

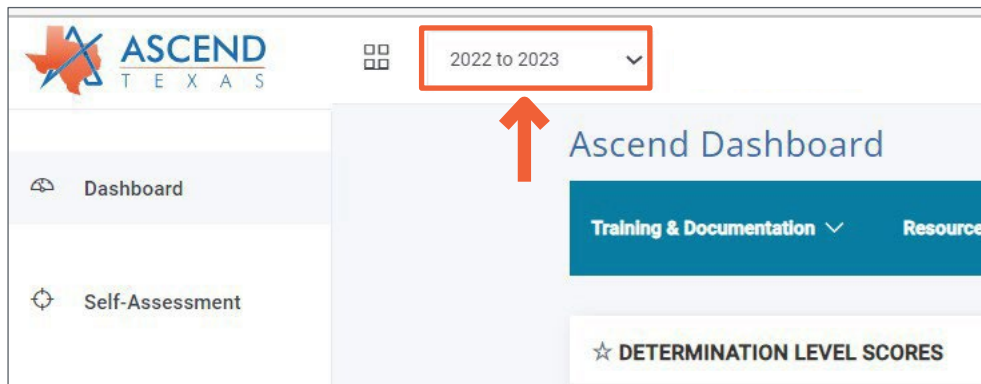
# ASCEND User Guide: Corrective Action Plan (CAP)

Updated for the 2024-2025 School Year

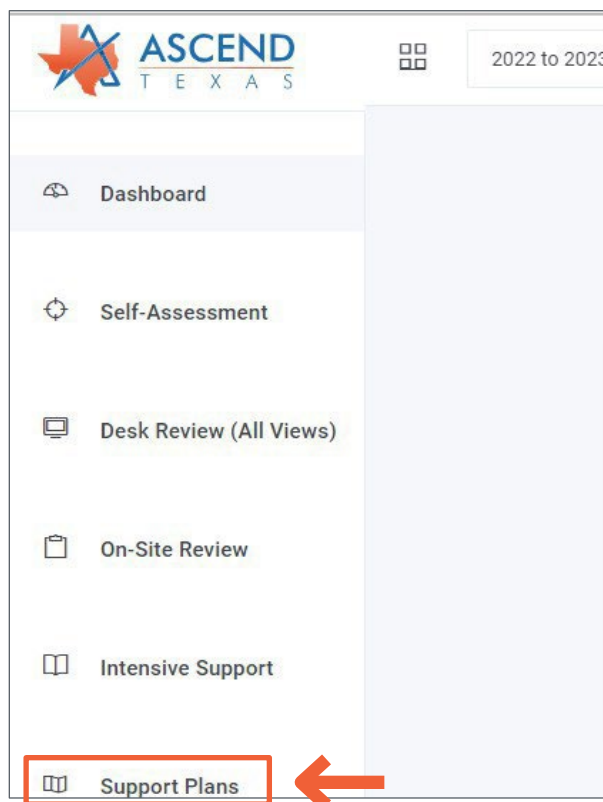


## ACCESSING THE CAP

Login to TEAL to access the Ascend Dashboard and use the navigation bar on the upper left-hand corner to choose the year the citation is given.



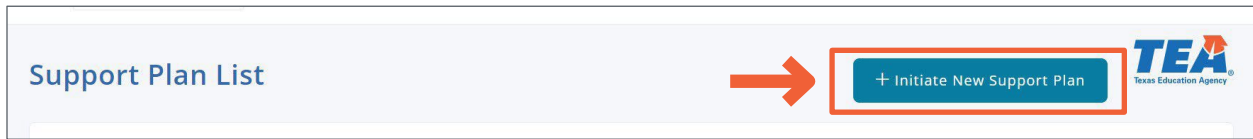
Click Support Plans on the left navigation menu.



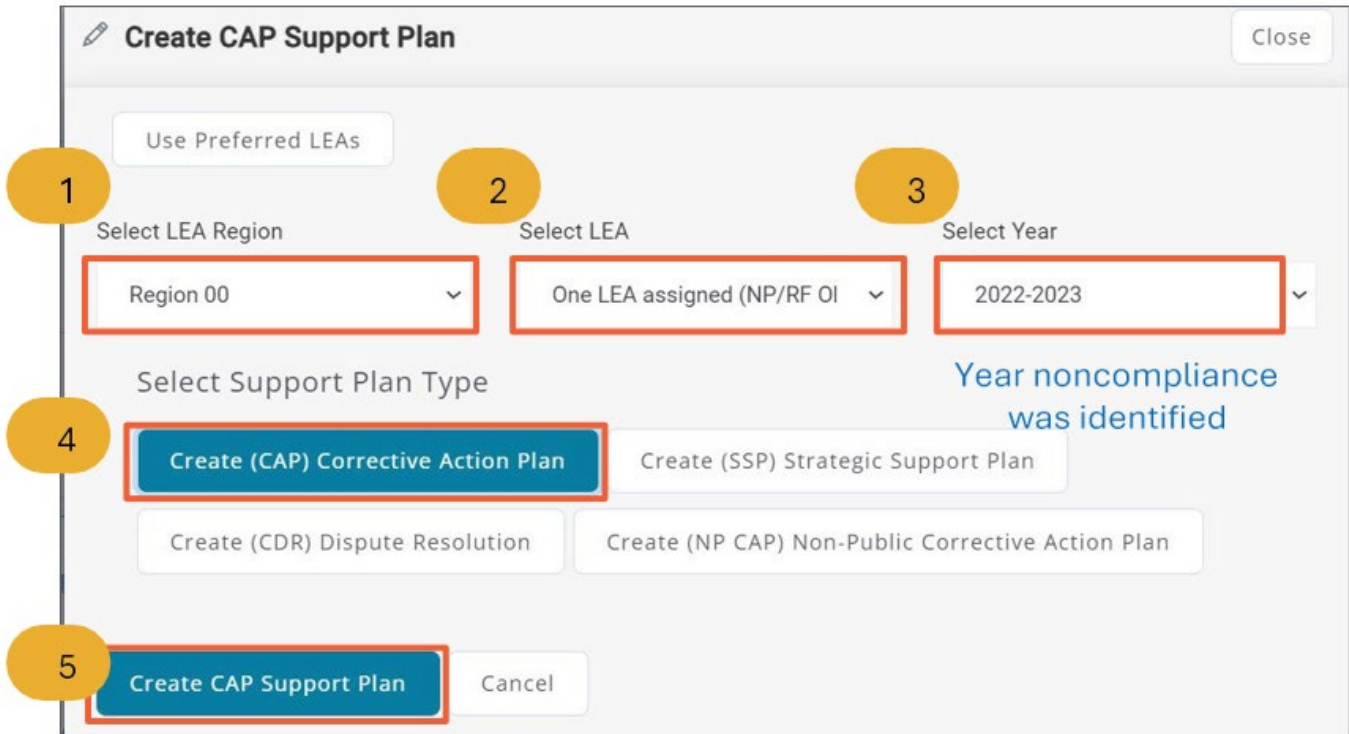
**NOTE:** Previously initiated CAPs along with the date of initiation may be listed.

## INITIATING CAP SUPPORT PLAN IN ASCEND

On the Support Plan page, click on the Initiate New Support Plan button.

