

**Albuquerque Public Schools - Office of Innovation and School Choice**  
**Special Education Corrective Action Plan for Digital Arts and Technology Academy**  
 School Year 2021-2022

<b>Category</b>	<b>1. Processes and Accountability</b>
<b>Improvement Area</b>	<b>Review and revision of IEPs</b> - Each public agency must ensure that...,the IEP Team - Reviews and Revises as appropriate, the child's IEP periodically, but not less than annually.
<b>Condition</b>	Process for conducting IEP meetings on time has not been completed <ul style="list-style-type: none"> <li>• The school currently has a process in draft format that has not been completed and is not being fully implemented.</li> </ul>
<b>Action Required</b>	1) DATA Charter will provide APS a final draft copy of the IEP procedures for review. 2) DATA Charter will provide a final copy of the school IEP procedure to be used during the 2021/2022 school year. 3) Special education and regular education staff will be provided professional development training of these procedures and will sign an attendance document.
<b>Deadline for each item</b>	1) 8/9/21 - Draft 2) 8/13/21 - Final 3) Staff training by 8/13/21.
<b>Required Evidence</b>	1 & 2) Data Charter School will provide a working document to APS in which the special education department will follow during the 2021/2022 school year. The document will provide all members of DATA Charter school's special education department a comprehensive process that describes how evaluations and IEP will be conducted. Timelines in which each process will be completed, and who will be responsible for each step in the process. 3) PD Sign-in, agenda/minutes, pp presentation and/or handouts.
<b>Status and APS Timeline for Monitoring Sep. 2021</b>	1) DATA completed and provided the IEP procedures draft for feedback 2) DATA updated their IEP procedures and provided a final document - 9/14/21 3) DATA conducted PD with all their staff on 8/15/21 as evidenced by their PowerPoint and sign in sheet.
<b>Status and APS Timeline for Monitoring Oct. 2021</b>	DATA has completed this item. 40th day STARS indicate that DATA had <u>1</u> overdue IEP.
<b>Status and APS Timeline for Monitoring Nov./Dec. 2021</b>	DATA completed all items.
<b>Status and APS Timeline for Monitoring Jan. 2022</b>	DATA has completed this item. 80th day STARS indicate that DATA <u>0</u> overdue IEPs.
<b>Status and APS Timeline for Monitoring Feb. 2022</b>	DATA completed all items.
<b>Status and APS Timeline for Monitoring Mar. 2022</b>	120th day STARS indicate that DATA has <u>0</u> overdue IEPs.
<b>Status and APS Timeline for Monitoring Apr. 2022</b>	DATA completed all items. Based on STARS data, DATA had <u>1</u> overdue IEP so far for the current school year.

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<b>Category</b>	<b>1. Processes and Accountability</b>
<b>Improvement Area</b>	<b>Reevaluations</b> - A public agency must ensure that a reevaluation of each child with a disability...Must occur at least once every 3 years
<b>Condition</b>	Process for conducting Reevaluations on time has not been completed. <ul style="list-style-type: none"> <li>The school currently has a process in draft format that has not been completed and is not being fully implemented.</li> </ul>
<b>Action Required</b>	1) DATA Charter will provide APS a final draft copy of the Reevaluation procedures for review. 2) DATA Charter will provide a final copy of the school Reevaluation procedure to be used during the 2021/2022 school year. 3) Special education and regular education staff will be provided professional development training of these procedures and will sign an attendance document.
<b>Deadline for each item</b>	1) 8/9/21 - Draft 2) 8/13/21 - Final 3) Staff training by 8/13/21.
<b>Required Evidence</b>	1 & 2) Data Charter School will provide a working document to APS in which the special education department will follow during the 2021/2022 school year. The document will provide all members of DATA Charter school's special education department a comprehensive process that describes how evaluations and IMP will be conducted. Timelines in which each process will be completed, and who will be responsible for each step in the process. 3) PD Sign-in, agenda/minutes, pp presentation and/or handouts.
<b>Status and APS Timeline for Monitoring Sep. 2021</b>	1) DATA completed and provided the Reevaluation procedures draft for feedback - 9/2/21 2) DATA updated their Reevaluations procedures and provided a final document - 9/14/21 3) DATA conducted PD with all their staff on 8/15/21 as evidenced by their PowerPoint and sign in sheet.
<b>Status and APS Timeline for Monitoring Oct. 2021</b>	DATA has completed this item. 40th day STARS indicate that DATA did not have any overdue Reevaluations.
<b>Status and APS Timeline for Monitoring Nov./Dec. 2021</b>	DATA completed all items.
<b>Status and APS Timeline for Monitoring Jan. 2022</b>	DATA completed all items. 80th day STARS indicate that DATA <u>0</u> overdue Reevaluations.
<b>Status and APS Timeline for Monitoring Feb. 2022</b>	DATA completed all items.
<b>Status and APS Timeline for Monitoring Mar. 2022</b>	DATA completed all items. 120th day STARS indicate that DATA <u>1</u> overdue Reevaluation.
<b>Status and APS Timeline for Monitoring Apr. 2022</b>	DATA completed all items. Based on STARS data, DATA had <u>1</u> overdue Reevaluation so far for the current school year.

