



**STATE OF LOUISIANA**  
**DEPARTMENT OF EDUCATION**  
**POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064**  
Toll Free #: 1-877-453-2721  
<http://www.louisianaschools.net>

May 18, 2005

Mr. Randy Pope, Superintendent  
Livingston Parish School System  
Post Office Box 1130  
Livingston, Louisiana 70754-1130

Dear Superintendent Pope:

The Division of Special Populations (DSP) and a team from Livingston Parish School System met to design a corrective action plan (CAP) to address the non-compliant findings issued to the system after the on-site visit on March 1, 2005. After careful review by members of the staff of the DSP, the CAP has been approved. This plan should be implemented by your school system based on the timelines specified in the CAP in order to ensure all the non-compliant findings are corrected. When making this document available for public review, any child-specific information must be removed. The document will be attached to your Annual LEA Application for participation in the Part B funding under the *Individuals with Disabilities Education Act*.

Be assured that this division will continue to be available to provide the necessary and/or desired technical assistance to implement the plan. One of our monitoring consultants will be contacting your Special Education Supervisor/Director to discuss progress of the implementation of the CAP and to collect evidence of change based on the agreed-upon timelines in your plan. A follow-up, on-site review to validate that the corrective action has been implemented by your school system to determine if the areas of non-compliance are no longer evident will be conducted during the 2005-2006 school year.

It is our hope that the Continuous Improvement Monitoring Process was a positive experience that will foster improved educational opportunities for your students. Thank you for the assistance and cooperation extended to the monitoring team. If you have any questions, please contact Maggie Brolin at (225) 342-1508 or use the toll-free number.

Sincerely,

Cecil J. Picard  
State Superintendent of Education

CJP:MB:lt

Attachment

c: Robin G. Jarvis, Ph.D.  
Virginia Beridon  
Maggie Brolin  
Debra Dixon  
Dudley Garidel  
Donnie Faye Hull  
Carolyn Kane  
Julia Carnes

***“An Equal Opportunity Employer”***

# CORRECTIVE ACTION IMPROVEMENT PLAN

**SYSTEM:** Livingston

**DATE:** March 1, 2005

**REGULATION REFERENCE:** §446. A. 6, B.3.a-d.4.

**DESCRIPTION/SUMMARY NON-COMPLIANCE:**

Students are placed in more restrictive environments based on category and severity of disability.

**GOAL:**

Students will be placed in less restrictive environments to enable access to the general curriculum.

**BARRIER(S) TO GOAL:**

- 1) Time to facilitate smooth transition for students to return to home-based school.
- 2) Concerns of parents, teachers, and administrators must be addressed.

EFFORT/ACTIVITIES TO ACHIEVE GOAL	TIMELINE	PERSONNEL RESPONSIBLE	EFFECT/EVIDENCE OF CHANGE*
1. Examine the rationale for placement of students attending Pine Ridge. a) Review the IEPs of students placed at Pine Ridge. b) Compile the findings of the review.	04/29/05	Julia Carnes – Director of Special Education, IEP Facilitators, Daniel Carroll, Curriculum Coordinators, Support Teachers, Special Education Coordinators	Minutes/agenda of meetings 2-2-05, 2-17-05, 2-25-05.
2. Hold a Team Meeting with regular and special education personnel and DSP personnel to plan to develop the CAP to serve students with disabilities* in the least restrictive environment (*including special education students in the At-Risk program).	04/29/05	Julia Carnes – Director of Special Education, Special Ed Staff, Bill Spear-Personnel Director, Randy Pope-Superintendent	Plan to develop the CAP.
3. Transition Activities a) Identify the schools that students at Pine Ridge would attend if not exceptional. b) Notify parents in writing of transition/move of students to home-based schools. c) Invite parents to informational	06/01/05	John W. Jones – IEP Facilitator, Juanita Edwards – Principal of Pine Ridge School, Julia Carnes – Director of Special Education, SPED Staff,	A list of students with home-based schools.  Parent Notification Letter – via certified mail.  Invitation to Informational