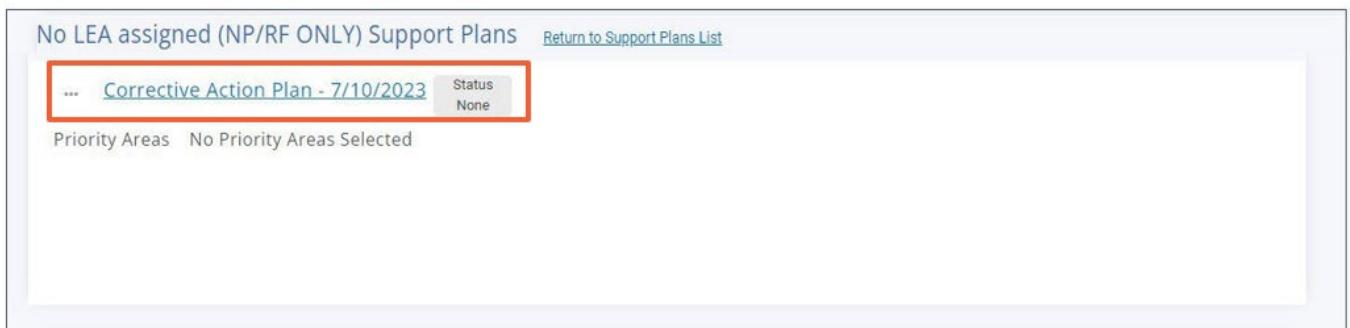


Complete the information using the dropdown menus: LEA Region, LEA, Year, Create (CAP) Corrective Action Plan, and Create Support Plan.

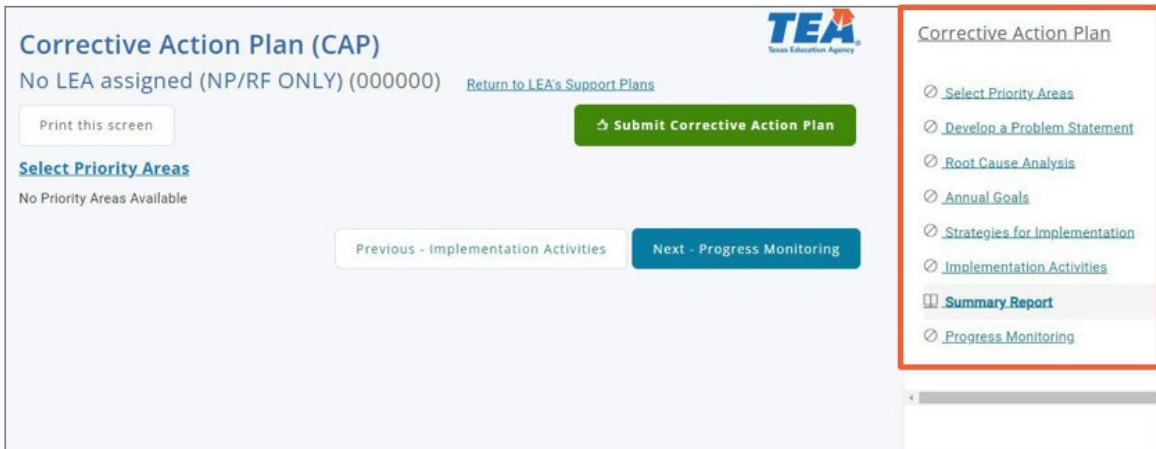


## DIRECTIONS TO COMPLETE ALL CAP FIELDS

Clicking on the Corrective Action Plan hyperlink at the top of the Support Plans page will open the LEA's page and allow the LEA to complete the required steps for the CAP process.

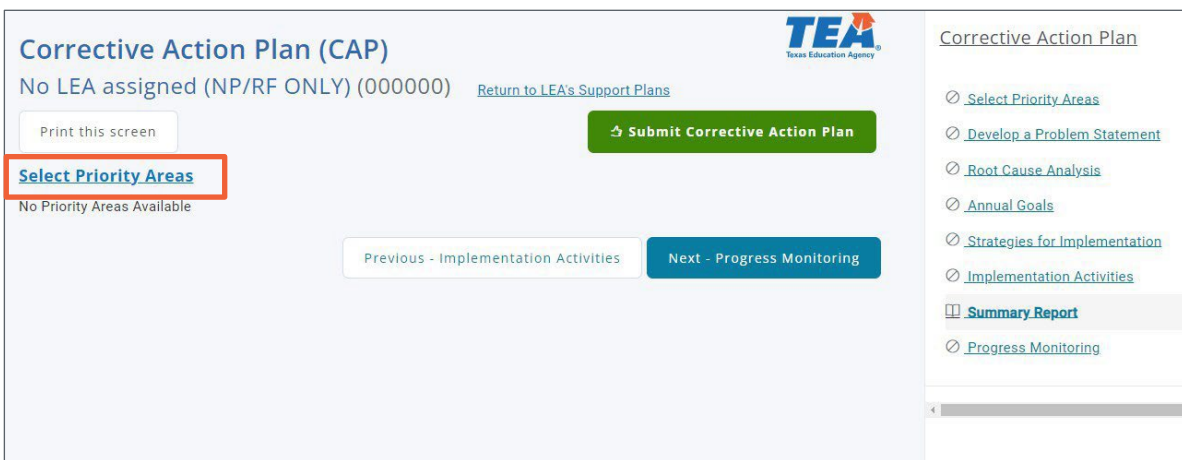


Hyperlinks in the right navigation menu will lead to data entry pages for each step in the CAP process.



## Select Priority Areas

Click on the Select Priority Areas hyperlink to complete the data entry page for Priority Areas.



From the Priority Areas overview, the Instructions, CAP Documents from LEA, and Select 2-4 Priority Areas Based on the Data Reviewed in Step 1 sections appear.

Support Plan | Priority Areas (CAP)

No LEA assigned (NP/RF ONLY) (000000) [Return to Support Plans](#)

Instructions

CAP Documents from LEA

Select 2-4 Priority Areas Based on the Data Reviewed in Step 1

[Next - Develop a Problem Statement](#)

**TEA**  
Texas Education Agency

Corrective Action Plan

- Select Priority Areas**
- [Develop a Problem Statement](#)
- [Root Cause Analysis](#)
- [Annual Goals](#)
- [Strategies for Implementation](#)
- [Implementation Activities](#)
- [Summary Report](#)
- [Progress Monitoring](#)



**NOTE:** Priority Areas must be selected before any other steps in the CAP process can be completed.

Selecting the area(s) of noncompliance. LEAs should use the [Desk Review Rubric](#) to select the Diagnostic Domain aligned to each Desk Review question. Click the section heading Select 2-4 Priority Areas to see the areas of critical compliance: Properly Constituted ARD, Behavior, Evaluation, IEP Content, IEP Development, IEP Implementation, State Assessment, and Transition.

<b>Properly Constituted ARD</b>	Implementation	Family Engagement
<b>Behavior</b>	Implementation	Student Outcomes
<b>Evaluation</b>	Implementation	Family Engagement
<b>IEP Content</b>	Implementation	
<b>IEP Development</b>	Implementation	Student Outcomes
<b>IEP Implementation</b>	Implementation	Family Engagement
<b>State Assessment</b>	Student Outcomes	
<b>Transition</b>	Implementation	Family Engagement Student Outcomes

The SPPI Priority Area buttons appear at the bottom: SPP Indicator 13: Secondary Transition, SPP Indicator 12: Early Childhood Transition, and SPP Indicator 11: Timely Initial Evaluation.

### SPP Priority Area Topics

SPP Indicator 13: Transition

SPP Indicator 13:  
Transition

SPP Indicator 12: Timely C to B Transition

SPP Indicator 12: Timely C to B  
Transition

SPP Indicator 11: Timely Evaluation

SPP Indicator 11: Timely  
Evaluation

Click on the button to select the priority area(s). The button will turn green once selected. To unselect the priority area, click on the green button again, and it will revert to its original format.

<b>Behavior</b>	Implementation	Student Outcomes
<b>Evaluation</b>	Implementation	Family Engagement
<b>IEP Content</b>	Implementation	
<b>IEP Development</b>	<b>Implementation</b>	Student Outcomes
<b>IEP Implementation</b>	<b>Implementation</b>	Family Engagement
<b>State Assessment</b>	Student Outcomes	
<b>Transition</b>	Implementation	Family Engagement Student Outcomes
<b>SPP Priority Area Topics</b>		
SPP Indicator 13: Transition	SPP Indicator 12: Timely C to B Transition	SPP Indicator 11: Timely Evaluation
SPP Indicator 13: Transition	SPP Indicator 12: Timely C to B Transition	SPP Indicator 11: Timely Evaluation

Priorities chosen will then be displayed on the LEA’s Support Plan overview page as well as throughout the CAP process. The LEA can then begin entering information into the remaining data entry pages for each step in the CAP process.

