

LEA: Algiers Technology Academy

DATE OF MONITORING: March 2016

DATE OF SUBMISSION: June 23, 2016

ACTIVITIES & ACTION STEPS to ADDRESS MEASURABLE GOAL CONCERNS	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE	DOCUMENTATION STATUS
<p>Correct Student Specific Findings from monitoring report. Student's Individualized Education Program will be amended to adjust goals to assure all goals are measurable to meet student's needs. Copy of Instruction Plans which includes amended IEP goals.</p>	<p>June 24, 2016</p>	<p>Teacher of Record</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 8, 2016</p>	
<p>LEA provide training to special education staff on writing IEPs with a particular focus on writing measurable IEP goals. Facilitate Professional Learning Community reviewing and practicing writing measurable goals for IEPs.</p>	<p>July 28, 2016</p>	<p>SPED Director</p>	<p>Sign in Sheet for attendance Copy of handouts given at training Agenda from training</p>	<p>July 28, 2016</p>	
<p>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</p>	<p>August 1, 2016</p>	<p>SPED Director SPED Staff</p>	<p>Signed copy of form from each SPED staff member verifying they have viewed the IEP training on the LDOE website</p>	<p>September 9, 2016</p>	
<p>SPED staff will review IEPs goals for <u>all</u> SPED students to</p>	<p>August</p>	<p>SPED Director</p>	<p>Monthly summary of</p>	<p>September 30</p>	

<p>determine whose goals and/or objectives are not measurable. The IEPs for these students will be revised by amending or reconvening the IEP to make the necessary changes by January 31, 2017. SPED staff will be required to use the IEP Evaluation rubric developed by LDOE while reviewing the IEPs to ensure all IEPs are compliant. The SPED staff will also use the IEP Evaluation rubric for any new students with IEPs that enroll at the school. The IEP Evaluation rubric will be used when writing all student IEPs moving forward.</p> <p>The SPED Coordinator or Lead Teacher will perform monthly consistency checks to ensure IEP fidelity by internally monitoring IEPs with a particular focus on the goals/objectives using the IEP Evaluation rubric before the IEP is submitted to SER to make it official (to include the IEPs that will be amended/reconvened by January 31, 2017).</p>	8, 2016	SPED Staff	<p>IEP internal reviews to include # of IEPs reviewed, # of IEPs with issues with goals/objectives, actions taken to ensure SPED staff made necessary corrections, and results of those actions</p> <p>LDOE and Independent Monitors will review a sample of IEPs during the spring 2017 on-site visits to ensure the IEPs are compliant.</p>	<p>November 30 December 15 January 30 February 28 March 30 April 28 May 31</p>	
<p>Provide training to SPED staff on how to use the IEP Evaluation rubric developed by LDOE. SPED staff will be required to use this rubric when reviewing and writing IEPs.</p>	August 8, 2016	SPED Director	Copy of agenda, sign-in sheet, and handouts from training	September 9, 2016	
<p>SPED staff will sign an IEP assurances form indicating they have participated in IEP trainings and will be responsible for writing compliant IEPs according to guidelines set forth in the IEP trainings.</p>	August 8, 2016	SPED Director SPED Staff	Copy of signed assurances forms from each SPED staff member	September 9, 2016	

LEA: Cohen College Prep

DATE OF MONITORING: April 2016

DATE OF SUBMISSION: June 24, 2016

REGULATION REFERENCE (S): Discipline Procedures for Students with Disabilities - REGULATION 34 CFR: §300.530(E) REGULATION 34 CFR: §300.530(F); REGULATION 34 CFR: §300.530(D)(4)&(5)

ACTIVITIES & ACTION STEPS FOR COMPLIANCE	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE	DOCUMENTATION STATUS
<p>1.1 No evidence an MDR was conducted in a timely manner:</p> <ul style="list-style-type: none"> a. All suspensions of students receiving special education services will be reviewed by both Dean of students and Dean of sped as they occur. b. Students who end up being suspended after review of Dean and Sped Coordinator will have a formal letter mailed home signed by both, and included in the student’s Special Education folder c. Suspension data will be monitored weekly by the culture team (Sped coordinator, Dean of Students, Social Worker) d. Higher level suspension data will be tracked by compliance manager and Director of Special Education on a bi-weekly basis. e. Students exceeding 10 days of suspension will have an MDR conducted within state timelines. MDR will be sent for review to the CMO’s Director of Sped and Compliance manager. Copy will be kept both by the Director of Sped and within the student’s 	<p>August 2016</p>	<p>Director of Special Education</p>	<p>Monthly summary of # of SWD suspended/expelled and actions taken by school (include # of students with MDRs and results of MDR). Attached to the summary will be a print out of the student’s behavior report from the behavior tracking system.</p> <p>Copy of sign-in sheet, agenda, and handouts from PD</p> <p>Copies of completed checklist for</p>	<p>Beginning September 2016 to May 2017 (to be submitted on the last business day of each month)</p> <p>PD documentation due date <i>September 30, 2016</i></p> <p>Monthly from September 2016-</p>	

<p>folder.</p> <p>f. Provide PD to school staff on the MDR process, including who is involved, when the determination is made, and what information is required for the decision.</p> <p>g. School will internally monitor MDRs by completing a MDR checklist provided by LDOE for each SWD that have 10 or more OSS days to ensure the MDR process was followed.</p>			<p>conducting MDRs for students with 10 or more OSS days</p> <p>LDOE and Independent Monitors will review a sample of MDRs during the spring 2017 on-site visits to ensure the MDRs are compliant.</p>	<p>May 2017 (to be submitted on the last business day of each month)</p>	
<p>1.2 No evidence a behavior plan was revised:</p> <p>a. We hired a new full-time special education social-worker who will provide social work services and manage RtI at the school. She will be responsible for working with teachers (case managers) and the dean of special education to revise and/or create FBA's and BIP's for students in special education.</p> <p>b. The social worker, dean of special education and compliance coordinator will conduct an additional training for Cohen College Prep staff on FBA's and BIP's, emphasizing when it is necessary to review and revise BIP's. A form will be created to help teachers/social worker determine when to review and/or revise a BIP</p> <p>c. Students who already receive social work services, the special education social worker</p>	<p>July 2016</p>	<p>Director of Special Education</p>	<p>List of roles and responsibilities of new special education social worker.</p> <p>Copy of sign-in sheet, agenda and handouts from FBA/BIP training.</p> <p>Copy of handout that will help schools determine when to create/review/revise a FBA or BIP</p> <p>Copy of social work services assessment guidelines and assessment forms.</p> <p>Copy of procedures put in place for the submission of MDR's to the</p>	<p>July 2016</p> <p>August 2016</p> <p>July 2016</p> <p>July 2016</p> <p>July 2016</p>	

