

DISTRICT & PLACEMENT INFORMATION				<i>Garrett Black 4/7/2023</i>	
District Name:	Houston ISD	Type of Appointment:	Conservator	Date of Report:	4/5/2023
County District Number:	101-912	M/C/BOM name:	Molly Cordeau	Needs Assessment Date:	NA
Superintendent:	Millard House	ESC Contact:	Robby McGowen (LSG Coach)	Placement Date:	12/22/2020
Board President:	Dani Hernandez	External Support Contact:	ESC 4 TEA Liaisons	Anticipated Exit Date:	8/31/2024
Entry Conditions:	A Special Accreditation Investigation found significant, systemic and widespread noncompliance and violation of federal and/or state special education requirements or regulations related to Child Find and Independent Educational Evaluations (IEE), Individualized Education Program (IEP) development and implementation, eligibility, disciplinary placements, Free Appropriate Public Education (FAPE) and Least Restrictive Environment (LRE)				
Exit Criteria :	Houston ISD's Office of Special Education Services (OSES) will meet or exceed Exit Criteria Goals 1-5 by the end of the 2023-2024 school year.				
M/C/BOM Role:	1. Improve the processes related to child find and special education identification and interventions 2. Address the inconsistent implementation of processes related to child find and special education identification and interventions 3. Develop policies and procedures to ensure that all students receive a Free and Appropriate Public Education (FAPE) 4. Address the communication regarding and the implementation of new policies and procedures 5. Ensure that IEPs are individualized for students 6. Address issues of decentralization and staffing for areas that directly or indirectly support or oversee special education 7. Ensure that parents are involved in making decisions related to their student's services 8. Ensure that general education programs appropriately support special education services and 9. All other directives necessary, as decided by the management team, to ensure that all students receive FAPE and to address the issues identified in the SAI report.				
Needs Assessment:	NA				

DISTRICT PLACEMENT GOALS

Instructions: The Monitor/Conservator will identify 1-5 Exit Criteria Goals and corresponding Goal Progress Measures (GPMs) to support the district in tracking progress throughout the placement. Achievement of Goal Progress Measures and Exit Criteria Goals will be used by the Agency during 90-Day Review Conferences.

Exit Criteria Goal #1: Houston ISDs Office of Special Education Services (OSES) will maintain 100% compliance on initial evaluation timelines, and achieve 100% compliance on initial evaluation ARDs by August 2023 in Middle Schools' Office (MSO), High Schools' Office (HSO), and RISE Schools' Office (RISE).

Annual Target(s):	Actual Result(s):	Goal Progress Measure Monitoring Data	Status	Activities Assigned	Activities Completed this Month	Activities Completed in Prior Months	Activities Remaining
GPM 1.1	By June 30, 2023 MSO, HSO, and RISE will maintain 100% compliance on initial evaluation timelines, e.g. 45 school days from parent informed consent to completion of FIIE.	According to data provided by the LEA's Office of Special Education Services (OSES) on 3/31/23, MSO, HSO, and RISE had 100% (99/99) initial evaluations completed within timelines.	On Track	2	0	0	2
GPM 1.2	By June 30, 2023, MSO, HSO, and RISE will achieve 100% compliance on initial evaluation ARDs. (30 calendar days from FIIE to ARD)	According to data provided by the LEA's Office of Special Education Services (OSES) on 3/31/23, MSO, HSO, and RISE, 14 Initial ARDs were not held within the 30 calendar day requirement. Responsibility for these ARDs was as follows: (a) MSO-2 ARDs, (b) HSO-8 ARDs and (c) RISE-6 ARDs.	Off Track	2	0	0	2

Narrative: Data provided by the district indicated that, during the month of March, the MSO met timeline requirements for 30 initial evaluations and 28 subsequent ARD meetings; the HSO met timeline requirements for 10 initial evaluations and 2 initial ARDs; and the RISE office met timeline requirements for 18 initial evaluations and 12 initial ARDs. Areas of concern related to the timelines for completing ARD committee meetings within the 30 calendar day timeline include the potential need for provision of compensatory services for students whose ARDs are not held within the timeline, as an ARD committee meeting is required to establish eligibility and obtain parent/guardian consent for the provision of special education services.

Timeline reports and other OSES data are provided by Senior Managers during weekly Schools' Office leadership team meetings.