## Develop a Problem Statement

Priority areas previously selected will automatically appear as headers on the Problem Statements page. For this example, we will focus on Implementation: IEP Development.

Support Plan | Problem Statements (CAP) 

No LEA assigned (NP/RF ONLY) (000000) [Return to Support Plans](#)

Instructions

State Performance Plan : SPP Indicator 11: Timely Evaluation Corrective Action

State Performance Plan : SPP Indicator 12: Timely C to B Transition Corrective Action

**Implementation : IEP Development** Corrective Action



Implementation : IEP Content Corrective Action

To define the problem to be addressed, click on the heading for the priority area the LEA is working on. This will open a text box that will allow for formatting of any entered text using the toolbar at the top of the box. In the problem statement, the LEA should list the specific issue of noncompliance and identify the probable cause.

Implementation : IEP Development Corrective Action

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Define the problem to be addressed within the area of Implementation: IEP Development.

**B I U**  

IEP Development, specifically in the area of IEP PLAAFP which describes how the disability affects involvement and progress in the general education curriculum: for the *<INSERT REASON FOR CAP HERE, i.e., SPP, Targeted Review, Cyclical Review>* some student files lack evidence that the PLAAFP describes how the disability affects involvement and progress in the general education curriculum.  
 34 CFR § 300.320(a)(1)

Select the Level of Urgency:

Critical High Medium Low

[Submit Problem Statement](#)

In addition to providing a problem statement, select the Level of Urgency using the buttons below the text box; options include: Critical, High, Medium, and Low. When the level of urgency is clicked, the box will turn white. When all the information is entered, save it by clicking the Submit Problem Statement button. NOTE: The Problem Statement will need to be developed for each Priority Area.

Select the Level of Urgency:

Critical High Medium Low 

 [Submit Problem Statement](#)


The LEA can navigate to other sections of the CAP by clicking on the Previous or Next buttons at the bottom of the page or by clicking on this specific topic on the right navigation menu.

 [Previous - Develop a Problem Statement](#) [Next - Annual Goals](#)



## Root Cause Analysis

Priority areas previously selected will automatically appear as headers on the Root Cause Analysis page of Ascend.

Support Plan | Root Cause Analysis (CAP)


No LEA assigned (NP/RF ONLY) (000000) [Return to Support Plans](#)

[Instructions](#)

State Performance Plan : SPP Indicator 11: Timely Evaluation
Corrective Action

State Performance Plan : SPP Indicator 12: Timely C to B Transition
Corrective Action

Implementation : IEP Development
Corrective Action

Implementation : IEP Content
Corrective Action

Student Outcomes : IEP Development
Corrective Action

Implementation : Properly Constituted ARD
Corrective Action

Previous - Develop a Problem Statement
Next - Annual Goals

To begin documenting the Root Cause Analysis, click on the heading for the priority area the LEA is working on, then click the Begin Guided Questions Exercise button.

[Implementation : IEP Development](#)
Corrective Action

**Problem Statement**

IEP Development, specifically in the area of IEP PLAAFP which describes how the disability affects involvement and progress in the general education curriculum: for the *<INSERT REASON FOR CAP HERE, i.e., SPP, Targeted Review, Cyclical Review>* some student files lack evidence that the PLAAFP describes how the disability affects involvement and progress in the general education curriculum.

34 CFR § 300.320(a)(1)

**Root Cause Statement**

⚠ No content entered.

Begin Guided Questions Exercise

Clicking the button will open a new page for the LEA to complete. The page includes Instructions, Questions, and a text box for a Brief Statement.

To enter a Brief Statement, consider the following: Which cause(s) impact multiple priority areas? Which cause(s) does the LEA have the ability to address? Which cause(s) will have the greatest impact on the problem statement? Review: age of students, time of year, LEA staff involved, pervasiveness of concern (i.e., isolated or systemic), infrastructure (i.e., data management system, forms), training, professional development, and self-monitoring.

Instructions - Implementation : IEP Development

Questions

**Guiding Questions**

- Which cause(s) impact multiple priority areas?
- Which cause(s) does the LEA have the ability to address?
- Which causes will have the greatest impact on the problem statement?

**Brief Statement:**

B I U ☰ ☷

Brief Statement

Back To Root Cause Analysis Submit

Previous - Develop a Problem Statement Next - Annual Goals

Once all the information has been entered, clicking the Submit button at the bottom of the page will save the information. Clicking Back will take the LEA to the Root Cause Analysis overview page so the LEA can then enter information for any other priority areas.

The LEA can navigate to other sections of the CAP by clicking on the Previous or Next buttons at the bottom of the page or by clicking on the specific topic on the right navigation menu.

## Annual Goals

Priority areas previously selected will automatically appear as headers on the Annual Goals (CAP) page of Ascend.

Clicking on a priority area will display a text box that allows the LEA to type and format an annual goal for the area selected. Instructions in the text box state that the annual goal should be specific, measurable, and achievable.

Once the annual goal has been recorded, save it by clicking on the Save Annual Goal button.

Goal Example: By CAP due date, all IEP PLAAFPS will include evidence on how the child’s disability affects the child’s involvement and progress in the general education curriculum.

The LEA can navigate to other sections of the CAP by clicking on the Previous or Next buttons at the bottom of the page or by clicking on the specific topic on the right navigation menu.

## Strategies for Implementation

Priority areas previously selected will automatically appear as headers on the Strategies for Implementation page of Ascend.

Strategies for Implementation are designed to support the LEA in achieving the annual goal. This is a discrete and reportable action that will be taken by the LEA during the academic year.

Click on the priority area. This will expand the section and allow the LEA to type the strategies for implementation.

Click the Save Strategies button, once the Strategies for Implementation have been entered into the text box.



**NOTE:** Strategies for implementation will need to be entered for all priority areas and saved individually. Examples of a Strategies for Implementation include:

- Student Corrections
- Update Procedures
- Professional Development
- Self-Monitoring
- Demonstrate Systemic Compliance

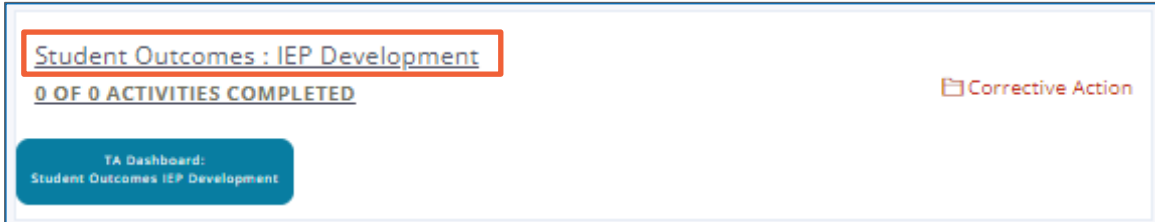
## Implementation Activities

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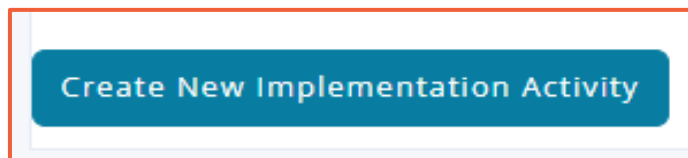
Priority areas previously selected will automatically appear as headers on the Implementation Activities page of Ascend along with the number of activities completed. The first-time landing on the page, each priority will show 0 of 0 Activities Completed.

To create implementation activities:

1. Click on the priority area heading, and



2. Click on the Create New Implementation Activity button.



Once clicked, a new section on the page will open with fields to Select Citation, record How Noncompliance was Found, provide the Specifically Statement, record the Notification Date, and choose the Required Corrective Action. Additionally, the LEA will need to provide an Activity Title, select a Strategic Support Category, Activity Description, and choose the Timeline for Completion.