<p>will own and facilitate the FBA revision/completion process after a MDR or after three separate suspension incidents.</p> <p>d. Students who are in special education, but are not currently receiving social work services will be assessed for service eligibility (using Bulletin 1508 criteria). If not, the FBA/BIP process will be facilitated by the case manager, with assistance from the social worker.</p> <p>e. After an MDR, schools will now be required to turn in the MDR paperwork and FBA/BIP revisions to the compliance coordinator and Director of Special Education for review and feedback, if necessary.</p> <p>f. Dean of SPED will internally monitor quality of FBAs and BIPs using the checklist provided by LDOE for each student with an FBA/BIP to ensure they contained all of the required components to effectively address student behavior.</p>			<p>special education office.</p> <p>Copies of completed FBA and BIP checklist</p> <p>LDOE and Independent Monitors will review a sample of FBAs/BIPs during the spring 2017 on-site visits to ensure the FBAs/BIPs are compliant.</p>	<p>September 2016 November 2016 January 2017 March 2017 May 2017</p>	
<p>1.3 No evidence of parental notice:</p> <p>a. Deans of students and families, principals and other leadership team members will receive training around providing procedural safeguards and the special education discipline process.</p> <p>b. The school will have an outline of the specific procedures that should be followed as part of a disciplinary action for a student in special education. This outline will be created by the Compliance Coordinator and will include all individuals who need to be notified (including parents), the forms that need to be signed and timelines.</p> <p>c. A form will be created for the purposes of documenting parent notification and dissemination of forms upon the suspension. If parents are unable to come in for a suspension meeting, the letter and parental right's booklet will be mailed to them. The date notified and date sent will be on the</p>	<p>July 2016</p>	<p>Director of Special Education)</p>	<p>Copy of sign-in sheet, agenda, and handouts from PD</p> <p>Copy of suspension procedures form.</p> <p>Copy of suspension procedural safeguards form.</p> <p>Copy of revised suspension letter</p>	<p>PD documentation due date August 30, 2016</p> <p>July 2016</p> <p>July 2016</p> <p>July 2016</p>	

<p>form. If parent's come in, they will sign for the documents in person.</p> <p>d. All special education suspensions, in order to be valid, must have a notification letter, signed by the disciplinarian and Dean of Students and Families. If the Sped Dean is absent, the Compliance Coordinator or Director of Special Education can sign in their place.</p>					
<p>1.4 Compensatory Services:</p> <p>a. The school will ensure the student is provided FAPE.</p> <p>b. Compensatory services will be provided to the student based on suspension days from the previous year.</p>	<p>August 2016</p>	<p>Director of Special Education</p>	<p>Copy of amended IEP indicating compensatory services.</p> <p>Special education service logs</p>	<p>October 30, 2016</p>	

LEA: G.W. Carver College Preparatory Charter School

DATE OF MONITORING: March 2016

DATE OF SUBMISSION: July 2016

ACTIVITIES & ACTION STEPS TO ADDRESS IEPs	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE	DOCUMENTATION STATUS
Correct Student Specific Findings listed on monitoring report	8/1/2016	SPED Director	All cited findings will be corrected with measurable goals by 8/31. This will entail student level findings being updated with measurable goals in SER on this date.	9/9/2016	
<p>LEA provide training to special education staff on writing IEPs with a particular focus on writing measurable IEP goals and writing measurable and meaningful PLAAFP statements that are data driven</p> <p>Provide training to SPED staff on how to use the IEP Evaluation rubric developed by LDOE. SPED staff will be required to use this rubric when reviewing and writing IEPs.</p>	8/1/2016	SPED Director	Carver teachers and service providers will participate in a training on how to write SMART IEP goals as measurable by a session agenda and/or slides and a participant sign in sheet by 8/31.	9/9/2016	

<p>SPED staff will review IEPs goals for <u>all</u> SPED students to determine which PLAAFP statements were not measurable and/or did not describe the student’s current level of functioning using data and determine which goals and/or objectives are not measurable. The IEPs for these students will be revised by amending or reconvening the IEP to make the necessary changes by January 31, 2017. SPED staff will be required to use the IEP Evaluation rubric developed by LDOE while reviewing the IEPs to ensure all IEPs are compliant. The SPED staff will also use the IEP Evaluation rubric for any new students with IEPs that enroll at the school. The IEP Evaluation rubric will be used when writing all student IEPs moving forward.</p> <p>The SPED Coordinator or Lead Teacher will perform monthly consistency checks to ensure IEP fidelity by internally monitoring IEPs with a particular focus on the goals/objectives using the IEP Evaluation rubric before the IEP is submitted to SER to make it official (to include the IEPs that will be amended/reconvened by January 31, 2017).</p>		SPED Director	<p>Monthly summary of IEP internal reviews to include # of IEPs reviewed, # of IEPs with issues with goals/objectives, actions taken to ensure SPED staff made necessary corrections, and results of those actions. LDOE and Independent Monitors will review a sample of IEPs during the spring 2017 on-site visits to ensure the IEPs are compliant.</p>	<p>September 30 November 30 December 15 January 30 February 28 March 30 April 28 May 31</p>	
<p>SPED 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</p>		SPED Director	<p>Signed copy of form from each SPED staff member verifying they have viewed the IEP training on the LDOE website</p>	9/9/2016	
<p>SPED staff will sign an IEP assurances form indicating they have participated in IEP trainings and will be responsible for writing compliant IEPs according to guidelines set forth in the IEP</p>		SPED Director	<p>Copy of signed assurances forms from each SPED staff</p>	9/9/2016	

trainings.			member		
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LEA: International High School

