Jefferson Parish Public School System
Corrective Action Plan

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In accordance with the conditions set forth in the Mediated Settlement Agreement, the Special Master (D. Joe Olmi, Ph.D.) was appointed in early December 2005. An initial meeting was held on December 15, 2005 with Dr. Diane Roussel (Superintendent of JPPSS), Ms. Barbara Adams (Assistant Superintendent of Special Programs), and various other upper level JPPSS central office personnel to overview the corrective action planning process. Soon thereafter, various parties (plaintiffs' attorneys, JPPSS administrative personnel, and personnel from the LA Department of Education) were consulted, and the Corrective Action Planning Team (hereto referred to as the CAP Team) was formed. The JPPSS CAP Team was composed of a variety of education professionals (DOE personnel, a representative of the local teachers' union, JPPSS personnel including central office administrative personnel, pupil appraisal, building level administrators, general education teachers, and special education teachers), parents of children with emotional disturbance from within the Parish, and parents representing Families Helping Families. The CAP Team met three successive weeks (January 10, 17, and 24, 2006) to offer input to the Special Master regarding the development of elements of the CAP. Additionally, the Special Master met with JPPSS Pupil Appraisal on January 31, 2006 to review the Mediated Settlement Agreement and to suggest system changes that would result in successfully meeting specific terms of the Agreement. Special thanks are offered to all members of the CAP Team for their diligent work and efforts. Their input was invaluable to the planning process. The CAP Team included the following members:

Member	Agency/Position		Member	Agency/Position
Barbara Adams	JPPSS Assistant Superintendent of Special Programs		Jennifer Weidig	JPPSS Transition Specialist
Sheila Richardson	Assistant Director of Special Education		Lloyd Clark	JPPSS Hearing Officer
Carol Mancuso	Director of School Safety and Discipline		Cynthia Camese-Jackson	Jefferson Parish Federation of Teachers
Mary Jimerson	JPPSS Special Education Teacher		Katina Rhodes	JPPSS Administrator (West Jefferson High)
Andre Vignes	JPPSS General Education Teacher		Drew Dumas	JPPSS Administrator (Bunche Middle)
Stephanie Scott	JPPSS General Education Teacher		Denise Carpenter	JPPSS Administrator (Riverdale Middle)
Jim Cowie	JPPSS Pupil Appraisal Director		Carolyn VanNorman	JPPSS Administrator (Higgins High)
Deidre Louis	JPPSS School Psychologist		Scott Steckler	JPPSS Administrator (Cox Elementary)

Sam Hillson	JPPSS Social Worker		Kyle Killian	JPPSS Special Education Teacher (Bunche Middle)
Richard Carpenter	JPPSS Assistant Superintendent of Secondary Programs		Carol Torrey	JPPSS Special Programs 9-12, Adapted Physical Education
Brenda Trivette	JPPSS Early Intervention Coordinator		Mary Coyles	JPPSS General Education Teacher
Shawn Fleming	LA DOE Division of School and Community Support (PBIS Consultant)		Regina Martin	JPPSS General Education Teacher
Bettie McMurray	Parent of JPPSS Student with Emotional Disturbance		Laura Nata	Families Helping Families
Emily Roubion	JPPSS Special Education Teacher			

Broadly speaking the proposed CAP is intended to address several critical issues relevant to services for JPPSS students identified with emotional disturbance as a result of the spring 2005 monitoring and as dictated in the Mediated Settlement Agreement. Those issues include, but are not limited to, the following:

▪ **Denial of FAPE** o Flawed IEPs o Flawed FBA/BIP process o Failure to comply with IDEA (now IDEIA) discipline procedures o Educational benefit to students with emotional disturbance o Poorly developed or nonexistent transition plans o Absence of progress monitoring o Transitional services/vocational planning	▪ Lack of adequate/appropriate related services ▪ Parent involvement ▪ A School Building Level Committee process that fails to function as a problem solving model ▪ Lack of access to Least Restrictive Environment (general education setting/curriculum) ▪ Lack of transition planning ▪ Professional development as related to service delivery to students with emotional disturbance ▪ JPPSS policy/procedure changes in several indicated areas

In advance of offering the CAP, it is imperative that JPPSS entertain a moratorium on any personnel reductions in special education teaching units or in pupil appraisal personnel. One would anticipate student numbers to approximate or increase to levels beyond pre-Katrina levels within the year; therefore adequate teaching and support staff would be critical.

