

## 2021-2022 IDEA Corrective Action Plan (CAP)

|  |                           |                            |
|--|---------------------------|----------------------------|
| LEA/CHARTER ORGANIZATION   | Iberville Charter Academy |                            |
| DATE OF COMPLIANCE REVIEW  | November 15-16, 2022      | CAP DUE DATE: June 3, 2022 |
| REGULATION REFERENCE(S): §300.300(c)(1)(i); §300.320 (a)(1)(i)(2)(i); §300.320 (a)(2)(i)(A)(B); §300.320(a)(3)   |                           |                            |
| <p><b>FINDING(S):</b></p> <p><b>§300.300(c)(1)(i) - Reevaluations</b> - The public agency must obtain informed parental consent, in accordance with 300.300 (a)(1), prior to conducting any reevaluation of a child with a disability.</p> <p><b>§300.320(a)(1)(i)(2)(i) - Definition of an Individualized Education Program</b> - IEP must include a statement of the child’s present levels of academic achievement and functional performance, including how the student’s disability affects involvement and progress in the general education curriculum.</p> <p><b>§300.320(a)(2)(i)(A)(B) - Definition of Individualized Education Program</b> - A statement of measurable annual goals, including academic and functional goals designed to meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum; and meet each of the child’s other educational needs that result from the child’s disability.</p> <p><b>§300.320(a)(3) - Development, review and revision of IEP</b> - The student’s progress toward meeting the annual goals was measured and the report of progress was provided as stated on the IEP.</p> |                           |                            |

| ACTIVITIES & ACTION STEPS FOR COMPLIANCE  | DATE ACTIVITY BEGINS | PERSONNEL RESPONSIBLE (NAME AND                                       | DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING  | DATE DOCUMENTATION DUE |
|---|----------------------|---|--|------------------------|
| <p>1. Correct all student specific citations identified in the Summary of Findings report.</p> <p><b>NOTE:</b> This activity represents an individual corrective action plan for providing remedies for all student specific IDEA citations.</p>  | May 5, 2022          | LEA SPED Coordinator<br>CSUSA State SPED Coordinator<br>School Leader | <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>Provide student specific documents to support corrections.</p> | June 10, 2022          |
| <p>2. Provide training to special education pupil appraisal evaluation coordinators regarding parental consent for initial evaluations and reevaluations:</p> <ul style="list-style-type: none"> <li>• use of specific consent form for initial evaluations;</li> <li>• use of specific consent form for reevaluations;</li> <li>• filing all supporting documentation in student files; and</li> <li>• clearly labeling consents for evaluations/reevaluations in student files</li> </ul>   | August 1, 2022       | LEA SPED Coordinator<br>CSUSA State SPED Coordinator<br>School Leader | <p>Agenda<br/>Sign-in Sheets<br/>Handouts</p>  | September 5, 2022      |
| <p>3. Provide training to special education staff (e.g., special education teachers and related service providers) utilizing 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). The focus of the trainings will be on writing compliant IEPs to include the following topics:</p> <ul style="list-style-type: none"> <li>• writing measurable goals;</li> <li>• data-driven present level of functional performance statements;</li> <li>• writing objectives linked to the goal that are measurable;</li> <li>• documenting student progress using progress reports;</li> <li>• ensuring required participants of IEP team are invited to IEP meeting, included as IEP participant on IEP, and sign IEP; and</li> </ul> | August 1, 2022       | LEA SPED Coordinator<br>CSUSA State SPED Coordinator<br>School Leader | <p>Agenda<br/>Sign-in Sheets<br/>Handouts<br/>PowerPoint Presentation</p>  | September 5, 2022      |

