

Campus Community School

Special Education Corrective Action Plan

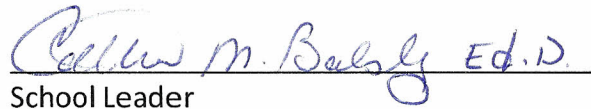
2014 – 2015

Goal: The goal of this plan is to ensure systemic changes in the Campus Community School that will improve transition services and post school outcomes for students with disabilities and their families, and achieve and maintain the Local Education Agency's (LEA's) compliance with Indicator 13 (transition) regulations.

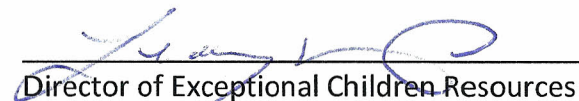
Background: During the 2014-2015 school year, LEAs conducted self-assessments on transition by reviewing student records and IEPs for compliance with special education transition regulations. Department of Education ("DOE") representatives then validated the self-assessment data submitted from LEAs by reviewing a random sample of student records and IEPs provided to LEAs. DOE provided a compliance monitoring report to the LEA summarizing the findings. This corrective action plan describes the strategies and steps that the LEA will take to ensure compliance with special education transition regulations, including professional development and a system of internal controls.

Due Dates: This plan must be submitted by **August 28, 2015**. Additionally, the LEA must complete individual student corrective action and by **September 30, 2015** and professional development for staff in the areas identified in the monitoring report by **October 30, 2015**.

On Behalf of Campus Community School
Submitted by:


School Leader

On Behalf of the Department of Education
Reviewed and Approved by:


Director of Exceptional Children Resources

Final Approval Date: 8/28/15

Core Monitoring Question	Primary "Root Cause" of Noncompliance	Corrective Actions
<p>STR 1: For students of transition age:</p> <p>With the consent of the parent or Student (who has reached the age of majority), invitation of meeting was provided to a participating agency likely to be responsible or paying for transition services</p> <p>NOTE: Review file for invitation AND consent</p>		
<p>STR 2: For students of transition age:</p> <p>Student was invited to the IEP meeting</p>		
<p>STR 4a: For students of transition age:</p> <p>Age appropriate transition assessments were conducted annually related to:</p> <ul style="list-style-type: none"> • Education/Training 		

Core Monitoring Question	Primary "Root Cause" of Noncompliance	Corrective Actions
<p>STR 4b: For students of transition age:</p> <p>Age appropriate transition assessments were conducted annually related to:</p> <ul style="list-style-type: none"> • Employment 		
<p>STR 4c: For students of transition age:</p> <p>Age appropriate transition assessments were conducted annually related to:</p> <ul style="list-style-type: none"> • Independent living skills 		
<p>STR 5: For students of transition age:</p> <p>IEP contains an appropriate measurable postsecondary goal based upon age appropriate transition assessments related to employment after high school</p>	<p>Lack of professional development for the Special Education teacher on how to write measureable goals. The goals included within the non-compliant IEP's were not measurable as they relate to employment after high school.</p>	<p>Training will be provided to the eighth grade special education teacher to ensure that all IEP's contain an appropriate measurable goal. The eighth grade special education teacher will become part of the IEP Transition Cadre. Documentation of this training will be submitted to the Department of education.</p>

Core Monitoring Question	Primary "Root Cause" of Noncompliance	Corrective Actions
<p>STR 6: For students of transition age:</p> <p>IEP contains an appropriate measurable postsecondary goal based upon age appropriate transition assessments related to education OR training after high school</p>	<p>Lack of professional development for the Special Education teacher on how to write measureable goals. The goals included within the non-compliant IEP's were not measurable as they relate to education or training after high school.</p>	<p>Training will be provided to the eighth grade special education teacher to ensure that all IEP's contain an appropriate measurable goal. The eighth grade special education teacher will become part of the IEP Transition Cadre. Documentation of this training will be submitted to the Department of education.</p>
<p>STR 7: For students of transition age:</p> <p>IEP contains an appropriate measurable postsecondary goal based upon age appropriate transition assessments related to independent living after high school</p>		
<p>STR 8: For students of transition age:</p> <p>IEP contains courses of study to assist Student in reaching postsecondary goals</p>		
<p>STR 9a: For students of transition age:</p> <p>IEP contains transition activities and services to assist Student in reaching their</p>		

Core Monitoring Question	Primary "Root Cause" of Noncompliance	Corrective Actions
postsecondary employment goals		
STR 9b: For students of transition age: IEP contains transition activities and services to assist Student in reaching their postsecondary education/training goals		
STR 9c: For students of transition age: IEP contains transition activities and services to assist Student in reaching their postsecondary independent living goals		