

Residential Facility (RF) Monitoring System 2009-2010

Corrective Action Plan

Residential Facility (RF) Monitoring	Ector County Independent School District	Date Submitted: June 3, 2010; June 22, 2010; June 28, 2010	Approved by TEA: July 2, 2010
County/District #:	068-901	ESC Region: 18	

The Texas Education Agency (TEA) has the responsibility to ensure that, within one year of identification of noncompliance in the RF Monitoring System, a local education agency (LEA) has implemented corrective actions (CAs) necessary to achieve compliance with state and federal mandates. The LEA is responsible for the submission of a Corrective Action Plan (CAP) to the TEA by the due date established in the RF monitoring report. The CAP must be implemented by the LEA to correct identified areas of noncompliance as soon as possible, but no later than one year from identification. Failure to submit the CAP or to implement corrective actions as required will result in further enforcement proceedings and sanctions.

Identified Noncompliance: (Enter the investigatory topic and specific legal reference from the CFR, TEC, or TAC)	Desired Result (Goal(s) that address each identified area of student-specific or systemic noncompliance)	Measurable Evidence of Correction (Qualitative and/or quantitative measures of correction)	Corrective Action Activities (Initiatives planned to achieve correction)	Resources (Materials/supplies, fiscal, and personnel needed to implement activities)	Timeline for Implementation (Enter the initial, interim, and final timelines that have been established for evaluation purposes)
Individualized Education Program (IEP) Implementation 34 Code of Federal Regulations (CFR) §300.17(d), §300.101	All RF students' IEPs will be implemented as written.	100% of RF students will receive services by appropriate personnel as indicated in their IEPs.	1. Ector County Independent School District (ECISD) policies and procedures regarding implementation of IEPs will be reviewed/revised by the Special Education Review Team.	Special Education Director, Special Education Review Team and Region 18 Specialist	September 2010
			2. Develop a process regarding the tracking of delivery of special education services.	Special Education Director, Supervisors, Diagnosticians	September 2010
			3. The residential facility (RF) campus master schedule will be reviewed/revised to reflect the provision of both general and special education classes.	Special Education Director, Diagnosticians, Campus Administrators, Public Education Information Management System (PEIMS) Clerk	September 2010 and January 2011

			4. Training will be conducted for ECISD staff and campus administrators addressing the implementation of services to students as stated in their IEPs and the alignment of students' class schedules to the schedules of services in their IEPs.	Special Education Director, Supervisors, Diagnosticians, Campus Administrators, and Region 18 Specialist	September 2010
			5. RF students' class schedules and schedules of services pages will be reviewed by the campus administrators and diagnosticians to verify that campus and IEP schedules match every six weeks to ensure all instructional services are in compliance with the IEP as determined by the admission, review, and dismissal (ARD) committees.	Campus Administrators, Diagnosticians, ARD Committees	September 2010 and ongoing
			6. Review 2009-2010 RF student records to determine which students did not receive services according to their IEPs.	Campus Administrators, Diagnosticians	July-August 2010
			7. Convene ARD committee meetings for students identified to determine if a free appropriate public education (FAPE) was impacted, and to discuss compensatory services, if appropriate.	Campus Administrators, Diagnosticians, Required ARD Committee Members	August-September 2010
			8. Develop a system to track the provision of compensatory services.	Special Education Director, Supervisors, Diagnosticians	September 2010
			9. A review of all RF eligibility folders will be conducted each six weeks to verify that services are being implemented as written in the students' IEPs.	Special Education Director, Special Education Review Team, Campus Administrators, Diagnosticians	August 2010 and ongoing
Individualized Education Program Implementation 34 CFR §300.17(d), §300.101	The services provided for students at the District Alternative Educational Program (DAEP) will match the most current IEP schedules of services.	100% of all students at the DAEP will receive services consistent with IEP schedule of services.	1. ECISD policies and procedures regarding implementation of IEPs will be reviewed/revised by the Special Education Review Team to address the following topic: student schedules should reflect the IEP schedule of services.	Special Education Review Team	September 2010
			2. Training will be provided to ECISD staff and administrators at the DAEP on implementing IEPs as written and matching student schedules to their IEPs.	Special Education Director, Supervisors, Diagnosticians, Campus Administrators, and Region 18 Specialist	September 2010

