

CDS-Penobscot Site Corrective Action Plan

Progress monitored on 4/11/08 through an on-site monitoring of files and conversation with site director and staff. Notes and detailed comments are written in red within the corrective action plan.

GOAL #1

WHAT IS YOUR GOAL?	To improve completion of required documentation
WHY WAS THIS CHOSEN AS A GOAL?	In some areas, there are “holes” in the documentation recorded in individual files, including blanks left on some forms, dating and initialing of items sent to parents, recording of names of participants in the Child Study Team process, and noting the reason(s) for delay in meeting compliance timelines in the activity log of each file.
EFFORTS/ACTIVITIES TO ACHIEVE GOAL	Use of the new State forms Share SERT letter of findings with staff members Conduct quarterly self-assessment audits of random files Corrective action with individual staff members when/if necessary
TIME LINE FOR GOAL COMPLETION	Use new forms by September 1, 2007 – 4/11/08 -Evidence of implementation of new state forms. Meets Compliance Share SERT letter of findings with staff as soon as possible after receiving it – completed 8/3/07, 8/8/07, 8/23/07, 8/24/07, 9/4/07 Quarterly record audits beginning the first quarter of 2007 November 2007, January 2008, March 2008, June 2008

	Ongoing review of individual staff performance
PERSONNEL RESPONSIBLE	All staff
EVIDENCE OF CHANGE	<p>Documents will be completed appropriately, activities will be logged immediately, the documentations contained in the file will tell the child’s story of movement through the process and system</p> <p>4/11/08 – The site has demonstrated a significant increase in compliance in completing all forms completely. There were some remaining areas that needed correction (dates on the front of the forms) and they were reviewed with the site staff and director. The log notes have improved in clearer documentation of the child find process as well as all communication with parents and providers. This Goal remains as a “Needs Corrective Action” and will be re-monitored in July of 2008.</p>

GOAL #2

<p>WHAT IS YOUR GOAL?</p>	<p>To develop and implement a plan to document parental involvement in the decision making process of evaluations necessary to determine a child's eligibility</p>
<p>WHY WAS THIS CHOSEN AS A GOAL?</p>	<p>The SERT was concerned about the lack of documentation in student files indicating that parental input was sought in the process of determining the evaluations necessary to determine a child's disability/eligibility</p>
<p>EFFORTS/ACTIVITIES TO ACHIEVE GOAL</p>	<p>A plan was developed to assure that parental input would be sought and documented for every referral for special education evaluation that is recommended; Following screening, a referral for special education evaluation will only be made for those children indicating the possibility of a disability; Before a referral is made, the child's parent/guardian will be contacted; The findings of the screening will be discussed, including the evaluation needs, if a referral is being recommended; The parent/guardian's input will be recorded on a Documentation of Communication(s) for Upcoming Evaluations/Reevaluations form, along with the input of all other appropriate IEP members, regarding evaluation recommendations; A Written Notice will be completed and sent to the parent/guardian(s) along with the screening results and the Parental Consent for Evaluation</p>
<p>TIME LINE FOR GOAL COMPLETION</p>	<p>This plan was implemented in August, and is ongoing</p>

PERSONNEL RESPONSIBLE	Evaluation team staff Site Director
EVIDENCE OF CHANGE	There will be a Documentation of Communication(s) for Upcoming Evaluations/Reevaluations Form in the file of every child referred for special education evaluation 4/11/08 – There was evidence of the new form in all of the Part B files with excellent documentation of the members of the team, including the parents, providing input to the determinations of evaluations. – This goal now Meets Compliance.

GOAL #3

WHAT IS YOUR GOAL?	Meet compliance timelines – Referral to IFSP for Pt C Parental consent for eval to IEP for Pt B
WHY WAS THIS CHOSEN AS A GOAL?	Meeting the requirements of IDEA are critically important to assuring a system of equity and appropriate service for all children
EFFORTS/ACTIVITIES TO ACHIEVE GOAL	Hire an additional CSPSP/LPE to be shared by Pt C and Pt B systems Hire an LCSW for improved intake procedures in Pts C & B Review internal data collection for any patterns in delay and/or “glitches” in the current operational procedures Continue to brainstorm and test new ideas for decreasing the number of no shows, cancellations, and refusals of evaluations as well as a system for filling unexpected openings for evaluations
TIME LINE FOR GOAL COMPLETION	Hire additional staff in 2007-08 school year Review of internal data by October 1 st , 2007 and ongoing More effective appointment reminder and “last minute” rescheduling system ongoing
PERSONNEL RESPONSIBLE	Evaluation team staff Site Director
EVIDENCE OF CHANGE	Increase in the percentage of timelines met

4/11/08 – Part C –

During the file review seven Part C files were reviewed to monitor compliance with meeting the 45 day timeline. 6 out of the 7 files met within the 45 day timeline. The 1 file that did not meet the timeline was due to the parent rescheduling the meeting twice. Compliance with meeting the 45 day timeline has greatly improved since the monitoring of May of 2007.