Enter a New Implementation Activity

**Select Citation**

**How Noncompliance was Found**

---

No Citation Detail for Topic

**Specifically Statement**

**B I U**

*Enter your activity description.*

---

**Notification Date**

**Required Corrective Action**

---

**Activity Title**

Please enter a title for this activity.

---

**Strategic Support Category**



---

**Activity Description**

**B I U**

*Enter your activity description.*

---

**Timeline for Completion**

⚠ Timeline for this activity cannot extend beyond 1 year from today.

➔

Save Activity

Cancel

Once all implementation activity information has been entered, save by clicking on **the Save Activity** button at the bottom of the section.



**NOTE:** The Timeline for Completion date cannot extend beyond one year.

## Information to enter for Implementation Activities

Use the guidance below to enter each required activity. For each priority area, the following implementation activities are required for corrective action:

1. Evidence of Child-Specific Correction
2. Evidence of Local Policies and Procedures
3. Evidence of Training
4. Evidence of Self-Monitoring
5. Evidence of Systemic Compliance

### Implementation Activity 1: Evidence of Correction of Individual Student Noncompliance (Child-Specific Correction)

- **Activity Title:** Evidence of Child-Specific Correction
- **Notification Date:** Final Report Distribution Date
- **Required Corrective Action:** Evidence of Corrective of Student Specific Noncompliance
- **Specifically Statement:** Expand on Root Cause/Problem Statement - A specific statement describing the noncompliance under this citation. Example: Some student files lacked evidence that the PLAAFP describes how the child's disability affects the child's involvement and progress in the general education curriculum.
- **Timeline for Completion:** Correction of noncompliance due date. All activities must be completed within one year of the due date.
- **Strategic Support Category:** Correction of Child-Specific Noncompliance
- **Activity Description:** Convene IEP meetings to address the noncompliance and determine if the noncompliance denied students a FAPE. If compensatory services were determined, document evidence of the fulfillment of the compensatory services.

### Implementation Activity 2: Evidence of Local Policies and Procedures

- **Activity Title:** Evidence of Local Policies and Procedures
- **Notification Date:** Final Report Distribution Date
- **Required Corrective Action:** Evidence of Policies and Procedures
- **Specifically Statement:** Expand on Root Cause/Problem Statement – A specific statement describing the noncompliance under this citation. For example: Some student files lacked evidence that the PLAAFP describes how the child's disability affects the child's involvement and progress in the general education curriculum.
- **Timeline for Completion:** Correction of noncompliance due date. All activities must be completed within one year of the due date.

- **Strategic Support Category:** Policies, Procedures, and Practices
- **Activity Description:** Review or revise local policies and procedures, including operating guidelines and practices addressing this issue.

### Implementation Activity 3: Evidence of Training

- **Activity Title:** Evidence of Training
- **Notification Date:** Final Report Distribution Date
- **Required Corrective Action:** Evidence of Training
- **Specifically Statement:** Expand on Root Cause/Problem Statement A specific statement describing the noncompliance under this citation. For example: Some student files lacked evidence that the PLAAFP describes how the child's disability affects the child's involvement and progress in the general education curriculum.
- **Timeline for Completion:** Correction of noncompliance due date. All activities must be completed within one year of the due date.
- **Strategic Support Category:** Training and Professional Development
- **Activity Description:** Provide training on these procedures to the appropriate staff.

### Implementation Activity 4: Evidence of Self-Monitoring

- **Activity Title:** Evidence of Self-Monitoring
- **Notification Date:** Final Report Distribution Date
- **Required Corrective Action:** Evidence of Self-Monitoring System
- **Specifically Statement:** Expand on Root Cause/Problem Statement A specific statement describing the noncompliance under this citation. For example: Some student files lacked evidence that the PLAAFP describes how the child's disability affects the child's involvement and progress in the general education curriculum.
- **Timeline for Completion:** Correction of noncompliance due date. All activities must be completed within one year of the due date.
- **Strategic Support Category:** Self-Monitoring Activities
- **Activity Description:** Develop processes that allow for self-monitoring this area of noncompliance.

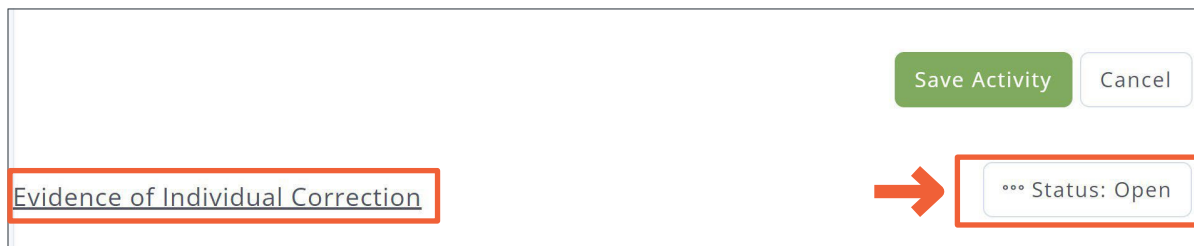
### Implementation Activity 5: Evidence of Systemic Correction of Noncompliance (Systemic Correction)

- **Activity Title:** Evidence of Systemic Compliance
- **Notification Date:** Final Report Distribution Date
- **Required Corrective Action:** Evidence of Systemic Compliance

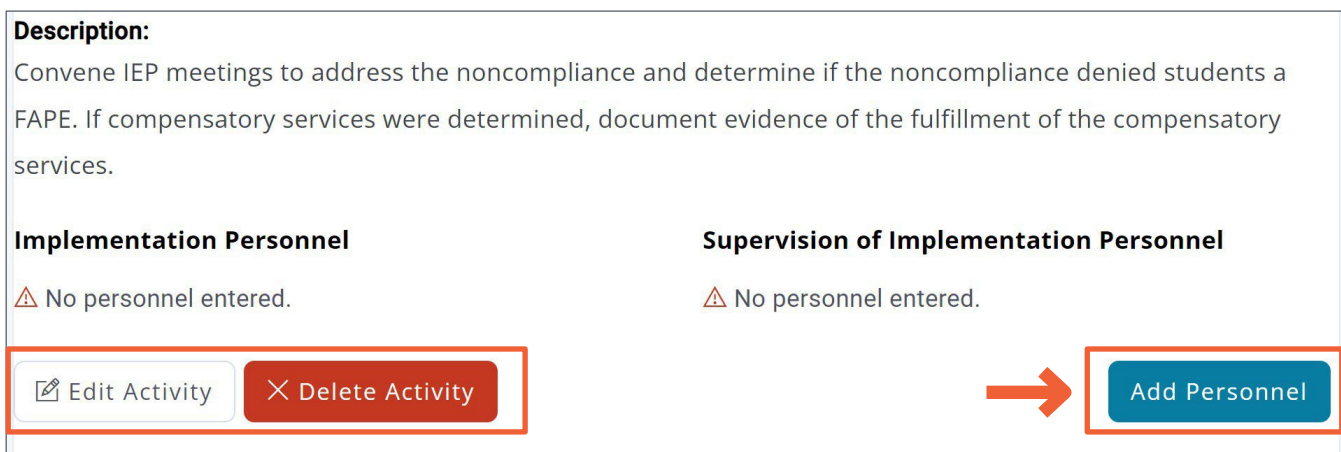


- **Specifically Statement:** Expand on Root Cause/Problem Statement A specific statement describing the noncompliance under this citation. For example: Some student files lacked evidence that the PLAAFP describes how the child’s disability affects the child’s involvement and progress in the general education curriculum.
- **Timeline for Completion:** Correction of noncompliance due date. All activities must be completed within one year of the due date.
- **Strategic Support Category:** Systemic Correction of Noncompliance
- **Activity Description:** Demonstrate systemic, ongoing compliance in this area. Prior to clearing this area of noncompliance, the LEA will submit the required number of student files evidencing correction of this area of noncompliance.

