

IDEA PART B CORRECTIVE ACTION PLAN

2016-2017

LEA: Algiers Technology Academy

DATE OF MONITORING: February 9, 2017

Authorized Representative: _____
(Signature)

Title: _____

Date: _____

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

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

IDEA PART B CORRECTIVE ACTION PLAN

2016-2017

LEA: Arise Academy

DATE OF MONITORING: 11-9-16

SPED Director: _____
(Signature)

Title: _____

Date: _____

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

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

<p>1.7. Utilize MDR checklist provided by the LDOE for each student with 10 or more days of verified suspensions and/or the student's placement was changed as a result of a disciplinary action to ensure all MDR procedures are followed.</p> <p>Internally monitor MDR process on bi-monthly basis to include: number of students that had MDR, date parent contacted regarding change of placement, copy of parent notification letter and a copy of MDR checklist completed for student.</p>	April 2017	Director of Scholar Support Director of Intervention	<p>Copy of summary of MDR reviews to include:</p> <ul style="list-style-type: none"> -Number of students with MDRs -Copy of MDR checklist -Copy of parental notification letter of proposed change in placement including date letter sent home and documentation indicating whether procedural safeguards provided to parents 	September 29 November 30 January 31 March 30 May 30	
<p>1.8. Monthly tracking of students with suspension/expulsions to include: student name, exceptionality, and number of days removed. Also, the type of suspension (ISS or OSS).</p>	April 2017	Director of Scholar Support Director of Intervention	<p>Copy of monthly tracking data to include:</p> <ul style="list-style-type: none"> • Student • Exceptionality • #of days removed • Type of removal (ISS or OSS) 	September 29 October 31 November 30 December 20 January 31 February 28 March 30 April 30 May 31	
<p>1.9. Provide compensatory education to student with more than 10 days OSS who did not receive educational services and to students who did not receive related services per time/frequency stated on their IEP.</p>	March 2017	Director of Scholar Support Director of Intervention	<p>Copy of compensatory letter signed by parent notifying them of services offered to student</p> <p>Copy of student attendance and teacher and related service provider logs documenting services given to student</p>	May 31, 2017	

IDEA PART B CORRECTIVE ACTION PLAN
2016-2017

LEA: Eleanor McMain Secondary School

DATE OF MONITORING: November 16, 2016

SPED Director: _____
(Signature)

Title: _____

Date: _____

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

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

<p>1.7. Utilize MDR checklist provided by the LDOE for each student with 10 or more days of verified suspensions and/or the student’s placement was changed as a result of a disciplinary action to ensure all MDR procedures are followed.</p> <p>Internally monitor MDR process on bi-monthly basis to include: number of students that had MDR, date parent contacted regarding change of placement, copy of parent notification letter and a copy of MDR checklist completed for student.</p>	<p>April 2017</p>	<p>Director of Scholar Support Director of Intervention</p>	<p>Copy of summary of MDR reviews to include: -Number of students with MDRs -Copy of MDR checklist -Copy of parental notification letter of proposed change in placement including date letter sent home and documentation indicating whether procedural safeguards provided to parents</p>	<p>September 29 November 30 January 31 March 30 May 30</p>	
<p>1.8. Monthly tracking of students with suspension/expulsions to include: student name, exceptionality, and number of days removed. Also, the type of suspension (ISS or OSS).</p>	<p>April 2017</p>	<p>Director of Scholar Support Director of Intervention</p>	<p>Copy of monthly tracking data to include:</p> <ul style="list-style-type: none"> • Student • Exceptionality • #of days removed • Type of removal (ISS or OSS) 	<p>September 29 October 31 November 30 December 20 January 31 February 28 March 30 April 30 May 31</p>	

IDEA PART B CORRECTIVE ACTION PLAN

2016-2017

LEA: G.W. Carver Collegiate Academy

DATE OF MONITORING: November 10, 2016

SPED Director: _____
(Signature)

Title: _____

Date: _____

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

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

<p>the LDOE for each student with 10 or more days of verified suspensions and/or the student's placement was changed as a result of a disciplinary action to ensure all MDR procedures are followed.</p> <p>Internally monitor MDR process on bi-monthly basis to include: number of students that had MDR, date parent contacted regarding change of placement, copy of parent notification letter and a copy of MDR checklist completed for student.</p>			<p>to include:</p> <ul style="list-style-type: none"> -Number of students with MDRs -Copy of MDR checklist -Copy of parental notification letter of proposed change in placement including date letter sent home and documentation indicating whether procedural safeguards provided to parents 	<p>November 30 January 31 March 30 May 30</p>	
<p>1.8. Monthly tracking of students with suspension/expulsions to include: student name, exceptionality, and number of days removed. Also, the type of suspension (ISS or OSS).</p>	<p>April 2017</p>	<p>Director of Intervention</p>	<p>Copy of monthly tracking data to include:</p> <ul style="list-style-type: none"> • Student • Exceptionality • #of days removed • Type of removal (ISS or OSS) 	<p>September 29 October 31 November 30 December 20 January 31 February 28 March 30 April 30 May 31</p>	
<p>1.9. Provide compensatory education to student with more than 10 days OSS who did not receive educational services.</p>	<p>March 2017</p>	<p>Director of Intervention</p>	<p>Copy of compensatory letter signed by parent notifying them of services offered to student</p> <p>Copy of student attendance and teacher logs documenting services provided to student</p>	<p>May 31, 2017</p>	

LEA: International High School

DATE OF MONITORING: February 6, 2017

Authorized Representative: _____
(Signature)

Title: _____

Date: _____

ACTIVITIES & ACTION STEPS FOR COMPLIANCE	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE	DOCUMENT STATUS
1.1. Correct all student specific citations identified in the Results Summary report. NOTE: This activity represents an individual corrective action plan for providing remedies for all student specific IDEA citations.	March 2017	Director of Student Support Services Special Education Staff School Principal or Designee Special Education Coordinator	Email notifying LDOE the IEP instructional plans for those students have been amended in SER. LDOE will check those IEPs in SER to ensure they are compliant.	October 31, 2017	
1.2. Staff will review the IEP Training Modules on the LDOE website provided by the Human Development Center – LSUHSC group with particular focus on Module 2 (Data Driven Present Levels of Performance) and Module 3 (Measurable Goals). Staff will sign a form verifying they have viewed the training materials. http://www.louisianabelieves.com/resources/library/academics	April 2017	Special Education Coordinator	Signed copy of form from each SPED staff member	October 2, 2017	
1.3. Provide training to special education staff (sped teachers and related service providers) on writing compliant IEPs to include the following topics: <ul style="list-style-type: none"> • Writing measurable goals 	April 2017	Director of Student Support Services	Agenda Sign-In sheets Handouts PowerPoint	Submission of Training Materials to LDOE for review and	

<ul style="list-style-type: none"> • Data Driven Present Level of Functional Performance Statements • Writing objectives linked to the goal that are measurable • Documenting student progress using progress reports • Ensuring required participants of IEP team are invited to IEP meeting, included as IEP participant on IEP, and sign IEP • Writing transition goals and marking goals targeted for transition • How and when to document waiver of attendance of a participant for an IEP meeting using a participant excusal form <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 content of the training shall be submitted to the LDOE for review and feedback prior to delivery of the training by the LEA. SPED staff will be required to use the rubric and IEP checklist when reviewing and writing IEPs.</p>		Special Education Coordinator	Presentation	<p>feedback: October 2, 2017</p> <p>Documentation of Training: October 12, 2017</p>	
<p>1.4. Provide training to related service providers on how to properly document provision of services to students. The training will include: filling out services log, documenting student progress on logs and documenting delivery of services. The content of the training shall be submitted to the LDOE for review and feedback prior to delivery of the training by the LEA. The school will use the components of a service log provided by LDOE to document provision of related services and the services log checklist provided by LDOE to document log reviews.</p>	April 2017	<p>Director of Student Support Services</p> <p>Special Education Coordinator</p>	<p>Agenda</p> <p>Sign-In sheets</p> <p>Handouts</p> <p>PowerPoint</p> <p>Presentation</p>	<p>Submission of Training Materials to LDOE for review and feedback: October 2, 2017</p> <p>Documentation of Training: October 12, 2017</p>	
<p>1.5. LEA will provide ongoing training in the following areas: IEP writing, provision and documentation of accommodations, documenting special education services, progress monitoring of student data. The content of the training shall be submitted</p>	April 2017	<p>Director of Student Support Services</p> <p>Special Education</p>	<p>Agenda</p> <p>Sign-In sheets</p> <p>Handouts</p> <p>PowerPoint</p>	<p>Submission of Training Materials to LDOE for review and</p>	

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

			those actions		
<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> <p>LDOE will randomly review service provider logs on a bi-monthly basis (September, November, January, March, May). School will send in a copy of requested service provider logs to LDOE. LDOE will use checklist to review provider logs. An action plan will be sent by LDOE if there are any issues found during the review with a required response to those actions within a week timeframe.</p>	April 2017	<p>Director of Student Support Services</p> <p>School Principal or Designee</p> <p>Special Education Coordinator</p>	<p>Monthly submission of the checklist used for each related services provider reviewed</p>	<p>October 31 November 30 December 20 January 31 February 28 March 30 April 30 May 31</p>	
<p>1.8. The SPED Coordinator or Lead Teacher will review a 10% sample of progress reports for SPED students enrolled at the school every progress report (PR) grading period to ensure special education teachers and related service providers are filling out progress reports completely for students they service every grading period (6wks/9wks).</p> <p>LDOE will randomly monitor progress reports quarterly (October, January, March, June) to ensure student progress reports are completed in SER every grading period. An action plan will be</p>	April 2017	<p>Director of Student Support Services</p> <p>Special Education Coordinator</p>	<p>Summary of progress report reviews to include:</p> <ul style="list-style-type: none"> • # of PR reviewed • # of staff with missing PR (no PR for their content area) • # of staff 	<p>October 31 January 31 February 28 March 30 April 30 May 31</p>	

<p>sent by LDOE if there are any issues found during the review with a required response to those actions within a week timeframe.</p>			<p>with incomplete PR (does not have student progress marked for the grading period for each goal/obj.)</p> <ul style="list-style-type: none"> • Actions taken to address issues • Results of action taken 		
<p>1.9. Provide compensatory education to students whose files did not include documentation verifying they received related services. These students did not have evidence of service provider logs and/or had incomplete service provider logs in their files.</p>	<p>April 2017</p>	<p>Director of Student Support Services</p> <p>School Principal or Designee</p> <p>Special Education Coordinator</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</p>	<p>September 26, 2017</p> <p>September 1, 2017</p> <p>December 15, 2017</p>	

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

IDEA PART B CORRECTIVE ACTION PLAN
2016-2017

LEA: International School of Louisiana

DATE OF MONITORING: November 14, 2017

Authorized Representative: _____
(Signature)

Title: _____

Date: _____

ACTIVITIES & ACTION STEPS FOR COMPLIANCE	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE	DOCUMENT STATUS
1.1. Correct all student specific citations identified in the Results Summary report. NOTE: This activity represents an individual correct action plan for providing remedies for all student specific IDEA citations.	March 2017	Education Services Coordinator Special Education Staff	Email notifying LDOE the IEP instructional plans for those students have been amended in SER. LDOE will check those IEPs in SER to ensure they are compliant.	April 28, 2017	
1.2. Provide training to special education staff (sped teachers and related service providers) on writing compliant IEPs to include the following topics: <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 	April 2017	Education Services Coordinator Head of School	Agenda Sign-In sheets Handouts PowerPoint Presentation	September 1, 2017	