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<b>Category</b>	<b>2. IEP Compliance</b>
<b>Improvement Area</b>	<b>Review and revision of IEPs</b> - Each public agency must ensure that...,the IEP Team - Reviews and Revises as appropriate, the child's IEP periodically, but not less than annually.
<b>Condition</b>	Overdue IEPs <ul style="list-style-type: none"> <li>• Based on the Student Teacher Accountability Reporting System (STARS) data, the school had 4 overdue IEPs for the 40th STARS reporting date and 3 overdue IEPs for the 80th STARS reporting date.</li> <li>• Additionally, there are identified discrepancies between the school's students with disabilities master roster and STARS data. Data analysis indicates 13% of student records contained discrepancies.</li> </ul>
<b>Action Required</b>	<ol style="list-style-type: none"> <li>1) In-depth review of each student's confidential folder to correct inaccuracies. DATA Charter will provide a completed report of all current student confidential IEPs including updated information about the status of any IEP currently out of compliance.</li> <li>2) DATA Charter will provide a completed priorities list of overdue IEPs out of compliance.</li> <li>3) DATA charter will provide a timeline in which student files will be completed, who will be responsible for completing the documents, and when it will be completed.</li> <li>4) Data Charter will determine what additional supports IEP team members require in order to appropriately address the corrective action plan (<i>i.e. PD, APS support, resources, collaboration/planning time, etc.</i>)</li> </ol>
<b>Deadline for each item</b>	<ol style="list-style-type: none"> <li>1) 7/30/21</li> <li>2) 8/9/21</li> <li>3) 8/13/21</li> <li>4) 8/13/21</li> </ol>
<b>Required Evidence</b>	<ol style="list-style-type: none"> <li>1) Documentation of the review - updated roster with new information</li> <li>2) Priority student list</li> <li>3) Written plan with timelines including who, what, when</li> <li>4) Written plan indicating the support IEP team members need and steps to address the need.</li> </ol>
<b>Status and APS Timeline for Monitoring Sep. 2021</b>	<ol style="list-style-type: none"> <li>1) DATA completed the in-depth review of all student files - 7/30/21</li> <li>2) &amp; 3) DATA provided the completed priority list with who will follow-up and by when - 9/10/21</li> <li>4) DATA did not provide a description of the support needed</li> </ol>
<b>Status and APS Timeline for Monitoring Oct. 2021</b>	<p>DATA has completed items 1-3.</p> <p>4) DATA did not provide a description of the support needed</p>
<b>Status and APS Timeline for Monitoring Nov./Dec. 2021</b>	<p>DATA completed items 1-3.</p> <p>4) DATA provided the description of the support needed.</p>
<b>Status and APS Timeline for Monitoring Jan. 2022</b>	DATA completed all items.
<b>Status and APS Timeline for Monitoring Feb. 2022</b>	DATA completed all items.
<b>Status and APS Timeline for Monitoring Mar. 2022</b>	DATA completed all items.
<b>Status and APS Timeline for Monitoring Apr. 2022</b>	DATA completed all items.

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<b>Category</b>	<b>2. IEP Compliance</b>
<b>Improvement Area</b>	<b>Present levels of performance-</b> The IEP shall include a statement of the child's present levels of academic achievement and functional performance. Must include all related services. Includes scores, data and narratives.
<b>Condition</b>	Missing or incomplete present levels of educational performance <ul style="list-style-type: none"> <li>• Missing present levels for an identified area of need</li> <li>• Present levels missing relevant medical information</li> <li>• Incomplete present levels missing scores or a narrative describing the student's performance in the classroom.</li> </ul>
<b>Action Required</b>	<ol style="list-style-type: none"> <li>1) Train Regular Education and Special Education staff on what is required as part of present levels The proper method of collecting PLP data for all IEP including but not limited to REED, EDT, IEP, MDR, FBA, and BIP.</li> <li>2) Provide a template that includes prompting questions to guide teacher's response.</li> <li>3) The LEA representative will review present levels in the draft IEPs 5 days prior to the meeting.</li> </ol>
<b>Deadline for each item</b>	<ol style="list-style-type: none"> <li>1) 8/13/21</li> <li>2) 8/13/21</li> <li>3) 5 days prior to each IEP meeting.</li> </ol>
<b>Required Evidence</b>	<ol style="list-style-type: none"> <li>1) PD - Agenda, power point and sign in.</li> <li>2) Template</li> <li>3) Randomly selected IEP review of student's present levels.</li> </ol>
<b>Status and APS Timeline for Monitoring 2021</b>	<ol style="list-style-type: none"> <li>1) DATA conducted PD with their staff on Present levels - 8/15/21</li> <li>2) DATA provided a template for teachers used to gather present levels 9/3/21</li> <li>3) No IEPs were reviewed for this monthly site visit.</li> </ol>
<b>Status and APS Timeline for Monitoring Oct. 2021</b>	<ol style="list-style-type: none"> <li>DATA completed items 1-2.</li> <li>3) APS reviewed 3 IEPs on 10/29/21, Present levels were compliant.</li> </ol>
<b>Status and APS Timeline for Monitoring Nov./Dec. 2021</b>	<ol style="list-style-type: none"> <li>DATA completed items 1-2.</li> <li>3) No IEPs were reviewed for this monthly site visit.</li> </ol>
<b>Status and APS Timeline for Monitoring Jan. 2022</b>	<ol style="list-style-type: none"> <li>DATA completed items 1-2.</li> <li>3) No IEPs were reviewed for this monthly site visit.</li> </ol>
<b>Status and APS Timeline for Monitoring Feb. 2022</b>	<ol style="list-style-type: none"> <li>DATA completed items 1-2.</li> <li>3) DATA submitted 3 IEPs for review. All 3 IEPs contained very detailed-compliant present levels.</li> </ol>
<b>Status and APS Timeline for Monitoring Mar. 2022</b>	<ol style="list-style-type: none"> <li>DATA completed items 1-2.</li> <li>3) DATA submitted 3 IEPs for review. IEP #1- Contained very detailed-compliant present levels. IEPs #2 &amp; #3 - Were missing significant information about the student's academic present levels for areas of need.</li> </ol>
<b>Status and APS Timeline for Monitoring Apr. 2022</b>	<ol style="list-style-type: none"> <li>DATA completed items 1-2.</li> <li>3) DATA submitted 3 IEPs for review. <b>All 3 IEPs were missing significant information about the student's academic present levels for areas of need.</b> The teams did include very detailed functional performance.</li> </ol>