After saving an implementation activity, a new hyperlink at the bottom of the section along with a *Status: Open* button will appear.



The *Status: Open* button shows the status of the CAP; only the TEA user can update the CAP status. The hyperlink will open a new section with options to *Edit Activity*, *Delete Activity*, and *Add Personnel*.



Clicking Edit Activity will populate the fields at the top of the section with the saved information and allow edits to be made. Clicking Delete Activity will generate a pop up confirming the request to remove the activity. Clicking Yes, Delete Implementation Activity will remove the activity from the system. To add implementation personnel to the activity, click the Add Personnel button. This will open new fields to complete including text fields for entering the individual’s First Name, Last Name, and Email Address. Additionally, there is a drop-down to record what the individual is Responsible for; options are either Implementation or Supervision.

Assign Personnel to this Activity

First Name Last Name Email Address Responsible for...

Implementation  
Supervision

Save Person Cancel

Clicking the Save Person button will populate the corresponding field (Implementation Personnel or Supervision of Implementation Personnel) of the activity and clear the Assign Personnel to these Activity fields.

Implementation Personnel Supervision of Implementation Personnel

× Bob Cratchit bc@g.com

× Ebenezer Scrooge es@g.com

To create a new implementation activity, fill out the Enter a New Implementation Activity field again with the new activity information, and click the Save Activity button after each new entry.

Once all the information has been entered, the number of activities created will be reflected in the priority area headings.

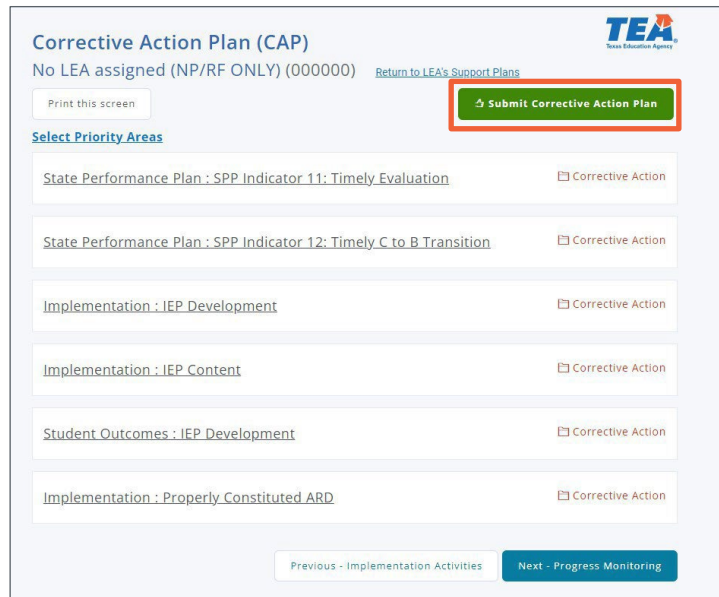
Implementation : IEP Development

0 OF 1 ACTIVITY COMPLETED

Corrective Action

## SUBMITTING THE CAP IN ASCEND

After adding the 5 required implementation activities for each priority area, the LEA will click on the Submit Corrective Action Plan button.

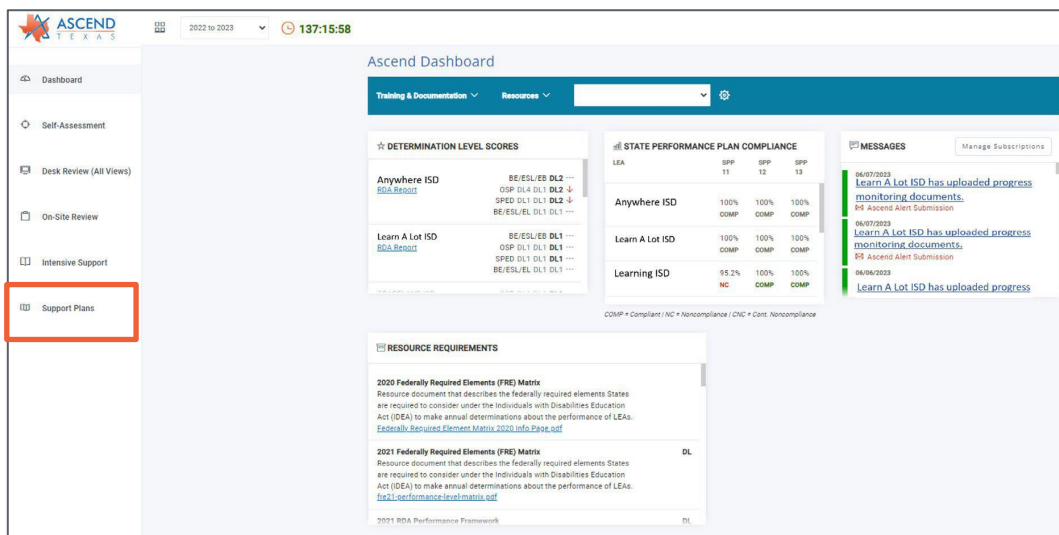


## UPLOADING CAP EVIDENCE INTO PROGRESS MONITORING SECTION

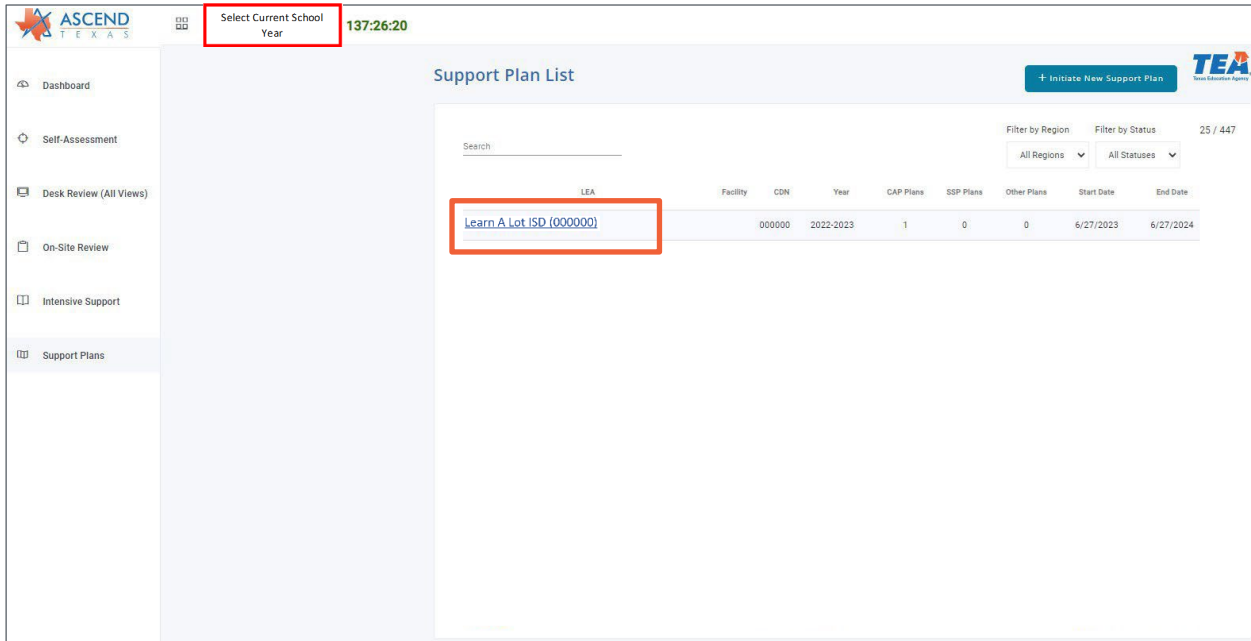
Once the Corrective Action Plan has been submitted, the LEA is able to upload evidence for each of the required Implementation Activities, as they are completed based on the ‘Timeline for Completion Date’.