To meet the CAP, pupil appraisal is perceived to be a critical element in the service delivery system. Yet, based on information gathered during the planning process, there appears to be a lack of standard operating procedures within that body relative to intervention planning/development/implementation, the delivery of related services, and general implementation of state mandates for the provision of services to students with emotional disturbance, and possibly to students within other disability categories as well.

Additionally, there are two other critical elements in the CAP process that hold significance for all students in JPPSS, not only those students with emotional disturbance. It is imperative that each building in the Parish begin to develop and implement a positive behavior support model, and JPPSS must reformulate the current SBLC process from a low hurdle to special education eligibility to a general education problem solving model that results in effective intervention for any student experiencing academic or behavior problems. The first step in this systems change process would be to rename the School Building Level Committee (SBLC) to the Academic/Behavioral Intervention Team (ABIT) or some variation in name thereof.

Data from the 2004-2005 State Special Education Data Profile indicated that the percentage of the student population composed of students with disabilities (excluding Gifted/Talented) in Jefferson Parish (13.22%) which does not exceed the state average (13.6%). More noteworthy is the fact that the JPPSS percentage of students with disabilities who are classified with ED is more than 2.5 times the state average (12.8% versus 5.1%). The only surrounding parish with a higher percentage of students with disabilities who are classified with ED is Orleans Parish.

These data and disproportionality data within the ED population suggest a pre-referral system that is not functioning efficiently or as it was initially designed for any child in JPPSS much less children with ED. While disproportionality issues were not specific to the Mediated Settlement Agreement, it is important to note that approximately 51.9% of the JPPSS population is black as compared to 52.4% of the students with disabilities. Within the ED population, approximately 63.9% of the students are black; approximately a 12% differential.

Since Luke S., it seems that the SBLC process has moved from an intervention design/problem solving model to primarily a special education eligibility function. While statewide and parish data regarding the suspected increase in initial assessments are not presented here, I would suspect that the number of assessments per one thousand students has increased over the years since Luke S. A review of the incidence of initial assessments per one thousand students for Jefferson Parish and surrounding or nearby parishes reveals a higher incidence for JPPSS (4.5/1000) as compared to other surrounding districts (Orleans, 3.4/1000; EBR, 3.6/1000; Lafayette, 2.8/1000; and St. Mary, 3.5/1000).

There are several components in the presented CAP. While some of the elements of the CAP are able to be implemented on a more immediate timetable, other elements suggest more long-term efforts.

Goal 1: **To articulate to parish teaching and administrative personnel the urgency and intent to comply with the articulated elements of the Mediated Settlement Agreement and the LA DOE approved Corrective Action Plan (CAP)**

Objective or Task/Activity	Target Population	Person/Office Responsible	Timeline	Data Support of Change
1. The composition and distribution of a written directive, with notice to the School Board, from the JPPSS Superintendent articulating the intent of the Parish to comply with all elements of the Mediated Settlement Agreement and the approved DOE CAP	Central office and building level administrative personnel; school-based disciplinarians and teaching personnel; East and West Bank Advisory Panels	JPPSS Superintendent (Dr. Diane Roussel)	1 week after official approval of CAP by LA DOE	Copy of letter/memo with date of dissemination to the DOE and Special Master
2. JPPSS Superintendent presents the DOE-approved CAP to the JPPSS School Board at the special board meeting immediately following DOE notification of CAP	JPPSS School Board	JPPSS Superintendent	JPPSS board meeting immediately following DOE approval of CAP	Board meeting agenda and meeting minutes

Objective or Task/Activity	Target Population	Person/Office Responsible	Timeline	Data Support of Change
approval				
3. Meeting directed and conducted by Dr. Roussel with others in attendance including but not limited to, JPPSS general and special education administrative staff, representative of LA DOE, and the Special Master (and others deemed appropriate) with JPPSS building level administrators and disciplinarians (and others deemed appropriate) to review the components of the DOE approved CAP	JPPSS building level administrators and disciplinarians and others deemed appropriate	JPPSS Superintendent in consultation with other administrative staff and the Special Master	2 weeks after official approval of CAP by LA DOE	Meeting announcement from JPPSS Superintendent with attached agenda
4. Meeting at each JPPSS building site conducted by the building level principal regarding the elements of the approved CAP	All JPPSS site-based personnel	Individual building level principals or lead administrator	3 weeks after official approval of CAP by LA DOE	Report by individual building site of meeting with teaching and disciplinary staff