| ACTIVITIES & ACTION STEPS FOR COMPLIANCE   | DATE ACTIVITY BEGINS | PERSONNEL RESPONSIBLE (NAME AND TITLE)                                | DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING  | DATE DOCUMENTATION DUE  |
|--|----------------------|---|--|---|
| <ul style="list-style-type: none"> <li>• how and when to document waiver of attendance of a participant for an IEP meeting using a participant excusal form.</li> </ul>  |                      |   |  |   |
| <p>4. Provide ongoing training in the following areas: IEP writing (e.g., measurable goals and PLAAFP statements), documenting special education services, progress monitoring of student data.</p>  | 2022-2023 SY         | LEA SPED Coordinator<br>CSUSA State SPED Coordinator<br>School Leader | Agenda<br>Sign-In sheets<br>Handouts<br>PowerPoint Presentation  | Documentation of training throughout the 2022-2023 SY   |
| <p>5. 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 PLAAFP statements using the IEP Review Form.</p>   | 2022-2023 SY         | LEA SPED Coordinator<br>CSUSA State SPED Coordinator<br>School Leader | Summary of monthly reviews<br>MUST include: <ul style="list-style-type: none"> <li>• # of IEPs reviewed</li> <li>• # of IEPs with goal(s) issues</li> <li>• # of IEPs with PLAAFP issues</li> <li>• # of IEPs with IEP component issue (specify the component area and issue)</li> <li>• Actions taken to ensure staff make corrections</li> <li>• Results of those actions</li> </ul> | September 30, 2022<br>October 31, 2022<br>November 30, 2022<br>December 23, 2022<br>February 6, 2023<br>March 6, 2023<br>April 3, 2023<br>May 8, 2023 |
| <p>6. Train staff on forms created by LDOE. Included in this training will be how to correctly use the: IEP evaluation rubric, IEP goal and PLAAFP templates, and IEP Checklist. Special education staff will be required to use the rubric and IEP checklist when reviewing and writing IEPs.</p> | August 1, 2022       | LEA SPED Coordinator<br>CSUSA State SPED Coordinator<br>School Leader | Agenda<br>Sign-in Sheets<br>Handouts   | September 5, 2022   |

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|---|----------------------|---|--|--|
| 7. Perform quarterly consistency checks of IEP progress reports to ensure IEP progress reports are completed in SER, signed and filed in student folders. | 2022-2023 SY         | LEA SPED Coordinator<br><br>CSUSA State SPED Coordinator<br><br>School Leader | Summary of reviews MUST include: <ul style="list-style-type: none"> <li>• # of IEP Progress Reports reviewed</li> <li>• # of signed IEP Progress Reports</li> <li>• # of missing IEP Progress Reports</li> <li>• Actions taken to ensure staff make necessary corrections</li> <li>• Results of those actions</li> </ul> | Q1 Reporting-October 13, 2022<br>Q2 Reporting-January 10, 2023<br>Q3 Reporting-March 20, 2023<br>Q4 Reporting-May 26, 2023 |

## 2021-2022 IDEA Corrective Action Plan (CAP)

**SCHOOL SYSTEM:** Point Coupee Parish School System

**DATE OF COMPLIANCE REVIEW:** May 26, 2022 – June 15, 2022

**CAP DUE DATE:** November 6, 2022

**REGULATION REFERENCE(S):** §300.320 (a)(1)(i)(2)(i): Definition of an Individualized Education Program

**FINDING(S):**

**§300.320(a)(1)(i)(2)(i): Definition of an Individualized Education Program** - IEP must include a statement of the child’s present levels of academic achievement and functional performance, including how the student’s disability affects involvement and progress in the general education curriculum.

| ACTIVITIES & ACTION STEPS FOR COMPLIANCE   | DATE ACTIVITY BEGINS | PERSONNEL RESPONSIBLE (NAME AND TITLE) | DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING | DATE DOCUMENTATION DUE | LDOE Personnel |
|--|----------------------|--|---|------------------------|----------------|
| 1.1 Correct all student-specific citations identified in the summary of findings report.<br><br><b>NOTE:</b> This activity represents an individual corrective action plan for providing remedies for all student specific IDEA citations. | 09/30/2022           | Supervisor of SPED<br>IEP Facilitator  | Submit Amended IEPs                                   | Nov. 30, 2022          |                |

