher will conduct internal monitoring to ensure special education progress reports are completed on SWD every report card grading period. A 15% sample of progress reports will be reviewed each grading period. | October 2019 | Special Education Coordinator Special Education Staff School Leader | Summary of progress report reviews to include: <ul style="list-style-type: none"> • # reviewed • # of IEPs that did not contain progress reports • Actions taken to ensure staff make corrections • Results of those actions | October 30, 2019 January 30, 2019 March 30, 2019 June 15, 2019 | |

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|---|----------------------|--|---|------------------------|-----------------|
| <p>1.10. The SPED Coordinator and SPED teachers will review evaluation results (initial, re-evaluation, and waivers) for all SWD enrolled in Smothers Academy to ensure all related services prescribed on student evaluations are provided to students in accordance with evaluation recommendations. Evaluation results will be cross-checked with student IEPs to determine if a related service was not included on the IEP. IEPs for students who do not have a related service as prescribed on evaluation will have an IEP meeting to add that service to the student's IEP with the appropriate goal(s) and instructional minutes for the particular service(s). Compensatory services will be offered for all those students with a related service not included on their IEP.</p> | May 2019 | <p>Special Education Coordinator</p> <p>Special Education Staff</p> <p>School Leader</p> | <p>A summary of the evaluation reviews to include:</p> <ul style="list-style-type: none"> • # of evaluations and IEPs reviewed • # of IEPs that did not have related services included on the IEP after evaluation reviews • List of students who were found to have services not included on IEP and the particular service(s) not included | August 30, 2019 | |

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|---|----------------------|---|--|---|-----------------|
| <p>1.10. continued The SPED Coordinator and SPED teachers will review evaluation results (initial, re-evaluation, and waivers) for all SWD enrolled in Smothers Academy to ensure all related services prescribed on student evaluations are provided to students in accordance with evaluation recommendations. Evaluation results will be cross-checked with student IEPs to determine if a related service was not included on the IEP. IEPs for students who do not have a related service as prescribed on evaluation will have an IEP meeting to add that service to the student's IEP with the appropriate goal(s) and instructional minutes for the particular service(s). Compensatory services will be offered for all those students with a related service not included on their IEP.</p> | May 2019 | Special Education Coordinator Special Education Staff School Leader | The following documentation must be submitted: <ul style="list-style-type: none"> • Develop a plan of action outlining how compensatory time will be offered for each student to include: PII of student, # of compensatory instructional minutes that will be provided to that student, and timeline for providing those services • Copy of compensatory letter to parent • Copy of prior notice letter to parent • Copy of provider log documenting compensatory services | August 30, 2019 September 6, 2019 September 13, 2019 December 19, 2019 | |
| <p>1.11. Establish procedures and guidelines for writing compliant IEPs, conducting IEP meetings, IEP documentation, IEP amendments, LRE decisions, how to address possible re-evaluations when new concerns are noted for a student, reviewing evaluation results, and disciplinary procedures for SWD.</p> | May 2019 | Special Education Coordinator School Leader | Copy of procedures and guidelines | August 1, 2019 | |

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| <p>1.12. Provide compensatory education to students listed on monitoring report 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.</p> | <p>April 2019</p> | <p>Special Education Coordinator</p> <p>Special Education Staff</p> <p>School Leader</p> | <p>Copy of compensatory letter signed by parent documenting notification of services and whether or not the parent accepts or refuses the service</p> <p>Copy of amended IEP documenting compensatory services are being offered with time/frequency of services</p> <p>Copies of student attendance</p> <p>Copies of service provider logs indicating the service provided, date, time, and number of minutes student provided compensatory education during the session</p> | <p>May 31, 2019</p> <p>August 2, 2019</p> <p>October 30, 2019</p> <p>October 30, 2019</p> | |

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| <p>1.13. Provide compensatory services to any students at the school who have a related service listed on their IEP but did not receive the related service. This would include any student who was not listed on the monitoring report that have a related service listed on IEP but did not receive services per time/frequency listed on IEP.</p> | <p>May 2019</p> | <p>Special Education Coordinator, Special Education Staff, School Leader</p> | <p>List of students who meet this criteria</p> <p>The following documentation must be submitted:</p> <ul style="list-style-type: none"> • Develop a plan of action outlining how compensatory time will be offered for each student to include: the student, # of compensatory instructional minutes that will be provided to that student and timeline for providing those services • Copy of compensatory letter to parent • Copy of prior notice letter to parent • Copy of provider log documenting compensatory services | <p>August 30, 2019</p> <p>August 30, 2019</p> <p>September 6, 2019</p> <p>September 13, 2019</p> <p>December 6, 2019</p> | |