<p>participant for an IEP meeting using a participant excusal form</p> <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. SPED staff will be required to use the rubric and IEP checklist when reviewing and writing IEPs.</p>					
<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. 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>	April 2017	<p>Education Services Coordinator</p> <p>Head of School</p>	<p>Agenda</p> <p>Sign-In sheets</p> <p>Handouts</p> <p>PowerPoint</p> <p>Presentation</p>	September 1, 2017	
<p>1.4. LEA will provide ongoing training in the following areas: IEP writing, provision and documentation of accommodations, documenting special education services, progress monitoring of student data</p>	April 2017	<p>Education Services Coordinator</p> <p>Head of School</p>	<p>Agenda</p> <p>Sign-In sheets</p> <p>Handouts</p> <p>PowerPoint</p> <p>Presentation</p>	2017-2018 School Year	
<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; AND • IEP components (GSI, Accommodations, Program Services, Services/Placement) using IEP checklist 	April 2017	<p>Education Services Coordinator</p> <p>Head of School</p>	<p>Summary of monthly reviews <u>MUST</u> 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 	<p>October 31</p> <p>November 30</p> <p>December 20</p> <p>January 31</p> <p>February 28</p> <p>March 30</p> <p>April 30</p> <p>May 31</p>	

			<p>IEP component issue (specify the component area and issue)</p> <ul style="list-style-type: none"> • Actions taken to ensure staff make corrections • Results of those actions 		
1.6. The SPED Coordinator or Lead Teacher will perform monthly consistency checks to ensure related service provider logs are completed with fidelity. Related service provider logs will be internally monitored for provision of services per the time/frequency specified on the students IEP. School will use checklist provided by LDOE to document reviews.	April 2017	<p>Education Services Coordinator</p> <p>Head of School</p>	<p>Monthly submission of the checklist used for each related services provider reviewed</p>	<p>October 31 November 30 December 20 January 31 February 28 March 30 April 30 May 31</p>	
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_s	April 2017	<p>Education Services Coordinator</p> <p>Head of School</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 1, 2017</p>	
1.8. The SPED Coordinator or Lead Teacher will review a 10% sample of progress reports for SPED students enrolled at the school every progress report (PR) grading period to ensure special education teachers and related service providers are filling out progress reports completely for students they service every grading period (6wks/9wks).	April 2017	<p>Education Services Coordinator</p> <p>Head of School</p>	<p>Summary of progress report reviews to include:</p> <ul style="list-style-type: none"> • # of PR reviewed • # of staff with missing PR (no PR for their content) 	<p>October 31 November 30 December 20 January 31 February 28 March 30 April 30 May 31</p>	

			<ul style="list-style-type: none"> • 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 		
1.9. Provide compensatory education to students whose files did not include documentation verifying they received related services. These students did not have evidence of service provider logs and/or had incomplete service provider logs in their files.	April 2017	Education Services Coordinator Head of School	<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>	June 30, 2017	

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

IDEA PART B CORRECTIVE ACTION PLAN

2016-2017

LEA: Joseph S. Clark High School

DATE OF MONITORING: November 15, 2016

Authorized Representative: _____
(Signature)

Title: _____

Date: _____

ACTIVITIES & ACTION STEPS FOR COMPLIANCE	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE	DOCUMENTATION STATUS
<p>1.0 . Correct all student specific citations identified in the Results Summary report. NOTE: This activity represents an individual correct action plan for providing remedies to address all student specific IDEA citations.</p>	<p>March 2017</p>	<p>Director of Student Support Services Special Education Staff School Principal or Designee</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>June 21, 2017</p>	
<p>1.1. 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) • Specific components of PB vs White Child Find Written Guidance (moved from bottom of list) • Criteria for a child to meet Section 504 requirements for 504 eligibility 	<p>July 2017</p>	<p>Director of Student Support Services Special Education Staff School Principal or Designee</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>	

<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. 					
<p>1.2. Monitor regular education students (not 504, SPED, or in RTI) for the following:</p> <ul style="list-style-type: none"> Students failing 2 or more core subjects Students with documented medical concerns that may warrant a 504 or SPED evaluation Students reaching the LEA's predetermined discipline triggers (e.g., 2 or more major ODRs, etc.) Students with attendance concerns (e.g. less than 90% avg. daily attendance) 	August 2017	<p>Director of Student Support Services</p> <p>Special Education Staff</p> <p>School Principal or Designee</p>	<p>School will monitor:</p> <ul style="list-style-type: none"> Students that fulfill criteria from each category Take action steps to address each student listed in regards to Child Find activities or other activities to address academics, behavior, or medical concerns 	<p>Child Find logs including actions taken by the school will be made available upon request by LDOE.</p>	
<p>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:</p> <ul style="list-style-type: none"> Student Name Phone Number Name of individual or agency making referral 	August 2017	<p>Director of Student Support Services</p> <p>Special Education Staff</p> <p>School Principal or Designee</p>	<p>Copy of Child Find log school developed with the required components.</p>	<p>August 1, 2017</p>	

<ul style="list-style-type: none"> Reason for referral Date of referral Parental contact dates regarding the referral Copy of referral form that includes the team decision regarding the referral 					
<p>1.4. School will engage in referral activities:</p> <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. 	April 2017	<p>Director of Student Support Services</p> <p>Special Education Staff</p> <p>School Principal or Designee</p>	5% sample of referral forms submitted to LDOE on bi-monthly basis (if 10 or less SBLC forms send all forms)	<p>October 16</p> <p>December 15</p> <p>February 15</p> <p>April 16</p> <p>June 15</p>	
<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, 	April 2017	<p>Director of Student Support Services</p> <p>Special Education Staff</p> <p>School Principal or Designee</p>	5% sample of SBLC forms submitted to LDOE on bi-monthly basis (if 10 or less SBLC forms send all forms)	<p>October 16</p> <p>December 15</p> <p>February 15</p> <p>April 16</p> <p>June 15</p>	

<p>classroom teacher(s) of student)</p> <ul style="list-style-type: none"> • 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>					
<p>1.6. Students placed in RTI intervention tiers will be progress monitored on deficit skills on a weekly/bi-weekly basis for a specified period of intervention time determined by SBLC committee (6wks, 8wks, 10wks, etc.). Teachers will keep record of progress monitoring for each student in a RTI tier in a binder for each intervention group (Tier 2/Tier 3). 504/SBLC chairperson will monitor teacher’s binders monthly to ensure students are progress</p>	<p>August 2017</p>	<p>Director of Student Support Services</p> <p>Special Education Staff</p> <p>School Principal or Designee</p>	<p>Summary of reviews to include:</p> <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 	<p>October 30</p> <p>December 22</p> <p>February 28</p> <p>April 30</p> <p>June 15</p>	

<p>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>					
<p>1.7. SBLC team will conduct follow-up meetings after specified intervention period for students in RTI to determine whether or not student making progress in interventions and what are next steps if making progress or not making progress. SBLC team will review all student progress monitoring data collected during intervention period and any other pertinent data. This meeting and outcomes will be documented on SBLC meeting form.</p>	<p>August 2017</p>	<p>Director of Student Support Services Special Education Staff School Principal or Designee</p>	<p>5% sample of SBLC follow-up forms submitted to LDOE on bi-monthly basis (if 10 or less SBLC forms send all forms)</p>	<p>October 30 December 22 February 28 April 30 June 15</p>	
<p>1.8. Develop progress monitoring form or provide name of program school will use to document PR. This form/program will be used by teachers to document student progress in intervention groups. Progress monitoring form/program MUST include the following components:</p> <ul style="list-style-type: none"> • Student name • Date of intervention • Skill assessed (must correlate with skill deficient in according to SBLC referral 	<p>April 2017</p>	<p>Director of Student Support Services Special Education Staff School Principal or Designee</p>	<p>Copy of progress monitoring form OR progress monitoring program – must be approved by LDOE before use</p>	<p>July 24, 2017</p>	

<p>– appropriately matched to the instructional skill being taught)</p> <ul style="list-style-type: none"> • 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 					
<p>1.9. The SBLC Coordinator, 504 Chairperson, SPED Director/Supervisor, SPED Coordinator, School Principal, and school intervention team as a group will review the Power Point developed by LDOE titled Section 504 Overview and the Individual Accommodation Plan to learn an overview of Section 504, how Section 504 student eligibility decisions should be made, difference between IDEA and 504, and review the most current IAP form.</p>	<p>April 2017</p>	<p>Director of Student Support Services</p> <p>Special Education Staff</p> <p>School Principal or Designee</p>	<p>Signatures of participants attesting they viewed the Section 504 Power Point.</p>	<p>August 25, 2017</p>	
<p>1.10. 504 and/or SBLC coordinator will monitor grades of all 504 students AND students in RTI every grading period (6/9 weeks) to determine which students are failing 2 or more core subjects or not</p>	<p>April 2017</p>	<p>Director of Student Support Services</p> <p>Special Education Staff</p> <p>School Principal or</p>	<p>List of 504 student failing 2 or more core subjects</p> <p>List of students in RTI failing 2 or more core subjects and/or not responding to interventions in tier</p>	<p>October 31</p> <p>January 5</p> <p>March 30</p> <p>May 31</p>	

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

<p>interventions, frequency of interventions, number of days each week interventions will be provided)</p> <p>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.,)</p> <p>d) Procedures to follow when student fail to make progress in Tiers 2 & 3</p> <p>e) Procedures to follow when students make progress in Tiers 2 & 3</p> <p>f) When to initiate a special education referral: LEA must follow the procedures outlined in Chapter 3 of Bulletin 1508.</p> <p>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</p> <ol 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.					
<p>1.13. Develop specific 504 procedures and guidelines to include:</p> <ul style="list-style-type: none"> • When and how to initiate a 504 referral • Parent notification and procedural safeguards • 504 SBLC meeting guidelines (what to do and data to review) • Assessment process for 504 eligibility (initial) and review • Documenting 504 eligibility/ineligibility • Guidelines for writing IAPs • Guidelines for identification, assessment, and eligibility for Dyslexia • Guidelines for identification, assessment, and eligibility for ADHD • Disciplinary procedures for 504 students • Referral for IDEA evaluation • Forms to use for 504 	April 2017	<p>Director of Student Support Services</p> <p>Special Education Staff</p> <p>School Principal or Designee</p>	Copy of Section 504 procedures and guidelines	July 24, 2017	
<p>1.14. Develop eligibility criteria to determine if student qualifies for 504 services to include:</p> <ul style="list-style-type: none"> ○ Selection of one (1) commercially produced standardized assessment in ELA, Math, and Behavior Checklist/Screeners with delineating indicators (school will determine score student will need on 	April 2017	<p>Director of Student Support Services</p> <p>Special Education Staff</p> <p>School Principal or Designee</p>	Submit copy of eligibility criteria with name of specific commercially produced standardized assessment that will be used to assess students in ELA, Math, and Behavior AND delineated scores for each assessment to determine eligibility Submit this criteria to LDOE for approval.	July 24, 2017 Revised Date: October 9	

