

**Goals, Objectives, and Strategies for Implementing
Corrective Actions to Ensure Appropriate Educational and Behavioral Supports for all School-Age Youth in the Calcasieu Parish Public School System
Goal #1**

Goal	Objective/Activity	Target Population	Person(s)/Offices Responsible	Timelines for Implementation	Data/Evidence to Support Change
<p>Goal 1. To <u>communicate</u> to all CPSS administrative, instructional, and non- instructional staff the Parish's intent to fully comply with the complaints and concerns of the Negotiated Settlement Agreement.</p>	<p>a. A written directive shall be developed by Wayne Savoy, Superintendent of Education, to be forwarded to the CPSS Board of Education expressing the Parish's wholehearted intent to fully comply with the terms and agreements set forth in the Negotiated Settlement Agreement.</p>	<p>All members of the CPSS Board of Education, Parish-level administrative personnel, members of Pupil Appraisal, building-level administrators, instructional and non-instructional staff, and transportation employees.</p>	<p>a. Settlement Agreement Consultants, CPSS Superintendent of Education, school principals, and Director of Transportation will be responsible for conducting meetings with designated groups.</p>	<p>a. The Superintendent of Education shall develop a written communication to be forwarded to the CPSS Board of Education articulating the Parish's intent to fully implement the Plan for Corrective Action within 14 days after final approval of the proposed Plan for Corrective Action.</p>	<p>a. Copy of CPSS Superintendent's memorandum to CPSS Board of Education President.</p>
	<p>b. The approved plan for corrective action to address complaints/concerns detailed in the Negotiated Settlement Agreement shall be presented to the CPSS Board of Education. Settlement Agreement Consultants shall be present and available to assist with a full overview of the Plan for Corrective Action.</p>			<p>b. The Superintendent of Education shall present, with the assistance of the Settlement Agreement Consultants, a complete overview of the Plan for Corrective Action at the next board meeting following final acceptance of the Plan for Corrective Action.</p>	<p>b. Copy of Board of Education meeting along with agenda, materials, and minutes.</p>

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	<p>c. A special meeting shall be conducted by the CPSS Superintendent of Education to address all Parish-level administrators, C & I Consultants, Mossville facilitators, directors, and building level principals to review the components of the Plan for Corrective Action. Settlement Agreement Consultants shall be present and available to assist with a full overview of the Plan for Corrective Action.</p>			<p>c. The Superintendent of Education shall present, in collaboration with Settlement Agreement Consultants and other administrative staff, a complete overview of the Plan for Corrective Action to all Parish-level administrators and Directors on or before 08/05/08.</p>	<p>c. Copy of CPSS Superintendent's memorandum announcing meeting sent to Parish-level administrators along with meeting agenda, materials, and signatures of attendees.</p>
	<p>d. All members of the Pupil Appraisal, facilitators (behavior, program, and technology) and special education social workers shall be addressed by the Superintendent of Education to review the components of the Plan for Corrective Action. Settlement Agreement Consultants shall be present and available to assist with a full overview of the Plan for Corrective Action.</p>			<p>d. The Director of Special Education shall present, in collaboration with Settlement Agreement Consultants and other administrative staff, a complete overview of the Plan for Corrective Action to all members of Pupil Appraisal by 08/20/08.</p>	<p>d. Copy of CPSS Director of Special Education's memorandum announcing meeting sent to Pupil Appraisal, facilitators and Special Education social workers along with meeting agenda, materials, and signatures of attendees.</p>

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	<p>e. All CPSS building-level principals shall meet with all instructional and non-instructional staff to review the components of the Plan for Corrective Action.</p>			<p>e. Each building-level principal shall present a complete overview of the Plan for Corrective Action to all instructional and non-instructional on or before 08/29/08.</p>	<p>e. Copy of each building administrator's memorandum and/or announcement of meeting with staff members along with meeting agenda, materials, and signatures of attendees.</p>
	<p>f. The CPSS Director of Transportation shall conduct a special meeting with all bus drivers to review relative components of the Plan for Corrective Action, particularly the component that strictly prohibits late arrivals and/or early dismissals of students unless otherwise approved by the Director of Special Education and/or the Superintendent of Education.</p>		<p>CPSS Director of Transportation.</p>	<p>f. The CPSS Director of Transportation shall present general overview of the Plan for Corrective Action related to late arrival and early dismissal prior to 08/29/08. Specific details of the late arrival/early departure will be presented by 08/29/08.</p>	<p>f. Copy of CPSS Director of Transportation's memorandum of meeting with all bus drivers along with meeting agenda, materials, and signatures of attendees.</p>
	<p>g. Consultants will prepare in collaboration with CPSS staff a trainer-of-trainer Power Point presentation along with handouts for school administrators, faculties, and bus driver training</p>		<p>g. Settlement Agreement Consultants in collaboration with CPSS central office staff.</p>	<p>g. Settlement Agreement Consultants in collaboration with CPSS central office staff. will develop Power Point presentation by 07/30/08.</p>	<p>g. Copy of Power Point presentation, handouts, and agendas.</p>

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Goal #2**

Goal	Objective/Activity	Target Population	Person(s)/Offices Responsible	Timelines for Implementation	Data/Evidence to Support Change
<p>Goal 2. To establish a Parish leadership team to assist in the planning, coordination, monitoring, and evaluation of progress toward meeting the goals and objectives outlined in the CPSS's plan for corrective action as prescribed in the Parish's Negotiated Settlement Agreement.</p>	<p>a. A leadership team shall be created to assist in the planning, coordination, monitoring of the implementation of specific programs and strategies to address issues and concerns outlined in the negotiated settlement agreement.</p>	<p>The leadership committee shall consist of Parish-level administrative staff including James Spruel, CPSS General Counsel, and Marilyn Habetz, Director of Special Education. Other members shall include Dr. Lynette Fisher, Director of Pupil Appraisal Services, Keith LeLeux, Director of Child Welfare and</p>	<p>a. CPSS Superintendent of Education and Director of Special Education.</p>	<p>a. The leadership committee will be appointed no later than 7 days after the proposed plan for corrective action is accepted and signed.</p>	<p>a. A roster of committee members will be provided to consultants within seven days of the acceptance of the plan for corrective action. This roster will be maintained in the Parish's central office.</p>
	<p>b. The leadership team will meet with the Settlement Agreement Consultants to finalize the plan and establish specific roles and responsibilities.</p>	<p>Attendance, Dolores Hicks, Administrative Director for Elementary Schools, Charlotte Gallemore, Administrative Director of Middle Schools, David Buller, Administrative Director for High Schools, Leo Miller, Assistant Superintendent of Curriculum and Instruction, Charlotte Comeaux, Discipline, LRE/MRE Specialist, Barbara Bankens, Administrative Director of Assessment, Research, Special Services,</p>		<p>b. The Parish-wide NSA steering committee will convene with consultants no later than 30 days after acceptance of the proposed plan to review overall plan for corrective action, roles and responsibilities.</p>	<p>b. Minutes will be taken at each quarterly meeting and maintained on file in the CPSS central office.</p>