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<b>Category</b>	<b>2. IEP Compliance</b>
<b>Improvement Area</b>	<b>Goals</b> - The IEP shall include a statement of measurable annual goals, including academic and functional goals. Must include all related services.
<b>Condition</b>	Missing measurable annual goals <ul style="list-style-type: none"> <li>• Missing Social Work goal</li> </ul>
<b>Action Required</b>	1) Sponsor teacher will review prior IEP to ensure current draft IEP includes the appropriate goals. 2) The LEA representative will review goals during the IEP meeting to ensure all required goals are included.
<b>Deadline for each item</b>	1) 4-weeks prior to IEP due date 2) During each IEP meeting.
<b>Required Evidence</b>	1) Randomly selected IEP review of student's goals.
<b>Status and APS Timeline for Monitoring Sep. 2021</b>	1) No IEPs were reviewed for this monthly site visit.
<b>Status and APS Timeline for Monitoring Oct. 2021</b>	1) APS reviewed 3 IEPs on 10/29/21, Goals were compliant.
<b>Status and APS Timeline for Monitoring Nov./Dec. 2021</b>	1) No IEPs were reviewed for this monthly site visit.
<b>Status and APS Timeline for Monitoring Jan. 2022</b>	1) No IEPs were reviewed for this monthly site visit.
<b>Status and APS Timeline for Monitoring Feb. 2022</b>	1) DATA submitted 3 IEPs for review. There were no missing goals. IEP #1 - Math and Reading goals were missing the proficiency level. IEP #3 - Math goal is not connected to present levels.
<b>Status and APS Timeline for Monitoring Mar. 2022</b>	1) DATA submitted 3 IEPs for review. IEP #1 - Goals were compliant, IEPs #2 & #3 - Unable to determine if goals are connected to student's needs since there is significant information missing in the present levels.
<b>Status and APS Timeline for Monitoring Apr. 2022</b>	1) DATA submitted 3 IEPs for review. <b>All 3 IEPs, goals were missing some elements and/or unable to determine if goals are connected to student's needs since there is significant information missing in the present levels.</b>

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<b>Category</b>	<b>2. IEP Compliance</b>
<b>Improvement Area</b>	<b>Progress Towards Goals</b> - The IEP shall include a description of how the child's progress toward meeting the annual goals will be measured; and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided to the parent.
<b>Condition</b>	Missing progress towards goals (PTGs) <ul style="list-style-type: none"> <li>• There was no progress towards goals indicating the student's progress towards meeting their IEP goals.</li> </ul>
<b>Action Required</b>	1) DATA Charter will provide professional development for all regular education, special education staff and related service providers on how to properly collect data on all IEP goals. 2) DATA Charter will develop a template that includes prompting questions to guide teacher responses to be used when gathering data to report progress towards IEP goals, as well as develop a method of collection data on an ongoing basis. 3) DATA charter will create a system to keep track of when and who has completed PTGs for each student and when those PTGs have been sent home to parents.
<b>Deadline for each item</b>	1) 8/13/21 2) 8/13/21 3) 9/17/21
<b>Required Evidence</b>	1) PD - Agenda, power point and sign in. 2) Template 3) Randomly selected IEP review of student's PTGs and documentation of the system created to keep track of each students PTGs.
<b>Status and APS Timeline for Monitoring Sep. 2021</b>	1) DATA conducted PD with their staff on Progress Towards Goals - 8/15/21 2) DATA provided a template for teachers used to document progress towards goals 9/10/21 3) DATA has not created a system to keep track of completed and missing PTGs.
<b>Status and APS Timeline for Monitoring Oct. 2021</b>	3) APS reviewed 3 IEPs on 10/29/21. IEP #1 - Newly enrolled - N/A. IEPs #2 & #3 - PTGs included limited information. Action Plan - Ensure all IEPs include measurable and descriptive academic and functional progress towards goals. Including Ancillary services. 3a) DATA has not created a system to keep track of completed and missing PTGs.
<b>Status and APS Timeline for Monitoring Nov./Dec. 2021</b>	Data completed items 1-2 3) No IEPs were reviewed for this monthly site visit. 3a) DATA has not created a system to keep track of completed and missing PTGs.
<b>Status and APS Timeline for Monitoring Jan. 2022</b>	Data completed items 1-2 3) No IEPs were reviewed for this monthly site visit. 3a) DATA has not created a system to keep track of completed and missing PTGs.
<b>Status and APS Timeline for Monitoring Feb. 2022</b>	Data completed items 1-2 3) DATA submitted 3 IEPs for review. IEPs #1 & #2 - PTGs are compliant. IEP #3 - Missing PTGs for Quarter 1 3a) DATA created a system to track PTGS. For the next site visit I would like to see how it is being completed.
<b>Status and APS Timeline for Monitoring Mar. 2022</b>	3) DATA submitted 3 IEPs for review. IEPs #1 & #2 - PTGs were compliant. IEP #3 - The information provided is very limited, missing SLP & OT PTGs. 3a) DATA has not provided documentation that shows how their system for tracking PTGs is working.
<b>Status and APS Timeline for Monitoring Apr. 2022</b>	3) DATA submitted 3 IEPs for review. IEP # 1 was compliant, <b>IEPs #2 &amp; #3 - Missing some Progress Towards Goals.</b> 3a) DATA provided documentation on how they are tracking PTGs. <b>The documentation contained several errors.</b>

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<b>Category</b>	<b>2. IEP Compliance</b>
<b>Improvement Area</b>	<b>Service Schedule</b> - The IEP shall include a statement of the special education and related services to be provided to the child, or on behalf of the child. Service Schedule accurately reflects beginning date, frequency, duration and location of services, including related services.
<b>Condition</b>	Incorrect service level •Service schedule included an incorrect calculation of service hours and service level.
<b>Action Required</b>	1) DATA Charter will have their new IEP archiving system completed and active by the first day of the 2021/2022 school year. The new TYLER special education modular will ensure that all demographic are correctly listed in the IEP. The new TYLER special education module will also ensure that the services page has the correct dates, and will ensure that the IEP is in compliance. 2) All special education staff members will be provided professional development on the new TYLER special education module 3) DATA Charter will ensure that all service schedules are correct by following a two person review of the IEP before the due date. 4) The LEA representative will review service schedule during the IEP meeting to ensure it is compliant .
<b>Deadline for each item</b>	1) 8/9/21 2) 8/9/21 3) 1 week prior to the IEP 4) During the IEP meeting
<b>Required Evidence</b>	1) Sample Tyler documents with stamped date 2) Sign-in, agenda, pp, handouts 3 & 4) Randomly selected IEP review of student's Service Schedule.
<b>Status and APS Timeline for Monitoring Sep. 2021</b>	1) DATA has not provided a sample Tyler document time stamped. 2) DATA provided their special education staff with Tyler Training - 9/3/21 3) & 4) No IEPs were reviewed for this monthly site visit.
<b>Status and APS Timeline for Monitoring Oct. 2021</b>	1) DATA has not provided a sample Tyler document time stamped. 2) DATA completed this item. 3 - 4) APS reviewed 3 IEPs on 10/29/21, Service Schedules were compliant.
<b>Status and APS Timeline for Monitoring Nov./Dec. 2021</b>	DATA completed items 1-2. 3 - 4) No IEPs were reviewed for this monthly site visit.
<b>Status and APS Timeline for Monitoring Jan. 2022</b>	DATA completed items 1-2. 3 - 4) No IEPs were reviewed for this monthly site visit.