<p>assessment to fulfill eligibility criteria)</p> <ul style="list-style-type: none"> ○ Selection of other supporting documentation (progress reports, report cards, work samples, classroom observations, CBMs, PM data, progression/retention record, medical, behavior checklist, etc.) ○ Incorporate questions relative to Section 504 regarding impairment, substantial limitation of life activities, and 504 services to meet educational need ○ Dyslexia eligibility must follow procedures outlined in LA Bulletin 1903 ○ Follow Section 504 requirements outlined in the Rehabilitation Act and state 504 procedures. 					
<p>1.15. School will use universal forms to document 504. The forms that will be used are:</p> <ul style="list-style-type: none"> ▪ 504 SBLC initial referral form ▪ Parent notification form with procedural safeguards ▪ Parent permission form ▪ Teacher/parent information form ▪ Teacher data collection form ▪ 504 Evaluation documentation form 	<p>August 2017</p>	<p>Director of Student Support Services</p> <p>Special Education Staff</p> <p>School Principal or Designee</p>	<p>Submit copy of forms that will be used for each area listed.</p>	<p>August 1, 2017</p>	

<ul style="list-style-type: none"> ▪ 504 decision and receipt of rights for parents ▪ 504 teacher accommodation receipt ▪ Disciplinary forms 					
<p>1.16. Provide training to school staff on Section 504 procedures and guidelines the school developed. Provide staff with written copy of procedures and guidelines.</p>	<p>June 2017</p>	<p>Director of Student Support Services</p> <p>Special Education Staff</p> <p>School Principal or Designee</p>	<p>Agenda</p> <p>Sign-In Sheet</p> <p>Handouts</p> <p>PowerPoint Presentation</p>	<p>September 15, 2017</p>	

IDEA PART B CORRECTIVE ACTION PLAN

2016-2017

LEA: Joseph S. Craig Charter School

DATE OF MONITORING: February 6, 2017

Authorized Representative: _____
(Signature)

Title: _____

Date: _____

ACTIVITIES & ACTION STEPS FOR COMPLIANCE	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE	DOCUMENTATION STATUS
<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>March 2017</p>	<p>Interim Assistant Charter Director</p> <p>Special Education Staff</p> <p>School Principal or Designee</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 15, 2017</p>	
<p>1.1. 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) • Specific components of PB vs White Child Find Written Guidance • Criteria for a child to meet Section 504 requirements for 504 eligibility • Response to Intervention 	<p>July 2017</p>	<p>Interim Assistant Charter Director</p> <p>School Principal or Designee</p> <p>SBLC/504 Chairperson</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>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.</p>					
<p>1.2. Monitor regular education students (not 504, SPED, or in RTI) for the following:</p> <ul style="list-style-type: none"> • Students failing 2 or more core subjects • Students with documented medical concerns that may warrant a 504 or SPED evaluation • Students reaching the LEA’s predetermined discipline triggers (e.g., 2 or more major ODRs, etc.) as outlined in PBIS/discipline plan • Students with attendance concerns (e.g. less than 90% avg. daily attendance) 	<p>August 2017</p>	<p>Interim Assistant Charter Director</p> <p>School Principal or Designee</p> <p>SBLC/504 Chairperson</p>	<p>School will:</p> <ul style="list-style-type: none"> • Monitor students that fulfill criteria from each category • Take action steps to address each student listed in regards to Child Find activities or other activities to address academics, behavior, or medical concerns 	<p>October 30 November 30 February 28 April 30 June 4</p>	
<p>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:</p> <ul style="list-style-type: none"> • Student Name • Phone Number • Name of individual or agency making referral 	<p>August 2017</p>	<p>Interim Assistant Charter Director</p> <p>School Principal or Designee</p> <p>SBLC/504 Chairperson</p>	<p>Copy of Child Find log school developed with the required components. LDOE will review to ensure form has all components.</p> <p>School will submit a copy of the child find log on a bi-monthly basis with all components addressed on the form in their entirety.</p>	<p>August 1, 2017</p> <p>October 16 November 30 February 28 April 30 June 4</p>	

<ul style="list-style-type: none"> Reason for referral Date of referral Parental contact dates regarding the referral Attach copy of referral form that includes the team decision regarding the referral 					
<p>1.4. School will engage in referral activities:</p> <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. 	April 2017	Interim Assistant Charter Director School Principal or Designee SBLC/504 Chairperson	5% sample of referral forms submitted to LDOE on monthly basis (if 10 or less SBLC forms send all forms)	October 16 Nov. 15 December 15 January 15 February 15 March 15 April 16 May 15	
<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, 	April 2017	Interim Assistant Charter Director School Principal or Designee SBLC/504 Chairperson	5% sample of SBLC forms submitted to LDOE on monthly basis (if 10 or less SBLC forms send all forms)	October 16 Nov. 15 December 15 January 15 February 15 March 15 April 16 May 15 June 15	

<p>classroom teacher(s) of student)</p> <ul style="list-style-type: none"> • Referral concern(s) • Team meeting date • Data/documents reviewed for student (ex: screeners, assessment scores, behavior checklist, behavior referrals, grades, attendance, academic checklist, etc.) • Decision of team/actions taken by team • If placed in RTI, Tier student placed in; type of intervention (must be research based); time/frequency of intervention; length of time student will be in intervention (6wk, 8wk, et.) <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.</p>					
<p>1.6. Students placed in RTI intervention tiers will be progress monitored on deficit skills on a daily or weekly/bi-weekly basis (as appropriate for the target of intervention) for a specified period of intervention time determined by SBLC committee (6wks, 8wks, 10wks, etc.). Teachers will keep record of progress monitoring for each student in a RTI tier in a binder for each intervention group (Tier 2/Tier 3). 504/SBLC chairperson will monitor teacher's binders monthly to ensure students</p>	<p>August 2017</p>	<p>Interim Assistant Charter Director</p> <p>School Principal or Designee</p> <p>SBLC/504 Chairperson</p>	<p>Summary of reviews to include:</p> <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 	<p>October 16 November 30 February 28 April 30 June 4</p>	

<p>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>					
<p>1.7. SBLC team will conduct follow-up meetings after specified intervention period for students in RTI to determine whether or not student making progress in interventions and what are next steps if making progress or not making progress. SBLC team will review all student progress monitoring data collected during intervention period and any other pertinent data (fidelity reviews, grades, referrals, etc.). This meeting and outcomes will be documented on SBLC meeting form.</p>	<p>August 2017</p>	<p>Interim Assistant Charter Director School Principal or Designee SBLC/504 Chairperson</p>	<p>5% sample of SBLC follow-up forms submitted to LDOE on bi-monthly basis (if 10 or less SBLC forms send all forms)</p>	<p>October 30 December 15 February 15 April 16 June 15</p>	
<p>1.8. Develop progress monitoring form to be used by teachers to document student progress in intervention groups. Progress monitoring form/program MUST include the following components:</p> <ul style="list-style-type: none"> • Student name • Date of intervention • Skill assessed (must correlate with skill deficient in according to SBLC referral 	<p>April 2017</p>	<p>Interim Assistant Charter Director School Principal or Designee SBLC/504 Chairperson</p>	<p>Copy of progress monitoring form – must be approved by LDOE before use</p>	<p>July 24, 2017</p>	

<ul style="list-style-type: none"> – 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 • Integrity Reviews 					
<p>1.9. The SBLC Coordinator, 504 Chairperson, SPED Director/Supervisor, SPED Coordinator, School Principal, and school intervention team as a group will review the Power Point developed by LDOE titled Section 504 Overview and the Individual Accommodation Plan to learn an overview of Section 504, how Section 504 student eligibility decisions should be made, difference between IDEA and 504, and review the most current IAP form.</p>	April 2017	<p>Interim Assistant Charter Director</p> <p>School Principal or Designee</p> <p>SBLC/504 Chairperson</p>	Signatures of participants attesting they viewed the Section 504 Power Point.	August 25, 2017	
<p>1.10. 504 and/or SBLC coordinator will monitor grades of all 504 students AND students in RTI every grading period (6/9 weeks) to determine which students are failing</p>	April 2017	<p>Interim Assistant Charter Director</p> <p>School Principal or Designee</p>	<p>List of 504 student failing 2 or more core subjects</p> <p>List of students in RTI failing 2 or more core subjects and/or not</p>	<p>October 30</p> <p>November 30</p> <p>February 28</p> <p>April 30</p>	

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

<p>based interventions timeframe for interventions, frequency of interventions, number of days each week interventions will be provided)</p> <p>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.,)</p> <p>d) Procedures to follow when student fail to make progress in Tiers 2 & 3</p> <p>e) Procedures to follow when students make progress in Tiers 2 & 3</p> <p>f) When to initiate a special education referral: LEA must follow the procedures outlined in Chapter 3 of Bulletin 1508.</p> <p>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</p> <ol 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 		SBLC/504 Chairperson	items a-g	Documentation of Training: September 15, 2017	
---	--	----------------------	-----------	---	--

<p>appraisal personnel for support services.</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>1.13. Develop specific 504 procedures and guidelines to include:</p> <ul style="list-style-type: none"> • When and how to initiate a 504 referral • Parent notification and procedural safeguards • 504 SBLC meeting guidelines (what to do and data to review) • Assessment process for 504 eligibility (initial) and review • Documenting 504 eligibility/ineligibility • Guidelines for writing IAPs • Guidelines for identification, assessment, and eligibility for Dyslexia • Guidelines for identification, assessment, and eligibility for ADHD • Disciplinary procedures for 504 students • Referral for IDEA evaluation • Forms to use for 504 	<p>April 2017</p>	<p>Interim Assistant Charter Director</p> <p>School Principal or Designee</p> <p>SBLC/504 Chairperson</p>	<p>Copy of Section 504 procedures and guidelines</p>	<p>October 4, 2017</p>	
<p>1.14. Develop eligibility criteria to determine if student qualifies for 504 services to include:</p> <ul style="list-style-type: none"> ○ Selection of one (1) commercially produced standardized assessment in ELA, Math, and Behavior 	<p>April 2017</p>	<p>Interim Assistant Charter Director</p> <p>School Principal or Designee</p> <p>SBLC/504 Chairperson</p>	<p>Submit copy of eligibility criteria with name of specific commercially produced standardized assessment that will be used to assess students in ELA, Math, and Behavior AND delineated scores for each assessment to determine eligibility</p>	<p>Oct. 4, 2017</p>	

<p>Checklist/Screeners with delineating indicators (school will determine score student will need on assessment to fulfill eligibility criteria)</p> <ul style="list-style-type: none"> ○ Selection of other supporting documentation (progress reports, report cards, work samples, classroom observations, CBMs, PM data, progression/retention record, medical, behavior checklist, etc.) ○ Incorporate questions relative to Section 504 regarding impairment, substantial limitation of life activities, and 504 services to meet educational need ○ Dyslexia eligibility must follow procedures outlined in LA Bulletin 1903 ○ Follow Section 504 requirements outlined in the Rehabilitation Act and state 504 procedures. 			<p>Submit this criteria to LDOE for approval.</p>		
<p>1.15. School will use universal forms to document 504. The forms that will be used are:</p> <ul style="list-style-type: none"> ▪ 504 SBLC initial referral form ▪ Parent notification form with procedural safeguards ▪ Parent permission form ▪ Teacher/parent information form 	<p>August 2017</p>	<p>Interim Assistant Charter Director</p> <p>School Principal or Designee</p> <p>SBLC/504 Chairperson</p>	<p>Submit copy of forms that will be used for each area listed.</p>	<p>August 1, 2017</p>	

