

LEA: Mary McLeod Bethune Elementary School of Literature and Technology

DATE OF MONITORING: December 5, 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.	April 2018	504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator	Copies of SBLC forms documenting SBLC meeting were reconvened to address findings and copies of any other documentation denoting findings were addressed appropriately.	June 21, 2018	
1.1. School-based team (e.g., SBLC Coordinator, 504 Chairperson, SPED Director or Supervisor, School Administrator/Leader/Principal, and school intervention team) will attend a professional development provided by LDOE on the following: <ul style="list-style-type: none"> <li>• Child Find federal (IDEA) and state requirements (B. 1508 &amp; B. 1706)</li> <li>• Specific components of PB vs White Child Find Written Guidance</li> <li>• Overview of Section 504 including the criteria for a child to meet Section 504 requirements for Section 504 eligibility, how eligibility decisions should be made, difference between</li> </ul>	July 2018	LDOE will deliver training	Sign-in sheet verifying attendance of SBLC team	LDOE will collect sign-in sheet at conclusion of the meeting(s) for verification of attendance.	

<p>eligibility decisions made within IDEA and Section 504, and review of the current IAP forms and required documentation.</p> <ul style="list-style-type: none"> <li>● 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.</li> </ul>					
<p>1.2. School-based teams will monitor regular education students (not currently ruled eligible for Section 504, IDEA, or in RTI for academic or behavioral concerns) for the following:</p> <ul style="list-style-type: none"> <li>● Students failing 2 or more core subject areas</li> <li>● Students with documented medical concerns who may warrant a Section 504 or IDEA evaluation</li> <li>● Students reaching the LEA's predetermined discipline triggers (e.g., specific number major discipline referrals, specific number of discipline removals) as outlined in the PBIS, RTI, and/or discipline plan</li> <li>● Students with attendance concerns (e.g., less than 90% average daily attendance rate)</li> </ul>	<p>July 2018</p>	<p>504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator</p>	<p>School-based teams will:</p> <ul style="list-style-type: none"> <li>● Monitor students that meet the criteria form each category</li> <li>● Take action steps to address each student listed in regards to Child Find activities or other activities to address the identified academic, behavioral, or medical concerns</li> </ul>	<p>September 28 November 30 February 28 April 30</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"> <li>● Student Name</li> <li>● Phone Number</li> <li>● Name of individual or agency making referral</li> <li>● Reason for referral</li> <li>● Date of referral</li> <li>● Parental contact dates regarding the referral</li> <li>● Copy of referral form that includes the team decision regarding the referral</li> </ul>	<p>July 2018</p>	<p>504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator</p>	<p>Copy of Child Find log school developed with the required components.</p>	<p>August 1, 2018</p>	
<p>1.4. School will engage in referral activities:</p> <ul style="list-style-type: none"> <li>● School will document parent or agency concerns using a referral form (if don't already have one).</li> <li>● School will have teacher's document academic and/or behavioral concerns using forms provided by LDOE.</li> <li>● 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.</li> </ul>	<p>August 2018</p>	<p>504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator</p>	<p>5% sample of referral forms submitted to LDOE on bi-monthly basis (if 10 or less SBLC forms send all forms)</p>	<p>October 16 December 14 February 15 April 16</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"> <li>● All required participants name, title and signature (required participants are: principal or designee, SBLC chairperson, parent, referring person/agency, classroom teacher(s) of student)</li> <li>● Referral concern(s)</li> <li>● Team meeting date</li> <li>● Data/documents reviewed for student (ex: screeners, assessment scores, behavior checklist, behavior referrals, academic checklist, etc.)</li> <li>● Decision of team/actions taken by team</li> <li>● If placed in RTI, Tier student placed in; type of intervention (<b>must be research based</b>); time/frequency of intervention; length of time student will be in intervention (6wk, 8wk, et.)</li> </ul> <p><b>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.</b></p>	<p>August 2018</p>	<p>504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator</p>	<p>5% sample of SBLC forms submitted to LDOE on bi-monthly basis (if 10 or less SBLC forms send all forms)</p>	<p>October 16 December 14 February 15 April 16 June 15</p>	
<p>1.6. Following the provision or training from the LDOE, designated district-level and/or school-based team members will provide training to</p>	<p>August 2018</p>	<p>504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator</p>	<p>Copy of agenda, sign-in sheet, Power Point, and handouts from training</p>	<p>Documentation of Training: September 28, 2018</p>	

<p>school staff on RTI procedures to include the following components:</p> <ul style="list-style-type: none"> <li>a) Description of RTI tier process</li> <li>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)</li> <li>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.,)</li> <li>d) Procedures to follow when student fail to make progress in Tiers 2 &amp; 3</li> <li>e) Procedures to follow when students make progress in Tiers 2 &amp; 3</li> <li>f) When to initiate a special education referral: LEA must follow the procedures outlined in Chapter 3 of Bulletin 1508.</li> <li>g) The SBLC shall review and analyze all screening data, including RTI results, to determine the most beneficial option for the student. The committee's options include, but are not limited to one of the following action Conduct no further action at this time. Continue current intervention and progress monitoring through the RTI process.</li> </ul>			<p>Training must include all of the required components listed in items <b>a-g</b></p>		
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<p>Conduct additional interventions through the RTI process.</p> <p>Refer the student to the appropriate committee to conduct a Section 504 evaluation.</p> <p>Refer the student to pupil appraisal personnel for support services.</p>					
<p>1.7. Students placed in RTI intervention tiers will be progress monitored on deficit skills on a weekly/bi-weekly basis for a specified period of intervention time determined by SBLC committee (6wks, 8wks, 10wks, etc.). Teachers will keep record of progress monitoring for each student in a RTI tier in a binder for each intervention group (Tier 2/Tier 3). 504/SBLC chairperson will monitor teacher's binders monthly to ensure students are progress monitored according to the time/frequency and intervention period documented during SBLC meeting. <b><u>Must have the same time/frequency and intervention time period documented on the SBLC meeting form.</u></b></p>	<p>August 2018</p>	<p>504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator</p>	<p>Summary of reviews to include:</p> <ul style="list-style-type: none"> <li>● # of teacher binders reviewed</li> <li>● # of teachers with missing PM data</li> <li>● Actions taken</li> <li>● Result of actions taken for missing PM data</li> </ul>	<p>September 28 November 30 February 28 April 30 June 4</p>	
<p>1.8. SBLC team will conduct follow-up meetings after specified intervention period for students in RTI to determine whether or not student making progress in interventions and what are next steps if making progress or not</p>	<p>August 2018</p>	<p>504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator</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>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>1.9. Develop progress monitoring form or provide name of program school will use to document student progress. This form/program will be used by teachers to document student progress in intervention groups. Progress monitoring form/program MUST include the following components:</p> <ul style="list-style-type: none"> <li>● Student name</li> <li>● Date of intervention</li> <li>● Skill assessed (must correlate with skill deficient in according to SBLC referral – appropriately matched to the instructional skill being taught)</li> <li>● 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.)</li> <li>● Assessments conducted at an appropriate frequency</li> <li>● Results graphed</li> <li>● Establish attainable goal using pre-determined decision rules</li> </ul>	<p>May 2018</p>	<p>504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator</p>	<p>Copy of progress monitoring form OR progress monitoring program – must be approved by LDOE before use</p>	<p>July 24, 2018</p>	