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<p>Status and APS Timeline for Monitoring Feb. 2022</p>	<p>DATA completed items 1-2.                  3 - 4) DATA submitted 3 IEPs for review. IEP #2 was compliant.                  IEP #1 - Service Schedule included "Life Skills" as a service instead of "Social Work". The service dates did not match the IEP date. The school explained this was a typo since the school reschedule the meeting and did not update this page to reflect the change in date. <u>It is recommended to make the necessary corrections and provide an updated copy to the parent.</u>                  IEP #3 - Service schedule included services for Reading, although present levels indicate there is no need. The school explained that it was an oversight and services were included in error. <u>It is recommended to conduct an amendment and make the necessary corrections. DATA conducted an amendment on 2/23/22.</u></p>
<p>Status and APS Timeline for Monitoring Mar. 2022</p>	<p>DATA completed items 1-2.                  3-4) DATA submitted 3 IEPs for review. IEPs #1 &amp; #3 were compliant. IEP #2 - Service schedule included services for an area that the team failed to describe the needs. Unable to determine if these services are warranted.</p>
<p>Status and APS Timeline for Monitoring Apr. 2022</p>	<p>DATA completed items 1-2.                  3-4) DATA submitted 3 IEPs for review. All 3 IEPs were compliant in this area.</p>



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<b>Category</b>	<b>2. IEP Compliance</b>
<b>Improvement Area</b>	<p><b>Prior Written Notice</b> - Special education and related services are included in a child's FAPE; and therefore, a proposal to revise a child's IEP, which typically involves a change to the type, amount, or location of the special education and related services being provided to a child, would trigger requirements to provide prior written notice. A PWN records all proposals by school and parents- documents what was discussed including the continuum of services.</p> <p><b>The notice must include:</b>          A description of the action proposed or refused by the agency;          An explanation of why the agency proposes or refuses to take the action;          A description of each evaluation procedure, assessment, record or report the agency used as a basis for the proposed or refused action</p>
<b>Condition</b>	<p>Prior Written Notice (PWN) errors</p> <ul style="list-style-type: none"> <li>• Several proposals in a PWN were incorrect, they do not match the information included in the IEP.</li> <li>• A PWN included and accepted two separate settings.</li> <li>• A PWN included two exact same proposals for every item, one from the parents and one from the LEA.</li> </ul>
<b>Action Required</b>	<ol style="list-style-type: none"> <li>1) DATA Charter will provide members of the special education staff professional development on how to write a prior written notice.</li> <li>2) Special Education staff will collaborate to develop a checklist of possible proposals that might be included in a PWN, making sure they are in the form of complete statements. The team will also develop examples of appropriate justifications for accepting/rejecting proposals taking into consideration legal requirements.</li> <li>3) The LEA representative will review PWN during the IEP meeting to ensure all required proposals are included.</li> </ol>
<b>Deadline for each item</b>	<ol style="list-style-type: none"> <li>1) 8/27/21</li> <li>2) 9/3/21</li> <li>3) During each IEP meeting.</li> </ol>
<b>Required Evidence</b>	<ol style="list-style-type: none"> <li>1) Sign-in, agenda, pp, handouts</li> <li>2) Check list of possible proposals and examples of justifications</li> <li>3) Randomly selected IEP review of student's PWN.</li> </ol>
<b>Status and APS Timeline for Monitoring Sep. 2021</b>	<ol style="list-style-type: none"> <li>1) DATA did not provide evidence of PD</li> <li>2) DATA provided a draft PWN</li> <li>3) No IEPs were reviewed for this monthly site visit.</li> </ol>
<b>Status and APS Timeline for Monitoring Oct. 2021</b>	<ol style="list-style-type: none"> <li>1) DATA did not provide evidence of PD</li> <li>2) DATA provided a draft PWN</li> <li>3) APS reviewed 3 IEPs on 10/29/21. IEPs #1, #2, and #3 - Some proposals missing detailed reason based on data that justifies acceptance or rejection for each proposal. Action Plan - Ensure all IEPs include a complete and accurate Prior Written notice of all proposed actions. Proposals must include proper justification based on data that describes the reason(s) for acceptance or rejection.</li> </ol>
<b>Status and APS Timeline for Monitoring Nov./Dec. 2021</b>	<p>DATA completed Items 1-2.</p> <ol style="list-style-type: none"> <li>3) No IEPs were reviewed for this monthly site visit.</li> </ol>
<b>Status and APS Timeline for Monitoring Jan. 2022</b>	<p>DATA completed Items 1-2.</p> <ol style="list-style-type: none"> <li>3) No IEPs were reviewed for this monthly site visit.</li> </ol>

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Status and APS Timeline for Monitoring Feb. 2022	3) DATA submitted 3 IEPs for review. IEPs #1 & #3 were compliant IEP #2 - Related service proposal missing the service time and setting. Proposal for holding the meeting virtually is missing a detailed justification. Gifted services proposal is not clear.
Status and APS Timeline for Monitoring Mar. 2022	3) DATA submitted 3 IEPs for review. IEPs #1 & #2 were compliant. IEP #3 - Some Proposals included a justification that did not address the fact the parent was not in attendance. SLP proposal missing a description of student needs that will be supported by SLP.
Status and APS Timeline for Monitoring Apr. 2022	3) DATA submitted 3 IEPs for review. IEPs #1 & #2 were compliant. <b>IEP #3 - Missing a proposal for the service level.</b>