Exit Criteria Goal #2: The percentage of students with disabilities whose OSES-audited IEPs include standards-based goals will increase from 79% to 100%.							
Annual Target(s):	Actual Result(s):	Goal Progress Measure Monitoring Data	Status	Activities Assigned	Activities Completed this Month	Activities Completed in Prior Months	Activities Remaining
GPM 2.1	By the end of the 2022-2023 school year 2022-2023, the audited IEPs of 90% of MSO, HSO, and RISE students with disabilities will include standards based goals.	Results of the OSES student folder audit for March indicated that 50% (2/4) of audited HSO student folders included standards-based goals; 57% (12/21) of audited MSO student folders included standards-based goals; and 80% (16/20) RISE student folders included standards-based goals, resulting in an overall percentage rate of 71% for MSO, HSO and RISE campuses.	Off Track	1	0	0	1
GPM 2.2	By the end of the 2023-2024 school year, the audited IEPs of 100% of MSO, HSO, and RISE students with disabilities will include standards based goals		Not Yet Started	1	0	0	1
Narrative: As noted previously, OSES personnel from each school's office are required to audit 21 student folders per month. Although the numbers of folders audited for the MSO (21 folders) and RISE (20 folders) campuses have improved, the HSO audited only 4 folders during the month of March. If this trend continues, it likely that the limited number of folders audited by the HSO could impact the validity of the folder audit results, as a smaller denominator results in a higher weight for each folder.							
Exit Criteria Goal #3: The percentage of students with disabilities with centrally-documented IEP progress reports will increase from 47% (2022) to 100% (2024).							
Annual Target(s):	Actual Result(s):	Goal Progress Measure Monitoring Data	Status	Activities Assigned	Activities Completed this Month	Activities Completed in Prior Months	Activities Remaining
GPM 3.1	By the end of the 2022-2023 school year, 84% of MSO, HSO, and RISE students with disabilities will have centrally documented IEP progress reports.	Data provided by the OSES for the 4th grading cycle indicated that 96% (9406/9824) had centrally documented, finalized, IEP progress reports.	On Track	1	0	0	1
GPM 3.2	By the end of the 2023-2024 school year, 100% of MSO, HSO, and RISE students with disabilities will have centrally documented IEP progress reports.		Not Yet Started	1	0	0	1
Narrative: A review of data for the 4th grading cycle indicated that (a) 99% (3380/3418) of students with disabilities receiving services at MSO campuses made progress toward mastery of their IEP goals; (b) 93% (4414/4744) of students with disabilities receiving services at HSO campuses made progress toward mastery of their IEP goals; and (c) 97% (1612/1662) of students receiving services at RISE campuses made progress toward mastery of their IEP goals. The next grading cycle concludes on April 20, 2023.							

Exit Criteria Goal #4: Houston ISD's MSO, HSO, and RISE will ensure parents/guardian have various opportunities to be involved in making decisions related to their services, as evidenced by an increase in ARD participation by parents from 75% (2021-2022) to 97% (2023-2024); and will increase the number of complaints addressed within 5 days from 53% for the 2021-22 (March 1-June 30, 2021) school year to 100% by the end of the 2023-2024 school year.

Annual Target(s):	Actual Result(s):	Goal Progress Measure Monitoring Data	Status	Activities Assigned	Activities Completed this Month	Activities Completed in Prior Months	Activities Remaining
GPM 4.1	By the end of the 2022-2023 school year, 90% of the IEPs MSO, HSO, and RISE students with disabilities will reflect parent/guardian participation in the ARD process.	Data provided by the OSES indicated that, during the month of March, 83% (6740/8,049) of MSO, HSO and RISE ARD documents reflected parent participation in ARD committee meetings.	On Track	1	0	0	1
GPM 4.2	By the end of the 2023-2024 school year, 97% of the IEPs for MSO, HSO, and RISE students with disabilities, will reflect parents/guardian participation in the ARD process.		Not Yet Started	1	0	0	1
GPM 4.3	By the end of the 2022-2023 school year, MSO, HSO, and RISE campuses will increase the number of complaints addressed within 5 days in the parent communication portal from 53% to 86%.	Data provided by the LEA indicated that, for the month of March 2023, 72% of the 39 MSO, HSO and RISE parent concerns recorded in the parent communication portal were closed within 5 days.	On Track	3	0	0	3
GPM 4.4	By the end of the 2023-2024 school year, MSO, HSO, and RISE campuses will increase the number of parent complaints addressed within 5 days the parent communication portal process to 100%.		Not Yet Started	3	0	0	3

Narrative: During the month of March, (a) 85% (2404/2843) of MSO; (b) 85% (3335/3930) of HSO and (c) 78% (1001/1276) of RISE campuses reported parent attendance at ARDS.