<p>seminar regarding transition of students to home-based schools.</p> <p>d) Prepare each student for transition to home-based school.</p> <ol style="list-style-type: none"> <li>1) Facilitate student discussion</li> <li>2) Role Play</li> <li>3) Visit home-based school</li> </ol> <p>e) Notify parents of high school age students (in writing) of optional transitioning from Pine Ridge school to home-based high school.</p>		<p>Nurses</p> <p>Pine Ridge Teachers, Other service providers, Juanita Edwards-Principal, Nurses</p>	<p>seminar.</p> <p>Teacher Lesson Plans.</p> <p>Parent Notification Letter on file in IEP folder and central office file.</p>
<p>e) Conduct Seminar</p>	<p>5/20/05</p> <p>4/15/05</p>	<p>Julia S. Carnes, Juanita Edwards, Demarious Poole-Inclusive Education Support Teacher, Belinda Dumas-Transition Support Teacher</p> <p>Julia S. Carnes, Virginia Bell – IEP Facilitator, SPED Staff, Juanita Edwards-Principal of Pine Ridge and Staff, Nurses, External Consultant-(as needed), State Dept. Personnel, Families Helping Families</p>	<p>Agenda and sign-in sheet, Analysis of evaluation results.</p>
<p>4. Provide information to teachers and administrators regarding the transition of students with disabilities into homebase schools.</p>	<p>08/31/05</p>	<p>Julia Carnes – Director of Special Education, Support Teachers – Demarious Poole, Belinda Dumas, Darlene Davis, IEP Facilitator, SPED Staff, Families Helping Families</p>	<p>Reconvened IEPs of students to document placement in least restrictive environment, Principals' meeting agenda, Families Helping Families Handouts, School Improvement Plans.</p>
<p>5. By fall 2005-2006 school year, elementary and middle</p>	<p>8/31/05</p>	<p>IEP Team, IEP Facilitators</p>	<p>Reconvened IEPs of students to document</p>

<p>school age students will be transitioned via the IEP onto regular education campuses.</p> <p>6. Create a district transition support team to facilitate the smooth transition of students from Pine Ridge to their home-based schools. Team will meet each nine weeks to review transition progress.</p>	<p>5/13/05 10/10/05 12/16/05 03/09/06 05/19/06</p>	<p>Julia Carnes-Director of Special Education, SPED Staff, PAP, Central Office, General Ed. Staff, Juanita Edwards-Principal and Delores Katzenmeyer-Principal Designee of Pine Ridge, Parents, Families Helping Families, School Nurses, Transition Support Teachers</p>	<p>placement in LRE.</p> <p>Team meeting notices and minutes, On-site visit documentation forms, Satisfaction survey, Transition Documentation Binder.</p>
<p>7. Two transition support teachers will assist teachers of students with significant disabilities.</p>	<p>08/4/05 through 05/06</p>	<p>Julia Carnes-Director of Special Education, Demarious Poole, Belinda Dumas, Sylvia Brannan, Sharon Szanyi</p>	<p>Support teacher's daily checklist submitted monthly, Daily schedule and log of activities including model lesson plans, Transition Documentation Binder.</p>

\*(Provide evidence to show that change has occurred.)

# CORRECTIVE ACTION IMPROVEMENT PLAN

**SYSTEM:** Livingston

**DATE:** March 1, 2005

**REGULATION REFERENCE:** §465

**DESCRIPTION/SUMMARY NON-COMPLIANCE:**

Facilities identifiable as being for students with disabilities and the services and activities provided therein do not meet the same standards and level of quality as do facilities, services and activities provided to other students.

**GOAL:**

Students will be provided services in a facility which is comparable to other schools in the district in order to access the general curriculum.

**BARRIERS TO GOAL:**

- 1) Facility is old.
- 2) Campus is small.
- 3) Time to facilitate a smooth transition of students to facilities that are comparable to other schools in the district.

EFFORT/ACTIVITIES TO ACHIEVE GOAL	TIMELINE	PERSONNEL RESPONSIBLE	EFFECT/EVIDENCE OF CHANGE*
1. Conduct on-site visits to assess the comparability of services and activities.	05/31/05	Daniel Carroll-Curriculum Coordinator, John W. Jones-IEP Facilitator	Report of on-site findings regarding library needs, computers, and recreational opportunities.
2. Explore and review implementation options for identified needs.	01/06/06	Jennifer Veal-ECSE Program Support Teacher, Marianne McIntyre-Technical Assistance Coordinator, Sandra Brewer-Technology Coordinator, Lauren Brannan-Adapted Physical Educator	Log/class schedules documenting student use of library, computer lab, and recreational opportunities.

\*(Provide evidence to show that change has occurred.)

# CORRECTIVE ACTION IMPROVEMENT PLAN

**SYSTEM:** Livingston

**DATE:** March 1, 2005

**REGULATION REFERENCE:** §1401.C

**DESCRIPTION/SUMMARY NON-COMPLIANCE:**

Students who are identified as gifted are not receiving services (FAPE) with IEP Provisions.