DATE OF MONITORING: April 2016

DATE OF SUBMISSION: July 6, 2016

REGULATION REFERENCE (S): Discipline Procedures for Students with Disabilities - REGULATION 34 CFR: §300.530(E) REGULATION 34 CFR: §300.530(F); REGULATION 34 CFR: §300.530(D)(4)&(5)

ACTIVITIES & ACTION STEPS FOR COMPLIANCE	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE	DOCUMENTATION STATUS
Student listed on monitoring report was dropped from IHSNO due to non-attendance	February 2, 2016	Data Manager	Copy of Drop notice	July 8, 2016	
All staff will be trained on MDR process, including who is involved, when the determination is made, and what information is required for the decision.	August 1 - 12, 2016 (Staff Fall PD)	SPED Director	Agenda, Sign-in sheet, handouts	September 15, 2016	
Demonstrate that parents are notified of all meetings and actions concerning their child for disciplinary concerns.	August 1, 2016	SPED Director	Copy of Form used to notify parents of actions concerning their child.	September 15, 2016	
All SPED staff will be trained on writing FBAs and FBA procedures. All SPED staff will be trained on writing, implementing, and documenting appropriate BIPs and on selecting and teaching replacement behaviors.	August 1 – 12, 2016 (Staff Fall PD)	SPED Director	Agenda, Sign-in sheet, handouts	September 15, 2016	
School will develop an internal monitoring system to track student	August 1, 2016	SPED Coordinator	Copy of bi-monthly summary with number of	October 15, 2016 December 15,	

removals. This will include names of students removed and number of days removed.			students removed from school each month, number of days removed and actions taken by school. Attached to the summary will be a print out of the student's behavior report from the behavior tracking system.	2016 February 15, 2017 April 15, 2017	
SPED Director or SPED Coordinator will internally monitor MDRs by completing a MDR checklist provided by LDOE for each SWD that have 10 or more OSS days to ensure the MDR process was followed. Checklist will be filled by SPED Coordinator or SPED Director.	August 15, 2016	SPED Coordinator	Copies of completed MDR checklist for students with 10 or more OSS days LDOE and Independent Monitors will review a sample of MDRs during the spring 2017 on-site visits to ensure the MDRs are compliant.	Monthly from September 2016-May 2017 (to be submitted on the last business day of each month)	
SPED Director or SPED Coordinator will internally monitor quality of FBAs and BIPs using the checklist provided by LDOE for each student with an FBA/BIP to ensure they contain all of the required components to effectively address student behavior. SPED staff will use checklist to assist in writing FBAS/BIPs.	August 15, 2016	SPED Coordinator	Copies of completed FBA and BIP checklist LDOE and Independent Monitors will review a sample of FBAs/BIPs during the spring 2017 on-site visits to ensure the FBAs/BIPs are compliant.	September 2016 November 2016 January 2017 March 2017 May 2017	
All SPED staff will be trained on how to use the MDR, FBA, and BIP checklist to ensure all procedures and components for disciplinary actions are done with fidelity.	August 1-12, 2016	SPED Coordinator	Agenda, Sign-in sheet, handouts	September 15, 2016	

LEA: International High School

DATE OF MONITORING: April 2016

DATE OF SUBMISSION: July 6, 2016

REGULATION REFERENCE (S): §300.321 (A)(4) – IEP Team and §300.320(a)(2)(i)(A-B)- Definition of Individualized Education Program

ACTIVITIES & ACTION STEPS FOR COMPLIANCE	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE	DOCUMENTATION STATUS
ODR signs all IEPs and attends all meetings. This began when I came on board at IHSNO. Moving forward school will have special education coordinator check all IEPs to ensure ODR signature is on IEP.	October 19, 2015	Special Education Coordinator	All IEPs will have ODR signature. Quarterly summary of IEP checks for ODR signature.	November 15, 2016 February 15, 2017	
Rewrite goals for CBI students so that they are measurable.	August 1-12, 2016 (Staff Fall PD)	SPED Coordinator	Email notifying LDOE that IEP goals for students listed on monitoring report have been rewritten to make measurable. LDOE will check those IEPs in SER to ensure they are compliant.	August 30, 2016	
Staff will take PD in writing measurable IEP goals.	August 1-12, 2016 (Staff Fall PD)	SPED Coordinator	Copy of agenda, sign-sheet and handouts from training	September 15, 2016	
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	August 1, 2016	Special Education Coordinator	Signed copy of form from each SPED staff member	September 15, 2016	

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			verifying they have viewed the IEP training on the LDOE website		
<p>SPED staff will review IEPs goals for <u>all</u> SPED students to determine whose goals and/or objectives are not measurable. The IEPs for these students will be revised by amending or reconvening the IEP to make the necessary changes by January 31, 2017. SPED staff will be required to use the IEP Evaluation rubric developed by LDOE while reviewing the IEPs to ensure all IEPs are compliant. The SPED staff will also use the IEP Evaluation rubric for any new students with IEPs that enroll at the school. The IEP Evaluation rubric will be used when writing all student IEPs moving forward.</p> <p>The SPED Coordinator or Lead Teacher will perform monthly consistency checks to ensure IEP fidelity by internally monitoring IEPs with a particular focus on the goals/objectives using the IEP Evaluation rubric before the IEP is submitted to SER to make it official (to include the IEPs that will be amended/reconvened by January 31, 2017).</p>	August 15, 2016	Special Education Coordinator	<p>Monthly summary of IEP internal reviews to include # of IEPs reviewed, # of IEPs with issues with goals/objectives, actions taken to ensure SPED staff made necessary corrections, and results of those actions</p> <p>LDOE and Independent Monitors will review a sample of IEPs during the spring 2017 on-site visits to ensure the IEPs are compliant.</p>	<p>September 30 November 30 December 15 January 30 February 28 March 30 April 28 May 31</p>	
Provide training to SPED staff on how to use the IEP Evaluation rubric developed by LDOE. SPED staff will be required to use this rubric when reviewing and writing IEPs.	August 1, 2016	Special Education Coordinator	Copy of agenda, sign-in sheet, and handouts from training	September 15, 2016	
SPED staff will sign an IEP assurances form indicating they have participated in IEP trainings and will be responsible for writing compliant IEPs according to guidelines set forth in the IEP trainings.	August 15, 2016	Special Education Coordinator	Copy of signed assurances forms from each SPED staff member	September 9, 2016	