<ul style="list-style-type: none"> ▪ Teacher data collection form ▪ 504 Evaluation documentation form ▪ 504 decision and receipt of rights for parents ▪ 504 teacher accommodation receipt ▪ Disciplinary forms 					
<p>1.16. Provide training to school staff on Section 504 procedures and guidelines the school developed. Provide staff with written copy of procedures and guidelines. 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>June 2017</p>	<p>Interim Assistant Charter Director</p> <p>School Principal or Designee</p> <p>SBLC/504 Chairperson</p>	<p>Agenda</p> <p>Sign-In Sheet</p> <p>Handouts</p> <p>PowerPoint Presentation</p>	<p>Submission of Training Materials to LDOE for review and feedback: Oct. 4</p> <p>Documentation of Training: Oct. 19</p>	

LEA: Joseph S. Craig Charter School

DATE OF MONITORING: February 7, 2017

Authorized Representative: _____
(Signature)

Title: _____

Date: _____

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

<p>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 • 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 content of the training shall be submitted to the LDOE for review and feedback prior to delivery of the training by the LEA. SPED staff will be required to use the rubric and IEP checklist when reviewing and writing IEPs.</p>		<p>Services Special Education Coordinator</p>	<p>Handouts PowerPoint Presentation</p>	<p>to LDOE for review and feedback: June 30, 2017</p> <p>Documentation of Training: September 15, 2017</p>	
<p>1.4. Provide training to related service providers on how to properly document provision of services to students. The training will include: filling out services log, documenting student progress on logs and documenting delivery of services. The content of the training shall be submitted to the LDOE for review and feedback prior to delivery of the training by the LEA. The school will use the components of a service log provided by LDOE to document provision of related services and the services log checklist provided by LDOE to document log reviews.</p>	<p>April 2017</p>	<p>Director of Student Support Services Special Education Coordinator</p>	<p>Agenda Sign-In sheets Handouts PowerPoint Presentation</p>	<p>Submission of Training Materials to LDOE for review and feedback: June 30, 2017</p> <p>Documentation of Training: September 15, 2017</p>	
<p>1.5. LEA will provide ongoing training in the following areas: IEP writing, provision and documentation of accommodations,</p>	<p>April 2017</p>	<p>Director of Student Support</p>	<p>Agenda Sign-In sheets</p>	<p>Submission of Training Materials</p>	

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

			<ul style="list-style-type: none"> • corrections • Results of those actions 		
<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> <p>LDOE will randomly review service provider logs on a bi-monthly basis (September, November, January, March, May). School will send in a copy of requested service provider logs to LDOE. LDOE will use checklist to review provider logs. An action plan will be sent by LDOE if there are any issues found during the review with a required response to those actions within a week timeframe.</p>	April 2017	<p>Director of Student Support Services</p> <p>School Principal or Designee</p> <p>Special Education Coordinator</p>	<p>Monthly submission of the checklist used for each related services provider reviewed</p>	<p>September 29</p> <p>November 30</p> <p>December 20</p> <p>January 31</p> <p>February 28</p> <p>March 30</p> <p>April 30</p> <p>May 31</p>	
<p>1.8. The SPED Coordinator or Lead Teacher will review a 10% sample of progress reports for SPED students enrolled at the school every progress report (PR) grading period to ensure special education teachers and related service providers are filling out progress reports completely for students they service every grading period (6wks/9wks).</p> <p>LDOE will randomly monitor progress reports quarterly (October, January, March, June) to ensure student progress reports are completed in SER every grading period. An action plan will be</p>	April 2017	<p>Director of Student Support Services</p> <p>Special Education Coordinator</p>	<p>Summary of progress report reviews to include:</p> <ul style="list-style-type: none"> • # of PR reviewed • # of staff with missing PR (no PR for their content area) • # of staff 	<p>November 12</p> <p>January 29</p> <p>April 4</p> <p>June 6</p>	

<p>sent by LDOE if there are any issues found during the review with a required response to those actions within a week timeframe.</p>			<p>with incomplete PR (does not have student progress marked for the grading period for each goal/obj.)</p> <ul style="list-style-type: none"> • Actions taken to address issues • Results of action taken 		
<p>1.9. Provide compensatory education to students whose files did not include documentation verifying they received related services. These students did not have evidence of service provider logs and/or had incomplete service provider logs in their files.</p>	<p>April 2017</p>	<p>Director of Student Support Services</p> <p>School Principal or Designee</p> <p>Special Education Coordinator</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</p>	<p>August 18, 2017</p> <p>September 1, 2017</p> <p>October 30, 2017</p> <p>October 30, 2017</p>	

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

IDEA PART B CORRECTIVE ACTION PLAN
2016-2017

LEA: Joseph S. Clark Prep High School

DATE OF MONITORING: 11-14-2016

Authorized Representative: _____
(Signature)

Title: _____

Date: _____

ACTIVITIES & ACTION STEPS FOR COMPLIANCE	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE	DOCUMENT STATUS
1.1. Correct all student specific citations identified in the Results Summary report. NOTE: This activity represents an individual correct action plan for providing remedies for all student specific IDEA citations.	March 2017	Director of Student Support Services Special Education Staff School Principal or Designee	Email notifying LDOE the IEP instructional plans for those students have been amended in SER. LDOE will check those IEPs in SER to ensure they are compliant.	April 28, 2017	
1.2. Provide training to special education staff (sped teachers and related service providers) on writing compliant IEPs to include the following topics: <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 	April 2017	Director of Student Support Services	Agenda Sign-In sheets Handouts PowerPoint Presentation	September 1, 2017	

<ul style="list-style-type: none"> • 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. SPED staff will be required to use the rubric and IEP checklist when reviewing and writing IEPs.</p>					
<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. 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>April 2017</p>	<p>Director of Student Support Services</p>	<p>Agenda Sign-In sheets Handouts PowerPoint Presentation</p>	<p>September 1, 2017</p>	
<p>1.4. LEA will provide ongoing training in the following areas: IEP writing, provision and documentation of accommodations, documenting special education services, progress monitoring of student data</p>	<p>April 2017</p>	<p>Director of Student Support Services</p>	<p>Agenda Sign-In sheets Handouts PowerPoint Presentation</p>	<p>2017-2018 School Year</p>	

<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; AND • IEP components (GSI, Accommodations, Program Services, Services/Placement) using IEP checklist 	<p>April 2017</p>	<p>Director of Student Support Services</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) • Actions taken to ensure staff make corrections • Results of those actions 	<p>September 29 October 31 November 30 December 20 January 31 February 28 March 30 April 30 May 31</p>	
<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>April 2017</p>	<p>Director of Student Support Services</p> <p>School Principal or Designee</p>	<p>Monthly submission of the checklist used for each related services provider reviewed</p>	<p>September 29 October 31 November 30 December 20 January 31 February 28 March 30 April 30 May 31</p>	
<p>1.7. Staff will view the IEP Training Modules on the LDOE website provided by the Human Development Center – LSUHSC group</p>	<p>April 2017</p>	<p>Director of Student Support</p>	<p>Signed copy of form from each SPED staff</p>	<p>September 1, 2017</p>	

<p>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_s</p>		<p>Services School Principal or Designee</p>	<p>member verifying they have viewed the IEP training on the LDOE website</p>		
<p>1.8. The SPED Coordinator or Lead Teacher will review a 10% sample of progress reports for SPED students enrolled at the school every progress report (PR) grading period to ensure special education teachers and related service providers are filling out progress reports completely for students they service every grading period (6wks/9wks).</p>	<p>April 2017</p>	<p>Director of Student Support Services</p>	<p>Summary of progress report reviews to include:</p> <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 	<p>October 31 January 5 March 30 May 31</p>	
<p>1.9. Provide compensatory education to students whose files did not include documentation verifying they received related services. These students did not have evidence of service provider logs and/or had incomplete service provider logs in their files.</p>	<p>April 2017</p>	<p>Director of Student Support Services School Principal</p>	<p>Copy of compensatory letter signed by parent documenting notification of</p>	<p>June 30, 2017</p>	

		<p>or Designee</p>	<p>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>		
--	--	--------------------	--	--	--

IDEA PART B CORRECTIVE ACTION PLAN
2016-2017

LEA: Lake Area New Tech Early High School

DATE OF MONITORING: February 10, 2017

Authorized Representative: _____
(Signature)

Title: _____

Date: _____

ACTIVITIES & ACTION STEPS FOR COMPLIANCE	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE	DOCUMENTATION STATUS
<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>March 2017</p>	<p>Interim Assistant Charter Director Special Education Staff School Principal or Designee</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 15, 2017</p>	
<p>1.1. 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) • Specific components of PB vs White Child Find Written Guidance • Criteria for a child to meet Section 504 requirements for 	<p>July 2017</p>	<p>Interim Assistant Charter Director School Principal or Designee SBLC/504 Chairperson</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>504 eligibility</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. 					
<p>1.2. Monitor regular education students (not 504, SPED, or in RTI) for the following:</p> <ul style="list-style-type: none"> Students failing 2 or more core subjects Students with documented medical concerns that may warrant a 504 or SPED evaluation Students reaching the LEA's predetermined discipline triggers (e.g., 2 or more major ODRs, etc.) as outlined in PBIS/discipline plan Students with attendance concerns (e.g. less than 90% avg. daily attendance) 	<p>August 2017</p>	<p>Interim Assistant Charter Director</p> <p>School Principal or Designee</p> <p>SBLC/504 Chairperson</p>	<p>School will:</p> <ul style="list-style-type: none"> Monitor students that fulfill criteria from each category Take action steps to address each student listed in regards to Child Find activities or other activities to address academics, behavior, or medical concerns 	<p>September 30</p> <p>November 30</p> <p>February 28</p> <p>April 30</p> <p>June 4</p>	
<p>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:</p> <ul style="list-style-type: none"> Student Name Phone Number 	<p>August 2017</p>	<p>Interim Assistant Charter Director</p> <p>School Principal or Designee</p> <p>SBLC/504 Chairperson</p>	<p>Copy of Child Find log school developed with the required components. LDOE will review to ensure form has all components.</p> <p>School will submit a copy of the</p>	<p>August 1, 2017</p> <p>September 30</p>	

<ul style="list-style-type: none"> Name of individual or agency making referral Reason for referral Date of referral Parental contact dates regarding the referral Attach copy of referral form that includes the team decision regarding the referral 			<p>child find log on a bi-monthly basis with all components addressed on the form in their entirety.</p>	<p>November 30 February 28 April 30 June 4</p>	
<p>1.4. School will engage in referral activities:</p> <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. 	<p>April 2017</p>	<p>Interim Assistant Charter Director School Principal or Designee SBLC/504 Chairperson</p>	<p>5% sample of referral forms submitted to LDOE on monthly basis (if 10 or less SBLC forms send all forms)</p>	<p>Sept. 15 October 16 Nov. 15 December 15 January 15 February 15 March 15 April 16 May 15</p>	
<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 	<p>April 2017</p>	<p>Interim Assistant Charter Director School Principal or Designee SBLC/504 Chairperson</p>	<p>5% sample of SBLC forms submitted to LDOE on monthly basis (if 10 or less SBLC forms send all forms)</p>	<p>Sept. 15 October 16 Nov. 15 December 15 January 15 February 15 March 15</p>	