Objective or Task/Activity	Target Population	Person/Office Responsible	Timeline	Data Support of Change
5. Meeting directed and conducted by Dr. Roussel with others in attendance including but not limited to, JPPSS general and special education administrative staff, and the Special Master (and others deemed appropriate) with JPPSS Pupil Appraisal to review the components of the DOE approved CAP and to state her support for their role in compliance with the CAP	JPPSS Pupil Appraisal and other support personnel deemed appropriate	JPPSS Superintendent in consultation with other administrative staff and the Special Master	3 weeks after official approval of CAP by LA DOE	Meeting announcement from JPPSS Superintendent with attached agenda

Goal 2: **To develop, devise, implement an effective, positive behavioral intervention and support program for all students in the Jefferson Parish Public School System to increase access of JPPSS students with ED to the general education program.**

Objective or Task/Activity	Target Population	Person/Office Responsible	Timeline	Data Support of Change
1. Appointment of a parish level "Coordinator" of PBS (to be included in the JPPSS organizational chart and separate from existing positions; funded as deemed appropriate by the Superintendent of JPPSS)		JPPSS Superintendent and Special Master	May 1, 2006	Name of appointed person to the position presented to the Special Master and DOE
2. Identify within-parish trainers (East Bank and West Bank) to assist with the development of training protocol and materials	Current JPPSS PBS site personnel	JPPSS Superintendent, JPPSS Deputy Superintendent, JPPSS Director of School Safety and Discipline and JPPSS Coordinator of PBS, Special Master	May 15, 2006	List of within-parish PBS trainers presented to the Special Master and DOE

Objective or Task/Activity	Target Population	Person/Office Responsible	Timeline	Data Support of Change
3. Establish PBS Teams at each JPPSS building site	JPPSS building sites	JPPSS Superintendent, JPPSS Deputy Superintendent, JPPSS Director of School Safety and Discipline, JPSS East Bank and West Bank Assistant Superintendents	End of May 2006	Master list of PBS teams by building site distributed to JPPSS Superintendent, Special Master, and DOE
4. Analysis of building level discipline data to determine priority sites for training	JPPSS PBS teams and other appropriate building and parish level personnel	JPPSS Superintendent, JPPSS Deputy Superintendent, JPPSS Director of School Safety and Discipline, JPPSS Coordinator of PBS JPPSS individual site PBS teams, JPSS East Bank and West Bank Assistant	June 2006	Individual building site's discipline data filed with JPPSS Superintendent, Special Master, and DOE

Objective or Task/Activity	Target Population	Person/Office Responsible	Timeline	Data Support of Change
		Superintendents		
5. Develop JPPSS training materials on Positive Behavior Support programs for distribution to all JPPSS building sites during training.	School-based teaching, administrative, and support staff and Central Office Administration	JPPSS Superintendent, JPPSS Deputy Superintendent, JPPSS Director of School Safety and Discipline, JPPSS Coordinator of PBS JPPSS individual site PBS teams, JPSS East Bank and West Bank Assistant Superintendents, Special Master and external consultants	July 1, 2006	Copy of PBS training manual Distribution plan of manual to sites and Special Master
6. PBS training across JPPSS sites	JPPSS building site personnel	JPPSS Superintendent, JPPSS Deputy Superintendent, JPPSS Director of School Safety and Discipline, JPPSS	1/3 by January 2007; 1/3 by August 2007; 1/3 by January 2008	Date/agenda of trainings by building sites with highest priority

Objective or Task/Activity	Target Population	Person/Office Responsible	Timeline	Data Support of Change
		Coordinator of PBS JPPSS individual site PBS teams, JPSS East Bank and West Bank Assistant Superintendents, LA DOE personnel, and/or external consultants		
7. Implementation of PBS models across selected sites in JPPSS	Individual JPPSS building sites	JPPSS Superintendent, individual sites administrative team; PBS Teams; building level faculty/staff in consultation with JPPSS Deputy Superintendent, JPPSS Director of School Safety and Discipline, JPPSS Coordinator of PBS, JPSS East Bank and West	1/3 by January 2007; 1/3 by August 2007; 1/3 by January 2008	Individual building site PBS plan(s) as individual buildings come on-line November, February, May implementation integrity reports from the individual building level administrator for each site provided to JPPSS Central Office personnel, Special Master, and DOE November, February, May Reliability implementation integrity checks