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		<p>Accountability.</p> <p>Members of this committee shall also be represented by staff including a school psychologist, LDOE PBIS consultant, administrators and teachers of students in both general and special education programs across preschool/elementary, middle school, and secondary educational settings, including representation from the Parish's alternative school. Additional members of this leadership committee shall include Susan Benoit, Director of Families Helping Families of Southwest Louisiana, two parents of students enrolled in general and special education programs, including parents of students with Emotional Disturbance (ED) and parents of other class members as defined in the Negotiated Settlement Agreement, and</p>			

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		representatives of the Parish Juvenile Justice system, and community (i.e., business/industry),.			

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Goal #3**

Goal	Objective/Activity	Target Population	Person(s)/Offices Responsible	Timelines for Implementation	Data/Evidence to Support Change
<p>Goal 3. To implement the Positive Behavioral Interventions and Supports (PBIS) model to address proactive school wide and individual behavioral supports for all children and youth enrolled in CPSS.</p>	<p>a. In agreement and collaboration with the Settlement Agreement Consultants, the Parish shall appoint a Parish-wide PBIS coordinator to coordinate PBIS implementation across all CPSS building sites. It is recommended that this position be funded primarily as a “General Education” rather than “Special Education” initiative. In addition to a parish-wide coordinator the district shall appoint 15 PBIS Facilitators to assist approximately four schools each with ongoing PBIS implementation activities. The PBIS Facilitator position should be a supplementary funded position for CPSS employees who have already been trained as PBIS facilitators.</p>		<p>a. In agreement and collaboration with the Settlement Agreement Consultants, the CPSS Superintendent of Education will appoint a Parish-wide PBIS coordinator who will be responsible for coordinating all PBIS efforts across all CPSS building sites. The CPSS Superintendent of Education will also appoint 15 PBIS facilitators to assist the Parish-wide PBIS coordinator on a supplementary basis.</p>	<p>a. The CPSS Superintendent of Education will appoint a Parish-wide PBIS coordinator and 15 PBIS Facilitators within 30 days of CAP approval.</p>	<p>a. The Parish-appointed PBIS coordinator’s name and evidence of qualifications will be provided to Settlement Agreement Consultants.</p>
	<p>b. In agreement and collaboration with the Settlement Agreement Consultants, current Parish-based PBIS trainers will be identified to assist with the development of PBIS protocol for implementation. Additional personnel will receive training to facilitate the PBIS training process as deemed necessary.</p>		<p>b. In agreement and collaboration with the Settlement Agreement Consultants, the CPSS PBIS coordinator will be responsible for identifying current Parish-level PBIS trainers and additional trainers necessary for</p>	<p>b. The CPSS PBIS coordinator will identify current Parish-wide PBIS trainers along with a roster of individuals in need of PBIS training within 14 days of appointment.</p>	<p>b. The CPSS PBIS coordinator will develop a master list of PBIS trainers along with a roster of staff in need of PBIS training. This master list shall be forwarded to the Settlement</p>

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			Parish-wide PBIS implementation.		Agreement Consultants, CPSS Superintendent of Education, and Director of Special Education.
	c. All CPSS building sites will receive PBIS training following an approved training protocol.		c. The Settlement Agreement Consultants, in collaboration with the CPSS PBIS coordinator and Parish-based PBIS trainers, will be responsible for coordinating PBIS training in all CPSS school sites. Note: Approximately 80% of school sites will have been trained on the PBIS model by August 1, 2008.	c. All school sites not previously trained on the PBIS model shall receive training on or before 10/31/08.	c. The CPSS PBIS coordinator will maintain a written record of all building sites trained on the PBIS model along with a copy of agenda/training materials and sign in sheet of participants at each building site.
	d. Once trained on the PBIS model, each building shall establish a PBIS team comprised of administrator(s), instructors from general and special education programs, non-instructional staff, parent(s), and community leader(s).		d. Each building-level Principal shall be responsible for establishing a PBIS building team including members from administration, general and special education instructional staff, non-instructional staff, parent(s) and community leaders. A training is being held	d. Each building-level Principal shall appoint a PBIS team comprised of appropriate members on or before August 15, 2008 for school sites trained prior to August 1, 2008 and by Nov. 1, 2008 for sites trained during October 2008.	d. Each building-level Principal will develop a master list of school-based PBIS team members, including positions/titles. This master list shall be forwarded to the Settlement Agreement Consultants, CPSS Superintendent of

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			<p>on August 7-8, 2008 for principals on the PBIS model and administrator responsibilities. The training is being provided by the NSA consultants and Dr. Geoff Colvin, national expert in PBIS.</p>		<p>Education, and Director of Special Education.</p>
	<p>e. The <u>PBIS School-Wide Survey</u> shall be administered to all building-level instructional staff to identify current needs. In addition, a survey of discipline data from each building site shall be conducted. This information will be used to determine priority sites for PBIS implementation.</p>		<p>e. The Settlement Agreement Consultants, in collaboration with the CPSS PBIS coordinator, will develop a written plan for administering, compiling, and analyzing results of the <u>PBIS School-Wide Survey</u> in all building sites.</p>	<p>e. All building sites that have begun PBIS implementation shall be administered the <u>PBIS School-Wide Survey</u> on or before September 1, 2008. This survey shall be administered to other CPSS building sites concurrently with PBIS training. This survey shall be administered annually as deemed appropriate by PBIS coordinator and/or Settlement Agreement Consultants.</p>	<p>e. The CPSS PBIS coordinator, building principals, and school-based PBIS teams will be responsible for compiling results of the <u>PBIS School-Wide Survey</u>. This data analysis shall be maintained on file at each building for review.</p>
	<p>f. All building sites shall develop a PBIS Manual detailing specific programs and procedures (e.g., school wide rules/expectations, classroom- and school wide programs that promote positive behavior patterns, etc.).</p>		<p>f. Each building Principal, along with members of the school PBIS team, shall develop a manual that details school-wide PBIS strategies and</p>	<p>f. Each building Principal shall coordinate the development and completion of a school-based PBIS manual detailing PBIS</p>	<p>f. Each building Principal shall forward a copy of his/her school site's PBIS Manual to the CPSS PBIS Coordinator. The</p>