LEA: Joseph A. Craig

DATE OF MONITORING: March 2016

DATE OF SUBMISSION: July 29, 2016

REGULATION REFERENCE (S): §300.17(a.-d.) Free Appropriate Public Education (FAPE) and §300.320(a)(2)(i)(A-B)- Definition of Individualized Education Program

ACTIVITIES & ACTION STEPS FOR COMPLIANCE	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE
<p>Conduct job-embedded professional development for regular and special education teachers on the following topic: Writing “SMART” Goals and writing measurable and meaningful PLAAFP statements that are data driven</p> <p>Provide training to SPED staff on how to use the IEP Evaluation rubric developed by LDOE. SPED staff will be required to use this rubric when reviewing and writing IEPs.</p>	7/2016	CEO Principal	Agenda, Sign-In Sheet, Handouts	9/30/2016
<p>Conduct training with related service providers on how to properly document provision of related services.</p>	8/2016	Principal SPED Director School-Site SPED Coordinator	Agenda, Sign-In Sheet, Handouts	9/30/2016
<p>Documentation of IHP will continue to be provided by the nurse and other health care professionals, per the IEP and evaluation. A copy of the IHP will continue to be placed in students’ folders. There will be a bi-monthly check of student folders with health concerns to ensure those students have IHPs that are current.</p>	8/2016	SPED Director School-Site SPED Coordinator	Bi-monthly summary of IHP checks	October 15, 2016 December 15, 2016 February 15, 2017 April 15, 2017
<p>Principal and SPED Director/Coordinator or SPED Lead Teacher will conduct spot check monitoring reviews monthly for the</p>	8/2016	SPED Director	Bi-monthly summary of classroom observations	October 15 December 15

<p>provision of related services. The monitoring will consist of conducting classroom observations and checking related service provider logs to ensure services are being provided to students and they are being provided per the frequency/duration as written on the IEP.</p> <p>The LEA will create an observation form/checklist that will be used when conducting observations to serve as documentation of reviews.</p>		<p>School-Site SPED Coordinator</p> <p>School-Site Administrator</p>	<p>for provision of services, frequency/duration of services and provider log reviews. The summary will detail for each provider reviewed whether services were provided and if services were provided per frequency/duration on IEP. The summary will also detail whether the logs were available, if logs included skills/goals teacher worked on, if student progress in those skill areas was documented, # of students working with, and dates/times of services</p>	<p>February 15 April 15</p> <p>August 31, 2017 – date for observation form/checklist</p>
<p>A classroom walk-through checklist/form will be developed for central office staff to monitor whether IEP accommodations have been implemented. Require general education and special education members of the IEP instructional team to continue to collaborate, review and document implementation of the accommodations as indicated on IEPs.</p>	<p>8/2016</p>	<p>SPED Director</p> <p>School-Site SPED Coordinator</p>	<p>Copy of checklist/form</p>	<p>August 30, 2016</p>
<p>Reconvene or Amend IEPs for students listed on monitoring report whose goals were not measurable and/or PLAFFF statements that did not meaningfully describe the student's current level of academic and functional performance.</p>	<p>7/2016</p>	<p>SPED Director</p> <p>School-Site SPED Coordinator</p>	<p>Send email notifying LDOE students IEPs have been revised to add measurable goals/PLAFFF statements . LDOE will review the IEPs in SER to confirm they have been revised appropriately</p>	<p>August 30, 2016</p>

<p>SPED staff will review IEPs goals for <u>all</u> SPED students to determine which PLAAFP statements were not measurable and/or did not describe the student’s current level of functioning using data and determine which goals and/or objectives are not measurable. The IEPs for these students will be revised by amending or reconvening the IEP to make the necessary changes by January 31, 2017. SPED staff will be required to use the IEP Evaluation rubric developed by LDOE while reviewing the IEPs to ensure all IEPs are compliant. The SPED staff will also use the IEP Evaluation rubric for any new students with IEPs that enroll at the school. The IEP Evaluation rubric will be used when writing all student IEPs moving forward.</p> <p>The SPED Coordinator or Lead Teacher will perform monthly consistency checks to ensure IEP fidelity by internally monitoring IEPs with a particular focus on the goals/objectives using the IEP Evaluation rubric before the IEP is submitted to SER to make it official (to include the IEPs that will be amended/reconvened by January 31, 2017).</p>	8/2016	SPED Director School-Site SPED Coordinator SPED Staff	Monthly summary of IEP internal reviews to include # of IEPs reviewed, # of IEPs with issues with goals/objectives, actions taken to ensure SPED staff made necessary corrections, and results of those actions. LDOE and Independent Monitors will review a sample of IEPs during the spring 2017 on-site visits to ensure the IEPs are compliant.	September 30 November 30 December 15 January 30 February 28 March 30 April 28 May 31
<p>SPED 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</p>	8/2016	SPED Director School-Site SPED Coordinator SPED Staff	Signed copy of form from each SPED staff member verifying they have viewed the IEP training on the LDOE website	September 30, 2016
<p>SPED staff will sign an IEP assurances form indicating they have participated in IEP trainings and will be responsible for writing compliant IEPs according to guidelines set forth in the IEP trainings.</p>	8/2016	SPED Director School-Site SPED Coordinator SPED Staff	Copy of signed assurances forms from each SPED staff member	September 30, 2016

LEA: Joseph A. Craig

DATE OF MONITORING: March 2016

DATE OF SUBMISSION: July 2016

ACTIVITIES & ACTION STEPS TO ADDRESS CHILD FIND CONCERNS	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE	DOCUMENTATION STATUS
<p>SBLC team will attend a professional development provided by LDOE on the following:</p> <ul style="list-style-type: none"> • Child Find federal (IDEA) and state requirements (B. 1508 & B. 1706) • Criteria for a child to meet 504 requirements for 504 eligibility • Response to Intervention requirements with specific emphasis on data-based decision making across the 3 tiers for academic/behavioral referral concerns and the consideration and implementation of research-based RTI strategies prior to referral for potential eligibility • Specific components of PB vs White Child Find Written Guidance (i.e. need to rule 	<p>August 2016</p>	<p>School Principal Special Education Director</p>	<p>Sign-in sheet verifying attendance of SBLC team</p>	<p>LDOE will collect sign-in sheet at conclusion of meeting for verification of attendance.</p>	