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<b>Category</b>	<b>2. IEP Compliance</b>
<b>Improvement Area</b>	<b>Parent notification</b> - The steps Schools shall take to ensure parent participation in EDT and/or IEP Team meetings shall include notifying parents of the meeting early enough to ensure that they will have an opportunity to attend and scheduling the meeting at a mutually agreed on time and place.
<b>Condition</b>	Late parent notification for the IEP meeting <ul style="list-style-type: none"> <li>• Parent notification was provided on the same day as the IEP meeting date.</li> </ul>
<b>Action Required</b>	<b>Background</b> - DATA Charter is converting to the TYLER special education module for the 2021/2022 school year. All parent notifications will be completed using this new system. The TYLER module will allow special education staff to immediately email parents/student of upcoming IEP's The system will also alert the case manger as well as admin 10 day before an IEP that a parent notification needs to sent. The system will also timestamp when the form was completed and when it was emailed out. 1) DATA Charter will develop systematic procedures of who, what, and when both IEP's and evaluation will be conducted. This includes a timeline in which parent/student notifications will be sent out, who is responsible for sending the notification as well as who is responsible for ensuring the parent/student received the notification. 2) Special education staff will collaborate to discuss implementation these procedures and make modifications as needed.
<b>Deadline for each item</b>	1) 8/13/21 2) 8/13/21
<b>Required Evidence</b>	1) Finalized IEP and Reevaluation procedures 2) Collaboration and meeting notes & Randomly selected IEP review of student & Parent's notifications.
<b>Status and APS Timeline for Monitoring Sep. 2021</b>	1) DATA updated their IEP procedures and provided a final document - 9/14/21
<b>Status and APS Timeline for Monitoring Oct. 2021</b>	1) DATA has completed this item. 2) Data has not provided collaboration/meeting notes. 2a) APS reviewed 3 IEPs and 1 Reevaluation on 10/29/21. Parent Notifications are compliant.
<b>Status and APS Timeline for Monitoring Nov./Dec. 2021</b>	1) DATA has completed this item. 2) Data has not provided collaboration/meeting notes. 2a) No IEPs were reviewed for this monthly site visit.
<b>Status and APS Timeline for Monitoring Jan. 2022</b>	1) DATA has completed this item. 2) Data has not provided collaboration/meeting notes. 2a) No IEPs were reviewed for this monthly site visit.
<b>Status and APS Timeline for Monitoring Feb. 2022</b>	1) DATA has completed this item. 2) DATA provided access to collaboration/meeting notes. 2a) DATA submitted 3 IEPs for review. The school provided notifications with sufficient time in advance for all 3 IEPs.
<b>Status and APS Timeline for Monitoring Mar. 2022</b>	DATA completed Items 1-2. 2a) DATA submitted 3 IEPs for review. The school provided notifications with sufficient time in advance for all 3 IEPs.
<b>Status and APS Timeline for Monitoring Apr. 2022</b>	DATA completed Items 1-2. 2a) DATA submitted 3 IEPs for review. The school provided notifications with sufficient time in advance for all 3 IEPs.

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<b>Category</b>	<b>3. Evaluation Compliance</b>
<b>Improvement Area</b>	<b>Reevaluations</b> - A public agency must ensure that a reevaluation of each child with a disability...Must occur at least once every 3 years
<b>Condition</b>	Overdue Reevaluations <ul style="list-style-type: none"> <li>•Based on the STARS data, the school had 1 overdue Reevaluation for the 40th STARS reporting date.</li> <li>•Additionally, there is a significant discrepancy between the school's students with disabilities master roster and STARS data. Data analysis indicates 46% of student records contained discrepancies which could potentially result in 16 overdue reevaluations.</li> </ul>
<b>Action Required</b>	<ol style="list-style-type: none"> <li>1) In-depth review of each student's confidential folder to correct inaccuracies. DATA Charter will provide a completed report of all current student confidential Evaluations including updated information about the status of any Reevaluation currently out of compliance.</li> <li>2) DATA Charter will provide a completed priorities list of overdue Reevaluations out of compliance.</li> <li>3) DATA charter will provide a timeline in which student files will be completed, who will be responsible for completing the documents, and when it will be completed.</li> <li>4) Data Charter will determine what additional supports EDT members require in order to appropriately address the corrective action plan (<i>i.e. PD, APS support, resources, collaboration/planning time, etc.</i>)</li> </ol>
<b>Deadline for each item</b>	<ol style="list-style-type: none"> <li>1) 7/30/21</li> <li>2) 8/9/21</li> <li>3) 8/13/21</li> <li>4) 8/13/21</li> </ol>
<b>Required Evidence</b>	<ol style="list-style-type: none"> <li>1) Documentation of the review - updated roster with new information</li> <li>2) Priority student list</li> <li>3) Written plan with timelines including who, what, when</li> <li>4) Written plan indicating the support EDT members need and steps to address the need.</li> </ol>
<b>Status and APS Timeline for Monitoring Sep. 2021</b>	<ol style="list-style-type: none"> <li>1) DATA completed the in-depth review of all student files - 7/30/21</li> <li>2) &amp; 3) DATA provided the completed priority list with who will follow-up and by when - 9/10/21</li> <li>4) DATA did not provide a description of the support needed</li> </ol>
<b>Status and APS Timeline for Monitoring Oct. 2021</b>	<p>DATA completed items 1-3.</p> <p>4) DATA did not provide a description of the support needed</p>
<b>Status and APS Timeline for Monitoring Nov./Dec. 2021</b>	<p>DATA completed items 1-3.</p> <p>4) DATA provided a description of the support needed</p>
<b>Status and APS Timeline for Monitoring Jan. 2022</b>	<p>DATA completed all items.</p> <p>80th day STARS indicate that DATA <u>0</u> overdue Reevaluations.</p>
<b>Status and APS Timeline for Monitoring Feb. 2022</b>	<p>DATA completed all items.</p>
<b>Status and APS Timeline for Monitoring Mar. 2022</b>	<p>DATA completed all items.</p> <p>120th day STARS indicate that DATA <u>1</u> overdue Reevaluation.</p>
<b>Status and APS Timeline for Monitoring Apr. 2022</b>	<p>DATA completed all items.</p> <p>Based on STARS data, DATA had <u>1</u> overdue Reevaluation so far for the current school year.</p>