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			programs.	procedures and programs prior to December 15, 2008, ²⁰⁰⁹ (previously trained sites) and October 1, 2008 (sites not trained as of May 1, 2008). _{DB}	CPSS PBIS Coordinator will then review the manual and recommend any changes in conjunction with the NSA consultants. The CPSS PBIS coordinator will forward final approved manuals to the NSA consultants, CPSS Superintendent, and the Director of Special Education.
	g. All building-level PBIS teams shall document, review, and analyze PBIS outcome data monthly (e.g., attendance rates, discipline referral rates, suspension rates, referrals to alternative programs, percentage of students receiving referrals, percentage of students participating in school wide incentive programs, etc). In addition, outcome data shall be compiled quarterly and forwarded to Settlement Agreement Consultants, PBIS Coordinator, CPSS Superintendent of Education, and Director of Special Education.		g. Each building Principal, along with members of the school PBIS team, shall gather, document, and review pertinent PBIS outcomes monthly and compile quarterly reports.	g. Each building principal, along with the school-based PBIS Team, shall review pertinent PBIS data a minimum of once monthly. A compilation of PBIS outcome data shall also be forwarded to the Settlement Agreement Consultants, CPSS Superintendent of Education, Parish PBIS Coordinator, and Director of Special Education by November 1, February	g. Each building PBIS school-based team shall maintain written documentation of pertinent PBIS outcome data in the Principal's office for external review. In addition, each building principal shall forward a written copy of data reports to the Settlement Agreement Consultants, CPSS Superintendent of

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				1, and June 15 of each school term, beginning November 1, 2008.	Education, Assistant Superintendent of Education, Leo Miller, CWA Director, PBIS Coordinator, and Director of Special Education.
	h. Each CPSS building site shall conduct an annual self-evaluation using the <u>PBIS Self Evaluation Tool (SET)</u> .		h. Each CPSS building-level principal, along with PBIS team members, shall be responsible for coordinating a self-evaluation at his/her school site using the <u>PBIS Self Evaluation Tool (SET)</u> a minimum of once annually.	h. Each CPSS building level Principal, along with assistance from PBIS team members, shall conduct an annual evaluation using the <u>PBIS Self-Evaluation (SET)</u> during the month of March of each school term.	h. Each building Principal shall forward a copy of the <u>PBIS Self-Evaluation Tool (SET)</u> on or before March 31 of each school term.
	i. Settlement Agreement Consultants will select identified priority and randomly chosen building sites (30% annually) to receive an external evaluation review of PBIS implementation.		i. Priority building-sites and randomly chosen sites (30% annually) will receive an on – site external review to evaluate PBIS implementation. These external reviews will be conducted by the Settlement Agreement Consultants, CPSS PBIS Coordinator, and external consultants.	i. On-site reviews shall be conducted at priority and randomly chosen building sites each month through each school term.	i. A written compilation of findings of on-site external evaluations of PBIS implementation at selected CPSS building sites will be forwarded to the Settlement Agreement Consultants, CPSS PBIS Coordinator, Superintendent of

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					Education, and Director of Special Education within 14 days of the on-site external evaluation.

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Goal	Objective/Activity	Target Population	Person(s)/Offices Responsible	Timelines for Implementation	Data/Evidence to Support Change
<p>Goal 4. To ensure that all students with disabilities enrolled in CPSS who present with emotional and/or behavioral concerns are provided with appropriate <u>related services</u> necessary for adequately meeting their unique behavioral and/or emotional needs.</p>	<p>a. For the Fall 2008 semester, a pilot program will be implemented in which all CPSS students who are currently classified as (a) Seriously Emotionally Disturbed, (b) any student with a disability who has received more than 10 days of school removal during the 2007-08 school term as the result of disciplinary infractions, and/or (c) any student with a disability who was receiving behavioral supports (i.e. formal behavior intervention plan) during the 2007-08 school term who are receiving less than one hour of related services per week will receive 60 minutes per week of related services while outcome data are collected to determine future related service needs. Settlement Agreement consultants will develop the training protocol to assist behavior specialists in collecting data.</p>	<p>Students currently classified and/or students classified in the future as Emotionally Disturbed and/or any other student classified as having a disability (present or future) that presents with a pattern of emotional or behavioral concerns that will likely result in ongoing disciplinary action(s).</p>	<p>a. Settlement Agreement consultants, in collaboration with pupil appraisal personnel, will be responsible for developing the training protocol to assist behavior specialists in data collection. CPSS Director of Special Education will be responsible for arranging and coordinating necessary IEP revisions and implementation of related services. Behavior facilitators and related-service providers will be responsible for outcome data collection.</p>	<p>a. Consultants shall develop training protocol for behavior facilitators, school psychologists, social workers, and educational diagnosticians in data collection by 07/30/08. CPSS Director of Special Education will arrange for IEP revisions (as necessary).</p> <p>(NOTE: Many students in the above mentioned class of students are currently receiving one hour of related services weekly. Parents of students who are not currently receiving related services will be notified of an IEP revision on or before September 1, 2008.</p>	<p>a. Written training protocol for behavior specialists on outcome data collection. Signed copies of designated students' IEP revision(s) indicating 60 minutes per week of related services</p>
	<p>b. Data collected during the Fall 2008 pilot program and all files of CPSS students who are</p>		<p>b. Settlement Agreement Consultants will be responsible for</p>	<p>b. Consultants shall provide the CPSS Director of Special</p>	<p>b. Written recommendations provided by</p>