| ACTIVITIES & ACTION STEPS FOR COMPLIANCE   | DATE ACTIVITY BEGINS | PERSONNEL RESPONSIBLE (NAME AND TITLE) | DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING                       | DATE DOCUMENTATION DUE |
|--|----------------------|--|---|------------------------|
| <p>1.2 Staff Development with focus on IDEA Monitoring citations and team corrective action plan; IEP Facilitator will review citations, examples of appropriate PLAAFP statements, Impact Statements, and Goal/objective development.</p> <ul style="list-style-type: none"> <li>• PLAAFP and goal rubric will be introduced to the special education team. IEP Facilitator will train staff on writing effective PLAAFP statements and Goals.</li> </ul> | 09/30/2022           | Supervisor of SPED<br>IEP Facilitator  | <p>Agenda<br/>Sign in-Sheet<br/>Copy of findings reviewed with teachers</p> | Oct. 7, 2022           |
| <p>1.3 IEP Facilitator will train staff on behavior management policy, writing and implementing effective behavior management plans (IBP), follow through with IBP, Manifestation hearings and Determination.</p>  | 09/30/2022           | Supervisor of SPED<br>IEP Facilitator  | <p>Agenda<br/>Sign-in-Sheet<br/>Handouts<br/>Power point</p>                | Nov. 6, 2022           |

| ACTIVITIES & ACTION STEPS FOR COMPLIANCE   | DATE ACTIVITY BEGINS | PERSONNEL RESPONSIBLE (NAME AND TITLE) | DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING   | DATE DOCUMENTATION DUE   |
|--|----------------------|--|---|--|
| <p>1.4 The IEP facilitator will perform monthly consistency checks to ensure IEP fidelity by internally monitoring all IEPs before the IEP is submitted to eSER to make it official with a focus on:</p> <ul style="list-style-type: none"> <li>• Goals/objectives and PLAAFP using the IEP evaluation rubric; and</li> <li>• IEP components (GSI, Accommodation, Program Services, /Placement) using IEP checklist</li> </ul> | 9/30/2022            | IEP Facilitator                        | <p>Summary of monthly reviews <b><u>MUST</u></b> include:</p> <ul style="list-style-type: none"> <li>• number of IEPs reviewed;</li> <li>• number of IEPs with goal(s) issues;</li> <li>• number of IEPs with objectives issues;</li> <li>• number of IEPs with PLAAFP issues; and</li> <li>• number of IEPs with IEP component issue (specify the component area and issue);</li> <li>• actions taken to ensure staff make corrections; and results of those actions.</li> </ul> | <p>October 28, 2022<br/> November 30, 2022<br/> December 20, 2022<br/> January 31, 2023<br/> February 28, 2023<br/> March 30, 2023<br/> April 30, 2023<br/> May 31, 2023</p> |
| <p>1.5 Provide a November and March PD to review IDEA Monitoring citations and team corrective action plan; IEP Facilitator will review citations, examples of appropriate PLAAFP statements, Impact Statements, and Goal/objective development.</p>   | 9/30/2022            | Supervisor of SPED<br>IEP Facilitator  | <p>Agenda<br/> Sign-in-Sheet<br/> Power point<br/> handouts</p>   | <p>November 2022<br/> April 2023</p>   |