<p>1.10 Following the provision or training from the LDOE, designated district-level and/or school-based team members will provide training to school staff on Section 504 procedures to include the following components:</p> <ul style="list-style-type: none"> <li>a) the criteria for a child to meet Section 504 requirements for Section 504 eligibility,</li> <li>b) how eligibility decisions should be made,</li> <li>c) difference between eligibility decisions made within IDEA and Section 504,</li> <li>d) and review of the current IAP forms and required documentation.</li> </ul>	<p>August 2018</p>	<p>504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator</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-d</p>	<p>Documentation of Training: September 28, 2018</p>	
<p>1.11 Develop/Follow eligibility criteria to determine if the identified student qualifies for Section 504 services to include:</p> <ul style="list-style-type: none"> <li>a) Adherence to federal and state level Section 504 requirements outlined in policy documents</li> <li>b) Selection of at least one standardized assessment (i.e., Checklist, Screeners) in ELA, Math, and Behavior. School personnel should determine the cutoff score required to meet the eligibility criteria based on guidance from the manual and research).</li> <li>c) Selection of other supporting documentation (e.g., progress</li> </ul>	<p>June 2018</p>	<p>504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator</p>	<p>Submit copy of documentation of eligibility criteria that will be used to assess students in ELA, Math, and Behavior AND delineated scores for each assessment to determine eligibility to LDOE for approval.</p>	<p>August 1, 2018</p>	



<p>reports, grade reports, report cards, work samples, classroom observations, curriculum-based measurement data, progress monitoring data, progression/retention record, medical record, behavior or discipline record)</p> <p>d) Incorporation of specific questions in the assessment process relative to Section 504 regarding impairment, substantial limitation of life activities, and Section 504 services required to meet the identified educational needs of the student</p> <p>e) Dyslexia eligibility must follow procedures outlined in LA Bulletin 1903</p>					
<p>1.12 Develop/Follow Section 504 procedures and guidelines, consistent with federal and state policies, to address the following:</p> <p>a) When and how to initiate a Section 504 referral</p> <p>b) Parent notification and procedural safeguards</p> <p>c) Section 504 meeting guidelines</p> <p>d) Assessment process for Section 504 eligibility (initial referrals and review of data for re-evaluations)</p> <p>e) Documentation of Section 504 eligibility or ineligibility</p> <p>f) Guidelines for writing compliant IAPs</p>	<p>June 2018</p>	<p>504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator</p>	<p>Copy of Section 504 procedures and guidelines</p>	<p>August 1, 2018</p>	

<ul style="list-style-type: none"> <li>g) Guidelines for identification, assessment, and ruling of eligibility for conditions covered under Section 504</li> <li>h) Guidelines for the discipline of Section 504 students</li> <li>i) Guidelines for referral for an IDEA evaluation, when appropriate</li> <li>j) Delineation of Section 504 forms for use by school personnel (see 1.13)</li> </ul>					
<p>1.13 School personnel will use universal forms to document the Section 504 process. At a minimum, the forms should include:</p> <ul style="list-style-type: none"> <li>a) Section 504 initial referral form</li> <li>b) Parent notification form with procedural safeguards</li> <li>c) Parent permission form</li> <li>d) Teacher and parent information form(s)</li> <li>e) Teacher data collection form(s)</li> <li>f) Section 504 Evaluation documentation form</li> <li>g) Section 504 decision and receipt of rights for parents</li> <li>h) Section 504 Accommodation receipt</li> <li>i) Behavior and Discipline form(s)</li> </ul>	June 2018	504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator	Submit copies of the forms that will be used for each area listed for review by the LDOE.	August 1, 2018	
<p>1.14 SBLC and/or Section 504 Coordinator will monitor grades of all Section 504 students AND students in RTI every grading period (e.g., 6 weeks, 9 weeks) to determine which</p>	August 2018	504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator	School personnel will submit a list of Section 504 students and/or RTI students failing 2 or more core subject areas and/or not responding to research-based	September 28 November 30 February 28 April 30	

<p>students are failing 2 or more core subject areas or not responding to research-based interventions at any tier.</p>			<p>interventions <u>AND</u> a copy of the SBLC, Section 504, or other relevant documentation of a meeting to discuss these students and actions taken by school personnel to address the identified academic concerns. This documentation shall be submitted to the LDOE every other month.</p>		
<p>1.15 SBLC and/or Section 504 Coordinator will monitor behavior data for students in the RTI process, Section 504 students with behavior concerns, and students identified through universal behavior screening at Tier 1 to determine which students are displaying a pattern of behavior (as determined by the LEA).</p>	<p>August 2018</p>	<p>504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator</p>	<p>School personnel will submit a list of RTI students, Section 504 students, and/or students identified by universal behavior screening that were suspended and/or expelled each month to include the number of days suspended/expelled and actions taken by school personnel to address behavioral concerns <u>AND</u> a copy of the SBLC, Section 504 or other relevant documentation of a meeting for the students displaying a pattern of behavior to appropriate address the identified behavioral concerns. This documentation shall be submitted every other month.</p>	<p>September 28 November 30 February 28 April 30</p>	

**IDEA PART B CORRECTIVE ACTION PLAN**

LEA: Cypress Academy

DATE OF MONITORING: December 4, 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
1.1. Correct all student specific citations identified in the Results Summary report. NOTE: This activity represents an individual corrective action plan for providing remedies for all student specific IDEA citations.	April 2018	SPED Coordinator  School Leader	Email notifying LDOE the IEP instructional plans for those students have been amended in SER. LDOE will check IEPs in SER to ensure they are compliant.	June 15, 2018	
1.2. Provide training to special education staff (e.g., special education teachers and related service providers) on writing compliant IEPs to include the following topics: <ul style="list-style-type: none"> <li>• Writing measurable goals</li> <li>• Data Driven Present Level of Functional Performance Statements</li> <li>• Writing objectives linked to the goal that are measurable</li> <li>• Documenting student progress using progress reports</li> <li>• Ensuring required participants of IEP team are invited to IEP meeting, included as IEP participant on IEP, and sign IEP</li> </ul>	August 2018	SPED Coordinator  School Leader  Director of Exceptional Student Services - OPSB	Agenda Sign-In sheets Handouts PowerPoint Presentation	Documentation of training:  September 28, 2018	

