



INDIANA
DEPARTMENT *of*
EDUCATION

Results Driven Accountability (RDA) Corrective Action Plan

Indicator 9: Disproportionate Representation of Students with Disabilities by Race or Ethnicity

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 ensuring 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 non-compliance/supporting compliance.

Corrective Action Plan - Indicator 9

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 9

- Review and revise policies, practices, and/or procedures to ensure students are not found eligible for special education due to lack of instruction in reading and/or math
- Review and revise policies, practices, and/or procedures to ensure information about limited English proficiency, excessive absences, social, socioeconomic, and cultural background is documented and considered when administering and interpreting evaluation data
- Review and revise policies, practices, and/or procedures on the special education referral process. Areas to consider:
 - Does the district, and each school, have a valid universal screening process for academics and behavior? How are results of screening and any subsequent tiered interventions monitored for fidelity and progress?
 - What tiers of support (e.g. RTI, MTSS, PBIS) for behavior and academics, are currently in place to support students struggling in general education?
 - For those students receiving support in the general education curriculum for behavior or academics, what systems are in place for ensuring those services are tracked and implemented with fidelity?
 - What criteria is established for referring students for special education evaluations? What data sources (e.g. RTI data, check-in/check-out PBIS data) are considered when determining if a student should be referred for evaluation?
- Review and revise policies, practices, and/or procedures to ensure the following in classroom curriculum and teaching:
 - Practices regarding the cultural and ethnic background of students
 - Trauma-informed practices
 - English language acquisition supports
- Create a multidisciplinary student referral team at each school that monitors students currently receiving tiered intervention services in general education and makes determinations for referring for evaluation based on progress monitoring data. Team members may include:
 - Administrators, intervention specialists/instructional coaches, special education teacher, general education teacher, school psychologist, speech-language pathologist, school counselor
- Train staff on checklist for required components for special education evaluations
 - IEP Technical Assistance (TA) center documents
 - [Eligibility Determination Templates](#)
 - [Specific Article 7 Evaluation and Report Requirements](#)
- Provide professional development training for staff. Areas for additional training/PD may include:
 - Cultural competency
 - Required components of a special education evaluation
 - Equity and inclusion in special education
- Other appropriate corrective actions that the district deems appropriate based on root cause analysis and other key factors