Objective or Task/Activity	Target Population	Person/Office Responsible	Timeline	Data Support of Change
		Bank Assistant Superintendents, LA DOE personnel, and/or external consultants		conducted by pupil appraisal contact person and team members and provided to JPPSS Central Office personnel, Special Master, and DOE November, February, May Implementation integrity checks conducted by JPPSS Coordinator of PBS and/or parish level PBS trainers and provided to JPPSS Central Office personnel, Special Master, and DOE
8. Periodic monitoring of building level progress related to PBS implementation	Individual JPPSS building sites	JPPSS Superintendent, individual sites administrative team; PBS Teams; building level faculty/staff in consultation with JPPSS Deputy Superintendent,	Beginning in January 2007	November, February, May "PBS Report Card" which included data pertinent to discipline, etc.

Objective or Task/Activity	Target Population	Person/Office Responsible	Timeline	Data Support of Change
		JPPSS Director of School Safety and Discipline, JPPSS Coordinator of PBS, JPSS East Bank and West Bank Assistant Superintendents, LA DOE personnel, and/or external consultants		
9. The PBS process will become a component of each building site's School Improvement Plan.	Individual JPPSS building sites	JPPSS Superintendent, individual sites administrative team; PBS Teams; JPPSS Deputy Superintendent, JPPSS Director of School Safety and Discipline, JPPSS Coordinator of PBS, JPSS East Bank and West Bank Assistant Superintendents,	Beginning in January 2007 and continuing as each group of sites comes on-line	Copies of Individual building site's PBS component of their respective School Improvement Plans forwarded to DOE, Special Master, and JPPSS Superintendent

Objective or Task/Activity	Target Population	Person/Office Responsible	Timeline	Data Support of Change
		LA DOE personnel		

Goal 3: **To redesign the current School Building Level Committee process from a low hurdle to special education eligibility to a general education problem-solving model that is designed to address the needs of students through effective intervention, thereby reducing the number of initial evaluations conducted by pupil appraisal staff and impacting other relevant issues such as disproportionality.**

Objective or Task/Activity	Target Population	Person/Office Responsible	Timeline	Data Support of Change
1. Rename the SBLC to Academic/Behavior Intervention Team or some variation thereof with a tiered model of intervention service delivery that is a function of general education.	SBLC Teams across JPPSS building sites	JPPSS Superintendent, JPPSS Deputy Superintendent, JPSS East Bank and West Bank Assistant Superintendents, and others as deemed necessary (this change process must be coordinated by general education personnel within JPPSS)	Immediately upon receipt of DOE approved CAP	Dates of changes to JPPSS parish policies and procedures Copies of revised and/or newly formulated policies/procedures distributed to DOE and Special Master
2. Design parish procedures to reflect ABIT composition to include chaired by building level principal or general education	All JPPSS site-based instructional and support personnel	JPPSS Superintendent, JPPSS Deputy Superintendent, JPPSS East Bank and West Bank	June 2006	Copies of policies/procedures distributed to DOE and Special Master

Objective or Task/Activity	Target Population	Person/Office Responsible	Timeline	Data Support of Change
administrative designee; at least 6 total members with no less than 3 general education teachers and 2 members who have expertise in academic and/or behavioral intervention design (could be pupil appraisal, special education personnel or any individual critical to the referral) and function as related to a three-tiered (Tier I: General Education curriculum; Tier II: teacher designed directed classroom intervention; Tier III: ABIT intensive intervention) approach to intervention design; individual sites may have multiple teams		Assistant Superintendents, JPPSS Assistant Superintendent of Special Education, and others as deemed necessary, and/or Special Master/external consultants		

Objective or Task/Activity	Target Population	Person/Office Responsible	Timeline	Data Support of Change
3. Inservice training on the revised intervention model	All JPPSS general and special education teaching and support personnel	JPPSS Superintendent, JPPSS Deputy Superintendent, JPPSS East Bank and West Bank Assistant Superintendents, others as deemed necessary, and/or Special Master/external consultants	May, August, and October 2006	Inservice agenda; handouts/slide presentations of trainings provided to DOE and Special Master
4. Implementation of new A/BIT process (JPPSS intervention design/problem solving model)	All JPPSS administrative, general education, special education, and support personnel	JPPSS Superintendent, JPPSS Deputy Superintendent, JPPSS East Bank and West Bank Assistant Superintendents, JPPSS Assistant Superintendent of Special Education site-based administrative,	August 2006	Site-based tracking data on number of students referred for Tier II and Tier III intervention (along with outcomes of intervention process) and number of students referred for special education comprehensive assessment, along with outcomes of assessment process