<ul style="list-style-type: none"> <li>How and when to document waiver of attendance of a participant for an IEP meeting using a participant excusal form</li> </ul> <p>Train staff on forms created by LDOE. Included in this training will be how to correctly use the: IEP evaluation rubric, IEP goal and PLAFF templates, and IEP Checklist. Special education staff will be required to use the rubric and IEP checklist when reviewing and writing IEPs.</p>					
<p>1.3. LEA will provide ongoing training in the following areas: IEP writing (e.g., measurable goals and PLAAFP statements), provision and documentation of accommodations, documenting special education services, progress monitoring of student data.</p>	<p>2018-2019 SY</p>	<p>SPED Coordinator School Leader Director of Exceptional Student Services - OPSB</p>	<p>Agenda Sign-In sheets Handouts PowerPoint Presentation</p>	<p>Documentation of training:  September 28, 2018</p>	
<p>1.4. The Special Education Coordinator or Lead Teacher will perform monthly consistency checks to ensure IEP fidelity by internally monitoring all IEPs before the IEP is submitted to SER to make it official with a focus on:</p> <ul style="list-style-type: none"> <li>Goals/objectives and PLAFF using the IEP Evaluation rubric;</li> <li>IEP components (GSI, Accommodations, Program Services, Services/Placement) using IEP checklist;</li> </ul>	<p>Sept. 2018</p>	<p>SPED Coordinator School Leader Director of Exceptional Student Services - OPSB</p>	<p>Summary of monthly reviews <b>MUST</b> include:</p> <ul style="list-style-type: none"> <li># of IEPs reviewed</li> <li># of IEPs with goal(s) issues</li> <li># of IEPs with objectives issues</li> <li># of IEPs with PLAFF issues</li> <li># of IEPs with IEP component issue (specify the component area and issue)</li> </ul>	<p>September 28 October 31 November 30 December 20 January 31 February 28 March 29 April 30 May 31</p>	

			<ul style="list-style-type: none"> <li>• Actions taken to ensure staff make corrections</li> <li>• Results of those actions</li> </ul>		
<p>1.5. 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.</p> <p><a href="http://www.louisianabelieves.com/resources/library/academics">http://www.louisianabelieves.com/resources/library/academics</a></p>	August 2018	<p>SPED Coordinator</p> <p>School Leader</p> <p>Director of Exceptional Student Services - OPSB</p>	Signed copy of form from each SPED staff member verifying they have viewed the IEP training on the LDOE website	September 5, 2018	

**LEA:** Spirit of Excellence Academy, Inc. - Edgar P. Harney Spirit of Excellence Academy

**DATE OF MONITORING:** December 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.	April 2018	SPED Coordinator  School Leader	Email notifying LDOE the IEP instructional plans for those students have been amended in SER. LDOE will check those IEPs in SER to ensure they are compliant.	June 15, 2018	
1.2. Provide training to special education staff (e.g., special education teachers and related service providers) on writing compliant IEPs to include the following topics: <ul style="list-style-type: none"> <li>● Writing measurable goals</li> <li>● Data Driven Present Level of Functional Performance Statements</li> <li>● Writing objectives linked to the goal that are measurable</li> <li>● Documenting student progress using progress reports</li> <li>● Ensuring required participants of IEP team are invited to IEP meeting, included as IEP participant on IEP, and sign IEP</li> </ul>	August 2018	SPED Coordinator  School Leader	Agenda Sign-In sheets Handouts PowerPoint Presentation	Documentation of training: September 28, 2018	

<ul style="list-style-type: none"> <li>• How and when to document waiver of attendance of a participant for an IEP meeting using a participant excusal form</li> </ul> <p>Train staff on forms created by LDOE. Included in this training will be how to correctly use the: IEP evaluation rubric, IEP goal and PLAFF templates, and IEP Checklist. Special education staff will be required to use the rubric and IEP checklist when reviewing and writing IEPs.</p>					
<p>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>August 2018</p>	<p>SPED Coordinator School Leader</p>	<p>Agenda Sign-In sheets Handouts PowerPoint Presentation</p>	<p>Documentation of training: September 28, 2018</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>2018-2019 SY</p>	<p>SPED Coordinator School Leader</p>	<p>Agenda Sign-In sheets Handouts PowerPoint Presentation</p>	<p>Documentation of training: Throughout the 2018-2019 School Year</p>	



<p>1.5. The Special Education Coordinator or Lead Teacher will perform monthly consistency checks to ensure IEP fidelity by internally monitoring all IEPs before the IEP is submitted to SER to make it official with a focus on:</p> <ul style="list-style-type: none"> <li>● Goals/objectives and PLAFF using the IEP Evaluation rubric;</li> <li>● IEP components (GSI, Accommodations, Program Services, Services/Placement) using IEP checklist;</li> </ul>	<p>Sept. 2018</p>	<p>SPED Coordinator School Leader</p>	<p>Summary of monthly reviews <b><u>MUST</u></b> include:</p> <ul style="list-style-type: none"> <li>● # of IEPs reviewed</li> <li>● # of IEPs with goal(s) issues</li> <li>● # of IEPs with objectives issues</li> <li>● # of IEPs with PLAFF issues</li> <li>● # of IEPs with IEP component issue (specify the component area and issue)</li> <li>● Actions taken to ensure staff make corrections</li> <li>● Results of those actions</li> </ul>	<p>September 28 October 31 November 30 December 20 January 31 February 28 March 29 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>Sept. 2018</p>	<p>SPED Coordinator School Leader</p>	<p>Monthly submission of the checklist used for each related services provider reviewed</p>	<p>September 28 October 31 November 30 December 20 January 31 February 28 March 29 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 Levels of Performance) and Module 3 (Measurable Goals). Staff will sign a form verifying they have viewed the training.  <a href="http://www.louisianabelieves.com/resources/library/academic">http://www.louisianabelieves.com/resources/library/academic</a>  <a href="#">s</a></p>	<p>August 2018</p>	<p>SPED Coordinator School Leader</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 5, 2018</p>	
<p>1.8. Provide compensatory education to students whose files did not include documentation verifying they received related services. These students did not have evidence of service provider logs and/or had incomplete service provider logs in their files.</p>	<p>May 2018</p>	<p>SPED Coordinator School Leader</p>	<p>Copy of compensatory letter signed by parent documenting notification of services and whether or not the parent accepts or refuses the service</p> <p>Copy of amended IEP documenting compensatory services are being offered with time/frequency of services</p> <p>Copies of student attendance</p> <p>Copies of service provider logs indicating the service provided, date, time, and number of minutes student provided compensatory</p>	<p>June 29, 2018</p> <p>August 30, 2018</p> <p>October 19, 2018</p> <p>October 19, 2018</p>	

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**IDEA PART B CORRECTIVE ACTION PLAN**

**LEA:** Einstein Charter Middle School at Sarah Towles Reed

**DATE OF MONITORING:** December 5, 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
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1.2. Provide training to special education staff (e.g., special education teachers and related service providers) on writing compliant IEPs to include the following topics: <ul style="list-style-type: none"> <li>● Writing measurable goals</li> <li>● Data Driven Present Level of Functional Performance Statements</li> <li>● Writing objectives linked to the goal that are measurable</li> <li>● Documenting student progress using progress reports</li> <li>● Ensuring required participants of IEP team are invited to IEP meeting, included as IEP participant on IEP, and sign IEP</li> </ul>	August 2018	SPED Coordinator  School Leader	Agenda Sign-In sheets Handouts PowerPoint Presentation	Documentation of training: September 28, 2018	

