Results Driven Accountability (RDA) Corrective Action Plan

Indicator 4A & 4B: Suspension & Expulsion

Indiana Department of Education

Office of Special Education

Step 4 and 5: Create a Corrective Action Plan and Establish a Plan for Monitoring Progress

The purpose for completing a corrective action plan is to identify actions that the district will take to correct individual findings of noncompliance and ensure there are systems in place for maintaining future compliance. Per Indiana Department of Education guidance, the district must submit verification of correction of noncompliance and evidence of corrective action for future compliance no later than one (1) year from the date of notification of noncompliance.

Directions: The corrective action plan may be completed using the templates listed below. Please copy and paste the tables into a separate document for your submission. Insert more rows/columns as needed depending on the results of your root cause analysis and number of activities for correcting noncompliance/supporting compliance.

Corrective Action Plan - Indicator 4

School Corporation Name:

School Corporation Contact Name:

School Corporation Contact Email:

School Corporation Contact Phone:

Submission Due Date:

1. What is the area of noncompliance?

2. Describe the noncompliance:

3. List the root cause(s) the district identified as the reason(s) for noncompliance:

4. Assemble a corrective action team. Possible team members: special education director, treasurer/IDEA fiscal, curriculum director, general educator, school level administrator, special education teacher, school psychologist, data expert. List corrective action plan team members in the table below:

Team Member Name	Position/Role

Table 1. Policy, Practices, and Procedure Review Based on Root Cause Analysis

	Root cause #1:	Root cause #2:
Policies Were policies reviewed? What were the results of this review?	Compliant/noncompliant. What evidence is there to support that determination?	Compliant/noncompliant. What evidence is there to support that determination?
Practices Were practices reviewed? What were the results of this review?	Compliant/noncompliant. What evidence is there to support that determination?	Compliant/noncompliant. What evidence is there to support that determination?
Procedures Were procedures reviewed? What were the results of this review?	Compliant/noncompliant. What evidence is there to support that determination?	Compliant/noncompliant. What evidence is there to support that determination?

Table 2. Corrective Action Implementation and Monitoring Plan

Activities to correct individual cases of noncompliance and/or support future compliance	Name/title of person responsible for activity implementation	Timelines for activity completion	Materials used as evidence of activity implementation - please include these as attachments with your submission
Activity/action #1			
Activity/action #2			
Activity/action #3			

Potential Options for Corrective Action Items for Indicator 4

- Review and revise policies, practices, and/or procedures to ensure disciplinary requirements are followed for students with IEPs. This may include:
    - Review/revision of student handbook/code of conduct for suspension/expulsion
    - Review/revision of staff handbook
    - Review/revision of IEP forms
    - Review/revision of Manifestation Determination procedures
    - Review/revision of procedures constituting a change of placement
    - Review/revision of procedures to ensure the student is provided with access to appropriate services during the period of removal.
- Review/develop processes and procedures for tracking disciplinary removals
- Form a multidisciplinary team to periodically analyze district discipline data, which may include:
    - Implementation of positive discipline strategies and approaches
    - Non-exclusionary discipline practices
    - Effectiveness or MTSS behavior strategies that the district has implemented
    - Other data district chooses to monitor related to discipline
- Review/develop behavioral interventions and supports (e.g. restorative justice, PBIS)
    - Develop tiered response protocols, not zero-tolerance policy
    - Develop re-entry process after suspensions
- Develop checklist for manifestation determination conferences that ensures discussion of all required and relevant information
- Provide professional development training for staff. Areas for additional training/PD may include:
    - Conducting functional behavioral assessments and developing comprehensive IEPs/BIPs that include positive behavioral interventions and supports
    - Strategies for all educators on addressing behavioral needs for students with disabilities
    - Federal and state legal requirements related to discipline
    - Cultural competency with an emphasis on behavior
    - Process of manifestation determinations
- Other appropriate corrective actions that the district deems appropriate based on root cause analysis and other key factors