**GOAL:**

Secondary students identified as gifted will receive FAPE as determined by the IEP.

**BARRIER(S) TO GOAL:**

1. Lack of dually-certified personnel at secondary level to award Carnegie credits
2. Student schedules / programming
3. Finances
4. Student preferences

EFFORT/ACTIVITIES TO ACHIEVE GOAL	TIMELINE	PERSONNEL RESPONSIBLE	EFFECT/EVIDENCE OF CHANGE*
1. Needs assessment to determine scope and needs of gifted programming at secondary level.	05/31/05	Daniel Carroll- Curriculum Coordinator, Mitzi Sanchez, Assistive Technology Team, Darlene Davis-GT IEP Facilitator	Results of Needs Assessment.
2. Meet with gifted teachers to review certifications. a) Determine those who are dually certified teachers of the gifted. b) Recruit additional dually certified teachers of the gifted.	05/31/05	Julia Carnes, Daniel Carroll, Darlene Davis	List of dually certified teacher, Copies of teaching certificates, Newspaper advertisements, Emails, Advertise on the Internet.
3. Determine the schools where dually certified teachers will provide services. a) Assign dually certified teachers. b) Reconvene gifted IEPs for incoming 9 <sup>th</sup> graders.	05/31/05	Julia Carnes, Daniel Carroll, Dawn Pope, Secondary Supervisor of Instructions, High School Guidance Counselors	Needs Assessment results.
			Informational packets

4. Explore/visit model secondary gifted programs in other districts.	08/31/06	Julia Carnes, Daniel Carroll, SPED Staff, Judy McIntyre-DSP	Documentation of visits to model sites.
5. Develop a list of secondary courses that will be available in the fall of 2005 and disseminate to high school principals.	05/01/05	Daniel Carroll	Copy of list and student schedule changes.
6. Gifted high school students' IEPs will reflect FAPE. a) Advanced Placement courses taught by the regular education teacher with gifted teacher's support. b) Independent Study. c) Senior Project.	08/31/06	Julia Carnes, Gifted Coordinator, GT IEP Facilitator, SPED Central Office Staff, Judy McIntyre-DSP	IEPs will indicate amount of time and frequency that the gifted teacher spends with the gifted students.
7. Provide information to administrators, guidance counselors, special education/regular education central office staff, and teachers on gifted service delivery.	08/31/05	Julia S. Carnes, Gifted Coordinator, GT IEP Facilitator, SPED Staff, Judy McIntyre-DSP	Agenda / sign-in sheets, Revised student schedules, IEPs which will document gifted program offerings.
8. Provide professional development to teachers and administrators to review established parish guidelines used for referral, identification and evaluation of gifted students.	01/31/06	Daniel Carroll, Darlene Davis, Mollie Lynn, Demarious Poole, Pupil Appraisal Personnel	Increased referrals to SBLC to determine the need for gifted screenings/evaluations.
9. Child search activities to increase awareness of gifted referral procedures.	05/31/06	Gifted Coordinator, GT IEP Facilitator, Mollie Lynn, Demarious Poole, John W. Jones	Increased referrals to SBLC to determine the need for gifted screenings/evaluations. Documentation of parental involvement in the SBLC process. Parish brochure describing gifted and talented services. newspaper articles, ads, public service announcements, marquis.

\*(Provide evidence to show that change has occurred.)

# CORRECTIVE ACTION IMPROVEMENT PLAN

**SYSTEM:** Livingston

**DATE:** March 1, 2005

**REGULATION REFERENCE:** §444.B.6

**DESCRIPTION/SUMMARY NON-COMPLIANCE:**

Health Plans are not developed as a part of the IEP process, nor are nurses part of the IEP team as stipulated on the evaluation.

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**GOAL:**

Health Plans, when needed, will be developed by the nurses as part of the IEP process.

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**BARRIERS TO GOAL:**

Shortage of nurses.

Lack of communication between nurses and school personnel.