<ul style="list-style-type: none"> <li>How and when to document waiver of attendance of a participant for an IEP meeting using a participant excusal form</li> </ul> <p>Train staff on forms created by LDOE. Included in this training will be how to correctly use the: IEP evaluation rubric, IEP goal and PLAFF templates, and IEP Checklist. Special education staff will be required to use the rubric and IEP checklist when reviewing and writing IEPs.</p>					
<p>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>August 2018</p>	<p>SPED Coordinator School Leader</p>	<p>Agenda Sign-In sheets Handouts PowerPoint Presentation</p>	<p>Documentation of training: September 28, 2018</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>2018-2019 SY</p>	<p>SPED Coordinator School Leader</p>	<p>Agenda Sign-In sheets Handouts PowerPoint Presentation</p>	<p>Documentation of training: Throughout the 2018-2019 School Year</p>	

<p>1.5. The Special Education Coordinator or Lead Teacher will perform monthly consistency checks to ensure IEP fidelity by internally monitoring all IEPs before the IEP is submitted to SER to make it official with a focus on:</p> <ul style="list-style-type: none"> <li>● Goals/objectives and PLAFF using the IEP Evaluation rubric; <b>AND</b></li> <li>● IEP components (GSI, Accommodations, Program Services, Services/Placement) using IEP checklist</li> </ul>	<p>Sept. 2018</p>	<p>SPED Coordinator School Leader</p>	<p>Summary of monthly reviews <b><u>MUST</u></b> include:</p> <ul style="list-style-type: none"> <li>● # of IEPs reviewed</li> <li>● # of IEPs with goal(s) issues</li> <li>● # of IEPs with objectives issues</li> <li>● # of IEPs with PLAFF issues</li> <li>● # of IEPs with IEP component issue (specify the component area and issue)</li> <li>● Actions taken to ensure staff make corrections</li> <li>● Results of those actions</li> </ul>	<p>September 28 October 31 November 30 December 20 January 31 February 28 March 29 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>Sept. 2018</p>	<p>SPED Coordinator School Leader</p>	<p>Monthly submission of the checklist used for each related services provider reviewed</p>	<p>September 28 October 31 November 30 December 20 January 31 February 28 March 29 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 Levels of Performance) and Module 3 (Measurable Goals). Staff will sign a form verifying they have viewed the training.  <a href="http://www.louisianabelieves.com/resources/library/academic">http://www.louisianabelieves.com/resources/library/academic</a>  <a href="#">s</a></p>	<p>August 2018</p>	<p>SPED Coordinator School Leader</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 5, 2018</p>	
<p>1.8. Provide compensatory education to students whose files did not include documentation verifying they received related services. These students did not have evidence of service provider logs and/or had incomplete service provider logs in their files.</p>	<p>May 2018</p>	<p>SPED Coordinator School Leader</p>	<p>Copy of compensatory letter signed by parent documenting notification of services and whether or not the parent accepts or refuses the service</p> <p>Copy of amended IEP documenting compensatory services are being offered with time/frequency of services</p> <p>Copies of student attendance</p> <p>Copies of service provider logs indicating the service provided, date, time, and number of minutes student provided compensatory</p>	<p>June 29, 2018</p> <p>August 30, 2018</p> <p>October 19, 2018</p> <p>October 19, 2018</p>	

			education during the session		
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**LEA:** Encore Academy

**DATE OF MONITORING:** December 5, 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.	April 2018	SPED Coordinator School Leader	Email notifying LDOE the IEP instructional plans for those students have been amended in SER. LDOE will check those IEPs in SER to ensure they are compliant.	June 15, 2018	
1.2. Provide training to special education staff (e.g., special education teachers and related service providers) on writing compliant IEPs to include the following topics: <ul style="list-style-type: none"> <li>● Writing measurable goals</li> <li>● Data Driven Present Level of Functional Performance Statements</li> <li>● Writing objectives linked to the goal that are measurable</li> <li>● Documenting student progress using progress reports</li> <li>● Ensuring required participants of IEP team are invited to IEP meeting, included as IEP participant on IEP, and sign IEP</li> <li>● How and when to document waiver of attendance of a participant for an IEP meeting using a participant excusal form</li> </ul>	August 2018	SPED Coordinator School Leader	Agenda Sign-In sheets Handouts PowerPoint Presentation	Documentation of training: September 28, 2018	

Train staff on forms created by LDOE. Included in this training will be how to correctly use the: IEP evaluation rubric, IEP goal and PLAFF templates, and IEP Checklist. Special education staff will be required to use the rubric and IEP checklist when reviewing and writing IEPs.					
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.	May 2018	SPED Coordinator School Leader	Agenda Sign-In sheets Handouts PowerPoint Presentation	Documentation of training: September 28, 2018	
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.	2018-2019 SY	SPED Coordinator School Leader	Agenda Sign-In sheets Handouts PowerPoint Presentation	Documentation of trainings: Throughout the 2018-2019 School Year	
1.5. The Special Education Coordinator or Lead Teacher will perform monthly consistency checks to ensure IEP fidelity by internally monitoring all IEPs before the IEP is submitted to SER to make it official with a focus on: <ul style="list-style-type: none"> <li>Goals/objectives and PLAFF using the IEP Evaluation rubric;</li> <li>IEP components (GSI, Accommodations, Program Services, Services/Placement) using IEP checklist;</li> </ul>	August 2018	SPED Coordinator School Leader	Summary of monthly reviews <b>MUST</b> include: <ul style="list-style-type: none"> <li># of IEPs reviewed</li> <li># of IEPs with goal(s) issues</li> <li># of IEPs with objectives issues</li> <li># of IEPs with PLAFF issues</li> </ul>	September 28 October 31 November 30 December 20 January 31 February 28 March 29 April 30 May 31	

			<ul style="list-style-type: none"> <li>● # of IEPs with IEP component issue (specify the component area and issue)</li> <li>● Actions taken to ensure staff make corrections</li> <li>● Results of those actions</li> </ul>		
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.	August 2018	SPED Coordinator School Leader	Monthly submission of the checklist used for each related services provider reviewed	September 28 October 31 November 30 December 20 January 31 February 28 March 29 April 30 May 31	
1.7. Staff will view the IEP Training Modules on the LDOE website provided by the Human Development Center – LSUHSC group with a particular focus on Module 2 (Data Driven Present Levels of Performance) and Module 3 (Measurable Goals). Staff will sign a form verifying they have viewed the training. <a href="http://www.louisianabelieves.com/resources/library/academic_s">http://www.louisianabelieves.com/resources/library/academic_s</a>	August 2018	SPED Coordinator School Leader	Signed copy of form from each SPED staff member verifying they have viewed the IEP training on the LDOE website	September 5, 2018	
1.8. Provide compensatory education to students whose files did not include documentation verifying they received related services. These students did not have evidence of service	May 2018	SPED Coordinator School Leader	Copy of compensatory letter signed by parent documenting notification of	June 29, 2018	

<p>provider logs and/or had incomplete service provider logs in their files.</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>	<p>August 30, 2018</p> <p>October 19, 2018</p> <p>October 19, 2018</p>	
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**LEA:** James M. Singleton Charter School