## 2021-2022 IDEA Corrective Action Plan (CAP)

|  |                          |                           |
|--|--------------------------|---------------------------|
| LEA/CHARTER ORGANIZATION   | Williams Scholar Academy |                           |
| DATE OF COMPLIANCE REVIEW  | February 24, 2022        | CAP DUE DATE: May 9, 2022 |
| <p>REGULATION REFERENCE(S): §300.300(c)(1)(i); §300.106(a); §300.305 and 300.306(c); §300.303(b); §300.322(a); §300.321(a)(b); §300.321(a)(7)(e)(1-2)(i-ii); §300.320 (a)(1)(i)(2)(i); §300.320(a)(7); §300.320(a)(4); §300.320(a)(3); §300.324(a)(ii); §300.324(a)(1); §300.501(b).</p>   |                          |                           |
| <p><b>FINDING(S):</b></p> <p><b>§300.300(c)(1)(i) - Reevaluations</b> - The public agency must obtain informed parental consent, in accordance with 300.300 (a)(1), prior to conducting any reevaluation of a child with a disability.</p> <p><b>§300.106(a) - Development, review and revision of IEP</b> - Each public agency must ensure that extended school year services (ESY) are available as necessary to provide FAPE.</p> <p><b>§300.305 and 300.306(c) - Reevaluations</b> - The IEP team and other qualified professional, as appropriate, must review existing data on the child, including (evaluation and information provided by the parent; current classroom based, local, or state assessments; classroom-based observations; observations by teachers and related service providers) from a variety of sources (aptitude and achievement tests, parent input, teacher recommendations, social or cultural background and adaptive behavior) to determine continued eligibility.</p> <p><b>§300.303(b) – Reevaluations</b> - A reevaluation must occur at least once every 3 years, unless the parent and the public agency agree that a reevaluation is unnecessary.</p> <p><b>§300.320 (a)(1)(i)(2)(i) - Definition of an Individualized Education Program</b> - IEP must include a statement of the child’s present levels of academic achievement and functional performance, including how the student’s disability affects involvement and progress in the general education curriculum.</p> <p><b>§300.320(a)(7) - Definition of an Individualized Education Program</b> - The IEP contains the projected date for beginning of services and modifications and the anticipated frequency, location, and duration of services and modifications.</p> |                          |                           |



**§300.320(a)(4) - Definition of an Individualized Education Program** – A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child.

**FINDINGS:**

**§300.320(a)(3) - Development, review and revision of IEP** - The student's progress toward meeting the annual goals was measured and the report of progress was provided as stated on the IEP.

**§300.321(a)-(b) - IEP Team** - The IEP team must include not less than one regular education, special education teacher or special education provider of the child.

**§300.321(a)(7)(e)(1-2)(i-ii) - IEP Team** - If the appropriate team members were not present at the IEP meeting (signature provided at IEP meeting), the parent and public agency consented to the excusal in writing.

**§300.322(a) - Parent Participation** - The LEA must ensure parents are afforded an opportunity to participate in IEP team decisions.

**§300.324(a)(ii) - Development, review and revision of IEP** - The IEP team must consider the concerns of the parents for enhancing the education of their child.

**§300.324(a)(1) - Development, review and revision of IEP** - The IEP must consider the strengths of the child; the results of the initial or most recent evaluations of the child and the academic, developmental and functional needs of the child.

**§300.324(b)(1),(6)(ii)(A-E) - Development, review and revision of IEP** - The IEP team must review or revise the IEP periodically, but not less than annually to determine whether the annual goals for the child are being achieved.

**§300.501(b) - Parent Participation** - If parent cannot participate in meeting, other methods must be used to ensure participation.

| ACTIVITIES & ACTION STEPS FOR COMPLIANCE   | DATE ACTIVITY BEGINS | PERSONNEL RESPONSIBLE (NAME AND TITLE)   | DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING  | DATE DOCUMENTATION DUE   | LDOE PERSONNEL ONLY |
|--|----------------------|--|--|--|---------------------|
| <p>1. Correct all student specific citations identified in the Summary of Findings report.</p> <p><b>NOTE:</b> This activity represents an individual corrective action plan for providing remedies for all student specific IDEA citations.</p>   | April 1, 2022        | Kimberly Williams - Executive Director<br>Tara Hollins - Special Education Consultant<br>Patrice Vincent – Current SPED Director | LEA will email the LDOE when all citations have been corrected and submit any additional documentation to substantiate compliance. Upon email notification from the LEA, the LDOE IDEA reviewer will review the revised IEPs in SER. | June 30, 2022  |                     |
| <p>2. Develop and implement End of School Year Services criteria to determine whether or not services are needed. Use data collected to make determination.</p> <p>Professional Development will be implemented every nine weeks or as needed to ensure special education acknowledgment of the policies regarding:</p> <ul style="list-style-type: none"> <li>• Prior notice for evaluation and IEP meetings/excusals notices</li> <li>• Determination of continued eligibility</li> <li>• IEP development documentation</li> <li>• writing PLAAFP statements</li> <li>• writing SMART goals</li> <li>• progress reports and/or logs</li> <li>• compensatory services</li> <li>• ESYS monitoring</li> </ul> | August 2022          | Kimberly Williams - Executive Director<br>Tara Hollins - Special Education Consultant<br>Kim Lockley – Board Member              | Agendas<br>Sign-in Sheets<br>Slides/materials  | <p>QUARTERLY</p> <p>August 30, 2022</p> <p>Nov 30, 2022</p> <p>Feb 28, 2023</p> <p>June 30, 2023</p> |                     |