### Accessing the CAP in ASCEND

To access the Corrective Action Plan (CAP), click on **Support Plans** on the left side of the navigation menu.



Select the hyperlink with the LEA's name.



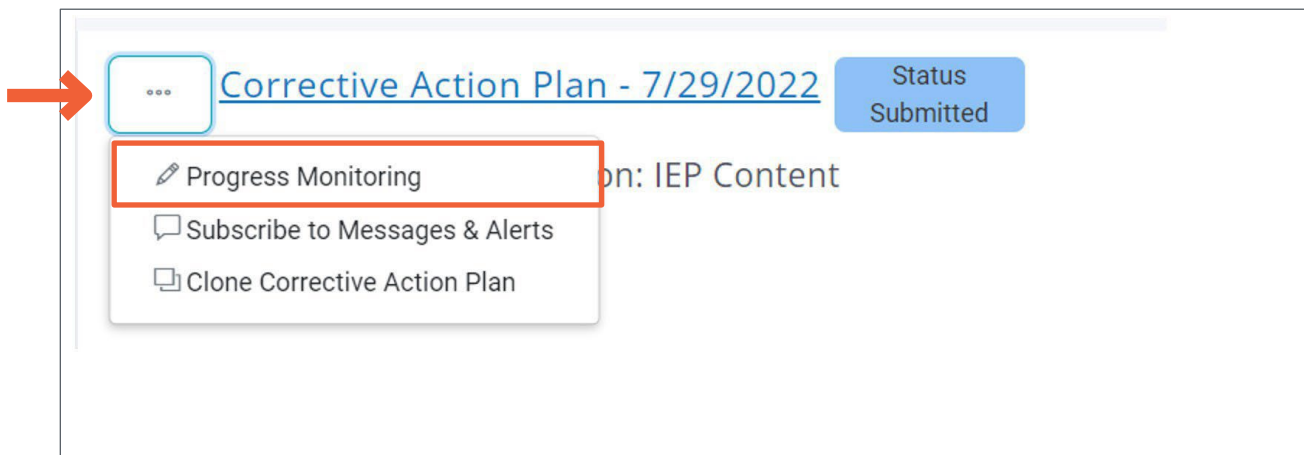
The LEA will then be taken to the LEA's Support Plan page. Here the LEA will see all Support Plans created, once the Support Plan is submitted the date of initiation will be in the title.



**NOTE:** If the LEA has created other Support Plans for the current school year they will be listed here. The Support Plans are saved by date.

There are two ways to get to Progress Monitoring to upload evidence.

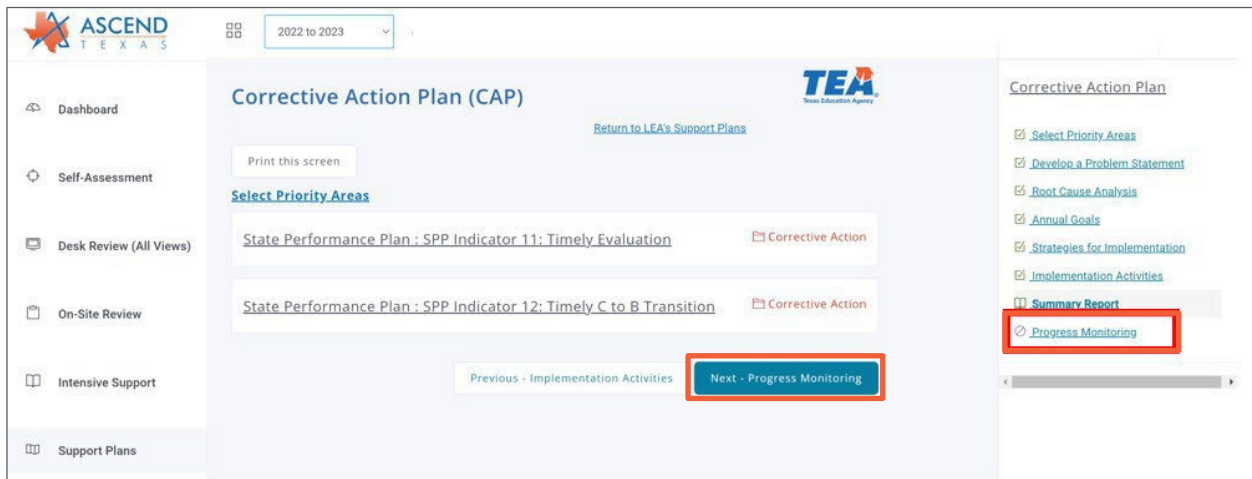
The first way is to click on the three radials and then click on Progress Monitoring.



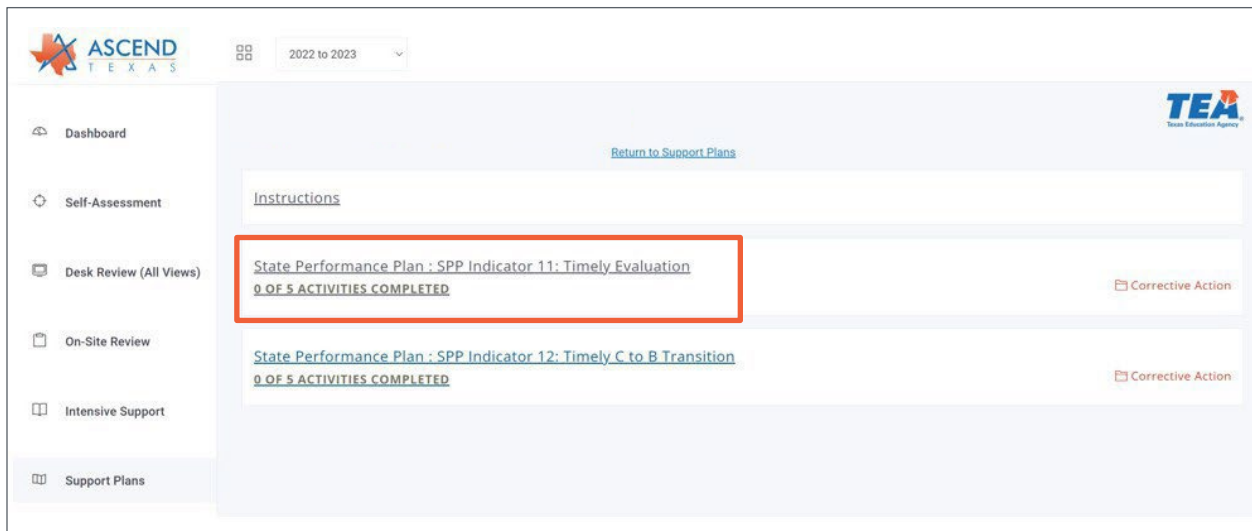
The second way is to click the Corrective Action Plan that the LEA is uploading evidence for.



Click on Progress Monitoring or the Next-Progress Monitoring button.



Click on the priority area where the LEA will be submitting evidence.



Step 1. Click on the Implementation Activity link that the LEA is uploading evidence to.

State Performance Plan : SPP Indicator 11: Timely Evaluation  
 0 OF 5 ACTIVITIES COMPLETED Corrective Action

**Problem Statement**  
 Learn A Lot ISD did not complete students' FIEs within the 45 school-day timeline.

**Summary of potential root causes**  
 No content entered.

**Root Cause Statement**  
 Learn A Lot ISD did not have an adequate monitoring system to ensure that students' FIEs are completed within the 45 school-day timeline.

**Evidence of Policies and Procedures** \*\*\* Status: Open [Progress Monitoring](#)

**Evidence of Training** \*\*\* Status: Open [Progress Monitoring](#)

**Evidence of Corrective of Student Specific Noncompliance** \*\*\* Status: Open [Progress Monitoring](#)

**Evidence of Self-Monitoring System** \*\*\* Status: Open [Progress Monitoring](#)

**Evidence of Systemic Compliance** \*\*\* Status: Open [Progress Monitoring](#)

Step 2. Click on the Progress Monitoring button.