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	classified as Seriously Emotionally Disturbed who present with chronic disciplinary and/or attendance concerns will be reviewed by consultants to determine related service needs.		reviewing data collected during the Fall 2008 pilot program and designated files of students currently identified as Emotionally Disturbed and developing written recommendations regarding the specific related services needs required for targeted students.	Education with written recommendations for students in need of related services within 7 days of final review of data and student files. NOTE: Data will be reviewed by NSA consultants at three week and six week intervals to evaluate progress toward meeting specified related service goals and objectives.	Settlement Agreement Consultants.
	c. The CPSS Director of Special Education will arrange for IEP revisions (i.e. parent notification) for each student designated as requiring related services.		c. The CPSS Director of Special Education, Marilyn Habetz, will be responsible for arranging and coordinating necessary IEP revisions and implementation of recommended related services.	c. Parents of students recommended for related services will receive notice of IEP revision within 14 days after receiving recommendations from NSA Consultants.	c. Copies of Parent notification of IEP revision, signed copies of designated students' IEP revision(s) indicating recommended related services. This documentation shall be maintained in CPSS central office.
	d. IEP reviews shall be conducted at end of each grading period to assess planned implementation and progress toward achieving IEP objectives for students		d. The CPSS Director of Special Education, Marilyn Habetz, will arrange for IEP meetings to review	d. An IEP review shall be conducted for all designated students receiving related services no later than	d. Copies of students' attendance reports, progress notes, discipline data, and

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	deemed in need of specific related services.		progress toward meeting goals/objectives of related services provided.	14 days from the ending day of each grading period. NOTE: This review shall be conducted by each student's special education teacher and related service provider.	any other pertinent data (progress notes/reports, observations) used to evaluate progress toward achieving IEP objectives. This information will be maintained in the CPSS Central Office for ongoing review.
	e. A Parish-wide strategy shall be developed to accurately monitor each student classified as Emotionally Disturbed and/or other students with disabilities who present with chronic behavioral/emotional issues to determine the possible need for related services.		e. The Settlement Agreement consultants, in agreement and collaboration with the CPSS Director of Special Education, Charlotte Comeaux, and Dr. Lynette Fisher, will develop a strategy for accurately monitoring each student classified as Emotionally Disturbed and/or other students with disabilities who present with behavioral/emotional issues to determine the possible need for related services. This plan shall be disseminated to all school administrators,	e. A strategy for monitoring students with disabilities to determine the possible need for related services will be developed and implemented by October 15, 2008. Subsequent follow-up shall be conducted at the end of each grading period. (Note: Students identified through monitoring as possibly being in need of related services (i.e., numerous disciplinary referrals, poor attendance) shall have his/her IEP reviewed with appropriate staff to make such a determination. This	e.i. A written plan for accurately monitoring student's classified as disabled who are in possible need of related services. e.ii. Written documentation each grading period indicating specific students reviewed in each school site. e.iii.. Written documentation (contact assignment, client list, etc.) indicating students deemed to be in need of related services, type of service

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			<p>instructional staff, and members of Pupil Appraisal. It should be noted that Special Education Instructional Supervisors and Program Facilitators have the first responsibility in monitoring each student classified as Emotionally Disturbed as well as other disabled with emotional/behavioral issues who are already placed in special education classes.</p>	<p>review should be conducted within 14 days after the determination is made for the possible need for related services.</p>	<p>recommended, and the beginning date of service delivery.</p>

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Goal #5**

Goal	Objective/Activity	Target Population	Person(s)/Offices Responsible	Timelines for Implementation	Data/Evidence to Support Change
<p>Goal 5. <u>To increase the access and participation in general education programs for CPSS students classified as emotionally disturbed and/or other disabled students who present with chronic patterns of behavioral or emotional difficulties.</u> (Students in defined class)</p>	<p>a. All current educational and/or social skills curriculums utilized for students classified as Emotionally Disturbed shall be reviewed and analyzed to determine whether they have efficacy for facilitating access and transition to general education programs.</p>	<p>Any and all CPSS students classified as disabled whose current Least Restrictive Environment (LRE) is considered self-contained, primarily as the result of chronic patterns of misconduct.</p>	<p>a. The Settlement Agreement Consultants, in agreement and collaboration with Instructional Supervisors will coordinate an evaluation of the Parish's academic/social skills curriculum program(s) currently implemented for students classified as Emotionally Disturbed.</p>	<p>a. An evaluation of the Parish's curriculum programs for students in self-contained classes who are classified as Emotionally Disturbed will be conducted by 11/21/08.</p>	<p>a. The CPSS Director of Special Program will provide a written summary of all academic/social skill curriculum programs currently utilized in self-contained classrooms serving students with emotional and/or behavioral concerns.</p>
	<p>b. The Settlement Agreement Consultants, in agreement and collaboration with district personnel, shall develop a plan, including strategies, objectives, and timelines for significantly increasing access to the general education class settings for students classified as Emotionally Disturbed. As a part of this plan, all students classified as Emotionally Disturbed enrolled in self-contained classrooms shall have his/her IEP reviewed/ revised to include</p>		<p>b. The Settlement Agreement Consultants, Discipline, LRE/MRE Specialist, Pupil Appraisal staff, Instructional Supervisors and external consultants (as deemed necessary) will assist IEP committees in the review/revision of targeted student IEPs.</p>	<p>b. All review/revisions of targeted student IEP's will be conducted 30 days following receipt of program evaluation results.</p>	<p>b.i. A copy of all reviewed/revised IEP's will be maintained on file in the Parish's Office of Special Education. b.ii. A copy of each targeted student's Behavior Support Plan (BSP) will be maintained on file in the Parish's Office of Special</p>

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	<p>specific instructional goals, objectives/accommodations and behavioral goals/ objectives/supports, and related services necessary for increasing student access, participation, and success in general education programs. This review shall also ensure that targeted students are provided with a documented, function-based Behavior Support Plan with a component for measuring compliance/integrity.</p>				<p>Education.</p> <p>b.iii. The CPSS Director of Special Education will compile a quarterly written review and analysis of student data (cumulatively and by building) reflecting the number of targeted students participating in General Education settings including (a) specific general education setting(s) attended, (b) percentage of time spent in General Education Settings, (c) performance on statewide and Scantron assessments, (d) units/ credits earned for high school students.</p>