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EFFORT/ACTIVITIES TO ACHIEVE GOAL	TIMELINE	PERSONNEL RESPONSIBLE	EFFECT/EVIDENCE OF CHANGE*
1. Provide computers to nurses to facilitate communication/IHP development.	08/31/05	Sandra Brewer - Director of Technology, Susan Pirie, Paulette Foster, Supervisor of Nurses, IEP Facilitators, Marianne McIntyre	Completed Health Plans will be part of the IEPs. FEN will include documentation that school nurse was invited to IEP meeting.
2. Provide professional development to nurses regarding use of computer.	08/31/05	Julia S. Carnes, Technology Coordinator, IEP Facilitators, Marianne McIntyre, Mitzi Sanchez	Nurses will receive electronic notification of IEP meeting dates at the same time as other IEP participants receive their notices.
3. Provide in-service to special education teachers, related service providers, and school nurses to review procedures regarding health plans.	02/25/05 10/31/05	Special Ed Staff	Health Plans (IHP) will be attached to IEPs. Copy of Request for Medical Update Form as needed.

\*(Provide evidence to show that change has occurred.)

# CORRECTIVE ACTION IMPROVEMENT PLAN

**SYSTEM:** Livingston

**DATE:** March 1, 2005

**REGULATION REFERENCE:** §440.A.2

**DESCRIPTION/SUMMARY NON-COMPLIANCE:**

Counseling services are not provided to students who are identified as having a need to receive these services, and they are not documented on the IEP.

**GOAL :**

Counseling services will be provided to students with disabilities who need the service.

**BARRIER(S) TO GOAL:**

- 1 Lack of documentation on IEPs indicating current service delivery.
- 2 Lack of notification of related service personnel for review IEPs.

EFFORT/ACTIVITIES TO ACHIEVE GOAL	TIMELINE	PERSONNEL RESPONSIBLE	EFFECT/EVIDENCE OF CHANGE*
1. Provide in-service to special education teachers and related service providers on implementing established procedures regarding the provision of counseling services to students with disabilities.	02/25/05 03/07/05 10/31/05	Mollie Lynn, Julia S. Carnes, SPED Staff	IEP will reflect that counseling services are provided when needed.
2. IEP Facilitators will review IEPs to ensure that adaptive social skills goals/objectives, behavior intervention plans, and related services are documented on the IEPs with time and frequency.	10/10/05 12/16/05 03/09/06 05/19/06	Julia S. Carnes, IEP Facilitators, Mollie Lynn	Compliant IEPs, IEP checklists, Summary of IEP findings.

\*(Provide evidence to show that change has occurred.)

# CORRECTIVE ACTION IMPROVEMENT PLAN

**SYSTEM:** Livingston

**DATE:** March 1, 2005

**REGULATION REFERENCE:** §444.M

**DESCRIPTION/SUMMARY NON-COMPLIANCE:**

Procedures for the provisions of transition services are not followed according to state guidelines.

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**GOAL:**

Provide transition services according to state guidelines/established parish procedures.

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**BARRIERS TO GOAL:**

Misinterpretation of transition related information.

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EFFORT/ACTIVITIES TO ACHIEVE GOAL	TIMELINE	PERSONNEL RESPONSIBLE	EFFECT/EVIDENCE OF CHANGE*
1. Provide professional development to review established transition procedures (i.e., teachers will be reminded that all students should be invited to their IEP meetings when transition concerns are discussed).	02/25/05 10/31/05	Lisa Kluka -Transition Coordinator, Belinda Dumas – Transition Resource Teacher, IEP Facilitators, Julia Carnes – Director of Special Education	Documentation of activities in Career/Transition Folder.  Completed vision statement worksheet and student interview form.  IEP will include transition services page and agency linkage and age of majority letter.

\*(Provide evidence to show that change has occurred.)

# CORRECTIVE ACTION IMPROVEMENT PLAN

**SYSTEM:** Livingston

**DATE:** March 1, 2005

**REGULATION REFERENCE:** §444

**DESCRIPTION/SUMMARY NON-COMPLIANCE:**

The content of the IEP does not meet state guidelines.

**Goal:** The content of IEPs will meet state guidelines.

**BARRIER(S) TO GOAL:**

1) Misinterpretation of information from DSP.

EFFORT/ACTIVITIES TO ACHIEVE GOAL	TIMELINE	PERSONNEL RESPONSIBLE	EFFECT/EVIDENCE OF CHANGE*
1. Provide professional development to review and explain how minutes are determined for student receiving service via an IEP.	02/25/05 10/31/05	Julia Carnes – Director of Special Education  SPED Staff	Reconvened IEPs will indicate minutes in the correct instructional setting (Regular, Special or Community Based).
2. Ongoing reviews of IEPs will be conducted by IEP Facilitators.	01/03/06	IEP Facilitators, Julia Carnes – Director of Special Education	IEP Correction checklist.

\*(Provide evidence to show that change has occurred.)