

Corrective Action Plan

LEA Name: 0	CDN: 0	Date:
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Instructions
The LEA must include new (LEA has not yet received Agency notification), current (within one year of Agency notification), and/or continuing noncompliance (noncompliance has exceeded one year) in this CAP. The LEA must conduct monitoring to determine the progress of implementation of the CAP, provide updates to the TEA regarding CAP implementation, and submit documents verifying implementation of corrective actions upon request.

The LEA is required to correct any noncompliance items as soon as possible, but in no case may the correction take longer than one calendar year from the date of identification of noncompliance. Failure to correct noncompliance within required timelines will result in elevated interventions or sanctions as referenced in 19 Texas Administrative Code (TAC) §89.1076, Interventions and Sanctions, and §97.1071, Special Program Performance; Intervention Stages. Continuing noncompliance for special education will impact a district's special education determination status as issued by the Texas Education Agency (TEA) under 34 Code of Federal Regulations (CFR) §300.608(a).

Sources of Noncompliance

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| <ul style="list-style-type: none"> 1. Sustained complaint allegations 2. Adverse Due Process Hearing decisions 3. Current Focused Data Analysis, Program Effectiveness Review, LEA Public Meeting, and/or Compliance Review 4. Noncompliance identified as a result of On-Site visit | <ul style="list-style-type: none"> 5. Continuing noncompliance issue 6. Noncompliance identified as result of review of documentation by TEA 7. Noncompliance identified as a result of Nonpublic Review 8. State Performance Plan (SPP) reporting of data (identify SPP indicator) |
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Source of Noncompliance (# of source listed above)	Status of Noncompliance	Original Date of Agency Notification (Noncompliance must be corrected within one year)	Areas of Noncompliance <i>Enter the topic and specific legal reference from the CFR, TEC, or TAC</i>	Corrective Actions	Personnel Responsible	Timeline for Implementation
6, 4	New	5/9/2013	Definition of IEP 34 CFR 300.320 (a)(7)	Training and Implementation of ESPED in order to ensure frequency and duration for all direct or indirect inclusion support special education services. Diagnosticians will conduct a district wide review of students' IEPs to determine which do not have the frequency and duration. Diagnosticians will convene ARDs to determine any needs or denial of FAPE, if any, and consider compensatory services if needed. Training will be held in June for diagnosticians regarding frequency and duration for direct and indirect support special education services provided by special education staff	Education Specialist IV, Instructional Specialist - Special Education, Diagnosticians, Principals, Regional Administrators	1-Dec-13
6, 4	New	5/9/2013	Continuum of Alternative 34 CFR 300.115	<i>Each unit must employ a certified special education teacher to provide special education services to students with disabilities; or have a person whom is certified in special education that is able offer special education services as needed per an ARDC. Diagnosticians will conduct an audit of special education folders to determine students who have had a change in placement in the last year. They will ensure ARDC committees have provided justification for changes in placement based on individual students' needs and hold ARD meetings as needed to address FAPE, justification for change of placement, and compensatory services, as appropriate according to the students' individual needs. Training will be held in June for diagnosticians regarding continuum of alternative placements and the provision of FAPE to address the individual needs of students.</i>	Education Specialist IV, Instructional Specialist - Special Education, Diagnostician, Principals, Regional Administrators	1-Dec-13