<p>out need for special services before evaluating for 504)</p>					
<p>Monitor students that are not 504 or IDEA that are failing to make progress academically, behaviorally, and/or have medical concerns. The LEA will submit a list of:</p> <ul style="list-style-type: none"> • Students not identified as 504 or SPED who are failing 2 or more core subjects • Students with documented medical concerns that may warrant a 504 or special education evaluation (if not yet identified under 504 or IDEA) • Students not responding to intervention at Tier 1, Tier 2, or Tier 3 (academic and behavior, including screenings) <p>Submit actions taken by school in regards to Child Find activities or other activities to address the concerns of the above listed student groups</p>	<p>August 2016</p>	<p>School Principal Special Education Director 504 Coordinator and/or SBLC Chairperson</p>	<p>Bi-monthly submission of the student list to include a written description detailing the actions taken by the school in regards to Child Find activities or other activities implemented by the school to address academic, medical, or behavioral concerns.</p>	<p>September 30 November 30 January 30 March 28 May 30</p>	
<p>LEA will complete Child Find Checklist provided by LDOE to ensure Child Find procedures and activities are being implemented with fidelity and in accordance with</p>	<p>August 2016</p>	<p>School Principal Special Education Director 504 Coordinator and/or SBLC Chairperson</p>	<p>Copy of completed checklist for LEA with a plan of action for areas marked as “NO” or “In Progress”</p> <p>Copy of Child Find Checklist and Plans (if any) will be reviewed by</p>	<p>September 9, 2016</p> <p>Last business day of each month from September</p>	

state and local regulations			IMs and LDOE during the Spring 2017 on-site monitoring activities	2016 -May 2017	
<p>Develop Child Find log to document child find activities (if not already done) to include the following information in the log:</p> <ol style="list-style-type: none"> 1. Student Name 2. Phone Number 3. Name of individual or agency making referral 4. Reason for referral 5. Date of referral 6. Parental contact dates regarding the referral 7. Copy of referral form to include the decision the team made as a result of the referral 	August 2016	School Principal Special Education Director 504 Coordinator and/or SBLC Chairperson	Copy of Child Find log activities provided each month	Last business day of each month from September 2016 -May 2017	
504 and/or SBLC Coordinator will check grades of all 504 students AND students in RTI process every grading period (6wks/9wks) to determine which students are failing 2 or more core subjects or are not responding to intervention at any Tier. Students with failing grades for 2016-2017 SY in core subjects for two grading periods or lack of response to intervention will be flagged for an SBLC to discuss	August 2016	School Principal Special Education Director 504 Coordinator and/or SBLC Chairperson	<p>List of 504 students failing 2 or more core subjects or are not responding to intervention at any Tier each grading period</p> <p>Copy of SBLC documentation for students failing for 2 grading periods or are not responding to intervention at any Tier to include actions taken by school to address academic concerns</p>	<p>September 30 November 30 January 30 March 28 May 30</p>	

academic concerns and actions school will take to address these concerns					
504 and/or SBLC Coordinator will keep track of behavior data for any 504 students, any students in RTI process with behavior concerns, and students positively screened at Tier I for behavior (i.e. student at risk) to determine which students are having behavior difficulties. Students with 10 or more in/out of school suspensions for 2016-2017 SY will be flagged for an SBLC to discuss behavior concerns and actions school will take to address these concerns	August 2016	School Principal Special Education Director 504 Coordinator and/or SBLC Chairperson	List of 504 students suspended/expelled each month to include number of days suspended/expelled and actions taken by school to address behavioral concerns Copy of SBLC documentation for students with 10 or more days in/out of school suspensions and students positively screened at Tier I for behavior (i.e. student at risk) to include actions taken by school to address behavioral concerns	September 30 November 30 January 30 March 28 May 30	
LEA will conduct a training with school staff by redelivering the information from the Child Find training provided by LDOE on Child Find requirements	August 2016	School Principal Special Education Director	Copy of agenda, sign-in sheet, Power Point (if have one), and handouts from training	September 16, 2016	
The LEA principal and special education director/coordinator will sign a Child Find Assurances checklist verifying implementation of Child Find requirements	August 2016	School Principal Special Education Director	Copy of signed Child Find assurances checklist	September 16, 2016	
Provide training to school staff on RTI procedures to include the following: <ul style="list-style-type: none"> • Description of RTI tier process • Description of activities in each tier (to include the 	August 2016	School Principal Special Education Director 504 Coordinator and/or SBLC Chairperson	Copy of agenda, sign-in sheet, Power Point (if have one), and handouts from training Copy written RTI procedures to include all of the areas listed for the RTI procedures training	September 30, 2016 September 30, 2016	

<p>selection of research-based interventions, timeframe for interventions, frequency of interventions, number of days each week interventions will be provided)</p> <ul style="list-style-type: none"> • 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.,) • Procedures to follow when student fail to make progress in Tiers 2 & 3 • Procedures to follow when students make progress in Tiers 2 & 3 • When to initiate a special education referral 					
<p>LEA will complete RTI Checklist/Self-Assessment provided by LDOE to ensure RTI procedures are being implemented with fidelity</p>	<p>August 2016</p>	<p>School Principal Special Education Director 504 Coordinator and/or SBLC Chairperson</p>	<p>LEA will send LDOE copy of completed checklist/self-assessment for LEA with the related action planning and activities section completed for areas marked as: Indicator is not present; Indicator is known and implementation planning has begun; or Indicator is present in</p>	<p>September 30, 2016</p>	

			some daily practice		
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LEA: Lake Area New Tech Early High School