The percentage of March 2023 parent complaints resolved within 5 days ranged from 85% (MSO campuses) to 64% (HSO campuses). An analysis of the data for which concern types were noted indicated that the most frequently occurring concerns were related to transportation (5/39), enrollment/registration (5/39) and other (6/39).

Exit Criteria Goal #5: By the end of 2022-2023 school year, English EOC STAAR (including STAAR ALT-2) passing rates for HSO and RISE high school students with disabilities will increase from 34% to 38% and Algebra I EOC (including STAAR ALT-2) passing rates for HSO and RISE high school students with disabilities will increase from 41% to 45%. STAAR Reading (including STAAR-ALT 2) passing rates for 6th grade students with disabilities will increase from 36% to 40%. STAAR Reading (including STAAR ALT-2) passing rates for 7th grade students with disabilities will increase from 46% to 50% and STAAR 8th Grade Reading (including STAAR ALT-2) passing rates for students with disabilities will increase from 48% to 52%. Math STAAR (including STAAR-ALT-2) passing rates for 6th grade students with disabilities will increase from 41% to 45%. Math STAAR (including STAAR ALT-2) passing (including STAAR-ALT-2) for 7th grade students with disabilities will increase from 50% to 54%. Math STAAR (including STAAR ALT-2) passing rates for 8th grade students with disabilities will increase from 39% to 43%.

Annual Target(s):	Actual Result(s):	Goal Progress Measure Monitoring Data	Status	Activities Assigned	Activities Completed this Month	Activities Completed in Prior Months	Activities Remaining
GPM 5.1	By the end of the 2022-2023 school year, OSES will plan and develop effective inclusionary practices, including a timeline for school selection, awareness, training, and coaching.	Feedback provided by the team lead for the inclusionary practices project indicates that team members have selected a vendor to support the planning and development of inclusionary practices. Information provided by the project lead indicated that the LEA is in the process of negotiating the vendor's contract.	Off Track	2	0	1	1
GPM 5.2	By the end of the 2022-2023 school year, 100% of MSO, HSO, and RISE campuses will receive training and implement a centralized system to document accommodations/modifications .	Data provided by the LEA indicated that (a) 95% (38/40) of MSO campuses, (b) 91% (49/54) of HSO campuses and (c) 96% (23/24) of RISE campuses have at least one staff member who has been trained to implement a centralized system for documenting accommodations/modifications.	On Track	2	0	0	2
GPM 5.3	By the end of the 2022-23 school year, total ISS and OSS removal rates for MSO, HSO and RISE students with disabilities will decrease.	Data provided by the OSES indicated that, during the month of March 2023, OSS and ISS removals for students with disabilities served at MSO, HSO and RISE campuses totaled 435.	On Track	2	0	0	2

Narrative: The OSES is now utilizing its folder audit data to monitor the provisions of accommodations and modifications in conformity with the student's IEP . Data provided for March 2023 indicated that 3 of 45 (6%) of MSO, HSO and RISE campuses reflected evidence that accommodations and modifications were provided. Data for MSO campuses indicated that 5% (20/21) of audited folders reflected evidence that accommodations and modifications were provided. Data for HSO campuses indicated that 50% (2/4) of audited folders reflected evidence that accommodations and modifications were provided. Data for RISE campuses indicated that 0% (0/20) folders reflected evidence that accommodations and modifications were provided. An additional area of concern noted during the data review was related to the total number of folders audited. Senior managers and their teams are responsible for auditing a minimum of 21 folders per month. Data provided by the OSES indicated that, to date, only 45 MSO, HSO and RISE folders have been audited. An area of notable concern is the High Schools Office, as it appears that only 2 folders have been audited for this reporting period.

The OSES is continues to collect data regarding disciplinary removals for students with disabilities. This information is shared with schools' offices and conservators.

An analysis of partial and full-day ISS and OSS special education student removals for the Middle Schools Office (177 incidents) during the month of March indicated that (a) African American students with disabilities accounted for 41% of OSS and ISS placements and (b) Hispanic students with disabilities accounted for 54% of ISS and OSS placements.