**Evidence of Policies and Procedures** \*\*\* Status: Open [Progress Monitoring](#)

**Citation:** Evaluation: Initial FIE: Timeline **How Noncompliance was Found:** State Performance Plan Indicators

**§29.004(a)** A written report of a full individual and initial evaluation of a student for purposes of special education services shall be completed as follows, except as otherwise provided by this section:  
**§29.004(a-1)** If a school district receives written consent signed by a student's parent or legal guardian for a full individual and initial evaluation of a student at least 35 but less than 45 school days before the last instructional day of the school year, the evaluation must be completed and the written report of the evaluation must be provided to the parent or legal guardian not later than June 30 of that year. The student's admission, review, and dismissal committee shall meet not later than the 15th school day of the following school year to consider the evaluation. If a district receives written consent signed by a student's parent or legal guardian less than 35 school days before the last instructional day of the school year or if the district receives the written consent at least 35 but less than 45 school days before the last instructional day of the school year but the student is absent from school during that period on three or more days, Subsection (a)(1) applies to the date the written report of the full individual and initial evaluation is required.

**Notification Date:** Oct 10, 2023 **Required Corrective Action:** Evidence of Policies and Procedures

**Specifically Statement:**  
 Learn A Lot had 50 students in noncompliance for the 45 school-day timeline for the initial evaluation.

**Timeline for Completion:** Jun 10, 2024

**Strategic Support Category** Policies, Procedures, and Practices

**Description:**  
 Learn A Lot will review the Operating Procedures loaded in Legal Framework and update how the monitoring system will be implemented. The Special Education Director, Special Education Coordinator, and Assessment team will meet to review and update the procedures.



**NOTE:** When the implementation activity is expanded, the 'Required Corrective Action: Evidence of Policies and Procedures' identifies the correct pathway. The LEA can click directly on the Progress Monitoring button and select the appropriate 'Required Corrective Action.'

Step 3. Click on Evidence of Policies and Procedures. If repeating this step, click on the appropriate 'Required Corrective Action' pathway: Evidence of Systemic Compliance, Evidence of Corrective of Student Specific Noncompliance, Evidence of Self-Monitoring System, or Evidence of Training.

**Support Plan | Progress Monitoring**  
No LEA assigned (NP/RF ONLY) (000000)  
Implementation Activity: Evidence of Policies and Procedures Corrective Action

[Back to Implementation Activities](#) [View Comment Log](#)

- [Instructions](#)
- [Evidence of Systemic Compliance](#)
- [Evidence of Correction of Student Specific Noncompliance](#)
- [Evidence of Self-Monitoring System](#)
- [Evidence of Training](#)
- [Evidence of Policies and Procedures](#)



Step 4. Click on the Add Monitoring Documents button.

**Support Plan | Progress Monitoring**  
Implementation Activity: Evidence of Policies and Procedures Corrective Action

[Back to Implementation Activities](#) [View Comment Log](#)

- [Instructions](#)
- [Evidence of Systemic Compliance](#)
- [Evidence of Correction of Student Specific Noncompliance](#)
- [Evidence of Self-Monitoring System](#)
- [Evidence of Training](#)
- [Evidence of Policies and Procedures](#)

New Comment

**B I U**  

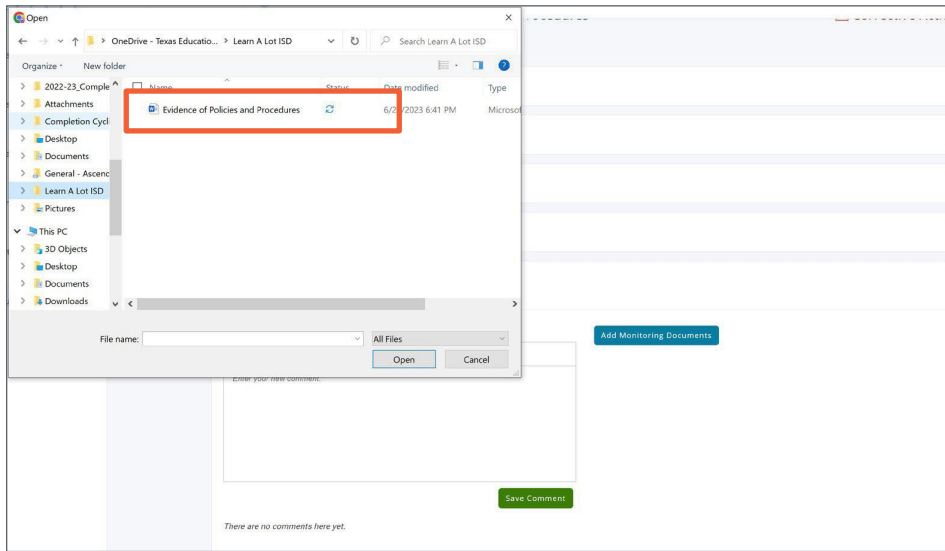
Enter your new comment.

[Add Monitoring Documents](#)

[Save Comment](#)



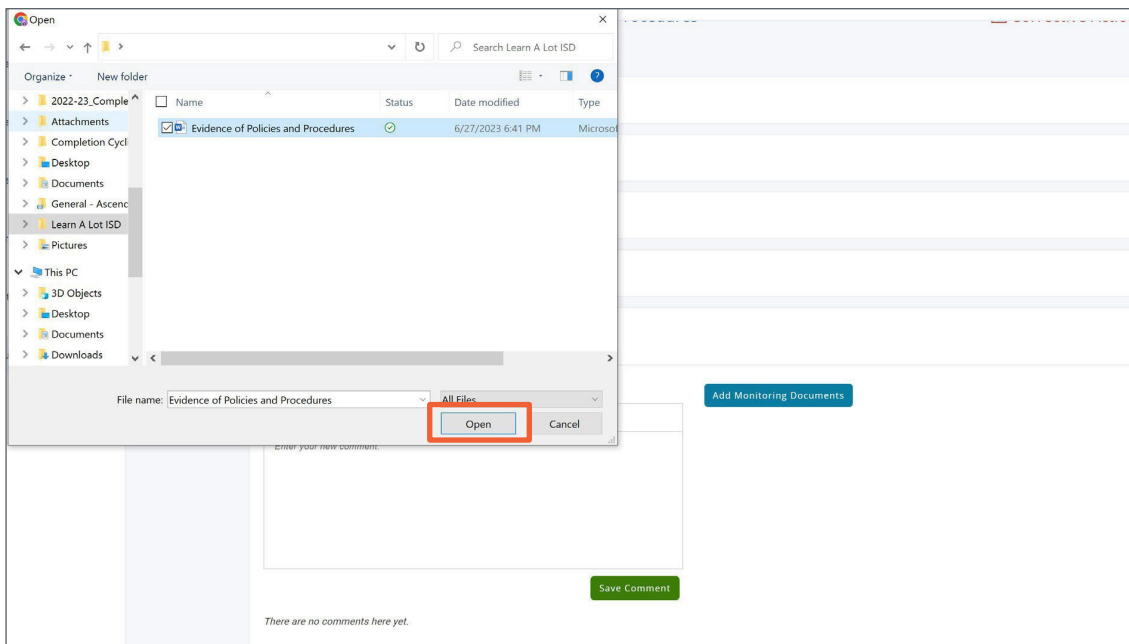
Step 5. Click on the file that the LEA is uploading as evidence for the implementation activity.



**NOTE:** When saving evidence use the following naming conventions for each piece of evidence that will be uploaded in the following steps.

1. Evidence of Child-Specific Correction
2. Evidence of Policies and Procedures
3. Evidence of Training
4. Evidence of Self-Monitoring
5. Evidence of Systemic Compliance

Step 6. Click the Open button to upload the specified file.





The document that was uploaded will be accessible under the Add Monitoring Documents button, as shown below.