**DATE OF MONITORING:** December 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.	April 2018	SPED Coordinator School Leader	Email notifying LDOE the IEP instructional plans for those students have been amended in SER. LDOE will check those IEPs in SER to ensure they are compliant.	June 15, 2018	
1.2. Provide training to special education staff (e.g., special education teachers and related service providers) on writing compliant IEPs to include the following topics: <ul style="list-style-type: none"> <li>● Writing measurable goals</li> <li>● Data Driven Present Level of Functional Performance Statements</li> <li>● Writing objectives linked to the goal that are measurable</li> <li>● Documenting student progress using progress reports</li> <li>● Ensuring required participants of IEP team are invited to IEP meeting, included as IEP participant on IEP, and sign IEP</li> <li>● How and when to document waiver of attendance of a participant for an IEP meeting using a participant excusal form</li> </ul>	August 2018	SPED Coordinator School Leader	Agenda Sign-In sheets Handouts PowerPoint Presentation	Documentation of training: September 28, 2018	

<p>Train staff on forms created by LDOE. Included in this training will be how to correctly use the: IEP evaluation rubric, IEP goal and PLAFF templates, and IEP Checklist. Special education staff will be required to use the rubric and IEP checklist when reviewing and writing IEPs.</p>					
<p>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>August 2018</p>	<p>SPED Coordinator School Leader</p>	<p>Agenda Sign-In sheets Handouts PowerPoint Presentation</p>	<p>Documentation of training: September 28, 2018</p>	
<p>1.4. LEA will provide ongoing training in the following areas: IEP writing (e.g., measurable goals and PLAAFP statements), provision and documentation of accommodations, documenting special education services, progress monitoring of student data.</p>	<p>2018-2019 SY</p>	<p>SPED Coordinator School Leader</p>	<p>Agenda Sign-In sheets Handouts PowerPoint Presentation</p>	<p>Documentation of training: Throughout the 2018-2019 School Year</p>	

<p>1.5. The Special Education Coordinator or Lead Teacher will perform monthly consistency checks to ensure IEP fidelity by internally monitoring all IEPs before the IEP is submitted to SER to make it official with a focus on:</p> <ul style="list-style-type: none"> <li>● Goals/objectives and PLAFF using the IEP Evaluation rubric; <b>AND</b></li> <li>● IEP components (GSI, Accommodations, Program Services, Services/Placement) using IEP checklist</li> </ul>	<p>Sept. 2018</p>	<p>SPED Coordinator School Leader</p>	<p>Summary of monthly reviews <b><u>MUST</u></b> include:</p> <ul style="list-style-type: none"> <li>● # of IEPs reviewed</li> <li>● # of IEPs with goal(s) issues</li> <li>● # of IEPs with objectives issues</li> <li>● # of IEPs with PLAFF issues</li> <li>● # of IEPs with IEP component issue (specify the component area and issue)</li> <li>● Actions taken to ensure staff make corrections</li> <li>● Results of those actions</li> </ul>	<p>September 28 October 31 November 30 December 20 January 31 February 28 March 29 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>Sept. 2018</p>	<p>SPED Coordinator School Leader</p>	<p>Monthly submission of the checklist used for each related services provider reviewed</p>	<p>September 28 October 31 November 30 December 20 January 31 February 28 March 29 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 Levels of Performance) and Module 3 (Measurable Goals). Staff will sign a form verifying they have viewed the training.  <a href="http://www.louisianabelieves.com/resources/library/academic">http://www.louisianabelieves.com/resources/library/academic</a>  <a href="#">s</a></p>	<p>August 2018</p>	<p>SPED Coordinator School Leader</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 5, 2018</p>	
<p>1.8. Provide compensatory education to students whose files did not include documentation verifying they received related services. These students did not have evidence of service provider logs and/or had incomplete service provider logs in their files.</p>	<p>May 2018</p>	<p>SPED Coordinator School Leader</p>	<p>Copy of compensatory letter signed by parent documenting notification of services and whether or not the parent accepts or refuses the service</p> <p>Copy of amended IEP documenting compensatory services are being offered with time/frequency of services</p> <p>Copies of student attendance</p> <p>Copies of service provider logs indicating the service provided, date, time, and number of minutes student provided compensatory</p>	<p>June 29, 2018</p> <p>August 30, 2018</p> <p>October 19, 2018</p> <p>October 19, 2018</p>	



			education during the session		
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**IDEA PART B CORRECTIVE ACTION PLAN**

**LEA:** Joseph S. Clark High School

**DATE OF MONITORING:** December 6, 2017

**Authorized Representative:** \_\_\_\_\_  
(Signature)

**Title:** \_\_\_\_\_

**Date:** \_\_\_\_\_

ACTIVITIES & ACTION STEPS FOR COMPLIANCE	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE	DOCUMENTATION STATUS
1.1. 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.	April 2018	SPED Coordinator  School Leader  Student Support Specialist	Email notifying LDOE all citations have been corrected and any other documentation to substantiate compliance. LDOE will review IEPs in SER.	June 15, 2018	
1.2. Provide professional development (PD) to school staff (administrators, special education teachers, related services personnel, and general education teachers) on behavior data collection, and appropriately conducting and summarizing FBAs.	August 2018	SPED Coordinator  School Leader  Student Support Specialist	Agenda Sign-In Sheet Handouts PowerPoint Presentation	Documentation of training: September 21, 2018	
1.3. Provide PD to school staff (administrators, special education teachers, related services personnel, and general education teachers) on writing, implementing, documenting appropriate BIPs and/or other positive behavioral support strategies; selecting and teaching replacement behaviors; completing Daily Behavior Report Cards	August 2018	SPED Coordinator  School Leader  Student Support Specialist	Agenda Sign-In Sheet Handouts PowerPoint Presentation	Documentation of training:  September 21, 2018	

(or other behavior progress monitoring procedures); and providing student feedback, and frequently graphing progress monitoring data.					
1.4. Internally monitor FBAs and BIPs on a bi-monthly basis utilizing culture team member(s), behavior strategist, or other assigned personnel to conduct the reviews to ensure students with behavior concerns have FBAs and BIPs in place. The reviewer(s) will use a FBA and BIP checklist provided by LDOE.	Sept. 2018	SPED Coordinator School Leader Student Support Specialist	Copy of bi-monthly reviews of FBAs and BIPs	September 28 November 30 January 31 March 29 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.	May 2018	SPED Coordinator School Leader Student Support Specialist	Copy of written procedures for FBAs, BIPs, and the MDR process	August 6, 2018	
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 requirements; required staff participation; staff required for making the MDR determination; required information for the making the MDR decision, and the next steps	August 2018	SPED Coordinator School Leader Student Support Specialist	Agenda Sign-In Sheet Handouts PowerPoint Presentation	Documentation of training:  September 21, 2018	