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<b>Category</b>	<b>3. Evaluation Compliance</b>
<b>Improvement Area</b>	<b>REED – Review of existing evaluation data.</b> As part of an initial evaluation (if appropriate) and as part of any reevaluation under this part, the IEP Team and other qualified professionals, as appropriate, must - Review existing evaluation data on the child, including - Evaluations and information provided by the parents of the child; Current classroom-based, local, or State assessments, and classroom-based observations; and Observations by teachers and related services providers;
<b>Condition</b>	Missing or incomplete Review of Existing Evaluation Data (REED) forms <ul style="list-style-type: none"> <li>• Missing REED document</li> <li>• Incomplete REED, missing significant information from parent, student and teachers. REED failed to document the continued need for specialized instruction.</li> </ul>
<b>Action Required</b>	1) Develop (finalize) evaluation process delineating every step needed to complete all required evaluation elements (who, what, when) <ol style="list-style-type: none"> <li>1a) Describe the steps to complete the REED document (who, what, when)</li> </ol> 2) Train staff on what is required as part of current academic performance for the REED. 3) Provide a template that includes prompting questions to guide teacher's response.
<b>Deadline for each item</b>	1) 8/13/21 1a) 8/13/21 2) PD - 8/13/21 & 8/20/21 3) Template - 8/13/21
<b>Required Evidence</b>	1 & 1a) Written Reevaluation process, to include steps for completing the REED. 2) PD - Agenda, power point and sign in. 3) Template & Randomly selected Evaluation review of student's REEDs.
<b>Status and APS Timeline for Monitoring Sep. 2021</b>	1) DATA updated their Reevaluations procedures (including the REED process) and provided a final document - 9/14/21 2) DATA conducted PD with all their staff on 8/15/21 as evidenced by their PowerPoint and sign in sheet. 3) DATA provided a template for teachers used to gather present levels for the REED 9/3/21
<b>Status and APS Timeline for Monitoring Oct. 2021</b>	DATA completed items 1 - 3. 3a) APS reviewed 3 IEPs and 1 Reevaluation on 10/29/21. REED document reviewed was compliant.
<b>Status and APS Timeline for Monitoring Nov./Dec. 2021</b>	DATA completed items 1 - 3. 3a) No Reevaluations were reviewed for this monthly site visit.
<b>Status and APS Timeline for Monitoring Jan. 2022</b>	DATA completed items 1 - 3. 3a) No Reevaluations were reviewed for this monthly site visit.
<b>Status and APS Timeline for Monitoring Feb. 2022</b>	DATA completed items 1 - 3. 3a) DATA submitted 1 evaluation for review. REED document was incomplete, missing the following items. -Adult student contribution describing their strengths and needs. -Grades, classroom based assessments, and teacher observations describing strengths and concerns.

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<p>Status and APS Timeline for Monitoring Mar. 2022</p>	<p>DATA completed items 1 - 3.                  3a) DATA submitted 1 evaluation for review.                  REED document was incomplete, missing the following items.  <b>-Academic Performance</b> - There is limited information describing what the student can or cannot do based on grade level content standards. Most of the information included is functional performance.</p>
<p>Status and APS Timeline for Monitoring Apr. 2022</p>	<p>DATA completed items 1 - 3.                  3a) DATA submitted 1 evaluation for review.                  REED document was incomplete, missing the following items.  <b>-REED template is outdated - The school used the 2017 template, APS authorized charters are required to use the 2021 NMPED template.</b>  <b>-Parent/Student information - Missing parent and student description of the student's strengths and needs.</b>  <b>-Academic Performance - Missing grades, classroom based assessments and teacher observations (content based strengths and needs)</b></p>

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<b>Category</b>	<b>3. Evaluation Compliance</b>
<b>Improvement Area</b>	<b>PWN – Prior Written Notice of intent to Evaluate/Reevaluate – Notice.</b> The public agency must provide notice to the parents of a child with a disability, in accordance with § 300.503, that describes any evaluation procedures the agency proposes to conduct.
<b>Condition</b>	Missing notice to parents of the intent to evaluate/reevaluate <ul style="list-style-type: none"> <li>• The school failed to provide notice to the parents of the intent to reevaluate.</li> </ul>
<b>Action Required</b>	<p><b>Background</b> - By August 6th, 2021 DATA charter will be using the new TYLER special education module that require that a member of the admin team review all Evaluate/Reevaluate documentation 5 days prior to the IEP meeting to ensure that parents/student are provide notice of a meeting. The new TYLER special education module will also timestamp the date and time the admin reviews all documents.</p> <p>1) DATA Charter will develop systematic procedures of who, what, and when both IEP's and evaluation will be conducted. This includes a timeline in which parent/student notifications of the district's intent to evaluate will be sent out, who is responsible for sending the notification as well as who is responsible for ensuring the parent/student received the notification.</p> <p>2) Special education staff will collaborate to discuss implementation these procedures and make modifications as needed.</p>
<b>Deadline for each item</b>	1) 8/13/21 2) 8/13/21 & 8/20/21
<b>Required Evidence</b>	1) Finalized Reevaluation procedures document 2) Sign-in, agenda, pp, handouts & Randomly selected Evaluation review of student's Notices of the intent to evaluate.
<b>Status and APS Timeline for Monitoring Sep. 2021</b>	1) DATA updated their Reevaluations procedures and provided a final document - 9/14/21 2) DATA conducted PD with all their staff on 8/15/21 as evidenced by their PowerPoint and sign in sheet.
<b>Status and APS Timeline for Monitoring Oct. 2021</b>	DATA completed items 1-2. 2a) APS reviewed 3 IEPs and 1 Reevaluation on 10/29/21. DATA provided parents with the notice of the intent to Reevaluate.
<b>Status and APS Timeline for Monitoring Nov./Dec. 2021</b>	DATA completed items 1-2. 2a) No IEPs or Reevaluations were reviewed for this monthly site visit.
<b>Status and APS Timeline for Monitoring Jan. 2022</b>	DATA completed items 1-2. 2a) No IEPs or Reevaluations were reviewed for this monthly site visit.
<b>Status and APS Timeline for Monitoring Feb. 2022</b>	DATA completed items 1-2. 2a) DATA submitted 1 Evaluation for review. PWN was completed but was dated the same day of the Eligibility Determination Team meeting.
<b>Status and APS Timeline for Monitoring Mar. 2022</b>	DATA completed items 1-2. 2a) DATA submitted 1 Evaluation for review. Prior notice of the intent to evaluate was provided to the parent.
<b>Status and APS Timeline for Monitoring Apr. 2022</b>	DATA completed items 1-2. 2a) DATA submitted 1 Evaluation for review. Prior notice of the intent to evaluate was provided to the parent.