The screenshot shows the 'Support Plan | Progress Monitoring' interface. At the top, it displays 'Implementation Activity: Evidence of Policies and Procedures' and a 'Corrective Action' status. Below this are several tabs for different types of evidence: 'Instructions', 'Evidence of Systemic Compliance', 'Evidence of Correction of Student Specific Noncompliance', 'Evidence of Self-Monitoring System', 'Evidence of Training', and 'Evidence of Policies and Procedures'. At the bottom, there is a 'New Comment' section with a text area and a 'Save Comment' button. A blue button labeled 'Add Monitoring Documents' is positioned above the 'Evidence of Policies and Procedures' document link in the comment area, which is highlighted with a yellow star.



**NOTE:** To ensure evidence is uploaded correctly, the Implementation Activity should match the area and the document uploaded.

This screenshot is similar to the one above but highlights the correct matching process. Red boxes are drawn around the 'Evidence of Policies and Procedures' implementation activity at the top and the 'Evidence of Policies and Procedures' document link in the comment section. The 'Add Monitoring Documents' button is also highlighted with a red box. The document link includes the filename 'Evidence of Policies and Procedures.docx' and the date 'JUN 27, 2023'.

Repeat steps 1-6 to upload the evidence for each of the implementation activities for all priority areas. Once the evidence has been added to the required corrective action area, the LEA may leave a comment by typing in the New Comment box.

The screenshot shows a web interface for 'Evidence of Policies and Procedures'. On the left, there is a 'New Comment' section with a text area containing the placeholder 'Enter your new comment.' and a 'Save Comment' button. On the right, there is an 'Add Monitoring Documents' button and a document link: 'Evidence of Policies and Procedures.docx JUN 27, 2023'.

Click the Save Comment button and the comment will appear below the comment box.

This screenshot shows the same interface as the previous one, but with a comment saved. The 'New Comment' box is now empty. Below it, a comment is displayed: 'Jun 29, 2023' followed by the text 'I have uploaded the specific Policies and Procedures that were reviewed with all staff during professional development on January 4, 2023.' and a 'Delete' button.

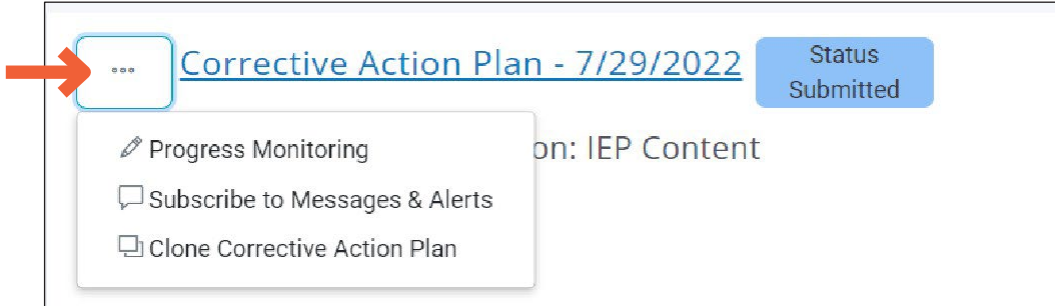
## CAP Evidence for Submission

1. Evidence of Child-Specific Correction
  - a. First page of ARD meeting
  - b. Documentation of corrected area(s) of noncompliance
  - c. Deliberations with statements addressing FAPE and the reason for the meeting.
  - d. Signature page

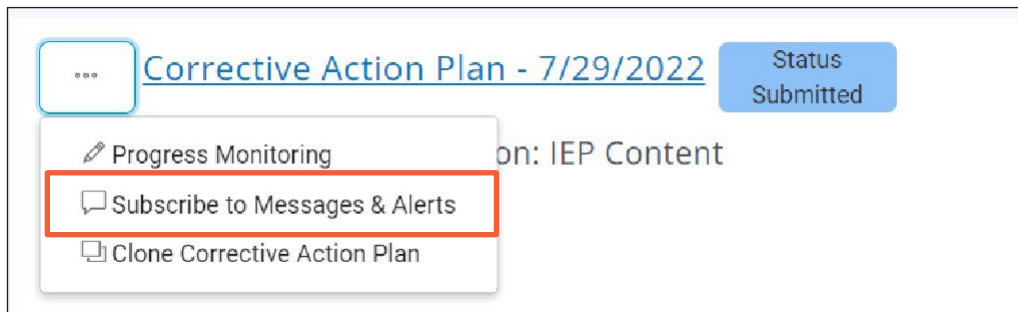
2. Evidence of Local Policies and Procedures
  - a. Submit a copy of revised local procedures that address the area of noncompliance.
3. Evidence of Training
  - a. Submit artifacts from trainings for area(s) of non-compliance such as: meeting agenda, handouts, certificates, and a sign-in sheet of all those who attended (list attendees job role).
4. Evidence of Self-Monitoring
  - a. Submit the tracking system or other documentation kept that verifies the LEA is self-monitoring the area of noncompliance. Provide a brief description of how the tracking system is utilized and how the district monitors the implementation of use.
5. Evidence of Systemic Compliance
  - a. First page of current ARD meeting
  - b. Documentation of area(s) in the IEP non-compliance was identified.
  - c. Deliberations
  - d. Signature page

## Subscribing to the Messages and Alerts for Support Plans

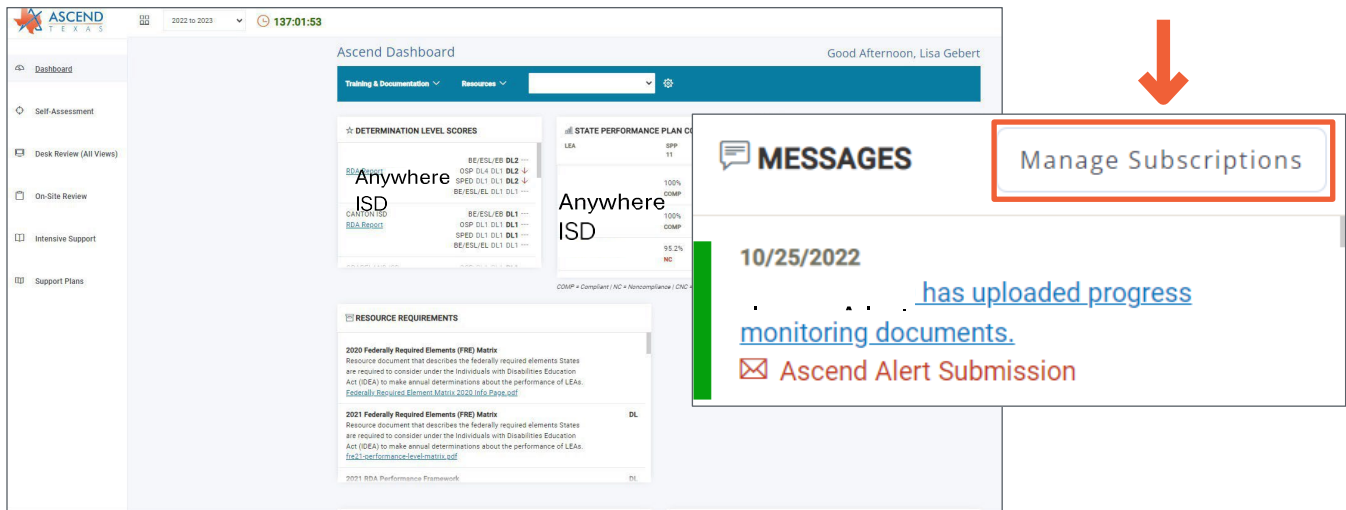
Click the three radials and a box will open with three choices.



Click on Subscribe to Messages & Alerts



When the LEA is on the Dashboard in Ascend, Messages & Alerts can be managed by clicking on Manage Subscriptions. The LEA can access the Support Plan by clicking on the hyperlink.



Click on the link to enter the Progress Monitoring or Click the Red x to remove the subscription.