<p>recommended after the MDR decision is made, including provisions for ensuring that students continued receiving services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student’s IEP when the MDR reveals the behavior is “NOT a Manifestation” of the student’s disability. The PD will also provide all participants with training on how to properly use the MDR checklist provided by LDOE.</p>					
<p>1.7. Utilize MDR checklist provided by the LDOE for each student with 10 or more days of verified suspensions (i.e., cumulative ISS and/or OSS removals) and/or the student’s placement was changed as a result of a disciplinary action to ensure all MDR procedures are followed appropriately.</p> <p>Internally monitor MDR process on bi-monthly basis to include: number of students that had MDR, date the parent was contacted regarding the change of placement, copy of parent notification letter and a copy of MDR checklist completed for each student.</p>	<p>Sept. 2018</p>	<p>SPED Coordinator School Leader Student Support Specialist</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 28 November 30 January 31 March 29 May 30</p>	
<p>1.8 Monthly tracking of students with suspension/expulsions to include: student name, exceptionality, type of suspension (i.e. ISS or OSS), number of days removed for each suspension,</p>	<p>Sept. 2018</p>	<p>SPED Coordinator School Leader</p>	<p>Copy of monthly tracking data to include:</p> <ul style="list-style-type: none"> <li>● Student</li> <li>● Exceptionality</li> <li>● #of days removed</li> </ul>	<p>September 28 October 31 November 30 December 20 January 31</p>	

cumulative days of ISS and/or OSS removal days and whether a MDR was conducted.		Student Support Specialist	<ul style="list-style-type: none"> <li>● Type of removal (ISS or OSS)</li> <li>● Indication of whether or not a MDR was conducted</li> </ul>	February 28 March 29 April 30 May 31	
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**IDEA PART B CORRECTIVE ACTION PLAN**

**LEA:** Langston Hughes Charter Academy

**DATE OF MONITORING:** December 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	DOCUMENTATION 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 to address all student specific IDEA citations.	April 2018	SPED Coordinator  School Leader  Student Support Specialist	Email notifying LDOE all citations have been corrected and any other documentation to substantiate compliance. LDOE will review IEPs in SER.	June 15, 2018	
1.2. Provide professional development (PD) to school staff (administrators, special education teachers, related services personnel, and general education teachers) on behavior data collection, and appropriately conducting and summarizing FBAs.	August 2018	SPED Coordinator  School Leader  Student Support Specialist	Agenda Sign-In Sheet Handouts PowerPoint Presentation	Documentation of training: September 21, 2018	
1.3. Provide PD to school staff (administrators, special education teachers, related services personnel, and general education teachers) on writing, implementing, documenting appropriate BIPs and/or other positive behavioral support strategies; selecting	August 2018	SPED Coordinator  School Leader  Student Support Specialist	Agenda Sign-In Sheet Handouts PowerPoint Presentation	Documentation of training:  September 21, 2018	

and teaching replacement behaviors; completing Daily Behavior Report Cards (or other behavior progress monitoring procedures); and providing student feedback, and frequently graphing progress monitoring data.					
1.4. Internally monitor FBAs and BIPs on a bi-monthly basis utilizing culture team member(s), behavior strategist, or other assigned personnel to conduct the reviews to ensure students with behavior concerns have FBAs and BIPs in place. The reviewer(s) will use a FBA and BIP checklist provided by LDOE.	Sept. 2018	SPED Coordinator School Leader Student Support Specialist	Copy of bi-monthly reviews of FBAs and BIPs	September 28 November 30 January 31 March 29 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.	May 2018	SPED Coordinator School Leader Student Support Specialist	Copy of written procedures for FBAs, BIPs, and the MDR process	August 6, 2018	
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 requirements; required staff participation; staff required for making the MDR determination; required information for the making the MDR	August 2018	SPED Coordinator School Leader Student Support Specialist	Agenda Sign-In Sheet Handouts PowerPoint Presentation	Documentation of training:  September 21, 2018	

<p>decision, and the next steps recommended after the MDR decision is made, including provisions for ensuring that students continued receiving services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student’s IEP when the MDR reveals the behavior is “NOT a Manifestation” of the student’s disability. The PD will also provide all participants with training on how to properly use the MDR checklist provided by LDOE.</p>					
<p>1.7. Utilize MDR checklist provided by the LDOE for each student with 10 or more days of verified suspensions (i.e., cumulative ISS and/or OSS removals) and/or the student’s placement was changed as a result of a disciplinary action to ensure all MDR procedures are followed appropriately.</p> <p>Internally monitor MDR process on bi-monthly basis to include: number of students that had MDR, date the parent was contacted regarding the change of placement, copy of parent notification letter and a copy of MDR checklist completed for each student.</p>	<p>Sept. 2018</p>	<p>SPED Coordinator  School Leader  Student Support Specialist</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 28 November 30 January 31 March 29 May 30</p>	
<p>1.8 Monthly tracking of students with suspension/expulsions to include: student name, exceptionality, type of suspension (i.e. ISS or OSS), number of</p>	<p>Sept. 2018</p>	<p>SPED Coordinator  School Leader</p>	<p>Copy of monthly tracking data to include:</p> <ul style="list-style-type: none"> <li>● Student</li> <li>● Exceptionality</li> </ul>	<p>September 28 October 31 November 30 December 20</p>	



<p>days removed for each suspension, cumulative days of ISS and/or OSS removal days and whether a MDR was conducted.</p>		<p>Student Support Specialist</p>	<ul style="list-style-type: none"> <li>● #of days removed</li> <li>● Type of removal (ISS or OSS)</li> <li>● Indication of whether or not a MDR was conducted</li> </ul>	<p>January 31 February 28 March 29 April 30 May 31</p>	
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**LEA:** Livingston Collegiate Academy (Collegiate Academies)

**DATE OF MONITORING:** December 6, 2017

**Authorized Representative:** \_\_\_\_\_  
(Signature)

**Title:** \_\_\_\_\_

**Date:** \_\_\_\_\_

ACTIVITIES & ACTION STEPS FOR COMPLIANCE	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE	DOCUMENTATION STATUS
1.1. Correct all student specific citations identified in the Results Summary report. NOTE: This activity represents an individual corrective action plan for providing remedies for all student specific IDEA citations.	April 2018	SPED Coordinator  School Leader	Email notifying LDOE the IEP instructional plans for those students have been amended in SER. LDOE will check IEPs in SER to ensure they are compliant.	June 15, 2018	
1.2. Provide training to special education staff (e.g., special education teachers and related service providers) on writing compliant IEPs to include the following topics: <ul style="list-style-type: none"> <li>● Writing measurable goals</li> <li>● Data Driven Present Level of Functional Performance Statements</li> <li>● Writing objectives linked to the goal that are measurable</li> <li>● Documenting student progress using progress reports</li> <li>● Ensuring required participants of IEP team are invited to IEP meeting, included as IEP participant on IEP, and sign IEP</li> <li>● How and when to document waiver of attendance of a participant for an IEP meeting using a participant excusal form</li> </ul>	August 2018	SPED Coordinator  School Leader	Agenda Sign-In sheets Handouts PowerPoint Presentation	Documentation of training:  September 28, 2018	