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<b>Category</b>	<b>3. Evaluation Compliance</b>
<b>Improvement Area</b>	<b>Eligibility Determination Team Meeting (Initial/Reevaluation) - Determination of eligibility.</b> Upon completion of the administration of assessments and other evaluation measures, for each eligibility being considered - A group of qualified professionals and the parent of the child determines whether the child is a child with a disability, as defined in § 300.8, in accordance with paragraph (c) of this section and the educational needs of the child. In the case of a reevaluation of a child, whether the child continues to need special education and related services;
<b>Condition</b>	Missing Evaluation Determination Team (EDT) document, EDT errors and missing data. <ul style="list-style-type: none"> <li>• Missing EDT document for second eligibility.</li> <li>• Outdated EDT document contained errors and missing data.</li> </ul>
<b>Action Required</b>	<p>1) Data Charter school will be using a new special education module from TYLER beginning on August 6th, 2021. This new module will help ensure that all appropriate EDT documents are completed, including both primary and secondary eligibilities. The module will not allow the case manager to finalize the document without the following being completed. a) All EDT's listed in the profile of the student are completed, and b) A member of admin has reviewed all documentations to ensure that they are filled out correctly and completely. The TYLER module will timestamp all documents once a final review has been completed.</p> <p>2) DATA Charter will develop systematic procedures of who, what, and when both IEP's and evaluation will be conducted.</p> <p>3) All special education staff will attend a professional development training on the new IEP/Reevaluation process with the schools diagnostician.</p>
<b>Deadline for each item</b>	<p>1) 8/9/21</p> <p>2) 8/13/21</p> <p>3) 8/13/21 &amp; 8/20/21</p>
<b>Required Evidence</b>	<p>1) Sign-in, agenda, pp, handouts - Tyler training</p> <p>2) Finalized Reevaluation Procedures document</p> <p>3) Sign-in, agenda, pp, handouts - EDT training &amp; Randomly selected Evaluation review of student's EDTs.</p>
<b>Status and APS Timeline for Monitoring Sep. 2021</b>	<p>1) DATA provided their special education staff with Tyler Training - 9/3/21</p> <p>2) DATA updated their Reevaluations procedures and provided a final document - 9/14/21</p> <p>3) DATA did not provided evidence of PD for Special Education Staff</p>
<b>Status and APS Timeline for Monitoring Oct. 2021</b>	<p>DATA completed items 1-2.</p> <p>3) DATA did not provided evidence of PD for Special Education Staff</p> <p>3a) Missing the participation of the Regular Education Teacher</p>
<b>Status and APS Timeline for Monitoring Nov./Dec. 2021</b>	<p>DATA completed items 1-2.</p> <p>3) DATA did not provided evidence of PD for Special Education Staff</p>
<b>Status and APS Timeline for Monitoring Jan. 2022</b>	<p>DATA completed items 1-2.</p> <p>3) DATA did not provided evidence of PD for Special Education Staff</p>
<b>Status and APS Timeline for Monitoring Feb. 2022</b>	<p>DATA completed items 1-2.</p> <p>3) DATA did not provided evidence of PD for Special Education Staff</p> <p>3a) Missing documentation that supports determination of continued presence of a disability and continued need for specialized instruction.</p>



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<p>Status and APS Timeline for Monitoring Mar. 2022</p>	<p>DATA completed items 1-2.          3) DATA did not provided evidence of PD for Special Education Staff          3a) Missing documentation that supports determination of continued presence of a disability and continued need for specialized instruction.</p>
<p>Status and APS Timeline for Monitoring Apr. 2022</p>	<p>DATA completed items 1-2.          3) DATA provided evidence of PD for Special Education Staff  <b>3a) Missing documentation that supports determination of continued presence of a disability and continued need for specialized instruction.</b></p>

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<b>Category</b>	<b>4. Submission of IEP files for SPP-Indicator 13 SY 20-21 Annual Review</b>
<b>Improvement Area</b>	The transition plans for students with disabilities (age 14+) are in compliance with Indicator 13. Schools shall integrate transition planning into the IEP process. The Transition Services section of the IEP includes the results of transition assessment, the student's post-secondary goals and course of study, and coordinated set of activities. However, transition services also shall be incorporated throughout the IEP including in the annual goals, special education and related services.
<b>Condition</b>	Transition plans reviewed were incomplete <ul style="list-style-type: none"> <li>• Non-compliant post-secondary goals</li> <li>• Missing transition assessment</li> <li>• Incomplete course of study</li> <li>• Missing transition activities</li> </ul>
<b>Action Required</b>	1) DATA Charter will use a new special education module that will be automatically add student course of study in the IEP. The new special education module will also require that a member of the admin team review each section of the IEP to ensure compliance. The new TYLER system will also timestamp all reviewed IEP before the IEP can change from a draft status to a completed status. 2) DATA Charter will provide all special education staff professional development training on SPP-Indicator 13 for the 2021/2022 school year. During this training staff will review how to properly develop and write post-secondary goals, the use of O*NET online during transition assessment and activities.
<b>Deadline for each item</b>	1) 8/9/21 2) 8/27/21
<b>Required Evidence</b>	1) Sign-in, agenda, pp, handouts - Tyler training 2) Sign-in, agenda, pp, handouts - SPP-13 training & Randomly selected IEPs to review transition plans.
<b>Status and APS Timeline for Monitoring Sep. 2021</b>	1) DATA provided their special education staff with Tyler Training - 9/3/21 2) DATA did not provide evidence of SPP-13 PD
<b>Status and APS Timeline for Monitoring Oct. 2021</b>	DATA completed item 1. 2) APS provided SPP-13 training for DATA on 10/7/21 2a) The window for uploading IEPs for SPP-13 has not occurred.
<b>Status and APS Timeline for Monitoring Nov./Dec. 2021</b>	DATA completed item 1. 2) APS provided SPP-13 training for DATA on 10/7/21 2a) The window for uploading IEPs for SPP-13 has not occurred.
<b>Status and APS Timeline for Monitoring 2022</b>	DATA completed items 1 - 2. 2a) DATA was required to submit <b>4 - 14 &amp; 15 year</b> old IEPs for PED review. 3 out of the 4 IEPs were compliant, 1 IEP had a minor typo in the course of study. 3 out of the 4 IEPs were submitted compliant by the APS internal deadline. DATA was also required to submit <b>4 - 16+</b> IEPs for PED review. 3 out of the 4 IEPs were compliant, 1 IEP included Post Secondary goals in a format that was not compliant. 3 out of the 4 IEPs were submitted compliant by the APS internal deadline. DATA made both corrections before IEPs were submitted to PED for review.