An analysis of partial and full-day ISS and OSS removals for the High Schools Office (193 incidents) during the month of March indicated that (a) African American students with disabilities accounted for 50% of OSS and ISS placements and (b) Hispanic students with disabilities accounted for 45% of ISS and OSS placements.

An analysis of partial and full-day ISS and OSS removals for the RISE Office (110 incidents) during the month of March indicated that (a) African American students with disabilities accounted for 55% of OSS and ISS placements and (b) Hispanic students with disabilities accounted for 35% ISS and OSS placements.

DIRECTIVES								
Date of Directive	Directive Contents	Implementation Timeline		Person(s) Responsible	Phases of Implementation	Status	Completion Date	Next Steps
		Start Date	Projected End Date					
Narrative:								

MONTHLY PROGRESS

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GPM	Activity	Implementation Timeline		Person(s) Responsible	Phases of Implementation	Status	Confirmed Completion Date	Next Steps
		Start Date	Projected End Date					
Exit Criteria Goal #1: Houston ISDs Office of Special Education Services (OSES) will maintain 100% compliance on initial evaluation timelines, and achieve 100% compliance on initial evaluation ARDs by August 2023 in Middle Schools' Office (MSO), High Schools' Office (HSO), and RISE Schools' Office (RISE).								
GPM 1.1	By June 30, 2023 MSO, HSO, and RISE will maintain 100% compliance on initial evaluation timelines, e.g. 45 school days from parent informed consent to completion of FIIE.							
1.1	Monitor monthly initial evaluation compliance reports for MSO, HSO, and RISE.	8/1/2022	8/1/2023	Executive Director of Special Education, Director of Evaluation	Monitoring	On Track		Identify areas of concern related to initial evaluations.
1.1	Review compliance reports, identify trends and develop action plans to address areas of concern, if applicable.	10/1/2022	8/1/2023	Executive Director of Special Education, Director of Evaluation	Training & PD	On Track		Monitor implementation of action plan activities.
GPM 1.2	By June 30, 2023, MSO, HSO, and RISE will achieve 100% compliance on initial evaluation ARDs. (30 calendar days from FIIE to ARD)							
1.2	Share weekly initial evaluation compliance reports during MSO, HSO and RISE schools' office meetings.	9/19/2022	8/1/2023	Executive Director of Special Education, MSO, HSO, and RISE Director and Senior Managers	Implementation	Off Track		Continue to review weekly compliance reports and initiate campus-based corrective actions if non-compliance occurs.
1.2	Monitor Weekly initial evaluation ARD reports for MSO, HSO, and RISE and address areas of concern.	10/1/2022	8/1/2023	Executive Director of Special Education, MSO, HSO, and RISE Director and Senior Managers	Implementation	Off Track		Continue to review weekly compliance reports and initiate campus-based corrective actions if non-compliance is identified.
Exit Criteria Goal #2: The percentage of students with disabilities whose OSES-audited IEPs include standards-based goals will increase from 79% to 100%.								
GPM 2.1	By the end of the 2022-2023 school year 2022-2023, the audited IEPs of 90% of MSO, HSO, and RISE students with disabilities will include standards based goals.							
2.1	Monitor and report evidence of standards-based goals during the student folder audit process and address identified areas of concern.	9/1/2022	6/30/2023	Executive Director of Special Education, Director of Compliance	Implementation	Off Track		Review data collected to identify trends and areas of concerns.
GPM 2.2	By the end of the 2023-2024 school year, the audited IEPs of 100% of MSO, HSO, and RISE students with disabilities will included standards based goals							
2.2	Monitor and report evidence of standards-based goals during the student folder audit process and address identified areas of concern.	9/1/2023	6/30/2024	Executive Director of Special Education, Director of Compliance	Implementation	Not Yet Started		Review data collected to identify trends and areas of concern.

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GPM	Activity	Implementation Timeline		Person(s) Responsible	Phases of Implementation	Status	Confirmed Completion Date	Next Steps
		Start Date	Projected End Date					
Exit Criteria Goal #3: The percentage of students with disabilities with centrally-documented IEP progress reports will increase from 47% (2022) to 100% (2024).								
GPM 3.1	By the end of the 2022-2023 school year, 84% of MSO, HSO, and RISE students with disabilities will have centrally documented IEP progress reports.							
3.1	Use the district's special education data management system to monitor and report the number of students that have documented IEP progress reports. and provide monthly reports to special education conservators.	10/1/2022	6/30/2024	Executive Director of Special Education, Director of Compliance	Implementation	On Track		Review data collected to identify trends and areas of concerns.
GPM 3.2	By the end of the 2023-2024 school year, 100% of MSO, HSO, and RISE students with disabilities will have centrally documented IEP progress reports.							
3.2	Use the district's special education data management system to monitor and report the number of students that have documented IEP progress reports and provide monthly reports to special education conservators.	8/1/2023	6/30/2024	Executive Director of Special Education, Director of Compliance	Implementation	Not Yet Started		Review data collected to identify trends and areas of concerns.