			3. Class schedules and schedule of services pages will be reviewed by the campus administrator and diagnostician to verify that campus and IEP schedules match and that any schedule changes are in compliance with the IEP.	Campus Administrators, Diagnosticians	September 2010 and ongoing
			4. ARD committee meetings or ARD amendments will be held to review IEP schedules of services and class schedules. This review will address whether the students received FAPE and consider any compensatory services as appropriate.	Campus Administrators, Diagnosticians, Required ARD Committee Members	August 2010 and ongoing
			5. Review records of RF students who attended the DAEP in 2009-2010 to determine which students did not receive services as written in their IEPs.	Special Education Director, Special Education Review Team	July-August 2010
			6. Convene ARD committee meetings for those RF students identified by record review who did not receive services as written in their IEPs to determine if FAPE was impacted, and to discuss compensatory services, if appropriate.	Campus Administrators, Diagnosticians, Required ARD Committee Members	August-September 2010
			7. A review of all RF folders will be conducted each six weeks to verify schedules of services and students' class schedules match and are being implemented as written in the students' IEPs.	Special Education Director, Special Education Review Team, Campus Administrators, Diagnosticians	August 2010 and ongoing
Least Restrictive Environment (LRE) Continuum of Placement Options 34 CFR §300.115	RF students will receive special education services in the LRE and have a continuum of placement options to meet their individual needs.	100% of RF students' eligibility folders will document that LRE requirements are met and ARD committees discussed and/or justified changes in placement from previous LEAs.	1. ECISD policies and procedures regarding LRE, the continuum of placement options, individualized ARD decision making, and schedules of services, for students who reside in RFs will be reviewed/revised by the Special Education Review Team.	Special Education Review Team	September 2010
			2. Provide training for all ECISD instructional staff regarding LRE, the continuum of placement options, individualized ARD decision making to address students' needs, and schedules of services that include general and special education instruction.	Special Education Director	October-November 2010
			3. Review eligibility folders for 2009-2010 RF students to determine if LRE analysis were conducted.	Special Education Director, Special Education Review Team	September 2010
			4. Convene ARD committee meetings for those RF students identified by folder review for which LRE analysis was not conducted. Determine if the students received a FAPE and consider compensatory services, if appropriate.	Campus Administrators, ECISD Instructional Staff, PEIMS Clerk	September 2010 and ongoing

			5. Track the provision of compensatory services.	Compensatory Service Providers	September 2010 and ongoing
			6. The ARD committees will develop students' IEPs and then determine placement in the appropriate educational setting based on prior and current academic, functional, and behavioral needs. Documentation will be contained in the students' IEPs justifying a change in placement when appropriate.	Special Education Director, Diagnosticians, LEA Administrators, ARD Committees, Region 18 ESC Specialist	September 2010 and ongoing
			7. Monitor monthly completed ARD documents for RF students through the compliance process to determine evidence that all LRE considerations were addressed and justified by the ARD committees. If monitoring identifies noncompliance associated staff will be required to attend retraining.	Special Education Director, Special Education Review Team	September 2010 and ongoing
Certified/Qualified Staff 34 CFR §300.156(a)	RF students will be instructed by staff that is certified and highly qualified.	100% of all ECISD teachers working with RF students will be certified/highly qualified in the area of assignment.	1. Review/revise policies and procedures regarding the provision of educational and related services to RF students by certified/highly qualified staff.	Special Education Review Team	September 2010 and ongoing
			2. Conduct training specific to the certification and highly qualified status of teachers with campus administrators, counselors, and human resources.	Special Education Director, Supervisors, Campus Administrators, Region 18 ESC Specialist	October-November 2010
			3. Review personnel files to compare staff assignments with certification records and highly qualified status.	Campus Administrators; Human Resources	September 2010 and ongoing
			4. Change classes for any RF students found to be receiving instruction from noncertified and/or nonhighly qualified staff to classes taught by certified/highly qualified staff.	Campus Administrators, Counselors	September 2010 and ongoing
			5. Convene ARD committee meetings for all students served by noncertified/nonhighly qualified staff in 2009-2010 to determine if each student received FAPE and to consider the need for compensatory services on an individual basis, as appropriate.	Diagnosticians, ARD Committees	October-December 2010
			6. Conduct RF class roster review every six week grading period to determine if RF students were served by staff that was not appropriately certified/highly qualified.	Special Education Director, Supervisors, Campus Administrators, Special Education Review Team	September 2010 and ongoing

Transition: Transition Requirements 19 Texas Administrative Code (TAC) §89.1055(g)	The ARD committees will obtain parental input in the development of students' transition planning.	100% of RF students will have appropriate transition planning including parental input.	1. ECISD policies and procedures regarding transition planning and obtaining meaningful parental input and participation for students who reside in the RF will be reviewed by the Special Education Review Team.	Special Education Review Team	September 2010
			2. Conduct training for all ECISD special education staff on the secondary level regarding policies and procedures as they relate to development and provision of transition services.	Special Education Director, Supervisors, Campus Administrators, Region 18 ESC Specialist	October-November 2010
			3. ECISD will document the contact and input from parents regarding students' transition from high school. Contact logs will be maintained to verify multiple attempts to contact parents. Logs may include, but not be limited to: copies of mailed correspondence, e-mail copies, and phone call documentation.	Diagnosticians, Special Education Teachers	September 2010 and ongoing
			4. Determine which 2009-2010 RF students did not have parental input into transition planning.	Special Education Director, Special Education Review Team	July-August 2010
			5. Convene ARD committee meetings for RF students who did not have transition planning input from the parents. If parents are unable to attend, teachers will interview parents to get their input. The ARD also will determine if FAPE was impacted, and will discuss compensatory services, as appropriate.	Diagnosticians, ARD Committees	September 2010 and ongoing
			6. Conduct monitoring of RF students' annual IEPs every six week grading period to verify appropriate parental input into transition planning.	Special Education Director, Special Education Review Team, Diagnosticians	September 2010 and ongoing