<p>Train staff on forms created by LDOE. Included in this training will be how to correctly use the: IEP evaluation rubric, IEP goal and PLAFF templates, and IEP Checklist. Special education staff will be required to use the rubric and IEP checklist when reviewing and writing IEPs.</p>					
<p>1.3. LEA will provide ongoing training in the following areas: IEP writing (e.g., measurable goals and PLAAFP statements), provision and documentation of accommodations, documenting special education services, progress monitoring of student data.</p>	<p>2018-2019 SY</p>	<p>SPED Coordinator School Leader</p>	<p>Agenda Sign-In sheets Handouts PowerPoint Presentation</p>	<p>Documentation of training:  2018-2019 SY</p>	
<p>1.4. The Special Education Coordinator or Lead Teacher will perform monthly consistency checks to ensure IEP fidelity by internally monitoring all IEPs before the IEP is submitted to SER to make it official with a focus on:</p> <ul style="list-style-type: none"> <li>● Goals/objectives and PLAFF using the IEP Evaluation rubric;</li> <li>● IEP components (GSI, Accommodations, Program Services, Services/Placement) using IEP checklist;</li> </ul>	<p>August 2018</p>	<p>SPED Coordinator  School Leader</p>	<p>Summary of monthly reviews <b>MUST</b> include:</p> <ul style="list-style-type: none"> <li>● # of IEPs reviewed</li> <li>● # of IEPs with goal(s) issues</li> <li>● # of IEPs with objectives issues</li> <li>● # of IEPs with PLAFF issues</li> <li>● # of IEPs with IEP component issue (specify the component area and issue)</li> <li>● Actions taken to ensure staff make corrections</li> <li>● Results of those actions</li> </ul>	<p>September 28 October 31 November 30 December 20 January 31 February 28 March 29 April 30 May 31</p>	

<p>1.5. 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.  <a href="http://www.louisianabelieves.com/resources/library/academics">http://www.louisianabelieves.com/resources/library/academics</a></p>	<p>August 2018</p>	<p>SPED Coordinator School Leader</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 5, 2018</p>	
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**LEA:** Warren Easton Senior High Foundation, Inc./Warren Easton Senior High School

**DATE OF MONITORING:** December 6, 2017

**Authorized Representative:** \_\_\_\_\_  
(Signature)

**Title:** \_\_\_\_\_

**Date:** \_\_\_\_\_

ACTIVITIES & ACTION STEPS FOR COMPLIANCE	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE	DOCUMENTATION STATUS
1.0 . Correct all student specific citations identified in the Results Summary report. NOTE: This activity represents an individual corrective action plan for providing remedies to address all student specific IDEA citations.	April 2018	504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator	Copies of SBLC forms documenting SBLC meeting were reconvened to address findings and copies of any other documentation denoting findings were addressed appropriately.	June 21, 2018	
1.1. School-based team (e.g., SBLC Coordinator, 504 Chairperson, SPED Director or Supervisor, School Administrator/Leader/Principal, and school intervention team) will attend a professional development provided by LDOE on the following: <ul style="list-style-type: none"> <li>● Child Find federal (IDEA) and state requirements (B. 1508 &amp; B. 1706)</li> <li>● Specific components of PB vs White Child Find Written Guidance Overview of Section 504 including the criteria for a child to meet Section 504 requirements for Section 504 eligibility, how eligibility decisions</li> </ul>	July 2018	LDOE will deliver training	Sign-in sheet verifying attendance of SBLC team	LDOE will collect sign-in sheet at conclusion of the meeting(s) for verification of attendance.	

<p>should be made, difference between eligibility decisions made within IDEA and Section 504, and review of the current IAP forms and required documentation.</p> <ul style="list-style-type: none"> <li>● 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.</li> </ul>					
<p>1.2 School-based teams will monitor regular education students (not currently ruled eligible for Section 504, IDEA, or in RTI for academic or behavioral concerns) for the following:</p> <ul style="list-style-type: none"> <li>● Students failing 2 or more core subject areas</li> <li>● Students with documented medical concerns who may warrant a Section 504 or IDEA evaluation</li> <li>● Students reaching the LEA's predetermined discipline triggers (e.g., specific number major discipline referrals, specific number of discipline removals) as outlined in the PBIS, RTI, and/or discipline plan</li> </ul>	<p>July 2018</p>	<p>504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator</p>	<p>School-based teams will:</p> <ul style="list-style-type: none"> <li>● Monitor students that meet the criteria form each category</li> <li>● Take action steps to address each student listed in regards to Child Find activities or other activities to address the identified academic, behavioral, or medical concerns</li> </ul>	<p>September 28 November 30 February 28 April 30</p>	

<ul style="list-style-type: none"> <li>Students with attendance concerns (e.g., less than 90% average daily attendance rate)</li> </ul>					
<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"> <li>Student Name</li> <li>Phone Number</li> <li>Name of individual or agency making referral</li> <li>Reason for referral</li> <li>Date of referral</li> <li>Parental contact dates regarding the referral</li> <li>Copy of referral form that includes the team decision regarding the referral</li> </ul>	July 2018	504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator	Copy of Child Find log school developed with the required components.	August 1, 2018	
<p>1.4 School will engage in referral activities:</p> <ul style="list-style-type: none"> <li>School will document parent or agency concerns using a referral form (if don't already have one).</li> <li>School will have teacher's document academic and/or behavioral concerns using forms provided by LDOE.</li> <li>SBLC Chairperson will document student data such as demographics, assessment data, grades, screening information, behavioral data,</li> </ul>	August 2018	504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator	5% sample of referral forms submitted to LDOE on bi-monthly basis (if 10 or less SBLC forms send all forms)	October 16 December 14 February 15 April 16	

<p>etc. prior to SBLC meeting using student data collection form provided by LDOE.</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"> <li>● All required participants name, title and signature (required participants are: principal or designee, SBLC chairperson, parent, referring person/agency, classroom teacher(s) of student)</li> <li>● Referral concern(s)</li> <li>● Team meeting date</li> <li>● Data/documents reviewed for student (ex: screeners, assessment scores, behavior checklist, behavior referrals, academic checklist, etc.)</li> <li>● Decision of team/actions taken by team</li> <li>● If placed in RTI, Tier student placed in; type of intervention (<b>must be research based</b>); time/frequency of intervention; length of time student will be in intervention (6wk, 8wk, et.)</li> </ul> <p><b>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.</b></p>	<p>August 2018</p>	<p>504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator</p>	<p>5% sample of SBLC forms submitted to LDOE on bi-monthly basis (if 10 or less SBLC forms send all forms)</p>	<p>October 16 December 14 February 15 April 16</p>	