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Status and APS Timeline for Monitoring Feb. 2022	DATA submitted 3 IEPs for review. IEPs #2 & #3 were compliant. IEP #1 - Transfer of rights at the age of majority notification date was incorrect.
Status and APS Timeline for Monitoring Mar. 2022	DATA submitted 3 IEPs for review. All 3 IEPs included a compliant transition plan.
Status and APS Timeline for Monitoring Apr. 2022	DATA submitted 3 IEPs for review. IEPs #1 & #2 included a compliant transition plan. <b>IEP #3 - Course of Study and Notification of Transfer of rights at age of Majority were not compliant.</b>

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<b>Category</b>	<b>4. Submission of IEP files for SPP-Indicator 13 SY 20-21 Annual Review</b>
<b>Improvement Area</b>	<b>IEP Team Participants</b> - The IEP Team Meeting Participants signature page of the IEP shall reflect the members of the IEP Team who were present and participated in the IEP Team meeting, and shall further provide the necessary documentation that the IEP Team meeting was duly constituted. The names of the IEP Team meeting participants shall be typed as well as their participation reflected by their signature.
<b>Condition</b>	Transition plans reviewed were incomplete <ul style="list-style-type: none"> <li>• Missing signature page</li> </ul>
<b>Action Required</b>	<ol style="list-style-type: none"> <li>1) DATA Charter will purchase a license copy of "DocuSign" program for those IEP that may be conducted online due to potential COVID-19 related issues to ensure all signatures are gathered.</li> <li>2) DATA charter will use the new TYLER special education module that will require a complete review of all IEP documents from a member of the admin team before an IEP can be archived. This will provide a second set of eyes to ensure all IEP documents are completed with signatures from all members that attend the IEP.</li> <li>3) DATA Charter will provide a final copy of the school IEP procedures.</li> <li>4) All special education staff will complete and sign a professional development on these procedures.</li> </ol>
<b>Deadline for each item</b>	<ol style="list-style-type: none"> <li>1) 8/9/21</li> <li>2) 8/9/21</li> <li>3) 8/13/21</li> <li>4) 8/27/21</li> </ol>
<b>Required Evidence</b>	<ol style="list-style-type: none"> <li>1) Documentation about purchasing DocuSign</li> <li>2) Sign-in, agenda, pp, handouts - Tyler Training</li> <li>3) Finalized IEP procedures</li> <li>4) Sign-in, agenda, pp, handouts - IEP training &amp; Randomly selected IEPs to review signature pages.</li> </ol>
<b>Status and APS Timeline for Monitoring Sep. 2021</b>	<ol style="list-style-type: none"> <li>1) No evidence of DocuSign purchase has been provided.</li> <li>2) DATA provided their special education staff with Tyler Training - 9/3/21</li> <li>3) DATA updated their IEP procedures and provided a final document - 9/14/21</li> <li>4) DATA conducted PD with all their staff on 8/15/21 as evidenced by their PowerPoint and sign in sheet.</li> </ol>
<b>Status and APS Timeline for Monitoring Oct. 2021</b>	<ol style="list-style-type: none"> <li>1) No evidence of DocuSign purchase has been provided.</li> </ol> DATA completed items 2 - 4.
<b>Status and APS Timeline for Monitoring Nov./Dec. 2021</b>	<ol style="list-style-type: none"> <li>1) No evidence of DocuSign purchase has been provided.</li> </ol> DATA completed items 2 - 4.
<b>Status and APS Timeline for Monitoring Jan. 2022</b>	<ol style="list-style-type: none"> <li>1) No evidence of DocuSign purchase has been provided.</li> </ol> DATA completed items 2 - 4.
<b>Status and APS Timeline for Monitoring 2022</b>	<ol style="list-style-type: none"> <li>1) No evidence of DocuSign purchase has been provided.</li> </ol> DATA completed items 2 - 4. 4a) DATA submitted 3 IEPs for review. All 3 IEPs either included a signature page or a statement of names typed because of a virtual meeting. IEPs #2 & #3 - Missing the participation of the Regular Education Teacher.

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<p><b>is and APS          Timeline for          Monitoring          Mar. 2022</b></p>	<p>1) No evidence of DocuSign purchase has been provided.          DATA completed items 2 - 4.          4a) DATA submitted 3 IEPs for review. All 3 IEPs included a signature page with members present during virtual meetings and a statement in the PWN to confirm attendance to virtual meeting. All required members were present.</p>
<p><b>Status and APS          Timeline for          Monitoring          Apr. 2022</b></p>	<p>1) The school decided to continue documenting IEP team member participation in the PWN for virtual meetings or to obtain written signatures for in person meetings.          DATA completed items 2 - 4.          4a) DATA submitted 3 IEPs for review. All 3 IEPs included a signature page with members present during virtual meetings and a statement in the PWN to confirm attendance to virtual meeting. All required members were present.</p>