<p>chairperson, parent, referring person/agency, classroom teacher(s) of student)</p> <ul style="list-style-type: none"> • Referral concern(s) • Team meeting date • Data/documents reviewed for student (ex: screeners, assessment scores, behavior checklist, behavior referrals, grades, attendance, academic checklist, etc.) • Decision of team/actions taken by team • If placed in RTI, Tier student placed in; type of intervention (must be research based); time/frequency of intervention; length of time student will be in intervention (6wk, 8wk, et.) <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.</p>				<p>April 16 May 15 June 15</p>	
<p>1.6. Students placed in RTI intervention tiers will be progress monitored on deficit skills on a daily or weekly/bi-weekly basis (as appropriate for the target of intervention) for a specified period of intervention time determined by SBLC committee (6wks, 8wks, 10wks, etc.). Teachers will keep record of progress monitoring for each student in a RTI tier in a binder for each intervention group (Tier 2/Tier 3). 504/SBLC</p>	<p>August 2017</p>	<p>Interim Assistant Charter Director</p> <p>School Principal or Designee</p> <p>SBLC/504 Chairperson</p>	<p>Summary of reviews to include:</p> <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 	<p>September 30 November 30 February 28 April 30 June 4</p>	

<p>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>					
<p>1.7. SBLC team will conduct follow-up meetings after specified intervention period for students in RTI to determine whether or not student making progress in interventions and what are next steps if making progress or not making progress. SBLC team will review all student progress monitoring data collected during intervention period and any other pertinent data (fidelity reviews, grades, referrals, etc.). This meeting and outcomes will be documented on SBLC meeting form.</p>	<p>August 2017</p>	<p>Interim Assistant Charter Director School Principal or Designee SBLC/504 Chairperson</p>	<p>5% sample of SBLC follow-up forms submitted to LDOE on bi-monthly basis (if 10 or less SBLC forms send all forms)</p>	<p>October 16 December 15 February 15 April 16 June 15</p>	
<p>1.8. Develop progress monitoring form to be used by teachers to document student progress in intervention groups. Progress monitoring form/program MUST include the following components:</p> <ul style="list-style-type: none"> • Student name • Date of intervention • Skill assessed (must 	<p>April 2017</p>	<p>Interim Assistant Charter Director School Principal or Designee SBLC/504 Chairperson</p>	<p>Copy of progress monitoring form – must be approved by LDOE before use</p>	<p>July 24, 2017</p>	

<p>correlate with skill deficient in according to SBLC referral – appropriately matched to the instructional skill being taught)</p> <ul style="list-style-type: none"> • 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 • Integrity Reviews 					
<p>1.9. The SBLC Coordinator, 504 Chairperson, SPED Director/Supervisor, SPED Coordinator, School Principal, and school intervention team as a group will review the Power Point developed by LDOE titled Section 504 Overview and the Individual Accommodation Plan to learn an overview of Section 504, how Section 504 student eligibility decisions should be made, difference between IDEA and 504, and review the most current IAP form.</p>	<p>April 2017</p>	<p>Interim Assistant Charter Director</p> <p>School Principal or Designee</p> <p>SBLC/504 Chairperson</p>	<p>Signatures of participants attesting they viewed the Section 504 Power Point.</p>	<p>August 25, 2017</p>	
<p>1.10. 504 and/or SBLC coordinator will monitor grades of all 504 students AND students in RTI every</p>	<p>April 2017</p>	<p>Interim Assistant Charter Director</p>	<p>List of 504 student failing 2 or more core subjects</p>	<p>September 30 November 30 February 28</p>	

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

<p>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)</p> <p>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.,)</p> <p>d) Procedures to follow when student fail to make progress in Tiers 2 & 3</p> <p>e) Procedures to follow when students make progress in Tiers 2 & 3</p> <p>f) When to initiate a special education referral: LEA must follow the procedures outlined in Chapter 3 of Bulletin 1508.</p> <p>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</p> <ol 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 		<p>Designee</p> <p>SBLC/504 Chairperson</p>	<p>Training must include all of the required components listed in items a-g</p>	<p>and feedback: July 7, 2017</p> <p>Documentation of Training: September 15, 2017</p>	
--	--	---	--	--	--

<p>Section 504 evaluation. 5. Refer the student to pupil appraisal personnel for support services.</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>1.13. Develop specific 504 procedures and guidelines to include:</p> <ul style="list-style-type: none"> • When and how to initiate a 504 referral • Parent notification and procedural safeguards • 504 SBLC meeting guidelines (what to do and data to review) • Assessment process for 504 eligibility (initial) and review • Documenting 504 eligibility/ineligibility • Guidelines for writing IAPs • Guidelines for identification, assessment, and eligibility for Dyslexia • Guidelines for identification, assessment, and eligibility for ADHD • Disciplinary procedures for 504 students • Referral for IDEA evaluation • Forms to use for 504 	<p>April 2017</p>	<p>Interim Assistant Charter Director</p> <p>School Principal or Designee</p> <p>SBLC/504 Chairperson</p>	<p>Copy of Section 504 procedures and guidelines</p>	<p>August 4, 2017</p>	
<p>1.14. Develop eligibility criteria to determine if student qualifies for 504 services to include:</p> <ul style="list-style-type: none"> ○ Selection of one (1) commercially produced 	<p>April 2017</p>	<p>Interim Assistant Charter Director</p> <p>School Principal or Designee</p>	<p>Submit copy of eligibility criteria with name of specific commercially produced standardized assessment that will be used to assess students in ELA, Math, and Behavior <u>AND</u></p>	<p>August 4, 2017</p>	

<p>standardized assessment in ELA, Math, and Behavior Checklist/Screeners with delineating indicators (school will determine score student will need on assessment to fulfill eligibility criteria)</p> <ul style="list-style-type: none"> ○ Selection of other supporting documentation (progress reports, report cards, work samples, classroom observations, CBMs, PM data, progression/retention record, medical, behavior checklist, etc.) ○ Incorporate questions relative to Section 504 regarding impairment, substantial limitation of life activities, and 504 services to meet educational need ○ Dyslexia eligibility must follow procedures outlined in LA Bulletin 1903 ○ Follow Section 504 requirements outlined in the Rehabilitation Act and state 504 procedures. 		<p>SBLC/504 Chairperson</p>	<p>delineated scores for each assessment to determine eligibility Submit this criteria to LDOE for approval.</p>		
<p>1.15. School will use universal forms to document 504. The forms that will be used are:</p> <ul style="list-style-type: none"> ▪ 504 SBLC initial referral form ▪ Parent notification form with procedural safeguards ▪ Parent permission form 	<p>August 2017</p>	<p>Interim Assistant Charter Director School Principal or Designee SBLC/504 Chairperson</p>	<p>Submit copy of forms that will be used for each area listed.</p>	<p>August 1, 2017</p>	

<ul style="list-style-type: none"> ▪ Teacher/parent information form ▪ Teacher data collection form ▪ 504 Evaluation documentation form ▪ 504 decision and receipt of rights for parents ▪ 504 teacher accommodation receipt ▪ Disciplinary forms 					
<p>1.16. Provide training to school staff on Section 504 procedures and guidelines the school developed. Provide staff with written copy of procedures and guidelines. 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 2017	<p>Interim Assistant Charter Director</p> <p>School Principal or Designee</p> <p>SBLC/504 Chairperson</p>	<p>Agenda</p> <p>Sign-In Sheet</p> <p>Handouts</p> <p>PowerPoint Presentation</p>	<p>Submission of Training Materials to LDOE for review and feedback: July 7, 2017</p> <p>Documentation of Training: September 15, 2017</p>	

LEA: McDonogh 42 Charter School

DATE OF MONITORING: November 17, 2016

Authorized Representative: _____
(Signature)

Title: _____

Date: _____

ACTIVITIES & ACTION STEPS FOR COMPLIANCE	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE	DOCUMENT STATUS
1.1. Correct all student specific citations identified in the Results Summary report. NOTE: This activity represents an individual correct action plan for providing remedies for all student specific IDEA citations.	March 2017	Director of Special Education & Student Support School Principal Special Education Teachers	Email notifying LDOE the IEP instructional plans for those students have been amended in SER. LDOE will check those IEPs in SER to ensure they are compliant.	April 28, 2017	
1.2. Provide training to special education staff (sped teachers and related service providers) on writing compliant IEPs to include the following topics: <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 	April 2017	Director of Special Education & Student Support School Principal School Principal	Agenda Sign-In sheets Handouts PowerPoint Presentation	September 29, 2017	

<ul style="list-style-type: none"> • 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. SPED staff will be required to use the rubric and IEP checklist when reviewing and writing IEPs.</p>					
<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. 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>April 2017</p>	<p>Director of Special Education & Student Support</p> <p>School Principal</p>	<p>Agenda Sign-In sheets Handouts PowerPoint Presentation</p>	<p>September 29, 2017</p>	
<p>1.4. LEA will provide ongoing training in the following areas: IEP writing, provision and documentation of accommodations, documenting special education services, progress monitoring of student data</p>	<p>April 2017</p>	<p>Director of Special Education & Student Support</p> <p>School Principal</p>	<p>Agenda Sign-In sheets Handouts PowerPoint Presentation</p>	<p>2017-2018 School Year</p>	

<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; AND • IEP components (GSI, Accommodations, Program Services, Services/Placement) using IEP checklist 	<p>April 2017</p>	<p>Director of Special Education & Student Support</p> <p>School Principal</p>	<p>Summary of monthly reviews <u>MUST</u> 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 	<p>September 29 October 31 November 30 December 20 January 31 February 28 March 30 April 30 May 31</p>	
<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>April 2017</p>	<p>Director of Special Education & Student Support</p> <p>School Principal</p>	<p>Monthly submission of the checklist used for each related services provider reviewed</p>	<p>September 29 October 31 November 30 December 20 January 31 February 28 March 30 April 30 May 31</p>	
<p>1.7. Staff will view the IEP Training Modules on the LDOE website provided by the Human Development Center – LSUHSC group</p>	<p>April 2017</p>	<p>Director of Special Education</p>	<p>Signed copy of form from each SPED staff</p>	<p>September 1, 2017</p>	

<p>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</p>		<p>& Student Support School Principal</p>	<p>member verifying they have viewed the IEP training on the LDOE website</p>	<p>September 29</p>	
<p>1.8. The SPED Coordinator or Lead Teacher will review a 10% sample of progress reports for SPED students enrolled at the school every progress report (PR) grading period to ensure special education teachers and related service providers are filling out progress reports completely for students they service every grading period (6wks/9wks).</p>	<p>April 2017</p>	<p>Director of Special Education & Student Support School Principal</p>	<p>Summary of progress report reviews to include:</p> <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 	<p>September 29 October 31 November 30 December 20 January 31 February 28 March 30 April 30 May 31</p>	
<p>1.9. Provide compensatory education to students whose files did not include documentation verifying they received related services. These students did not have evidence of service provider logs and/or had incomplete service provider logs in their files.</p>	<p>April 2017</p>	<p>Director of Special Education & Student Support</p>	<p>Copy of compensatory letter signed by parent documenting notification of</p>	<p>November 15, 2017</p>	