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Goal #6**

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<p>Goal 6. To reduce the <u>disproportional</u> identification of African-American students as disabled and/or the disproportional placement of African-American students in self-contained special education programs.</p>	<p>a. The Settlement Agreement Consultants, in collaboration with district personnel, shall develop a plan including specific strategies, objectives, timelines for reducing or eliminating the disproportionate identification and placement of African-American students in self-contained special education programs over the next 3 years.</p>	<p>All students identified as disabled who are enrolled in self-contained special education classrooms.</p> <p>All CPSS students in grades K-12 who are identified as being at-risk for academic failure and/or those who present with chronic patterns of misconduct who <u>are not</u> identified as disabled.</p> <p>Students classified as disabled who present with behavioral concerns; non-disabled students who present with academic and/or behavioral concerns.</p> <p>Disabled students presenting with behavioral concerns who are enrolled in self-contained settings.</p> <p>NOTE: Behavioral concerns are defined as any incidences of behavioral misconduct that results in a pattern of</p>	<p>a. Settlement Agreement Consultants, CPSS Director of Special Education, CPSS Administrative and Curriculum Directors of Elementary, Middle, and Secondary programs, designated Pupil Appraisal staff, and Administrative Director of Assessment, Research, Special Services, Accountability.</p> <p>CPSS Elementary/Middle/Secondary Consultants, Building level principals and Teacher Support Teams, building level special education/support services staff (i.e., school psychologist, lead teacher)</p> <p>Settlement Agreement Consultants, in collaboration with CPSS Director of</p>	<p>a. A written plan of goals and specific objectives shall be compiled and completed by January 1, 2009. This shall include all manuals and protocols for implementing a three-tiered model of RTI.</p>	<p>a. Written manual detailing procedures for reducing disproportional identification and/or placement.</p> <p>Annual percentage of the reduction of students (by race) (a) classified as disabled (by category) and/or (b) enrolled in self-contained special education classes. (This data will be compared with eligibility rates and self-contained placement rates from the three previous years in CPSS, as well as, with LDE statewide averages.</p> <p>Building level Teacher Support Team (TST) minutes; written intervention plans</p>

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		disciplinary referrals and/or school removals.	Special Education will develop a strategy for reviewing target students to determine whether changes in placement are appropriate.		(academic and/or behavior) implemented at each Tier; data to assess and evaluate progress; and data to assess treatment integrity and compliance, referral rates to Pupil Appraisal.
	b. As part of the plan for reducing or eliminating the disproportionate placement of African-American students in self-contained classrooms, the Settlement Agreement Consultants will collaborate with district personnel to review current eligibility and placement of targeted students to determine the provision of appropriate levels of related services, supplemental aids and supports and necessary teacher training to ensure the successful placement of African-American students in regular education settings.		b. Settlement Agreement Consultants in collaboration with CPSS Director of Special Education and CPSS Acting Coordinator of Pupil Appraisal.	b. Targeted student files will be reviewed and recommendations made by 08/01/09.	b. Roster of all targeted students currently placed in self-contained setting, including information related to their academic progress, behavioral functioning, and recommendation(s) for whether changes in placement are indicated.
	c. Implement a <u>Response to Intervention (RTI)</u> model to ensure that all students who are academically and/or behaviorally at risk are provided with empirically-based supplemental		c. Administrative Director of Assessment, Research, Special Services, Accountability (Barbara Bankens),	c. Initial implementation of the RTI model shall begin on or before 08/01/09. Pilot to begin Fall of 2008.	

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	and/or intensive interventions and supports across a tiered model; consult with Settlement Agreement Consultants and Parish personnel to develop strategy for creating Teacher Support Teams in all school sites to address students who are academically and/or behaviorally at-risk		Parish PBIS Coordinator (Don Caldwell), and Coordinator of Pupil Appraisal (Dr. Lynette Fisher).		

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Corrective Actions to Ensure Appropriate Educational and Behavioral Supports for all School-Age Youth in the Calcasieu Parish Public School System
Goal #7**

Goal	Objective/Activity	Target Population	Person(s)/Offices Responsible	Timelines for Implementation	Data/Evidence to Support Change
<p>Goal 7. To ensure that Federally-mandated <u>disciplinary procedures</u> are appropriately implemented for all CPSS students with known or suspected disabilities including appropriately conducted Manifestation Determination Reviews (MDR's) and non-interrupted continuation of educational services.</p>	<p>a. The CPSS shall eliminate inappropriate disciplinary strategies including but not limited to (a) undocumented "cool off" periods, and/or (b) late arrival and/or early dismissal (shortened day) procedures/policies for students who demonstrate behavioral misconduct.</p>	<p>a. Any CPSS student regardless of classification who is targeted as being at-risk for developing a chronic pattern of behavioral misconduct.</p>	<p>a. The CPSS Superintendent of Education will compose a written directive to all building Principals, Director of Transportation, and all bus drivers indicating that the use of undocumented, shortened day, and/or any other alternative discipline procedures shall be strictly prohibited unless otherwise approved by the Superintendent of Education.</p>	<p>a. The CPSS Superintendent of Education will forward a written directive to all building Principals, Director of Transportation, and bus drivers indicating that undocumented, alternative discipline procedures is strictly prohibited within 7 days of final approval of the Plan for Corrective Action.</p>	<p>a. A copy of the CPSS Superintendent of Education's memo strictly prohibiting the use of undocumented, alternative discipline procedures will be maintained on file in the Parish's Central Office for review.</p>
	<p>b. The Settlement Agreement Consultants, in agreement and collaboration with the CPSS Discipline/LRE/MRE Specialist, will develop a written strategy for accurately identifying and monitoring students with disabilities who are behaviorally at-risk and will likely require behavioral supports prior to receiving excessive In-School and/or Out-of-School Suspensions. Such a strategy should provide for the immediate</p>		<p>b. The Settlement Agreement Consultants, in agreement and collaboration with Discipline/LRE/MRE Specialist, will develop a strategy for monitoring students with disabilities at each building site who are likely at-risk for receiving multiple school removals.</p>	<p>b. A strategy for monitoring students will be developed to accurately monitor students who are at-risk for school removal as the result of behavioral concerns within 30 days of final approval of the Parish's Plan for Corrective Action.</p>	<p>b. A written plan/strategy for accurately monitoring students who are at-risk for excessive suspensions from school will be maintained in the Parish's Office of Special Education. Monthly reports from each school site shall be</p>