DATE OF MONITORING: March 2016

DATE OF SUBMISSION: July 2016

ACTIVITIES & ACTION STEPS TO ADDRESS CHILD FIND CONCERNS	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE	DOCUMENTATION STATUS
<p>SBLC team will attend a professional development provided by LDOE on the following:</p> <ul style="list-style-type: none"> • Child Find federal (IDEA) and state requirements (B. 1508 & B. 1706) • Criteria for a child to meet 504 requirements for 504 eligibility • 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 • Specific components of PB vs White Child Find Written Guidance (i.e. need to rule 	<p>August 2016</p>	<p>School Principal Special Education Director</p>	<p>Sign-in sheet verifying attendance of SBLC team</p>	<p>LDOE will collect sign-in sheet at conclusion of meeting for verification of attendance.</p>	

out need for special services before evaluating for 504)					
<p>Monitor students that are not 504 or IDEA that are failing to make progress academically, behaviorally, and/or have medical concerns. The LEA will submit a list of:</p> <ul style="list-style-type: none"> • Students not identified as 504 or SPED who are failing 2 or more core subjects • Students with documented medical concerns that may warrant a 504 or special education evaluation (if not yet identified under 504 or IDEA) • Students not responding to intervention at Tier 1, Tier 2, or Tier 3 (academic and behavior including screening) <p>Submit actions taken by school in regards to Child Find activities or other activities to address the concerns of the above listed student groups</p>	August 2016	School Principal Special Education Director 504 Coordinator and/or SBLC Chairperson	Bi-monthly submission of the student list to include a written description detailing the actions taken by the school in regards to Child Find activities or other activities implemented by the school to address academic, medical, or behavioral concerns	September 30 November 30 January 30 March 28 May 30	
LEA will complete Child Find Checklist provided by LDOE to ensure Child Find procedures and activities are being implemented with fidelity and in accordance with	August 2016	School Principal Special Education Director 504 Coordinator and/or SBLC Chairperson	Copy of completed checklist for LEA with a plan of action for areas marked as "NO" or "In Progress" Copy of Child Find Checklist and Plans (if any) will be reviewed by	September 9, 2016	

state and local regulations			IMs and LDOE during the Spring 2017 on-site monitoring activities		
<p>Develop Child Find log to document child find activities (if not already done) to include the following information in the log:</p> <ol style="list-style-type: none"> 1. Student Name 2. Phone Number 3. Name of individual or agency making referral 4. Reason for referral 5. Date of referral 6. Parental contact dates regarding the referral 7. Copy of referral form to include the decision the team made as a result of the referral 	August 2016	School Principal Special Education Director 504 Coordinator and/or SBLC Chairperson	Copy of Child Find log activities provided each month	Last business day of each month from September 2016 -May 2017	
504 and/or SBLC Coordinator will check grades of all 504 students AND students in RTI process every grading period (6wks/9wks) to determine which students are failing 2 or more core subjects or are not responding to intervention at any Tier. Students with failing grades for 2016-2017 SY in core subjects for two grading periods or	August 2016	School Principal Special Education Director 504 Coordinator and/or SBLC Chairperson	<p>List of 504 students failing 2 or more core subjects or are not responding to intervention at any Tier each grading period</p> <p>Copy of SBLC documentation for students failing for 2 grading periods or are not responding to intervention at any Tier to</p>	<p>September 30 November 30 January 30 March 28 May 30</p>	

lack of response to intervention will be flagged for an SBLC to discuss academic concerns and actions school will take to address these concerns			include actions taken by school to address academic concerns		
504 and/or SBLC Coordinator will keep track of behavior data for any 504 students, any students in RTI process with behavior concerns, and students positively screened at Tier 1 for behavior to determine which students are having behavior difficulties. Students with 10 or more in/out of school suspensions for 2016-2017 SY will be flagged for an SBLC to discuss behavior concerns and actions school will take to address these concerns	August 2016	School Principal Special Education Director 504 Coordinator and/or SBLC Chairperson	List of 504 students suspended/expelled each month to include number of days suspended/expelled and actions taken by school to address behavioral concerns Copy of SBLC documentation for students with 10 or more days in/out of school suspensions and students positively screened at Tier 1 for behavior to include actions taken by school to address behavioral concerns	September 30 November 30 January 30 March 28 May 30	
LEA will conduct a training with school staff by redelivering the information from the Child Find training provided by LDOE on Child Find requirements	August 2016	School Principal Special Education Director	Copy of agenda, sign-in sheet, Power Point (if have one), and handouts from training	October 21, 2016	
The LEA principal and special education director/coordinator will sign a Child Find Assurances checklist verifying implementation of Child Find requirements	August 2016	School Principal Special Education Director	Copy of signed Child Find assurances checklist	September 16, 2016	
Provide training to school staff on RTI procedures to include the following: <ul style="list-style-type: none"> Description of RTI tier process Description of activities in 	August 2016	School Principal Special Education Director 504 Coordinator and/or SBLC Chairperson	Copy of agenda, sign-in sheet, Power Point (if have one), and handouts from training	October 21, 2015 October 21, 2016	

<p>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)</p> <ul style="list-style-type: none"> • 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.,) • Procedures to follow when student fail to make progress in Tiers 2 & 3 • Procedures to follow when students make progress in Tiers 2 & 3 • When to initiate a special education referral 			Copy written RTI procedures		
LEA will complete RTI Checklist/Self-Assessment provided by LDOE to ensure RTI procedures are being implemented with fidelity	August 2016	School Principal Special Education Director 504 Coordinator and/or SBLC Chairperson	LEA will send LDOE copy of completed checklist/self-assessment for LEA with the related action planning and activities section completed for areas marked as: Indicator is not present; Indicator is known and implementation planning has begun; or Indicator is present in	September 30, 2016	

			some daily practice		
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LEA: Landry Walker High School

DATE OF MONITORING: April 2016

DATE OF SUBMISSION: June 23, 2016

REGULATION REFERENCE (S): REGULATION 34 CFR: §300.320(A) (2)(I)(A)

ACTIVITIES & ACTION STEPS FOR COMPLIANCE	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE	DOCUMENTATION STATUS
Student's Individualized Education Program will be amended to adjust goals to assure all goals are measurable to meet student's needs. Copy of Instruction Plans which includes amended IEP goals.	June 24, 2016	Teacher of Record and SPED Director	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 8, 2016	
Facilitate Professional Learning Community reviewing and practicing writing measurable goals for IEPs.	July 28, 2016	SPED Director	Sign in Sheet for attendance Copy of handouts given at training Agenda from training	July 28, 2016	
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		SPED Director SPED Staff	Signed copy of form from each SPED staff member verifying they have viewed the IEP training on the LDOE website	September 9, 2016	
SPED staff will review IEPs goals for <u>all</u> SPED students to determine whose goals and/or objectives are not measurable. The IEPs for these students will be revised by amending or reconvening the IEP to make the necessary changes by January		SPED Director SPED Staff	Monthly summary of IEP internal reviews to include # of IEPs reviewed, # of IEPs	September 30 November 30 December 15 January 30	

