

**Delaware Department of Education  
Exceptional Children Resources**

**MOT Charter School  
Indicator 13**

**Compliance Monitoring: Tracking the Correction of Student Level Citations**

**Date of Notification:**

**Corrections Due by:** September 30, 2015

**Directions for Correcting IDEA Individual Student Noncompliance Citations**

**Step 1:** The Local Education Agency ("LEA") is required to correct all instances of noncompliance for each student where noncompliance was identified. LEA Validator must fill in the Corrective Action Code and the date of correction for each student prior to submitting this report to Delaware Department of Education ("DE DOE"). This page must be signed with the name and date of the LEA Validator.

**Corrective Action Code:**

- 0 = Correction not yet made
- 1 = Correction has been made as required for this student
- 2 = Student no longer enrolled in LEA
- 3 = Student no longer receives special education services
- 4 = Student no longer in school (graduation, dropout, deceased)

**Step 2:** LEA Validator must submit this completed form and other evidence (as required) to DE DOE Compliance Monitor.

**Step 3:** DE DOE Compliance Monitor must verify that the findings of noncompliance have been corrected as per the LEA report. DE DOE Compliance Monitor must include his/her name and date of verification when all noncompliance has been verified as corrected.

LEA Action Log			
Signature of LEA Validator	Date of Signature	Verification of Correction	
		Signature of DE DOE Validator	Date of Signature
<i>Wing Thomas</i>	<i>9/28/15</i>		
August 14, 2015: All IEPs of student attending MOT in 2015-16 school year who are 14 years or older or in the 8 <sup>th</sup> grade August 14, 2015: Survey tools have been identified. See attached list. September 17, 2015: Special education teacher attended transition cadre training/meeting. September 18, 2015: IEP meeting was held for Timothy Johns.			

STR 5	<b>For students of transition age:</b> IEP contains an appropriate measurable postsecondary goal based upon age appropriate transition assessments related to employment after high school		Corrective Action	<b>Student Level:</b> Revise the IEP to include appropriate transition activities and services.  <b>LEA Level: (&lt;95%)</b> Provide training to appropriate staff.  Provide documentation of the above to DOE.
14 DE Admin Code \$925.20	<b>Student Demographic Information</b> First Name: [REDACTED] Last Name: [REDACTED] School: [REDACTED] Attendance Center: [REDACTED]		1	<b>LEA Verification of Correction</b> Signature of LEA Validator: [Signature] Date of Correction: 9/18/2015
34 CFR \$300.320	MOT MOT		2	Signature of DE DOE Validator: [REDACTED] Date of Verification: [REDACTED]
STR 6	<b>For students of transition age:</b> IEP contains an appropriate measurable postsecondary goal based upon age appropriate transition assessments related to education OR training after high school		Corrective Action	<b>Student Level:</b> Revise the IEP to include appropriate transition activities and services.  <b>LEA Level: (&lt;95%)</b> Provide training to appropriate staff.  Provide documentation of the above to DOE.
14 DE Admin Code \$925.20	<b>Student Demographic Information</b> First Name: [REDACTED] Last Name: [REDACTED] School: [REDACTED] Attendance Center: [REDACTED]		2	<b>LEA Verification of Correction</b> Signature of LEA Validator: [Signature] Date of Correction: NA
34 CFR \$300.320	MOT			Signature of DE DOE Validator: [REDACTED] Date of Verification: [REDACTED]

STR 8	14 DE Admin Code \$925.20	34 CFR \$300.320	For students of transition age: IEP contains courses of study to assist Student in reaching postsecondary goals	Corrective Action	Student Level: Revise the IEP to include appropriate transition activities and services.  LEA Level: (<95%) Provide training to appropriate staff.  Provide documentation of the above to DOE.		
Student Demographic Information		School		LEA Verification of Correction		DE DOE Verification of Correction	
Student Date of Birth	First Name	Last Name	Attendance Center	Signature of LEA Validator	Date of Correction	Signature of DE DOE Validator	Date of Verification
			MOT	<i>[Signature]</i>	NA		
			MOT	<i>[Signature]</i>	NA		

STR 9a	14 DE Admin Code \$925.20	34 CFR \$300.320	For students of transition age: IEP contains transition activities and services to assist Student in reaching their postsecondary employment goals	Corrective Action	Student Level: Revise the IEP to include appropriate transition activities and services.  LEA Level: (<95%) Provide training to appropriate staff.  Provide documentation of the above to DOE.		
Student Demographic Information		School		LEA Verification of Correction		DE DOE Verification of Correction	
Student Date of Birth	First Name	Last Name	Attendance Center	Signature of LEA Validator	Date of Correction	Signature of DE DOE Validator	Date of Verification
			MOT	<i>[Signature]</i>	9/18/2015		
			MOT	<i>[Signature]</i>	NA		

STR 9b	14 DE Admin Code \$925.20		For students of transition age: IEP contains transition activities and services to assist Student in reaching their postsecondary education/training goals	Corrective Action	Student Level: Revise the IEP to include appropriate transition activities and services.  LEA Level: (<95%) Provide training to appropriate staff.
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**MOT Charter School**

**Survey Tools used to identify strengths and assist in developing Transition IEPs**

1. Career Interest Cluster Survey, supplied by, Indiana Secondary Transition Resource center
2. Transition Planning Inventory, by G. Clark and JR Patton
3. 8<sup>th</sup> Grade Survey Designed by Transition Coach, APS
4. Source: A Transition Curriculum by the Jefferson County Public Schools
5. Things that are Difficult for me  
Source: Holding the Road, Student Self Advocacy
6. Transition Assessment- Student (and Parent) Interview form
7. What's My Bag? Supplied by Jefferson County Public Schools, Denver, CO