<p>1.6 The LEA will provide training to school staff on RTI procedures to include the following components:</p> <ul style="list-style-type: none"> <li>a) Description of RTI tier process</li> <li>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)</li> <li>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.,)</li> <li>d) Procedures to follow when student fail to make progress in Tiers 2 &amp; 3</li> <li>e) Procedures to follow when students make progress in Tiers 2 &amp; 3</li> <li>f) When to initiate a special education referral: LEA must follow the procedures outlined in Chapter 3 of Bulletin 1508.</li> <li>g) The SBLC shall review and analyze all screening data, including RTI results, to determine the most beneficial option for the student. The committee's options include, but are not limited to one of the following action Conduct no further action at this time.</li> </ul>	<p>August 2018</p>	<p>504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator</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 <b>a-g</b></p>	<p>Documentation of Training: September 28, 2018</p>	
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<p>Continue current intervention and progress monitoring through the RTI process.</p> <p>Conduct additional interventions through the RTI process.</p> <p>Refer the student to the appropriate committee to conduct a Section 504 evaluation.</p> <p>Refer the student to pupil appraisal personnel for support services.</p>					
<p>1.7 Students placed in RTI intervention tiers will be progress monitored on deficit skills on a weekly/bi-weekly basis for a specified period of intervention time determined by SBLC committee (6wks, 8wks, 10wks, etc.). Teachers will keep record of progress monitoring for each student in a RTI tier in a binder for each intervention group (Tier 2/Tier 3). 504/SBLC chairperson will monitor teacher's binders monthly to ensure students are progress monitored according to the time/frequency and intervention period documented during SBLC meeting. <b><u>Must have the same time/frequency and intervention time period documented on the SBLC meeting form.</u></b></p>	<p>August 2018</p>	<p>504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator</p>	<p>Summary of reviews to include:</p> <ul style="list-style-type: none"> <li>● # of teacher binders reviewed</li> <li>● # of teachers with missing PM data</li> <li>● Actions taken</li> <li>● Result of actions taken for missing PM data</li> </ul>	<p>September 28 November 30 February 28 April 30</p>	
<p>1.8 SBLC team will conduct follow-up meetings after specified intervention period for students in RTI to determine whether or not student making</p>	<p>August</p>	<p>504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator</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</p>	

<p>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>1.9 Develop progress monitoring form or provide name of program school will use to document student progress. This form/program will be used by teachers to document student progress in intervention groups. Progress monitoring form/program MUST include the following components:</p> <ul style="list-style-type: none"> <li>● Student name</li> <li>● Date of intervention</li> <li>● Skill assessed (must correlate with skill deficient in according to SBLC referral – appropriately matched to the instructional skill being taught)</li> <li>● 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.)</li> <li>● Assessments conducted at an appropriate frequency</li> <li>● Results graphed</li> </ul>	<p>May 2018</p>	<p>504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator</p>	<p>Copy of progress monitoring form OR progress monitoring program – must be approved by LDOE before use</p>	<p>July 24, 2018</p>	

<ul style="list-style-type: none"> <li>● Establish attainable goal using pre-determined decision rules</li> </ul>					
<p>1.10 The LEA provide training to school staff on Section 504 procedures to include the following components:</p> <ol style="list-style-type: none"> <li>the criteria for a child to meet Section 504 requirements for Section 504 eligibility,</li> <li>how eligibility decisions should be made,</li> <li>difference between eligibility decisions made within IDEA and Section 504,</li> <li>and review of the current IAP forms and required documentation.</li> </ol>	August 2018	504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator	<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-d</p>	Documentation of Training: September 28, 2018	
<p>1.11 Develop/Follow eligibility criteria to determine if the identified student qualifies for Section 504 services to include:</p> <ol style="list-style-type: none"> <li>Adherence to federal and state level Section 504 requirements outlined in policy documents</li> <li>Selection of at least one standardized assessment (i.e., Checklist, Screeners) in ELA, Math, and Behavior. School personnel should determine the cutoff score required to meet the eligibility criteria based on guidance from the manual and research).</li> <li>Selection of other supporting documentation (e.g., progress</li> </ol>	June 2018	504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator	Submit copy of documentation of eligibility criteria with the name of the standardized assessments that will be used to assess students in ELA, Math, and Behavior AND delineated scores for each assessment to determine eligibility to LDOE for approval.	August 1, 2018	

<p>reports, grade reports, report cards, work samples, classroom observations, curriculum-based measurement data, progress monitoring data, progression/retention record, medical record, behavior or discipline record)</p> <p>d) Incorporation of specific questions in the assessment process relative to Section 504 regarding impairment, substantial limitation of life activities, and Section 504 services required to meet the identified educational needs of the student</p> <p>e) Dyslexia eligibility must follow procedures outlined in LA Bulletin 1903</p>					
<p>1.12 Develop/Follow Section 504 procedures and guidelines, consistent with federal and state policies, to address the following:</p> <p>a) When and how to initiate a Section 504 referral</p> <p>b) Parent notification and procedural safeguards</p> <p>c) Section 504 meeting guidelines</p> <p>d) Assessment process for Section 504 eligibility (initial referrals and review of data for re-evaluations)</p> <p>e) Documentation of Section 504 eligibility or ineligibility</p> <p>f) Guidelines for writing compliant IAPs</p>	<p>June 2018</p>	<p>504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator</p>	<p>Copy of Section 504 procedures and guidelines</p>	<p>August 1, 2018</p>	

<ul style="list-style-type: none"> <li>g) Guidelines for identification, assessment, and ruling of eligibility for conditions covered under Section 504</li> <li>h) Guidelines for the discipline of Section 504 students</li> <li>i) Guidelines for referral for an IDEA evaluation, when appropriate</li> <li>j) Delineation of Section 504 forms for use by school personnel (see 1.13)</li> </ul>					
<p>1.13 School personnel will use universal forms to document the Section 504 process. At a minimum, the forms should include:</p> <ul style="list-style-type: none"> <li>a) Section 504 initial referral form</li> <li>b) Parent notification form with procedural safeguards</li> <li>c) Parent permission form</li> <li>d) Teacher and parent information form(s)</li> <li>e) Teacher data collection form(s)</li> <li>f) Section 504 Evaluation documentation form</li> <li>g) Section 504 decision and receipt of rights for parents</li> <li>h) Section 504 Accommodation receipt</li> <li>i) Behavior and Discipline form(s)</li> </ul>	June 2018	504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator	Submit copies of the forms that will be used for each area listed for review by the LDOE.	August 1, 2018	
<p>1.14 SBLC and/or Section 504 Coordinator will monitor grades of all Section 504 students AND students in RTI every grading period (e.g., 6 weeks, 9 weeks) to determine which</p>	August 2018	504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator	School personnel will submit a list of Section 504 students and/or RTI students failing 2 or more core subject areas and/or not responding to research-based	September 28 November 30 February 28 April 30	

<p>students are failing 2 or more core subject areas or not responding to research-based interventions at any tier.</p>			<p>interventions <u>AND</u> a copy of the SBLC, Section 504, or other relevant documentation of a meeting to discuss these students and actions taken by school personnel to address the identified academic concerns. This documentation shall be submitted to the LDOE every other month.</p>		
<p>1.15 SBLC and/or Section 504 Coordinator will monitor behavior data for students in the RTI process, Section 504 students with behavior concerns, and students identified through universal behavior screening at Tier 1 to determine which students are displaying a pattern of behavior (as determined by the LEA).</p>	<p>August 2018</p>	<p>504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator</p>	<p>School personnel will submit a list of RTI students, Section 504 students, and/or students identified by universal behavior screening that were suspended and/or expelled each month to include the number of days suspended/expelled and actions taken by school personnel to address behavioral concerns <u>AND</u> a copy of the SBLC, Section 504 or other relevant documentation of a meeting for the students displaying a pattern of behavior to appropriate address the identified behavioral concerns. This documentation shall be submitted every other month.</p>	<p>September 30 November 30 February 28 April 30</p>	