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

IDEA PART B CORRECTIVE ACTION PLAN

2016-2017

LEA: Mildred Osborne Charter School

DATE OF MONITORING: November 9, 2016

Authorized Representative: _____
(Signature)

Title: _____

Date: _____

ACTIVITIES & ACTION STEPS FOR COMPLIANCE	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE	DOCUMENTATION STATUS
<p>1.0 . Correct all student specific citations identified in the Results Summary report. NOTE: This activity represents an individual correct action plan for providing remedies to address all student specific IDEA citations.</p>	<p>March 2017</p>	<p>Director of Student Support Services Special Education Staff School Principal or Designee</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>June 21, 2017</p>	
<p>1.1. 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) • Specific components of PB vs White Child Find Written Guidance (moved from bottom of list) • Criteria for a child to meet Section 504 requirements for 504 eligibility 	<p>July 2017</p>	<p>Director of Student Support Services Special Education Staff School Principal or Designee</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>	

<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. 					
<p>1.2. Monitor regular education students (not 504, SPED, or in RTI) for the following:</p> <ul style="list-style-type: none"> Students failing 2 or more core subjects Students with documented medical concerns that may warrant a 504 or SPED evaluation Students reaching the LEA's predetermined discipline triggers (e.g., 2 or more major ODRs, etc.) Students with attendance concerns (e.g. less than 90% avg. daily attendance) 	August 2017	<p>Director of Student Support Services</p> <p>Special Education Staff</p> <p>School Principal or Designee</p>	<p>School will monitor:</p> <ul style="list-style-type: none"> Students that fulfill criteria from each category Take action steps to address each student listed in regards to Child Find activities or other activities to address academics, behavior, or medical concerns 	<p>Child Find logs including actions taken by the school will be made available upon request by LDOE.</p>	
<p>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:</p> <ul style="list-style-type: none"> Student Name Phone Number Name of individual or agency making referral 	August 2017	<p>Director of Student Support Services</p> <p>Special Education Staff</p> <p>School Principal or Designee</p>	<p>Copy of Child Find log school developed with the required components.</p>	<p>August 1, 2017</p>	

<ul style="list-style-type: none"> Reason for referral Date of referral Parental contact dates regarding the referral Copy of referral form that includes the team decision regarding the referral 					
<p>1.4. School will engage in referral activities:</p> <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. 	April 2017	<p>Director of Student Support Services</p> <p>Special Education Staff</p> <p>School Principal or Designee</p>	5% sample of referral forms submitted to LDOE on bi-monthly basis (if 10 or less SBLC forms send all forms)	<p>October 16</p> <p>December 15</p> <p>February 15</p> <p>April 16</p> <p>June 15</p>	
<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, 	April 2017	<p>Director of Student Support Services</p> <p>Special Education Staff</p> <p>School Principal or Designee</p>	5% sample of SBLC forms submitted to LDOE on bi-monthly basis (if 10 or less SBLC forms send all forms)	<p>October 16</p> <p>December 15</p> <p>February 15</p> <p>April 16</p> <p>June 15</p>	

<p>classroom teacher(s) of student)</p> <ul style="list-style-type: none"> • 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>					
<p>1.6. Students placed in RTI intervention tiers will be progress monitored on deficit skills on a weekly/bi-weekly basis for a specified period of intervention time determined by SBLC committee (6wks, 8wks, 10wks, etc.). Teachers will keep record of progress monitoring for each student in a RTI tier in a binder for each intervention group (Tier 2/Tier 3). 504/SBLC chairperson will monitor teacher’s binders monthly to ensure students are progress</p>	<p>August 2017</p>	<p>Director of Student Support Services</p> <p>Special Education Staff</p> <p>School Principal or Designee</p>	<p>Summary of reviews to include:</p> <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 	<p>September 30</p> <p>November 30</p> <p>February 28</p> <p>April 30</p> <p>June 4</p>	

<p>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>					
<p>1.7. SBLC team will conduct follow-up meetings after specified intervention period for students in RTI to determine whether or not student making progress in interventions and what are next steps if making progress or not making progress. SBLC team will review all student progress monitoring data collected during intervention period and any other pertinent data. This meeting and outcomes will be documented on SBLC meeting form.</p>	<p>August 2017</p>	<p>Director of Student Support Services Special Education Staff School Principal or Designee</p>	<p>5% sample of SBLC follow-up forms submitted to LDOE on bi-monthly basis (if 10 or less SBLC forms send all forms)</p>	<p>October 16 December 15 February 15 April 16 June 15</p>	
<p>1.8. Develop progress monitoring form or provide name of program school will use to document PR. This form/program will be used by teachers to document student progress in intervention groups. Progress monitoring form/program MUST include the following components:</p> <ul style="list-style-type: none"> • Student name • Date of intervention • Skill assessed (must correlate with skill deficient in according to SBLC referral 	<p>April 2017</p>	<p>Director of Student Support Services Special Education Staff School Principal or Designee</p>	<p>Copy of progress monitoring form OR progress monitoring program – must be approved by LDOE before use</p>	<p>July 24, 2017</p>	

<p>– appropriately matched to the instructional skill being taught)</p> <ul style="list-style-type: none"> • 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 					
<p>1.9. The SBLC Coordinator, 504 Chairperson, SPED Director/Supervisor, SPED Coordinator, School Principal, and school intervention team as a group will review the Power Point developed by LDOE titled Section 504 Overview and the Individual Accommodation Plan to learn an overview of Section 504, how Section 504 student eligibility decisions should be made, difference between IDEA and 504, and review the most current IAP form.</p>	<p>April 2017</p>	<p>Director of Student Support Services Special Education Staff School Principal or Designee</p>	<p>Signatures of participants attesting they viewed the Section 504 Power Point.</p>	<p>August 25, 2017</p>	
<p>1.10. 504 and/or SBLC coordinator will monitor grades of all 504 students AND students in RTI every grading period (6/9 weeks) to determine which students are failing 2 or more core subjects or not</p>	<p>April 2017</p>	<p>Director of Student Support Services Special Education Staff School Principal or</p>	<p>List of 504 student failing 2 or more core subjects List of students in RTI failing 2 or more core subjects and/or not responding to interventions in tier</p>	<p>September 30 November 30 February 28 April 30 June 4</p>	

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

<p>interventions, frequency of interventions, number of days each week interventions will be provided)</p> <p>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.,)</p> <p>d) Procedures to follow when student fail to make progress in Tiers 2 & 3</p> <p>e) Procedures to follow when students make progress in Tiers 2 & 3</p> <p>f) When to initiate a special education referral: LEA must follow the procedures outlined in Chapter 3 of Bulletin 1508.</p> <p>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</p> <ol 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.					
<p>1.13. Develop specific 504 procedures and guidelines to include:</p> <ul style="list-style-type: none"> • When and how to initiate a 504 referral • Parent notification and procedural safeguards • 504 SBLC meeting guidelines (what to do and data to review) • Assessment process for 504 eligibility (initial) and review • Documenting 504 eligibility/ineligibility • Guidelines for writing IAPs • Guidelines for identification, assessment, and eligibility for Dyslexia • Guidelines for identification, assessment, and eligibility for ADHD • Disciplinary procedures for 504 students • Referral for IDEA evaluation • Forms to use for 504 	April 2017	<p>Director of Student Support Services</p> <p>Special Education Staff</p> <p>School Principal or Designee</p>	Copy of Section 504 procedures and guidelines	July 24, 2017	
<p>1.14. Develop eligibility criteria to determine if student qualifies for 504 services to include:</p> <ul style="list-style-type: none"> ○ Selection of one (1) commercially produced standardized assessment in ELA, Math, and Behavior Checklist/Screeners with delineating indicators (school will determine score student will need on 	April 2017	<p>Director of Student Support Services</p> <p>Special Education Staff</p> <p>School Principal or Designee</p>	Submit copy of eligibility criteria with name of specific commercially produced standardized assessment that will be used to assess students in ELA, Math, and Behavior AND delineated scores for each assessment to determine eligibility Submit this criteria to LDOE for approval.	July 24, 2017	

<p>assessment to fulfill eligibility criteria)</p> <ul style="list-style-type: none"> ○ Selection of other supporting documentation (progress reports, report cards, work samples, classroom observations, CBMs, PM data, progression/retention record, medical, behavior checklist, etc.) ○ Incorporate questions relative to Section 504 regarding impairment, substantial limitation of life activities, and 504 services to meet educational need ○ Dyslexia eligibility must follow procedures outlined in LA Bulletin 1903 ○ Follow Section 504 requirements outlined in the Rehabilitation Act and state 504 procedures. 					
<p>1.15. School will use universal forms to document 504. The forms that will be used are:</p> <ul style="list-style-type: none"> ▪ 504 SBLC initial referral form ▪ Parent notification form with procedural safeguards ▪ Parent permission form ▪ Teacher/parent information form ▪ Teacher data collection form ▪ 504 Evaluation documentation form 	<p>August 2017</p>	<p>Director of Student Support Services</p> <p>Special Education Staff</p> <p>School Principal or Designee</p>	<p>Submit copy of forms that will be used for each area listed.</p>	<p>August 1, 2017</p>	

<ul style="list-style-type: none"> ▪ 504 decision and receipt of rights for parents ▪ 504 teacher accommodation receipt ▪ Disciplinary forms 					
<p>1.16. Provide training to school staff on Section 504 procedures and guidelines the school developed. Provide staff with written copy of procedures and guidelines.</p>	<p>June 2017</p>	<p>Director of Student Support Services</p> <p>Special Education Staff</p> <p>School Principal or Designee</p>	<p>Agenda</p> <p>Sign-In Sheet</p> <p>Handouts</p> <p>PowerPoint Presentation</p>	<p>September 15, 2017</p>	

LEA: Mildred Osborne Charter School

DATE OF MONITORING: February 10, 2017

Authorized Representative: _____
(Signature)

Title: _____

Date: _____

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

<p>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 • 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 content of the training shall be submitted to the LDOE for review and feedback prior to delivery of the training by the LEA. SPED staff will be required to use the rubric and IEP checklist when reviewing and writing IEPs.</p>		<p>Services Special Education Coordinator</p>	<p>Handouts PowerPoint Presentation</p>	<p>to LDOE for review and feedback: June 30, 2017</p> <p>Documentation of Training: September 15, 2017</p>	
<p>1.4. Provide training to related service providers on how to properly document provision of services to students. The training will include: filling out services log, documenting student progress on logs and documenting delivery of services. The content of the training shall be submitted to the LDOE for review and feedback prior to delivery of the training by the LEA. The school will use the components of a service log provided by LDOE to document provision of related services and the services log checklist provided by LDOE to document log reviews.</p>	<p>April 2017</p>	<p>Director of Student Support Services Special Education Coordinator</p>	<p>Agenda Sign-In sheets Handouts PowerPoint Presentation</p>	<p>Submission of Training Materials to LDOE for review and feedback: June 30, 2017</p> <p>Documentation of Training: September 15, 2017</p>	
<p>1.5. LEA will provide ongoing training in the following areas: IEP writing, provision and documentation of accommodations,</p>	<p>April 2017</p>	<p>Director of Student Support</p>	<p>Agenda Sign-In sheets</p>	<p>Submission of Training Materials</p>	