Goal	Objective/Activity	Target Population	Person(s)/Offices Responsible	Timelines for Implementation	Data/Evidence to Support Change
	<p>recognition of students who receive greater than 5 days of suspensions (in or out of school) within a school term. This strategy shall also include a monthly report from each building site indicating all students with disabilities who have been subject to arrest and/or who have received In School Suspensions, Out of School Suspensions, and/or other disciplinary dispositions, the date of disposition, and duration of each disciplinary action.</p>				<p>forwarded to the CPSS Director of Special Education by the 15th day of each month.</p>
	<p>c. The Settlement Agreement Consultants, in agreement and collaboration with the CPSS Discipline, LRE/MRE Specialist, will develop a strategy for training representatives from each building site and members of Pupil Appraisal on appropriately conducting Manifestation Determination Reviews well in advance of a student's excessive Removal(s) from school. Building-level personnel and members of Pupil Appraisal will lead subsequent training sessions with building level administrators and IEP committee representatives.</p>		<p>c. The Settlement Agreement Consultants, in agreement and collaboration with the CPSS Discipline, LRE/MRE Specialist, will plan and coordinate trainings for targeted staff members on appropriately conducting Manifestation Determination reviews. Initial training sessions will be conducted by Settlement Agreement Consultants and/or external trainers if deemed necessary.</p>	<p>c. The initial training of targeted staff members on appropriately conducting Manifestation Determination Reviews (MDR's) will be conducted within 45 days of final approval of the Plan for Corrective Action. Subsequent training at each building site shall be conducted within 14 days of initial MDR training.</p>	<p>c. The CPSS Discipline, LRE/MRE Specialist, will maintain a record of all MDR's conducted each month (cumulatively and by school site), along with IEP Team Recommendations.</p>

Goal	Objective/Activity	Target Population	Person(s)/Offices Responsible	Timelines for Implementation	Data/Evidence to Support Change
	<p>d. The CPSS will contract with an external community agency/organization to observe bus arrivals and dismissals at all school sites a minimum of three times during the school term to ensure that no students with known and/or suspected disabilities are arriving to school late and/or dismissing early in the school day. These visits shall be unannounced and random across the school year. This contract shall be in force for all CPSS school sites for the 2008-09 school term.</p> <p>NOTE: All irregularities shall be immediately documented and forwarded to the CPSS Director of Special Education who will review the documented irregularities within seven days. After review, the CPSS Director of Special Education will forward a written directive to the Superintendent of Education arranging a meeting with the parish's legal counsel and Settlement Agreement consultant(s) to be held within 14 days. Within seven days of this meeting, the district must implement corrective action.</p>		<p>d. The CPSS Director of Special Education will negotiate a contract with an approved external agency.</p>	<p>d. The CPSS will negotiate a contract with an approved external organization/agency to observe bus arrivals/pickups across all school sites within 120 days of the signing of the Negotiated Settlement Agreement.</p>	<p>d. The CPSS Director of Special Education will collaborate with the appointed external agency/organization to maintain weekly data for each observed school site indicating whether irregularities are/are not observed. All data shall be maintained in the CPSS Office of Special Education.</p>

**Goals, Objectives, and Strategies for Implementing
Corrective Actions to Ensure Appropriate Educational and Behavioral Supports for all School-Age Youth in the Calcasieu Parish Public School System
Goal #8**

Goal	Objective/Activity	Target Population	Person(s)/Offices Responsible	Timelines for Implementation	Data/Evidence to Support Change
<p>Goal 8. To reduce the excessive rates of <u>suspensions and expulsions</u> of students with disabilities who present with chronic patterns of behavioral misconduct.</p>	<p>a. The Settlement Agreement Consultants shall collaborate with district staff to develop strategies, objectives, and timelines to significantly reduce suspensions (in and out of school), alternative placements, and/or arrests for all students who present with behavioral-related concerns. This shall include strategies to ensure that ongoing intervention attempts have been implemented prior to changes in placement.</p>	<p>a. Any CPSS student regardless of classification who is targeted as being at-risk for developing a chronic pattern of behavioral misconduct.</p>	<p>a. The Settlement Agreement Consultants will work with the district appointed PBIS coordinator and PBIS facilitators to identify effective and empirically-based PBIS strategies for addressing students who present with behavioral misconduct as well as to develop and implement approved modifications to traditional disciplinary consequences (i.e., ISS, OSS, expulsions).</p>	<p>a. The Settlement Agreement Consultants, district appointed PBIS coordinator, and PBIS facilitators will provide initial trainings in PBIS model and strategies to representative personnel from each school site prior to November 1, 2008. These individuals will work with building principals and other school-based team members to develop and implement empirically-based modifications to the traditional disciplinary system throughout the school year.</p>	<p>a. The CPSS PBIS coordinator will maintain a written record of all building sites trained on the PBIS model along with a copy of agenda/training materials and sign in sheets of participants at each building site. Additional evidence will be documented in minutes kept by school-based PBIS teams.</p>
	<p>b. Modification to school discipline systems and procedures to incorporate proactive and remedial strategies included within the PBIS model that reduce/eliminate out of school removals; adoption and implementation of a new discipline code that will be</p>		<p>b. The CPSS Superintendent of Education will forward a written directive of the approved changes consistent with the PBIS model to all building Principals and related school</p>	<p>b. The CPSS Superintendent of Education will forward a written directive including the approved disciplinary changes to all building Principals and related personnel within 7 days of final</p>	<p>b. A copy of the CPSS Superintendent of Education's memo will be maintained on file in the Parish's Central Office for review. Each building PBIS</p>