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|---|----------------------|--|--|--|---------------------|
| <p>3. Reevaluations will be conducted by a school psychologist or educational diagnostician. The IEP team will use the information provided by the psychologist or ed diagnostician. Information collected from the parent(s)/guardian will be reviewed along with existing data and assessments to determine continued eligibility according to bulletin 1508.</p> <p>The Executive Director and Sped Coordinator 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"> <li>• Goals/objectives and PLAAFP using the IEP Evaluation rubric; <b>AND</b></li> <li>• IEP components (GSI, Accommodations, Program Services, Services/Placement) using IEP checklist</li> </ul> | April 1, 2022        | Kimberly Williams - Executive Director<br>Tara Hollins - Special Education Consultant<br>Educational Diagnostician | <p>Agendas<br/>Sign-in Sheets<br/>Slides/materials<br/>Service Provider Observation Checklist<br/>IEP Checklist</p> <p>Will submit monthly chart to LDOE IDEA Office for review.</p> | <p>QUARTERLY</p> <p>August 30, 2022</p> <p>Nov 30, 2022</p> <p>Feb 28, 2023</p> <p>June 30, 2023</p> |                     |

| ACTIVITIES & ACTION STEPS FOR COMPLIANCE  | DATE ACTIVITY BEGINS | PERSONNEL RESPONSIBLE (NAME AND TITLE)  | DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING   | DATE DOCUMENTATION DUE  | LDOE PERSONNEL ONLY |
|---|----------------------|---|---|---|---------------------|
| <p>4. Triennials will be performed by an educational diagnostician or a school psychologist unless parent(s)/guardian or agency decide otherwise (waiver may be given). Reevaluations Forms Report will be run monthly to determine triennials for the upcoming month. PD will be implemented every nine weeks or as needed to ensure special education acknowledgment of the policies regarding.</p> <p>The Executive Director and Sped Coordinator 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"> <li>• Goals/objectives and PLAAFP using the IEP Evaluation rubric; <b>AND</b></li> <li>• IEP components (GSI, Accommodations, Program Services, Services/Placement) using IEP checklist</li> </ul> | April 1, 2022        | Kimberly Williams - Executive Director<br>Tara Hollins - Special Education Consultant<br>TBD - School Principal<br>TBD - SPED Teacher | Agendas<br>Sign-in Sheets<br>Slides/materials<br>Service Provider<br>Observation Checklist<br>IEP Checklist<br>Will submit monthly chart to LDOE IDEA Office for review | QUARTERLY<br><br>August 30, 2022<br><br>Nov 30, 2022<br><br>Feb 28, 2023<br><br>June 30, 2023 |                     |

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|--|----------------------|---|---|---|---------------------|
| <p>5. Provide PD to special education staff (SPED teachers and related service providers) on writing compliant IEPs to include the following topics:</p> <ul style="list-style-type: none"> <li>• utilizing student data to create effective IEP instructional and functional results. Special emphasis will be placed on ensuring that specific supports and strategies are addressed in the documentation;</li> <li>• 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;</li> <li>• writing data-driven present level of academic achievement functional performance (PLAAFP) statements;</li> <li>• writing measurable objectives linked to the goal;</li> <li>• documenting student progress using progress reports;</li> </ul> | August 2022          | Kimberly Williams - Executive Director<br>Tara Hollins - Special Education Consultant<br>Kim Lockley – Board Member | Agendas<br>Sign-in Sheets<br>Slides/materials         | QUARTERLY<br><br>August 30, 2022<br><br>Nov 30, 2022<br><br>Feb 28, 2023<br><br>June 30, 2023 |                     |