Objective or Task/Activity	Target Population	Person/Office Responsible	Timeline	Data Support of Change
		instructional, and support personnel and/or Special Master/external consultants		
5. The revised problem solving model will become a component in each building site's School Improvement Plan and any JPPSS improvement plan as well.	Individual JPPSS building sites across JPPSS	JPPSS Superintendent, building site administrative team; JPPSS Deputy Superintendent, JPSS East Bank and West Bank Assistant Superintendents	June 2006	Copies of Individual building site's revised problem solving model component of their respective School Improvement Plans forwarded to DOE, Special Master, and JPPSS Superintendent

Goal 4: **Revise parish policies and procedures in accordance with the terms of the Mediated Settlement Agreement**

Objective or Task/Activity	Target Population	Person/Office Responsible	Timeline	Data Support of Change
1. Elimination of policies/practices associated with: a. "aide escort" policy for students with ED who attend in-school-suspension b. "cooling off" or "until parent conference" suspensions c. "rest of school year" suspensions (not to be confused with expulsions in accordance with state law)	Students with emotional disturbance	JPPSS Superintendent and/or appropriate parish personnel with the approval of the Superintendent	April 2006	Copies of revised JPPSS parish policies and procedures

Objective or Task/Activity	Target Population	Person/Office Responsible	Timeline	Data Support of Change
2. Development of policies and procedures related to allow for: a. students with ED access to parish violence prevention program free of charge and with transportation arrangements	Students with emotional disturbance	JPPSS Superintendent	April 2006	Copies of approved JPPSS parish policies and procedures
b. appropriately conduct of the Manifest Determination Review (MDR) process in accordance with state and federal law in advance of removal from school-based educational programming		JPPSS Special Education administrative staff; pupil appraisal personnel; in consultation with Special Master and/or external consultants	April 2006	MDR data relative to each building site

Objective or Task/Activity	Target Population	Person/Office Responsible	Timeline	Data Support of Change
c. IEP team determination of the nature and type of educational supports provided to students with ED if removed from standard IEP educational programming for more than 10 cumulative days		Pupil appraisal personnel and building level teaching personnel in consultation with JPPSS special education administrative personnel	April 2006	
d. the discontinuance of all MRE placements through transitioning program planning established within the IEP process			August 2006	Percentage of students with ED who are self contained as defined by DOE data

Objective or Task/Activity	Target Population	Person/Office Responsible	Timeline	Data Support of Change
e. Elementary students with ED will be systematically screened using DIBELS or standard CBM procedures to identify strengths and weaknesses of students who will be systematically enrolled in evidenced-based academic intervention strategies to increase student performance and increase access to the general education setting. Once involved in the	Elementary students with ED who are two or more years behind grade level in reading/math as determined by CBM procedures	JPPSS Special Education administrative staff; pupil appraisal personnel; in consultation with Special Master and/or external consultants	September 2006	Screening and response to intervention data

Objective or Task/Activity	Target Population	Person/Office Responsible	Timeline	Data Support of Change
intervention, progress monitoring will take place on a bi-weekly basis.				
f. All secondary students with ED will be screened using CBM procedures to determine academic functioning levels as related to current grade placement (three or more years behind grade placement would target individual for intensive intervention). Based on screening results identified	Secondary students with ED who are three or more years behind grade level in reading, math, social, or prevocational skills	JPPSS Special Education administrative staff; pupil appraisal personnel; in consultation with Special Master and/or external consultants	September 2006	Same as above

Objective or Task/Activity	Target Population	Person/Office Responsible	Timeline	Data Support of Change
students will be provided reading/math interventions designed to improve academic functioning in concert with appropriate compensatory services which may include summer school, after school programs, etc.				