Goal	Objective/Activity	Target Population	Person(s)/Offices Responsible	Timelines for Implementation	Data/Evidence to Support Change
	congruent with the district's PBIS initiative and that will emphasize the use of PBIS as the district's primary discipline program.		personnel. Principals will incorporate the approved changes into the school PBIS manual.	approval of the district approved changes. Each building principal, along with the school-based PBIS Team shall review pertinent PBIS data a minimum of once monthly. A compilation of PBIS outcome data shall also be forwarded to the CPSS Superintendent of Education, Parish PBIS Coordinator, and Director of Special Education by November 15, March 15, and June 15 of each school term.	school-based team shall maintain written documentation of Pertinent PBIS outcome data in the Principal's office for external review. In addition, each building principal shall forward a written copy of quarterly data reports to the CPSS Superintendent of Education, PBIS Coordinator, and Director of Special Education.
	c. Develop Parish-wide plan including strategies to ensure that at-risk students are quickly identified and provided with effective, function-based behavioral-based intervention(s) and/or related services		c. The Settlement Agreement Consultants, in agreement and collaboration with the CPSS Discipline, LRE/MRE Specialist, will develop a strategy for monitoring students with disabilities at each building site who are likely at-risk for receiving multiple school removals. Appropriate referrals will then be made to	c. A strategy will be developed to accurately monitor students who are at-risk for school removal as the result of behavioral concerns by September 1, 2008. Data on referrals should be monitored at least every other week for at-risk students. District social workers, behavior interventionists, and Pupil Appraisal personnel will support	c. A written plan/strategy for accurately monitoring students who are at-risk for excessive suspensions from school will be maintained in the Parish's Office of Special Education. Monthly reports from each school site shall be forwarded to the CPSS Director of

Goal	Objective/Activity	Target Population	Person(s)/Offices Responsible	Timelines for Implementation	Data/Evidence to Support Change
			<p>district social workers and behavior interventionist for completion of FBAs and implementation of BSPs to address the referral concerns of the identified students. All current and ongoing behavior support plans will be evaluated for procedural and integrity by behavioral facilitators and/or other personnel designated to plan and implement individual behavior support plans for designated at-risk youth.</p>	<p>teachers in completing FBAs and BSPs for identified students after receiving the referrals.</p>	<p>Special Education by the 15th day of each month. Copies of the FBAs and BSPs for each student will be maintained in the Parish's Office of Special Education.</p>

**Goals, Objectives, and Strategies for Implementing
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Goal #9**

Goal	Objective/Activity	Target Population	Person(s)/Offices Responsible	Timelines for Implementation	Data/Evidence to Support Change
<p>Goal 9. To implement the use of an efficient system of <u>data management</u> to accurately monitor school wide and individual student behavioral patterns.</p>	<p>a. CPSS will implement the <u>School Wide Information Systems (SWIS)</u> data-management system in each building site. SWIS is the PBIS-endorsed data management tool and provides administration and staff with relevant data related to school wide behavior patterns (minor and major discipline referrals), as well as, data related to behavior patterns of individual students. If implementation of SWIS is not possible, then an appropriate alternative data-management system will be identified and agreed upon by all parties, including the Settlement Agreement Consultants.</p>	<p>a. The SWIS program targets all students who are potentially at-risk for behavioral-related supports.</p>	<p>a. The CPSS PBIS Coordinator, in collaboration with Settlement Agreement Consultants, shall be responsible for scheduling training sessions for selected staff at each CPSS building site.</p>	<p>a. Individuals from each CPSS building site will be trained on SWIS procedures or a related and approved program from July 15, 2008 to August 1, 2008. All training will be conducted by a certified SWIS facilitator or other approved personnel.</p>	<p>a. A roster of all school-based personnel receiving SWIS training, along with sign in sheets, will be forwarded to the CPSS Superintendent of Education, PBIS Coordinator, and Director of Special Education.</p>

**Goals, Objectives, and Strategies for Implementing
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Goal #10**

Goal	Objective/Activity	Target Population	Person(s)/Offices Responsible	Timelines for Implementation	Data/Evidence to Support Change
<p>Goal 10. Implementation of intensive, empirically-based academic interventions for IDEA students with disabilities who are greater than two years behind their peers.</p>	<p>a. Develop Parish-wide plan including strategies for identifying students with disabilities who are two or more years behind their same-aged peers in Reading and Mathematics. Settlement Agreement Consultants will annually review the plan and its implementation and recommend any necessary modifications.</p>	<p>a. Students identified as being two or more years behind their chronological peers and/or grade placement in Reading and/or Mathematics AND who are currently classified as being in the NSA defined class of students who (a) are classified as being Seriously Emotionally Disturbed, (b) any student with a disability who has received more than 10 days of school removal during the 2007-08 school term as the result of disciplinary infractions, and/or (c) any student with a disability who was receiving behavioral supports (i.e. formal behavior intervention plan) during the 2007-08 school term.</p>	<p>a. Settlement Agreement Consultants, in agreement and collaboration with CPSS Supervisor of Assessment, Mary Lou Calderera, and External Consultant, Toni Bennett, students in all building sites who are two or more years behind in Reading/Mathematics.</p>	<p>a. All students in this category will be identified by 08/15/08.</p>	<p>a. Roster of student participants to include current grade level, functioning levels in Reading and Mathematics, and current exceptionality.</p>
	<p>b. The Parish-wide plan shall include strategies for ensuring all targeted students are assessed using Scantron to determine current functioning levels and curriculum-based measurements</p>		<p>b. School-based intervention staff and/or pupil appraisal staff in each building site.</p>	<p>b. All students in this category will be assessed 08/15/08 through 09/30/08. Progress monitoring using CBA materials</p>	<p>b. Progress monitoring graphs displaying CBA data in Reading and/or Math for each participating</p>

Goal	Objective/Activity	Target Population	Person(s)/Offices Responsible	Timelines for Implementation	Data/Evidence to Support Change
	(CBM) for ongoing progress monitoring.			will be conducted weekly for each participant.	student.
	c. The Parish-wide plan shall include strategies for collaboration with Parish staff to implement empirically-based individualized intervention strategies in Reading and Mathematics. The plan shall also include the provision of intensive reading and/or math remediation services to students who are two or more year behind their chronological peers.		c. Settlement Agreement Consultants, in agreement and collaboration with CPSS Director of Special Education and Administrative Director of Assessment, Research, Special Services, Accountability will review current empirically-based Reading and Math programs available for this population and determine which program(s) to consider for implement.	c. Empirically-based Reading and Math supplemental intervention program(s) will be chosen by 10/31/08. Students shall begin receiving intervention services beginning the first week of the 2008-2009 school term. <i>by Nov. 15, 2008</i> <i>MLK</i> <i>AKB</i> <i>JJB</i>	c. Name(s) of adopted programs along with data/evidence of effectiveness.
	d. The plan shall include strategies for on-going evaluation of empirically-based interventions (i.e., evaluation for changes in student skill development; adequate compliance and treatment integrity by staff)		d. School-based intervention staff and/or designated pupil appraisal staff in each building site.	d. Monthly measures of treatment integrity and compliance for each participant; copies of progress monitoring graphs, progress notes.	d. Copies of procedural integrity and compliance checklists maintained on file in each building and in the District Office of Special Education.