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

			<ul style="list-style-type: none"> • corrections • Results of those actions 		
<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> <p>LDOE will randomly review service provider logs on a bi-monthly basis (September, November, January, March, May). School will send in a copy of requested service provider logs to LDOE. LDOE will use checklist to review provider logs. An action plan will be sent by LDOE if there are any issues found during the review with a required response to those actions within a week timeframe.</p>	April 2017	<p>Director of Student Support Services</p> <p>School Principal or Designee</p> <p>Special Education Coordinator</p>	<p>Monthly submission of the checklist used for each related services provider reviewed</p>	<p>September 29 October 31 November 30 December 20 January 31 February 28 March 30 April 30 May 31</p>	
<p>1.8. The SPED Coordinator or Lead Teacher will review a 10% sample of progress reports for SPED students enrolled at the school every progress report (PR) grading period to ensure special education teachers and related service providers are filling out progress reports completely for students they service every grading period (6wks/9wks).</p> <p>LDOE will randomly monitor progress reports quarterly (October, January, March, June) to ensure student progress reports are completed in SER every grading period. An action plan will be</p>	April 2017	<p>Director of Student Support Services</p> <p>Special Education Coordinator</p>	<p>Summary of progress report reviews to include:</p> <ul style="list-style-type: none"> • # of PR reviewed • # of staff with missing PR (no PR for their content area) • # of staff 	<p>October 23 November 30 December 20 January 31 February 28 March 30 April 30 May 31</p>	

<p>sent by LDOE if there are any issues found during the review with a required response to those actions within a week timeframe.</p>			<p>with incomplete PR (does not have student progress marked for the grading period for each goal/obj.)</p> <ul style="list-style-type: none"> • Actions taken to address issues • Results of action taken 		
<p>1.9. Provide compensatory education to students whose files did not include documentation verifying they received related services. These students did not have evidence of service provider logs and/or had incomplete service provider logs in their files.</p>	<p>April 2017</p>	<p>Director of Student Support Services</p> <p>School Principal or Designee</p> <p>Special Education Coordinator</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</p>	<p>August 18, 2017</p> <p>September 1, 2017</p> <p>October 30, 2017</p> <p>October 30, 2017</p>	

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

IDEA PART B CORRECTIVE ACTION PLAN
2016-2017

LEA: The NET Charter High School

DATE OF MONITORING: November 16, 2016

Authorized Representative: _____
(Signature)

Title: _____

Date: _____

ACTIVITIES & ACTION STEPS FOR COMPLIANCE	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE	DOCUMENT STATUS
1.1. Correct all student specific citations identified in the Results Summary report. NOTE: This activity represents an individual correct action plan for providing remedies for all student specific IDEA citations.	March 2017	Executive Director School Principal Special Education Teachers	Email notifying LDOE the IEP instructional plans for those students have been amended in SER. LDOE will check those IEPs in SER to ensure they are compliant.	April 28, 2017	
1.2. Provide training to special education staff (sped teachers and related service providers) on writing compliant IEPs to include the following topics: <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 	April 2017	Executive Director School Principal	Agenda Sign-In sheets Handouts PowerPoint Presentation	September 1, 2017	

<ul style="list-style-type: none"> • 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. SPED staff will be required to use the rubric and IEP checklist when reviewing and writing IEPs.</p>					
<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. 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>April 2017</p>	<p>Executive Director School Principal</p>	<p>Agenda Sign-In sheets Handouts PowerPoint Presentation</p>	<p>September 1, 2017</p>	
<p>1.4. LEA will provide ongoing training in the following areas: IEP writing, provision and documentation of accommodations, documenting special education services, progress monitoring of student data</p>	<p>April 2017</p>	<p>Executive Director School Principal</p>	<p>Agenda Sign-In sheets Handouts PowerPoint Presentation</p>	<p>2017-2018 School Year</p>	

<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; AND • IEP components (GSI, Accommodations, Program Services, Services/Placement) using IEP checklist 	<p>April 2017</p>	<p>Executive Director School Principal</p>	<p>Summary of monthly reviews <u>MUST</u> 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 	<p>September 29 October 31 November 30 December 20 January 31 February 28 March 30 April 30 May 31</p>	
<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>April 2017</p>	<p>Executive Director School Principal</p>	<p>Monthly submission of the checklist used for each related services provider reviewed</p>	<p>September 29 October 31 November 30 December 20 January 31 February 28 March 30 April 30 May 31</p>	
<p>1.7. Staff will view the IEP Training Modules on the LDOE website provided by the Human Development Center – LSUHSC group</p>	<p>April 2017</p>	<p>Executive Director</p>	<p>Signed copy of form from each SPED staff</p>	<p>September 1, 2017</p>	

<p>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_s</p>		<p>School Principal</p>	<p>member verifying they have viewed the IEP training on the LDOE website</p>		
<p>1.8. The SPED Coordinator or Lead Teacher will review a 10% sample of progress reports for SPED students enrolled at the school every progress report (PR) grading period to ensure special education teachers and related service providers are filling out progress reports completely for students they service every grading period (6wks/9wks).</p>	<p>April 2017</p>	<p>Executive Director School Principal</p>	<p>Summary of progress report reviews to include:</p> <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 	<p>October 16 December 19 January 31 February 28 March 30 April 30 May 31</p>	
<p>1.9. Provide compensatory education to students whose files did 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 2017</p>	<p>Executive Director School Principal</p>	<p>Copy of compensatory letter signed by parent documenting notification of services and whether</p>	<p>June 30, 2017</p>	

			<p>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>		
--	--	--	---	--	--

IDEA PART B CORRECTIVE ACTION PLAN
2016-2017

LEA: New Orleans Military/Maritime Academy

DATE OF MONITORING: November 15, 2016

Authorized Representative: _____
(Signature)

Title: _____

Date: _____

ACTIVITIES & ACTION STEPS FOR COMPLIANCE	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE	DOCUMENT STATUS
1.1. Correct all student specific citations identified in the Results Summary report. NOTE: This activity represents an individual correct action plan for providing remedies for all student specific IDEA citations.	March 2017	School Principal Special Education Teachers	Email notifying LDOE the IEP instructional plans for those students have been amended in SER. LDOE will check those IEPs in SER to ensure they are compliant.	April 28, 2017	
1.2. Provide training to special education staff (sped teachers and related service providers) on writing compliant IEPs to include the following topics: <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 • Writing transition goals and marking goals targeted for 	April 2017	School Principal	Agenda Sign-In sheets Handouts PowerPoint Presentation	September 1, 2017	

<p>transition</p> <ul style="list-style-type: none"> • 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. SPED staff will be required to use the rubric and IEP checklist when reviewing and writing IEPs.</p>					
<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. 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>April 2017</p>	<p>School Principal</p>	<p>Agenda Sign-In sheets Handouts PowerPoint Presentation</p>	<p>September 1, 2017</p>	
<p>1.4. LEA will provide ongoing training in the following areas: IEP writing, provision and documentation of accommodations, documenting special education services, progress monitoring of student data</p>	<p>April 2017</p>	<p>School Principal</p>	<p>Agenda Sign-In sheets Handouts PowerPoint Presentation</p>	<p>2017-2018 School Year</p>	

<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; AND • IEP components (GSI, Accommodations, Program Services, Services/Placement) using IEP checklist 	<p>April 2017</p>	<p>School Principal</p>	<p>Summary of monthly reviews <u>MUST</u> 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 	<p>September 29 October 31 November 30 December 20 January 31 February 28 March 30 April 30 May 31</p>	
<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>April 2017</p>	<p>School Principal</p>	<p>Monthly submission of the checklist used for each related services provider reviewed</p>	<p>September 29 October 31 November 30 December 20 January 31 February 28 March 30 April 30 May 31</p>	
<p>1.7. Staff will view the IEP Training Modules on the LDOE website provided by the Human Development Center – LSUHSC group</p>	<p>April 2017</p>	<p>School Principal</p>	<p>Signed copy of form from each SPED staff</p>	<p>September 1, 2017</p>	

<p>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_s</p>			<p>member verifying they have viewed the IEP training on the LDOE website</p>		
<p>1.8. The SPED Coordinator or Lead Teacher will review a 10% sample of progress reports for SPED students enrolled at the school every progress report (PR) grading period to ensure special education teachers and related service providers are filling out progress reports completely for students they service every grading period (6wks/9wks).</p>	<p>April 2017</p>	<p>School Principal</p>	<p>Summary of progress report reviews to include:</p> <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 	<p>September 29 October 31 November 30 December 20 January 31 February 28 March 30 April 30 May 31</p>	
<p>1.9. Provide compensatory education to students whose files did not include documentation verifying they received related services. These students did not have evidence of service provider logs and/or had incomplete service provider logs in their files.</p>	<p>April 2017</p>	<p>School Principal</p>	<p>Copy of compensatory letter signed by parent documenting notification of services and whether</p>	<p>June 30, 2017</p>	

			<p>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>		
--	--	--	---	--	--

LEA: Sophie B. Wright Institute of Academic Excellence

DATE OF MONITORING: November 17, 2016

Authorized Representative: _____
(Signature)

Title: _____

Date: _____

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

<p>to IEP meeting, included as IEP participant on IEP, and sign IEP</p> <ul style="list-style-type: none"> • 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. SPED staff will be required to use the rubric and IEP checklist when reviewing and writing IEPs.</p>					
<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. 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>April 2017</p>	<p>Assistant Charter School Director</p> <p>SPED Coordinator</p> <p>School Principal</p>	<p>Agenda</p> <p>Sign-In sheets</p> <p>Handouts</p> <p>PowerPoint Presentation</p>	<p>October 17</p>	
<p>1.4. LEA will provide ongoing training in the following areas: IEP writing, provision and documentation of accommodations, documenting special education services, progress monitoring of student data</p>	<p>April 2017</p>	<p>Assistant Charter School Director</p> <p>SPED Coordinator</p> <p>School Principal</p>	<p>Agenda</p> <p>Sign-In sheets</p> <p>Handouts</p> <p>PowerPoint Presentation</p>	<p>2017-2018 School Year</p>	

<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; AND • IEP components (GSI, Accommodations, Program Services, Services/Placement) using IEP checklist 	<p>April 2017</p>	<p>Assistant Charter School Director</p> <p>SPED Coordinator</p> <p>School Principal</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) • Actions taken to ensure staff make corrections • Results of those actions 	<p>October 31 November 30 December 20 January 31 February 28 March 30 April 30 May 31</p>	
<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>April 2017</p>	<p>Assistant Charter School Director</p> <p>SPED Coordinator</p> <p>School Principal</p>	<p>Monthly submission of the checklist used for each related services provider reviewed</p>	<p>October 31 November 30 December 20 January 31 February 28 March 30 April 30 May 31</p>	
<p>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</p>	<p>April 2017</p>	<p>Assistant Charter School Director</p>	<p>Signed copy of form from each SPED staff member verifying</p>	<p>October 17</p>	