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Exit Criteria Goal #4: Houston ISD's MSO, HSO, and RISE will ensure parents/guardian have various opportunities to be involved in making decisions related to their services, as evidenced by an increase in ARD participation by parents from 75% (2021-2022) to 97% (2023-2024); and will increase the number of complaints addressed within 5 days from 53% for the 2021-22 (March 1-June 30, 2021) school year to 100% by the end of the 2023-2024 school year.								
GPM 4.1	By the end of the 2022-2023 school year, MSO, HSO, and RISE, will have 90% of parents/guardian participating in the ARD process.							
4.1	Use the district's special education data management system to monitor and report parent/guardian ARD participation and provide monthly reports to special education conservators	9/1/2022	6/30/2023	Executive Director of Special Education, Director of Special Education Compliance, Instruction, and Services	Monitoring	On Track		Develop strategies for addressing identified areas of concerns
GPM 4.2	By the end of the 2023-2024 school year, MSO, HSO, and RISE, will have 97% of parents/guardian participating in the ARD process.							
4.2	Use the district's special education data management system to monitor and report parent/guardian ARD participation and provide monthly supports to special education conservators.	8/1/2023	6/30/2024	Executive Director of Special Education, Director of Special Education Compliance, Instruction, and Services	Monitoring	Not Yet Started		Develop strategies for addressing identified areas of concerns
GPM 4.3	By the end of the 2022-2023 school year, MSO, HSO, and RISE, will increase the number of parent complaints addressed within the timelines established in the parent communication portal process from 53% to. 86%.							
4.3	Collaborate with designated OSES staff members to develop a plan, including a timeline, to monitor the response time to complaints submitted through the parent communication portal.	10/1/2022	6/30/2023	Executive Director of Special Education, Manager of Compliance and Quality Assurance	Project Plan	Off Track		Monitor implementation of project plan.
4.3	Monitor and report the categories of the complaints submitted through the parent communication portal monthly to identify and address district trends.	11/1/2022	6/30/2023	Executive Director of Special Education, Manager of Compliance and Quality Assurance	Monitoring	Off Track		Develop and implement professional development and targeted coaching plans for addressing areas of concerns.
4.3	Provide targeted professional development and coaching to address identified or potential areas of concern at monthly or more frequently as needed.	12/1/2022	6/30/2023	Executive Director of Special Education, Manager of Compliance and Quality Assurance	Training & PD	Off Track		Continue to monitor data and address areas of concern.
GPM 4.4	By the end of the 2023-2024 school year, MSO, HSO, and RISE, will increase the number of complaints addressed within the timelines established in the parent communication portal process to 100%							
4.4	Collaborate with designated OSES staff members to develop a plan, including a timeline, to monitor the response time to complaints submitted through the parent communication portal.	8/1/2023	6/30/2024	Executive Director of Special Education, Manager of Compliance and Quality Assurance	Project Plan	Not Yet Started		Monitor implementation of project plan.
4.4	Monitor and report the categories of the complaints submitted through the parent communication portal to identify and address district trends on a monthly basis.	8/1/2023	6/30/2024	Executive Director of Special Education, Manager of Compliance and Quality Assurance	Monitoring	Not Yet Started		Develop and implement professional development and targeted coaching plans for addressing areas of concerns.
4.4	Provide targeted professional development and coaching to address identified or potential areas of concern at least monthly.	8/1/2023	6/30/2024	Executive Director of Special Education, Manager of Compliance and Quality Assurance	Training & PD	Not Yet Started		Continue to monitor data and address areas of concern.