| ACTIVITIES & ACTION STEPS FOR COMPLIANCE  | DATE ACTIVITY BEGINS | PERSONNEL RESPONSIBLE (NAME AND TITLE) | DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING | DATE DOCUMENTATION DUE | LDOE PERSONNEL ONLY |
|---|----------------------|--|---|------------------------|---------------------|
| <p>5. (continued)</p> <ul style="list-style-type: none"> <li>ensuring required participants of the IEP team are invited to the IEP meeting, included as an IEP participant on the IEP and sign the IEP;</li> <li>writing transition goals and checking goals targeted for transition; and</li> <li>how and when to document waiver of attendance of a participant for an IEP meeting using the excusal form.</li> </ul> <p>The Executive Director and Sped Coordinator 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"> <li>Goals/objectives and PLAAFP using the IEP Evaluation rubric; <b>AND</b></li> <li>IEP components (GSI, Accommodations, Program Services, Services/Placement) using IEP checklist</li> </ul> |                      |  |   |                        |                     |

| ACTIVITIES & ACTION STEPS FOR COMPLIANCE  | DATE ACTIVITY BEGINS | PERSONNEL RESPONSIBLE (NAME AND TITLE)   | DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING                                       | DATE DOCUMENTATION DUE  | LDOE PERSONNEL ONLY |
|---|----------------------|--|---|---|---------------------|
| <p>6. Provide training to related service providers on how to properly document provision of services to students. The training will include completing services logs, documenting student progress on logs and documenting delivery of services. The training will also focus on ensuring that special education services are documented under the appropriate location (regular, community and special class) and reflect the actual number of minutes per day and the number of sessions per week that the student will receive.</p> <p>The Executive Director and Sped Coordinator will perform monthly consistency checks to ensure service logs are being updated properly.</p> | August 2022          | Kimberly Williams - Executive Director<br>Tara Hollins - Special Education Consultant<br>Kim Lockley – Board Member<br>TBD - Principal | Agendas<br>Sign-in Sheets<br>Slides/materials<br><br>Service Provider Observation Checklist | QUARTERLY<br><br>August 30, 2022<br><br>Nov 30, 2022<br><br>Feb 28, 2023<br><br>June 30, 2023 |                     |

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|--|----------------------|---|--|--|---------------------|
| <p>7. PD will be implemented every nine weeks or as needed to ensure special education acknowledgment of the policies regarding:</p> <ul style="list-style-type: none"> <li>• Prior notice for evaluation and IEP meetings/excusal notices</li> <li>• Determination of continued eligibility</li> <li>• IEP development documentation</li> <li>• writing PLAAFP statements</li> <li>• writing SMART goals</li> <li>• progress reports and/or logs</li> <li>• compensatory services</li> <li>• ESYS monitoring</li> </ul> | August 2022          | Kimberly Williams - Executive Director<br>Tara Hollins - Special Education Consultant<br>Kim Lockley – Board Member | Agendas<br>Sign-in Sheets<br>Slides/materials                                | QUARTERLY<br><br>August 30, 2022<br><br>Nov. 30, 2022<br><br>Feb 28, 2023<br><br>June 30, 2023 |                     |
| <p>8. Ensuring required participants of the IEP team are invited to all IEP meetings, included as an IEP participant, and signatures are on the IEP.</p>   | August 2022          | Kimberly Williams - Executive Director<br>Tara Hollins - Special Education Consultant<br>Kim Lockley – Board Member | Sign-in Sheets<br>IEP Checklist/ IEP Rubric completed by ED                  | QUARTERLY<br>August 30, 2022<br><br>Nov. 30, 2022<br><br>Feb 28, 2023<br><br>June 30, 2023     |                     |
| <p>9. Review of each IEP before submission to SER will be implemented to ensure all documents are attached.</p> <p>Continued support will be given to teachers to ensure IEPs contain sufficient documentation.</p>  | April 1, 2022        | Kimberly Williams - Executive Director<br>Tara Hollins - Special Education Consultant<br>TBD- Principal or Designee | Spreadsheet summary of activity<br>IEP Checklist/ IEP Rubric completed by ED | QUARTERLY<br>August 30, 2022<br><br>Nov. 30, 2022<br><br>Feb 28, 2023<br><br>June 30, 2023     |                     |