<p>31, 2017. SPED staff will be required to use the IEP Evaluation rubric developed by LDOE while reviewing the IEPs to ensure all IEPs are compliant. The SPED staff will also use the IEP Evaluation rubric for any new students with IEPs that enroll at the school. The IEP Evaluation rubric will be used when writing all student IEPs moving forward.</p> <p>The SPED Coordinator or Lead Teacher will perform monthly consistency checks to ensure IEP fidelity by internally monitoring all IEPs with a particular focus on the goals/objectives using the IEP Evaluation rubric before the IEP is submitted to SER to make it official (to include the IEPs that will be amended/reconvened by January 31, 2017).</p>			<p>with issues with goals/objectives, actions taken to ensure SPED staff made necessary corrections, and results of those actions</p> <p>LDOE and Independent Monitors will review a sample of IEPs during the spring 2017 on-site visits to ensure the IEPs are compliant.</p>	<p>February 28 March 30 April 28 May 31</p>	
<p>Provide training to SPED staff on how to use the IEP Evaluation rubric developed by LDOE. SPED staff will be required to use this rubric when reviewing and writing IEPs.</p>		<p>SPED Director</p>	<p>Copy of agenda, sign-in sheet, and handouts from training</p>	<p>September 9, 2016</p>	
<p>SPED staff will sign an IEP assurances form indicating they have participated in IEP trainings and will be responsible for writing compliant IEPs according to guidelines set forth in the IEP trainings.</p>		<p>SPED Director</p>	<p>Copy of signed assurances forms from each SPED staff member</p>	<p>September 9, 2016</p>	

LEA: Mildred Osborne Charter School

DATE OF MONITORING: March 1, 2016

DATE OF SUBMISSION: July 2016

REGULATION REFERENCE (S): §300.17 (a.-d.) - FAPE

ACTIVITIES & ACTION STEPS FOR COMPLIANCE	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE	DOCUMENTATION STATUS
<p>Reconvene or Amend IEP for students listed on monitoring report whose goals were not measurable and/or whose PLAFFP statements did not reflect a meaningful and measureable description of the student’s present level of academic and functional performance.</p>	7/2016	Student Support Services Director	Send email notifying LDOE students IEPs have been revised to add measurable goals. LDOE will review the IEPs in SER to confirm they have been revised.	August 30, 2016	
<p>Student Support Services Director will conduct spot check monitoring reviews monthly for the provision of related services. The monitoring will consist of conducting classroom observations and checking related service provider logs to ensure services are being provided to students and they are being provided per the frequency/duration as written on the IEP.</p> <p>The LEA will create an observation form/checklist that will be used when conducting observations to serve as documentation of reviews.</p>	8/2016	Student Support Services Director SPED Lead Teacher	Bi-monthly summary of classroom observations for provision of services, frequency/duration of services and provider log reviews. The summary will detail for each provider reviewed whether services were provided and if services were provided per frequency/duration on IEP. The summary will also detail whether the logs were available, if logs included skills/goals teacher worked on, if student progress in those skill areas was documented, # of students working with, and	<p>October 15, 2016 December 15, 2016 February 15, 2017 April 15, 2017</p> <p>August 31, 2017 – date for observation form/checklist</p>	

			dates/times of services		
Have a professional development with special education staff on properly documenting provision of services in particular related services.	8/2016	Student Support Services Director	Agenda, Sign-In Sheet, Handouts Copy of form special education staff will use to document provision of services	September 9, 2016	
Have a training on writing compliant IEPs with a particular focus on writing measurable IEP goals and writing measurable and meaningful PLAAFP statements that are data driven Provide training to SPED staff on how to use the IEP Evaluation rubric developed by LDOE. SPED staff will be required to use this rubric when reviewing and writing IEPs.	8/2016	Student Support Services Director	Agenda, Sign-In Sheet, Handouts	September 9, 2016	
SPED staff will review IEPs goals for <u>all</u> SPED students to determine which PLAAFP statements were not measurable and/or did not describe the student's current level of functioning using data and determine which goals and/or objectives are not measurable. The IEPs for these students will be revised by amending or reconvening the IEP to make the necessary changes by January 31, 2017. SPED staff will be required to use the IEP Evaluation rubric developed by LDOE while reviewing the IEPs to ensure all IEPs are compliant. The SPED staff will also use the IEP Evaluation rubric for any new students with	8/2016	Student Support Services Director SPED Lead Teacher	Monthly summary of IEP internal reviews to include # of IEPs reviewed, # of IEPs with issues with goals/objectives, actions taken to ensure SPED staff made necessary corrections, and results of those actions. LDOE and Independent Monitors will review a sample of IEPs during the spring 2017 on-site visits to ensure the IEPs are compliant.	September 30 November 30 December 15 January 30 February 28 March 30 April 28 May 31	

<p>IEPs that enroll at the school. The IEP Evaluation rubric will be used when writing all student IEPs moving forward.</p> <p>The SPED Coordinator or Lead Teacher will perform monthly consistency checks to ensure IEP fidelity by internally monitoring IEPs with a particular focus on the goals/objectives using the IEP Evaluation rubric before the IEP is submitted to SER to make it official (to include the IEPs that will be amended/reconvened by January 31, 2017).</p>					
<p>SPED 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</p>	8/2016	Student Support Services Director SPED Lead Teacher SPED staff	Signed copy of form from each SPED staff member verifying they have viewed the IEP training on the LDOE website	September 9, 2016	
<p>SPED staff will sign an IEP assurances form indicating they have participated in IEP trainings and will be responsible for writing compliant IEPs according to guidelines set forth in the IEP trainings.</p>	8/2016	Student Support Services Director SPED Lead Teacher SPED Staff	Copy of signed assurances forms from each SPED staff member	September 9, 2016	