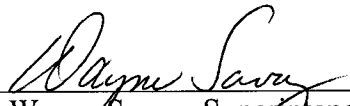
**Goals, Objectives, and Strategies for Implementing
Corrective Actions to Ensure Appropriate Educational and Behavioral Supports for all School-Age Youth in the Calcasieu Parish Public School System
Goal #11**

Goal	Objective/Activity	Target Population	Person(s)/Offices Responsible	Timelines for Implementation	Data/Evidence to Support Change
<p>Goal 11. To provide secondary-level students with disabilities access to appropriate and effective programs and supports necessary for successful post high school transitions from school to vocational and/or academic opportunities.</p>	<p>a. Settlement Agreement consultants shall develop and implement, in agreement and collaboration with Parish staff, a Parish-wide training initiative regarding vocational courses/programs available in the district and about post-secondary education opportunities.</p>	<p>a. All students with disabilities 16 years or older and students under 16 years of age who are likely to require transitional services.</p>	<p>a. Settlement Agreement consultants shall develop and implement, in agreement and collaboration with CPSS Supervisor of High School Programs (Dr. Betty Washington) a Parish-wide training initiative involving all middle and high school counselors, special education coordinators, and “lead” special education teachers at each middle and high school in the district.</p> <p>Previously trained school counselors will conduct trainings with all general education staff in their respective school buildings.</p>	<p>a. CPSS special education staff shall receive post high school transition training annually before the first day of regular classes.</p> <p>All CPSS school counselors will be trained on or before November 21, 2008.</p> <p>NOTE: Training sessions will be conducted annually for all counselors employed after the 2008-09 school term prior to the beginning of subsequent school terms.</p> <p>Counselors will conduct trainings in their respective buildings throughout the first semester of the 2009 school term and annually thereafter prior to September 15.</p>	<p>a. The Director of Special Education will maintain a written record of all building sites trained on transition services, along with a copy of agenda/training materials (i.e., handouts, power point presentation) and sign in sheet(s) of participants at each building site.</p>

Goal	Objective/Activity	Target Population	Person(s)/Offices Responsible	Timelines for Implementation	Data/Evidence to Support Change
	b.. Develop individualized transition plans to include access to relevant vocational skills within the Parish that are consistent with LDOE transitional programming for secondary students with disabilities.		b. Dr. Betty Washington and Beth Eason (Supervisors of Middle and High Schools)	b. All secondary students with disabilities IEPs will be reviewed annually on or before 10/01/08 to determine whether transition plans are being implemented.	b. Student roster by building, grade, and exceptionality indicating whether transition plan is in place and being implemented.
	c. Evaluation of academic aptitudes/performance and vocational interests/aptitudes of all students requiring transitional programming.		c. Dr. Betty Washington and Beth Eason (Supervisors of Middle and High Schools)	c. Vocational-related assessments and academic assessments (i.e. Test of Adult Basic Skills (TABE) and the Transition Planning Inventory (TPI) will be conducted during the first three weeks of the 2008-2009 school term. Additional assessments will be conducted for students attending CPSS vocational facilities.	c. Results of academic assessments (TABE, Scantron) interest inventories, career inventories, and/or aptitude assessments conducted for each student shall be maintained on file with his/her IEP.
	d. Evaluation of pre-GED and GED strategies		d. Settlement Agreement Consultants and Supervisor of High Schools will review the parish's current Pre-GED and GED programs.	d. All current programs will be reviewed by 09/19/08.	d. A list of empirically-based programs will be documented along with any recommendations for other programs not currently in place.

Goal	Objective/Activity	Target Population	Person(s)/Offices Responsible	Timelines for Implementation	Data/Evidence to Support Change
	<p>e. A random sample of CPSS student's transition plans will be reviewed annually to determine if nexus exists between transition plans and students' IEP goals and objectives.</p>		<p>e. Settlement Agreement Consultants, in collaboration with Dr. Betty Washington and Beth Eason (Supervisors of Middle and High Schools), will review a random sample (approximately 5%) of transition plans of students enrolled in CPSS.</p>	<p>e. Reviews of a random sample of transition plans shall be conducted at least once annually prior to December 15 of each school term.</p>	<p>e. Written compilation and analysis of findings indicating current status of transition plan implementation.</p>

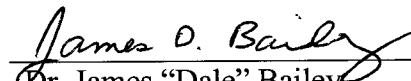
**Goals, Objectives, and Strategies for Implementing
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Wayne Savoy, Superintendent
Calcasieu Parish School System

8-06-08

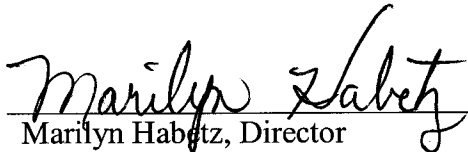
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Dr. James "Dale" Bailey
Settlement Agreement Consultant

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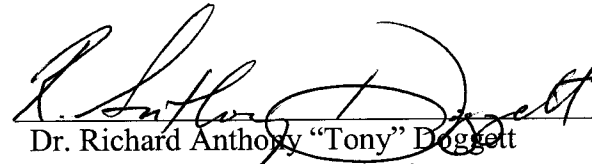
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Marilyn Habetz, Director
Calcasieu Parish School System

8/06/08

Date



Dr. Richard Anthony "Tony" Doggett
Settlement Agreement Consultant

8-6-08

Date