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GPM	Activity	Implementation Timeline		Person(s) Responsible	Phases of Implementation	Status	Confirmed Completion Date	Next Steps
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Exit Criteria Goal #5: By the end of 2022-2023 school year, English EOC STAAR (including STAAR ALT-2) passing rates for HSO and RISE high school students with disabilities will increase from 34% to 38% and Algebra I EOC (including STAAR ALT-2) passing rates for HSO and RISE high school students with disabilities will increase from 41% to 45%. STAAR Reading (including STAAR-ALT 2) passing rates for 6th grade students with disabilities will increase from 36% to 40%. STAAR Reading (including STAAR ALT-2) passing rates for 7th grade students with disabilities will increase from 46% to 50% and STAAR 8th Grade Reading (including STAAR ALT-2) passing rates for students with disabilities will increase from 48% to 52%. Math STAAR (including STAAR-ALT-2) passing rates for 6th grade students with disabilities will increase from 41% to 45%. Math STAAR (including STAAR ALT-2) passing (including STAAR-ALT-2) for 7th grade students with disabilities will increase from 50% to 54%. Math STAAR (including STAAR ALT-2) passing rates for 8th grade students with disabilities will increase from 39% to 43%.								
GPM 5.1	By the end of the 2022-2023 school year, OSES will plan and develop effective inclusionary practices, including a timeline for school selection, awareness, training, and coaching.							
5.1	Schedule meetings with board approved vendor(s) to discuss implementation of inclusionary practices, as evidenced by calendar invitations, meeting agendas and meeting minutes.	9/1/2022	12/15/2022	Executive Director of Special Education, Elementary and Secondary Schools' Directors, Vendor Representative(s)	Sustainable System	Complete		Schedule follow-up planning meetings with vendors and designated OSES and HISD staff members
5.1	Collaborate with designated vendor(s) to develop a 2023-2024 action plan of implementation, as evidenced by a detailed multi-year action plan that includes timelines, roles and responsibilities, activities and deliverables.	1/1/2023	6/30/2023	Executive Director of Special Education, Elementary and Secondary Schools' Directors, Vendor Representative(s)	Project Plan	Off Track		Provide designated stakeholders with information regarding inclusionary practices project.
GPM 5.2	By the end of the 2022-2023 school year, 100% of ESO1, ESO2, and ESO3 campuses will receive training and implement on a centralized system to document accommodations/modifications .							
5.2	Provide training for 100% of MSO, HSO, and RISE campuses, as evidenced by OneSource recording sheets and professional development materials	8/1/2022	5/31/2023	Executive Director of Special Education Elementary Director and MSO, HSO, and RISE Senior Managers	Training & PD	On Track		Review training documents and attendance rosters to ensure 100% of campuses have been trained and provide additional targeted training, as needed. Develop a process for monitoring implementation of centralized accommodations/modifications system.
5.2	Monitor MSO, HSO and RISE campus documentation of accommodations/modifications through audited special education folders.	3/1/2023	6/30/2023	Executive Director of Special Education Elementary Director and MSO, HSO, and RISE	Monitoring	On Track		Review data collected to identify trends and areas of concerns.
GPM 5.3	Disciplinary removals will decrease for students with disabilities by the end of the 2022-2023, in the area of MSO, HSO and RISE.							
5.3	Review and discuss monthly discipline reports during MSO, HSO, and RISE Assistant Superintendent/SSO meetings, as evidenced by senior manager presentation materials and Schools' Office meeting agendas.	11/1/2022	6/30/2023	Executive Director of Special Education Elementary Director and ESO1, ESO2, and ESO3 Senior Managers	Communication Timeline	On Track		Review monthly discipline reports to identify trends and areas of concerns.
5.3	Conduct planning meetings with targeted campus staff members to develop action plans to address trends and areas of concern, as evidenced by action plan agendas and completed action plans.	12/1/2022	6/30/2023	Executive Director of Special Education Elementary Director and ESO1, ESO2, and ESO3 Senior Managers	Project Plan	Off Track		Monitor and provide support for implementation of action plans.

BOARD INTERACTIONS during Placement					
Board Meetings: Monitors/Conservators are to attend no less than 80% of all regular meetings of the board throughout the placement. *Unless otherwise directed, Monitors and Conservators are to attend no less than 80% of any non-closed meeting authorized by the Board or Board president including, but not limited to, Board Workshops, Board Hearings, Board Committees.					
Date of Board Meeting	Type of Meeting (Regular, Special, Emergency, Workshops, Hearings, Committees, Other)	Attended by Monitor/ Conservator / BOM Member	Attendance (% of members present)	Total # of meeting min. (Goal: < 120 mins.)	Significant Board Actions Relating to Exit Criteria
N/A					