Goal 5: **Increase access of students with ED and their families to an adequate level of appropriate related services by qualified personnel**

Objective or Task/Activity	Target Population	Person/Office Responsible	Timeline	Data Support of Change
1. Review IEPs of all current students with ED and consult with their teachers to determine which students are not presenting with behavioral/emotional concerns. If some students are determined to not have emotional/behavioral concerns, then review the IEP to determine if referral for re-evaluation for classification purposes is appropriate.	All students with ED in JPPSS	Current related services providers (school social workers, school psychologists, etc.)	May 2006	Data report to special education administrative staff and Special Master referencing how many students with ED were reviewed, how many were determined to be in need of “counseling” related services, and how many were referred for re-evaluation with the outcome for each case.

Objective or Task/Activity	Target Population	Person/Office Responsible	Timeline	Data Support of Change
2. Increase the number of related service providers beyond the social work staff by designing a “contact liaison” system whereby current pupil appraisal personnel are staffed at buildings/sites across the Parish	Current pupil appraisal staff (school social workers, school psychologists, and educational diagnosticians)	Special education central office administrative personnel	May 2006	“Point of Entry” or “contact” assignment list
3. Provide quarterly reports pertaining to the number of students with ED who are receiving “counseling” or other similar related services through Parish support personnel	All students with ED in JPPSS who receive related services	JPPSS special education central office administrative personnel	Approximately quarterly beginning in May 2006 (October 2006, January 2007, May 2007, October 2007, January 2007)	Data from quarterly reports provided to DOE and Special Master

Goal 6: **Increase accountability to insure appropriate services are available to JPPSS students with ED**

Objective or Task/Activity	Target Population	Person/Office Responsible	Timeline	Data Support of Change
1. Create a centralized computer-based data management tracking system to monitor student academic progress, attendance, discipline record, etc.	JPPSS students with ED	JPPSS Superintendent, JPPSS Deputy Superintendent, JPPSS Director of School Safety and Discipline, JPSS East Bank and West Bank Assistant Superintendents, JPPSS data management personnel (MIS specialist and Infinite Campus), Special Education central office administration, and Special Master	June 2006	Data management system; compilation of data (summary data report)
2. Coordinate with the state mandated case review process (it is mandatory that 5% of	JPPSS students with ED	JPPSS central office special education administration; stakeholders, in	May 2006-December 2007	The review plan submitted to the DOE and Special Master

Objective or Task/Activity	Target Population	Person/Office Responsible	Timeline	Data Support of Change
special education cases at each building site at 1/3 of the building sites per year are reviewed annually by the Parish; JPPSS will, in addition to these cases, review 15% of ED cases at each site during their annual review process) to insure appropriate data are maintained and proper process and procedures are followed according to DOE guidelines (protocol review documents will be developed in advance of monitoring visits)		consult with the Special Master		Data from reviews of case files
3. Calls to randomly selected parents of JPPSS students with ED will be conducted to pose questions associated with service	Parents of JPPSS students with ED	Special Master, selected JPPSS central office personnel, and representative(s) from Families	March 2006-December 2007	Data from calls to parents

Objective or Task/Activity	Target Population	Person/Office Responsible	Timeline	Data Support of Change
delivery, etc. (phone protocol will be developed in advance)		Helping Families		
4. "Contact" pupil appraisal personnel and on-site personnel will be instructed to review each case file of each JPPSS student with ED to insure that all documentation is up to date and cases are complete (case review protocol will be developed in advance)	JPPSS students with ED	Pupil appraisal "contact" personnel; on-site teaching staff	May-June 2006	Protocol review documents referenced in #2
5. East Bank and West Bank parent advisory panels composed of 5 JPPSS parents of students with ED from both the East and West Banks for a total of 10 parents and a representative of Families Helping Families will be	JPPSS parents of students with ED	Assistant Superintendent of Special Programs and Special Master	Panels convened in April 2006 with meetings slated for May, October 2006 and February, April, October 2007	Panel membership list for East Bank and West Bank advisory panels Agenda for meetings and meeting presentation slides Meeting minutes

Objective or Task/Activity	Target Population	Person/Office Responsible	Timeline	Data Support of Change
convened to meet with the Special Master and representatives of the special education administrative offices to assess concerns. Meeting schedules/locales will be determined.				