MOT Charter School  
Special Education  
Corrective Action Plan

2014 – 2015

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**Goal:** The goal of this plan is to ensure systemic changes in the MOT Charter 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 MOT Charter School  
Submitted by:



School Leader

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

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Director of Exceptional Children Resources

Final Approval Date: \_\_\_\_\_

Core Monitoring Question	Primary "Root Cause" of Noncompliance	Corrective Actions
<p><b>STR 1:</b> For students of transition age: 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><b>NOTE:</b> Review file for invitation AND consent</p>		
<p><b>STR 2:</b> For students of transition age: Student was invited to the IEP meeting</p>		
<p><b>STR 4a:</b> For students of transition age: Age appropriate transition assessments were conducted annually related to:</p> <ul style="list-style-type: none"> <li>• Education/Training</li> </ul>		









Core Monitoring Question	Primary "Root Cause" of Noncompliance	Corrective Actions
<p><b>STR 4b:</b> For students of transition age: Age appropriate transition assessments were conducted annually related to:</p> <ul style="list-style-type: none"> <li>• Employment</li> </ul>		
<p><b>STR 4c:</b> For students of transition age: Age appropriate transition assessments were conducted annually related to:</p> <ul style="list-style-type: none"> <li>• Independent living skills</li> </ul>		
<p><b>STR 5:</b> For students of transition age: IEP contains an appropriate measurable postsecondary goal based upon age appropriate transition assessments related to employment after high school</p>	<p>The LEA has determined that there was a lack of adequate training for the special education staff.</p>	<ul style="list-style-type: none"> <li>• Provide training regarding transition IEPs.</li> <li>• Review IEPs of all students 14 years and older or in 8<sup>th</sup> grade.</li> <li>• Hold IEP meeting for any other students with IEP's that need to be corrected.</li> <li>• Implement a transition survey tool that addresses all postsecondary employment goals.</li> </ul>



Core Monitoring Question	Primary "Root Cause" of Noncompliance	Corrective Actions
<p><b>STR 6:</b> For students of transition age: IEP contains an appropriate measurable postsecondary goal based upon age appropriate transition assessments related to education OR training after high school</p>	<p>The LEA has determined that there was a lack of adequate training for the special education staff.</p>	<ul style="list-style-type: none"> <li>• Provide training regarding transition IEPs.</li> <li>• Review IEPs of all students 14 years and older or in 8<sup>th</sup> grade.</li> <li>• Hold IEP meeting for students with IEPs that need to be corrected. and any other</li> <li>• Implement a transition survey tool that addresses all postsecondary education or training goals.</li> </ul>
<p><b>STR 7:</b> For students of transition age: IEP contains an appropriate measurable postsecondary goal based upon age appropriate transition assessments related to independent living after high school</p>		
<p><b>STR 8:</b> For students of transition age: IEP contains courses of study to assist Student in reaching postsecondary goals</p>	<p>The LEA has determined that there was a lack of adequate training for the special education staff.</p>	<ul style="list-style-type: none"> <li>• Provide training regarding transition IEPs.</li> <li>• Review IEPs of all students 14 years and older or in 8<sup>th</sup> grade.</li> <li>• Hold IEP meeting for students with IEPs that need to be corrected. and any other</li> <li>• Implement a transition survey tool that addresses courses of study to assist in reaching all postsecondary goals.</li> </ul>
<p><b>STR 9a:</b> For students of transition age:</p>	<p>The LEA has determined that there was a lack of adequate training for the special education staff.</p>	<ul style="list-style-type: none"> <li>• Provide training regarding transition IEPs</li> <li>• Review IEPs of all students 14 years and older or in 8<sup>th</sup> grade.</li> </ul>

Core Monitoring Question	Primary "Root Cause" of Noncompliance	Corrective Actions
<p>IEP contains transition activities and services to assist Student in reaching their postsecondary employment goals</p>		<ul style="list-style-type: none"> <li>• Hold IEP meeting for [redacted] is and any other students with IEPs that need to be corrected</li> <li>• Implement a transition survey tool that addresses all postsecondary employment goals.</li> </ul>
<p><b>STR 9b:</b> For students of transition age: IEP contains transition activities and services to assist Student in reaching their postsecondary education/training goals</p>	<p>The LEA has determined that there was a lack of adequate training for the special education staff.</p>	<ul style="list-style-type: none"> <li>• Provide training regarding transition IEPs.</li> <li>• Review IEPs of all students 14 years and older or in 8<sup>th</sup> grade.</li> <li>• Hold IEP meeting for [redacted] and any other students with IEPs that need to be corrected.</li> <li>• Implement a transition survey tool that addresses all postsecondary education/training goals.</li> </ul>
<p><b>STR 9c:</b> For students of transition age: IEP contains transition activities and services to assist Student in reaching their postsecondary independent living goals</p>	<p>The LEA has determined that there was a lack of adequate training for the special education staff.</p>	<ul style="list-style-type: none"> <li>• Provide training regarding transition IEPs.</li> <li>• Review IEPs of all students 14 years and older or in 8<sup>th</sup> grade.</li> <li>• Hold IEP meeting for [redacted] and any other students with IEPs that need to be corrected.</li> <li>• Implement a transition survey tool that addresses all postsecondary independent living goals.</li> </ul>

Signatures of all LEA School staff who participated in the development of the LEA's Corrective Action Plan:

Name:	Signature:	Title:
Linda Jennings		Head of School
Elaine Elston High School Administrator		High School Administrator
Terri Howard K-5 Grade Adminis. team		K-5 Grade Administrator
Linda Doughty School Psychologist		School Psychologist
		
Beth Griffin		Special Educator
Sharan Duren		Special Ed Teacher 7/8