LEA: Sophie B. Wright

DATE OF MONITORING: March 2016

DATE OF SUBMISSION: July 2016

ACTIVITIES & ACTION STEPS TO ADDRESS CHILD FIND CONCERNS	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE	DOCUMENTATION STATUS
<p>SBLC team will attend a professional development provided by LDOE on the following:</p> <ul style="list-style-type: none"> • Child Find federal (IDEA) and state requirements (B. 1508 & B. 1706) • Criteria for a child to meet 504 requirements for 504 eligibility • 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 • Specific components of PB vs White Child Find Written Guidance (i.e. need to rule 	<p>August 2016</p>	<p>School Principal Special Education Director</p>	<p>Sign-in sheet verifying attendance of SBLC team</p>	<p>LDOE will collect sign-in sheet at conclusion of meeting for verification of attendance.</p>	

<p>out need for special services before evaluating for 504)</p>					
<p>Monitor students that are not 504 or IDEA that are failing to make progress academically and/or have medical concerns. The LEA will submit a list of:</p> <ul style="list-style-type: none"> • Students not identified as 504 or SPED who are failing 2 or more core subjects • Students with documented medical concerns that may warrant a 504 or special education evaluation (if not yet identified under 504 or IDEA) • Students not responding to intervention at Tier 1, Tier 2, or Tier 3 (academic and behavior) <p>Submit actions taken by school in regards to Child Find activities or other activities to address the concerns of the above listed student groups</p>	<p>August 2016</p>	<p>School Principal Special Education Director 504 Coordinator and/or SBLC Chairperson</p>	<p>Bi-monthly submission of the student list to include a written description detailing the actions taken by the school in regards to Child Find activities or other activities implemented by the school to address academic, medical, or behavioral concerns</p>	<p>September 30 November 30 January 30 March 28 May 30</p>	
<p>LEA will complete Child Find Checklist provided by LDOE to ensure Child Find procedures and activities are being implemented with fidelity and in accordance with</p>	<p>August 2016</p>	<p>School Principal Special Education Director 504 Coordinator and/or SBLC Chairperson</p>	<p>Copy of completed checklist for LEA with a plan of action for areas marked as “NO” or “In Progress”</p> <p>Copy of Child Find Checklist and Plans (if any) will be reviewed by</p>	<p>September 9, 2016</p>	

state and local regulations			IMs and LDOE during the Spring 2017 on-site monitoring activities		
<p>Develop Child Find log to document child find activities (if not already done) to include the following information in the log:</p> <ol style="list-style-type: none"> 1. Student Name 2. Phone Number 3. Name of individual or agency making referral 4. Reason for referral 5. Date of referral 6. Parental contact dates regarding the referral 7. Copy of referral form to include the decision the team made as a result of the referral 	August 2016	School Principal Special Education Director 504 Coordinator and/or SBLC Chairperson	Copy of Child Find log activities provided each month	Last business day of each month from September 2016 -May 2017	
504 and/or SBLC Coordinator will check grades of all 504 students AND students in RTI process every grading period (6wks/9wks) to determine which students are failing 2 or more core subjects or are not responding to intervention at any Tier. Students with failing grades for 2016-2017 SY in core subjects for two grading periods or		School Principal Special Education Director 504 Coordinator and/or SBLC Chairperson	<p>List of 504 students failing 2 or more core subjects or are not responding to intervention at any Tier each grading period</p> <p>Copy of SBLC documentation for students failing for 2 grading periods or are not responding to intervention at any Tier to</p>	<p>September 30 November 30 January 30 March 28 May 30</p>	

lack of response to intervention will be flagged for an SBLC to discuss academic concerns and actions school will take to address these concerns			include actions taken by school to address academic concerns		
504 and/or SBLC Coordinator will keep track of behavior data for any 504 students, any students in RTI process with behavior concerns, and students positively screened at Tier 1 for behavior to determine which students are having behavior difficulties. Students with 10 or more in/out of school suspensions for 2016-2017 SY will be flagged for an SBLC to discuss behavior concerns and actions school will take to address these concerns	August 2016	School Principal Special Education Director 504 Coordinator and/or SBLC Chairperson	List of 504 students suspended/expelled each month to include number of days suspended/expelled and actions taken by school to address behavioral concerns Copy of SBLC documentation for students with 10 or more days in/out of school suspensions and students positively screened at Tier 1 for behavior to include actions taken by school to address behavioral concerns	September 30 November 30 January 30 March 28 May 30	
LEA will conduct a training with school staff by redelivering the information from the Child Find training provided by LDOE on Child Find requirements	August 2016	School Principal Special Education Director	Copy of agenda, sign-in sheet, Power Point (if have one), and handouts from training	October 21, 2016	
The LEA principal and special education director/coordinator will sign a Child Find Assurances checklist verifying implementation of Child Find requirements	August 2016	School Principal Special Education Director	Copy of signed Child Find assurances checklist	September 16, 2016	
Provide training to school staff on RTI procedures to include the following areas: <ul style="list-style-type: none"> Description of RTI tier process Staff roles/responsibilities in 	August 2016	School Principal Special Education Director 504 Coordinator and/or SBLC Chairperson	Copy of agenda, sign-in sheet, Power Point (if have one), and handouts from training Copy of written RTI procedures to include all of the areas listed for the RTI procedures training	October 21, 2016 October 21, 2016	

<p>each tier</p> <ul style="list-style-type: none"> • How school-wide screening is done within RTI model • 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) • 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.,) • Procedures to follow when student fail to make progress in Tiers 2 & 3 • Procedures to follow when students make progress in Tiers 2 & 3 • When to initiate a special education referral 					
<p>LEA will complete RTI Checklist/Self-Assessment provided by LDOE to ensure RTI procedures are being implemented with fidelity</p>	<p>August 2016</p>	<p>School Principal Special Education Director 504 Coordinator and/or SBLC Chairperson</p>	<p>LEA will send LDOE copy of completed checklist/self-assessment for LEA with the related action planning and activities section completed for areas marked as: Indicator is not present; Indicator is known and</p>	<p>September 30, 2016</p>	

			implementation planning has begun; or Indicator is present in some daily practice		
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