Goal 7: **Increase access to the general education setting (LRE) and improve transition programming for LRE for JPPSS students with ED**

Objective or Task/Activity	Target Population	Person/Office Responsible	Timeline	Data Support of Change
1. Current behavioral and academic curriculum of students with ED across all JPPSS buildings, including Deckbar and Waggaman, must be reviewed to determine if said curriculum/program facilitates access to general education setting.	JPPSS students with ED	JPPSS Deputy Superintendent, JPSS East Bank and West Bank Assistant Superintendents, Special Education central office administration, pupil appraisal personnel, Special Master, and/or external consultants	October 2006	Written evaluation of academic/behavioral curricula and program reviews Data on number of students with ED moving from segregated settings to inclusion and general education settings provided at end of each semester to JPPSS Superintendent, DOE, and Special Master
2. Increase frequency of related services as appropriate that results in students with ED having access to general education curriculum	JPPSS students with ED	Special Education central office administration, pupil appraisal personnel	November 2006; April 2007; December 2007	Written reports to JPPSS special education administration and Special Master regarding frequency of related services on the timeline dates Data regarding number of students with ED proficient in

Objective or Task/Activity	Target Population	Person/Office Responsible	Timeline	Data Support of Change
				general education curriculum/setting as indicated by: ▪ LEAP scores ▪ Success in Carnegie unit courses ▪ % of time spent in general education/inclusion settings ▪ Other indicators to be determined
3. IEPs must be reviewed and appropriate individualized instructional and behavioral objectives developed that will lead to greater access to general education settings (BIP goals, IEP goals, etc.)	JPPSS students with ED	JPPSS special education administrative personnel, pupil appraisal contact person, external consultants, and Special Master	Beginning May 2006 and continuing through December 2007	Data gathered from the IEP review protocol

Goal 8: **Increase knowledge of JPPSS instructional and administrative staff with regard to students with emotional disturbance**

Objective or Task/Activity	Target Population	Person/Office Responsible	Timeline	Data Support of Change
1. Develop a parish-wide inservice plan for addressing the behavioral and academic needs of JPPSS students with ED and to address the topics indicated in the Mediated Settlement Agreement	JPPSS instructional and administrative staff	JPPSS Superintendent, JPPSS Deputy Superintendent, JPPSS Director of School Safety and Discipline, JPSS East Bank and West Bank Assistant Superintendents, Assistant Superintendent of Special Programs, and external consultants (Jeffrey Sprague, Geoff Colvin, etc.) in consultation with the Special Master	June 2006	Documented professional development plan submitted to Special Master

Objective or Task/Activity	Target Population	Person/Office Responsible	Timeline	Data Support of Change
2. When appropriate, those elements of the parish-wide inservice plan that pertain to individual building sites must become part of the site School Improvement Plan	JPPSS individual building sites	JPPSS Superintendent, JPPSS Deputy Superintendent, JPPSS Director of School Safety and Discipline, JPSS East Bank and West Bank Assistant Superintendents, Assistant Superintendent of Special Programs in consultation with Special Master and/or external consultants	July-August 2006	Documented School Improvement Plan submitted to JPPSS Superintendent, DOE, and Special Master

Goal 9: **Increase transition services available to students with emotional disturbance**

Objective or Task/Activity	Target Population	Person/Office Responsible	Timeline	Data Support of Change
1. Develop a parish-wide inservice plan for educating JPPSS personnel with regard to district operated career, technical education, vocational, pre-GED, GED, and skills options programs available to students with ED who meet entry criteria for these programs	JPPSS instructional and administrative staff	JPPSS Superintendent, JPPSS Deputy Superintendent, JPPSS Director of School Safety and Discipline, JPSS East Bank and West Bank Assistant Superintendents, Assistant Superintendent of Special Programs	June 2006	Documented professional development plan submitted to Special Master
2. Development of parish policy mandating IEP services for students attending Parish operated career, technical education,	JPPSS students with ED	JPPSS Superintendent, JPPSS Deputy Superintendent, JPPSS Director of School Safety and Discipline, JPSS	August 2006	Copies of approved JPPSS parish policies and procedures

Objective or Task/Activity	Target Population	Person/Office Responsible	Timeline	Data Support of Change
vocational, pre-GED, GED, and skills options programs/settings		East Bank and West Bank Assistant Superintendents, Assistant Superintendent of Special Programs		
3. Insure that every student with ED who is at least 16 years of age must have a transition page as part of his/her IEP (DOE mandate)	JPPSS students with ED	JPPSS special education administrative personnel, pupil appraisal contact person, building level administrative and teaching personnel	Mandated annual review timeline	Frequency of students with ED who have transition services indicated on IEP based on the annual case review process

Last edits completed on March 17, 2006

D. Joe Olmi, Ph.D.
Special Master