Part B-

The site hired an LCSW to complete the intake process. The following steps are being completed in the initial stages of child find at the Penobscot site:

1. Referral to the site –
2. Intake is schedule with the LCSW to occur at the site. The LCSW completes a formal family / psychosocial assessment –
3. Upon completion of the Intake, a screening is scheduled with the family at the site.
4. Screening occurs and the information is then compiled and brought to the next scheduled Child Study Team meeting
5. The Child Study Team meets and reviews the intake assessment and the screening information. They include the parent in the decision process in determining what evaluations, if any, are appropriate to conduct as part of the child find process. Recommendations are made.
6. Case manager sends home the written notice of initial referral for evaluation and the consent to evaluate form to the parents.

Each stage of this process, on average, occurs a week apart. This takes the timeframe from referral to the site to the consent provided to the parent approximately 4 -5 weeks. Under the Maine Unified Special Education regulations this time frame is supposed to be within 15 days from the date of referral. It appears the addition of the LCSW intake process and the Child Study Team process hinders the ability to meet this timeline. This area needs to be addressed and brought into compliance. The files reviewed presented with a 50% compliance rate in meeting the 60 day timeline.

Goal # 2 will be reviewed again in July of 2008 to ensure the sight is continuing to meet the federal timeline for Part C and has shown improvement in meeting the timelines for Part B.

GOAL #4

WHAT IS YOUR GOAL?	To meet documentation requirements
WHY WAS THIS CHOSEN AS A GOAL?	<p>Federally required documentation was not necessarily collected as a matter of routine on the CDS-SIEU approved IFSP/IEP forms;</p> <p>The use of the new, state required IFSP and/or IEP forms will improve the compliance of the CDS-Penobscot site</p>
DOCUMENTATION REQUIREMENTS COVERED BY THIS GOAL	<p>By cover letter form: Documentation of the date that a copy of evaluation report was provided to parent – Meets Compliance 4/11/08</p> <p>By use of the new state required forms: Documentation of the date that a copy of the IFSP or IEP is provided to parent/guardian – Needs corrective Action for IEPs. Consideration of parental concerns for enhancing the child’s education – Meets Compliance 4/11/08 Consideration of the child’s need for assistive technology devices and Services- Meets Compliance 4/11/08 Consideration of the child’s communication needs- Meets Compliance 4/11/08 Consideration of positive behavioral interventions, strategies, and/or supports needed by the child to address behavior- Meets Compliance 4/11/08</p>

	<p>Consideration of the child’s need for instruction in Braille - Meets Compliance 4/11/08</p> <p>Consideration of the child’s language needs - Meets Compliance 4/11/08</p> <p>Statement of the child’s present levels of academic achievement and functional performance- Meets Compliance 4/11/08</p> <p>Statement of measurable annual goals, including academic and functional goals- Meets Compliance 4/11/08</p> <p>Statement of how parents will be regularly informed of child’s progress toward annual goals- Meets Compliance 4/11/08</p> <p>Position of person responsible for service delivery – This area is being researched for accurate data entry that meets MUSER Ch 101</p> <p>Date of initiation and duration of services- Meets Compliance 4/11/08</p> <p>An explanation of the extent to which the child will not participate with non-disabled peers - Meets Compliance 4/11/08</p> <p>Statement of program modifications or supports for school personnel that will be provided for the child – Needs corrective action – this area was often left blank</p> <p>Statement of any accommodations necessary to measure the academic achievement and functional performance of the child – No longer applicable</p> <p>Statement of why the child cannot participate in any regular or particular assessment - No longer applicable</p> <p>Statement of the child’s eligibility for extended school year services – This area will be reviewed in July of 2008</p>
TIME LINE FOR GOAL COMPLETION	Beginning August 1, 2007 and ongoing
	Service coordination staff

PERSONNEL RESPONSIBLE	Direct service staff Site Director
EVIDENCE OF CHANGE	Necessary documentation will be available in each child's educational record The site has done a great job in the implementation of the new state required forms. Continued improvement in the areas listed above that did not meet compliance will be monitored in July of 2008.