<p>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_s</p>		<p>SPED Coordinator School Principal</p>	<p>they have viewed the IEP training on the LDOE website</p>		
<p>1.8. The SPED Coordinator or Lead Teacher will review a 10% sample of progress reports for SPED students enrolled at the school every progress report (PR) grading period to ensure special education teachers and related service providers are filling out progress reports completely for students they service every grading period (6wks/9wks).</p>	<p>April 2017</p>	<p>Assistant Charter School Director SPED Coordinator School Principal</p>	<p>Summary of progress report reviews to include:</p> <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 	<p>October 31 November 30 December 20 January 31 February 28 March 30 April 30 May 31</p>	
<p>1.9. Provide compensatory education to students whose files did not include documentation verifying they received related services. These students did not have evidence of service provider logs and/or had incomplete service provider logs in their files.</p>	<p>April 2017</p>	<p>Assistant Charter School Director SPED Coordinator</p>	<p>Copy of compensatory letter signed by parent documenting notification of</p>	<p>June 30, 2017</p>	

		School Principal	<p>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>	October 17	
--	--	------------------	--	------------	--

IDEA PART B CORRECTIVE ACTION PLAN
2016-2017

LEA: Sophie B. Wright Institute of Academic Excellence

DATE OF MONITORING: February 8, 2017

Authorized Representative: _____
(Signature)

Title: _____

Date: _____

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

<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. 					
<p>1.2. Monitor regular education students (not 504, SPED, or in RTI) for the following:</p> <ul style="list-style-type: none"> Students failing 2 or more core subjects Students with documented medical concerns that may warrant a 504 or SPED evaluation Students reaching the LEA's predetermined discipline triggers (e.g., 2 or more major ODRs, etc.) as outlined in PBIS/discipline plan Students with attendance concerns (e.g. less than 90% avg. daily attendance) 	August 2017	Interim Assistant Charter Director School Principal or Designee SBLC/504 Chairperson	School will: <ul style="list-style-type: none"> Monitor students that fulfill criteria from each category Take action steps to address each student listed in regards to Child Find activities or other activities to address academics, behavior, or medical concerns 	October 17 November 30 February 28 April 30 June 4	
<p>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:</p> <ul style="list-style-type: none"> Student Name Phone Number Name of individual or 	August 2017	Interim Assistant Charter Director School Principal or Designee SBLC/504 Chairperson	Copy of Child Find log school developed with the required components. LDOE will review to ensure form has all components. School will submit a copy of the child find log on a bi-monthly basis	August 1, 2017 October 17 th November 30	

<p>agency making referral</p> <ul style="list-style-type: none"> Reason for referral Date of referral Parental contact dates regarding the referral Attach copy of referral form that includes the team decision regarding the referral 			with all components addressed on the form in their entirety.	February 28 April 30 June 4	
<p>1.4. School will engage in referral activities:</p> <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. 	April 2017	<p>Interim Assistant Charter Director</p> <p>School Principal or Designee</p> <p>SBLC/504 Chairperson</p>	5% sample of referral forms submitted to LDOE on monthly basis (if 10 or less SBLC forms send all forms)	October 23 Nov. 15 December 15 January 15 February 15 March 15 April 16 May 15	
<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, 	April 2017	<p>Interim Assistant Charter Director</p> <p>School Principal or Designee</p> <p>SBLC/504 Chairperson</p>	5% sample of SBLC forms submitted to LDOE on monthly basis (if 10 or less SBLC forms send all forms)	October 27 Nov. 15 December 15 January 15 February 15 March 15 April 16 May 15	

<p>referring person/agency, classroom teacher(s) of student)</p> <ul style="list-style-type: none"> • Referral concern(s) • Team meeting date • Data/documents reviewed for student (ex: screeners, assessment scores, behavior checklist, behavior referrals, grades, attendance, academic checklist, etc.) • Decision of team/actions taken by team • If placed in RTI, Tier student placed in; type of intervention (must be research based); time/frequency of intervention; length of time student will be in intervention (6wk, 8wk, et.) <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.</p>				June 15	
<p>1.6. Students placed in RTI intervention tiers will be progress monitored on deficit skills on a daily or weekly/bi-weekly basis (as appropriate for the target of intervention) for a specified period of intervention time determined by SBLC committee (6wks, 8wks, 10wks, etc.). Teachers will keep record of progress monitoring for each student in a RTI tier in a binder for each intervention group (Tier 2/Tier 3). 504/SBLC chairperson will monitor teacher's</p>	August 2017	<p>Interim Assistant Charter Director</p> <p>School Principal or Designee</p> <p>SBLC/504 Chairperson</p>	<p>Summary of reviews to include:</p> <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 	<p>October 27 December 20 February 28 April 30 June 4</p>	

<p>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>					
<p>1.7. SBLC team will conduct follow-up meetings after specified intervention period for students in RTI to determine whether or not student making progress in interventions and what are next steps if making progress or not making progress. SBLC team will review all student progress monitoring data collected during intervention period and any other pertinent data (fidelity reviews, grades, referrals, etc.). This meeting and outcomes will be documented on SBLC meeting form.</p>	<p>August 2017</p>	<p>Interim Assistant Charter Director School Principal or Designee SBLC/504 Chairperson</p>	<p>5% sample of SBLC follow-up forms submitted to LDOE on bi-monthly basis (if 10 or less SBLC forms send all forms)</p>	<p>Nov. 30 December 15 February 15 April 16 June 15</p>	
<p>1.8. Develop progress monitoring form to be used by teachers to document student progress in intervention groups. Progress monitoring form/program MUST include the following components:</p> <ul style="list-style-type: none"> • Student name • Date of intervention • Skill assessed (must correlate with skill deficient 	<p>April 2017</p>	<p>Interim Assistant Charter Director School Principal or Designee SBLC/504 Chairperson</p>	<p>Copy of progress monitoring form – must be approved by LDOE before use</p>	<p>July 24, 2017</p>	

<p>in according to SBLC referral – appropriately matched to the instructional skill being taught)</p> <ul style="list-style-type: none"> • 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 • Integrity Reviews 					
<p>1.9. The SBLC Coordinator, 504 Chairperson, SPED Director/Supervisor, SPED Coordinator, School Principal, and school intervention team as a group will review the Power Point developed by LDOE titled Section 504 Overview and the Individual Accommodation Plan to learn an overview of Section 504, how Section 504 student eligibility decisions should be made, difference between IDEA and 504, and review the most current IAP form.</p>	<p>April 2017</p>	<p>Interim Assistant Charter Director School Principal or Designee SBLC/504 Chairperson</p>	<p>Signatures of participants attesting they viewed the Section 504 Power Point.</p>	<p>October 17, 2017</p>	
<p>1.10. 504 and/or SBLC coordinator will monitor grades of all 504 students AND students in RTI every grading period (6/9 weeks) to</p>	<p>April 2017</p>	<p>Interim Assistant Charter Director School Principal or</p>	<p>List of 504 student failing 2 or more core subjects List of students in RTI failing 2 or</p>	<p>October 17 December 20 February 28 April 30</p>	

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

<p>(to include the selection of research-based interventions timeframe for interventions, frequency of interventions, number of days each week interventions will be provided)</p> <p>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.,)</p> <p>d) Procedures to follow when student fail to make progress in Tiers 2 & 3</p> <p>e) Procedures to follow when students make progress in Tiers 2 & 3</p> <p>f) When to initiate a special education referral: LEA must follow the procedures outlined in Chapter 3 of Bulletin 1508.</p> <p>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</p> <ol 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. 		SBLC/504 Chairperson	required components listed in items a-g	July 7, 2017 Documentation of Training: September 15, 2017	
--	--	----------------------	---	---	--

<p>5. Refer the student to pupil appraisal personnel for support services.</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>1.13. Develop specific 504 procedures and guidelines to include:</p> <ul style="list-style-type: none"> • When and how to initiate a 504 referral • Parent notification and procedural safeguards • 504 SBLC meeting guidelines (what to do and data to review) • Assessment process for 504 eligibility (initial) and review • Documenting 504 eligibility/ineligibility • Guidelines for writing IAPs • Guidelines for identification, assessment, and eligibility for Dyslexia • Guidelines for identification, assessment, and eligibility for ADHD • Disciplinary procedures for 504 students • Referral for IDEA evaluation • Forms to use for 504 	<p>April 2017</p>	<p>Interim Assistant Charter Director</p> <p>School Principal or Designee</p> <p>SBLC/504 Chairperson</p>	<p>Copy of Section 504 procedures and guidelines</p>	<p>August 4, 2017</p>	
<p>1.14. Develop eligibility criteria to determine if student qualifies for 504 services to include:</p> <ul style="list-style-type: none"> ○ Selection of one (1) commercially produced standardized assessment in 	<p>April 2017</p>	<p>Interim Assistant Charter Director</p> <p>School Principal or Designee</p>	<p>Submit copy of eligibility criteria with name of specific commercially produced standardized assessment that will be used to assess students in ELA, Math, and Behavior <u>AND</u> delineated scores for each</p>	<p>August 4, 2017</p>	

<p>ELA, Math, and Behavior Checklist/Screeners with delineating indicators (school will determine score student will need on assessment to fulfill eligibility criteria)</p> <ul style="list-style-type: none"> ○ Selection of other supporting documentation (progress reports, report cards, work samples, classroom observations, CBMs, PM data, progression/retention record, medical, behavior checklist, etc.) ○ Incorporate questions relative to Section 504 regarding impairment, substantial limitation of life activities, and 504 services to meet educational need ○ Dyslexia eligibility must follow procedures outlined in LA Bulletin 1903 ○ Follow Section 504 requirements outlined in the Rehabilitation Act and state 504 procedures. 		<p>SBLC/504 Chairperson</p>	<p>assessment to determine eligibility Submit this criteria to LDOE for approval.</p>		
<p>1.15. School will use universal forms to document 504. The forms that will be used are:</p> <ul style="list-style-type: none"> ▪ 504 SBLC initial referral form ▪ Parent notification form with procedural safeguards ▪ Parent permission form ▪ Teacher/parent information 	<p>August 2017</p>	<p>Interim Assistant Charter Director School Principal or Designee SBLC/504 Chairperson</p>	<p>Submit copy of forms that will be used for each area listed.</p>	<p>August 1, 2017</p>	

<ul style="list-style-type: none"> form ▪ Teacher data collection form ▪ 504 Evaluation documentation form ▪ 504 decision and receipt of rights for parents ▪ 504 teacher accommodation receipt ▪ Disciplinary forms 					
<p>1.16. Provide training to school staff on Section 504 procedures and guidelines the school developed. Provide staff with written copy of procedures and guidelines. Submission of Training Materials to LDOE for review and feedback: July 7, 2017</p>	<p>June 2017</p>	<p>Interim Assistant Charter Director</p> <p>School Principal or Designee</p> <p>SBLC/504 Chairperson</p>	<p>Agenda</p> <p>Sign-In Sheet</p> <p>Handouts</p> <p>PowerPoint Presentation</p>	<p>Submission of Training Materials to LDOE for review and feedback:</p> <p>October 17</p> <p>Documentation of Training:</p> <p>October 17</p>	