

Albuquerque Public Schools - Office of Innovation and School Choice
Special Education Corrective Action Plan for Digital Arts and Technology Academy
 School Year 2022-2023

Category	2. IEP Compliance
Improvement Area	Present levels of performance- 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.
Condition	Missing or incomplete present levels of educational performance <ul style="list-style-type: none"> • Missing present levels for an identified area of need • Present levels missing relevant medical information • Incomplete present levels missing scores or a narrative describing the student's performance in the classroom.
Action Required	<ol style="list-style-type: none"> 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. 2) Update template that includes prompting questions to guide teacher's response. 3) The LEA representative will review present levels in the draft IEPs 5 days prior to the meeting.
Deadline for each item	<ol style="list-style-type: none"> 1) 9/29/22 2) 9/29/22 3) 5 days prior to each IEP meeting.
Required Evidence	<ol style="list-style-type: none"> 1) PD - Agenda, power point and sign in. 2) Updated template 3) Randomly selected IEP review of student's present levels.
Status and Timeline for Monitoring Sep. 2022	
Status and APS Timeline for Monitoring Oct. 2022	
Status and APS Timeline for Monitoring Jan. 2023	
Status and APS Timeline for Monitoring Mar. 2023	

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Category	2. IEP Compliance
Improvement Area	Goals - The IEP shall include a statement of measurable annual goals, including academic and functional goals. Must include all related services.
Condition	Missing measurable annual goals • Missing Social Work goal
Action Required	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.
Deadline for each item	1) 4-weeks prior to IEP due date 2) During each IEP meeting.
Required Evidence	Randomly selected IEP review of student's goals.
Status and APS Timeline for Monitoring Sep. 2022	
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Category	2. IEP Compliance
Improvement Area	Progress Towards Goals - 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.
Condition	Missing progress towards goals (PTGs) <ul style="list-style-type: none"> • There was no progress towards goals indicating the student's progress towards meeting their IEP goals.
Action Required	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 update the templet that includes prompting questions to guide teacher responses to be used when gathering data to report progress towards IEP goals, as well as to update the method of data collection on an ongoing basis. 3) DATA charter will update their system to keep track of when and who has completed PTGs for each student and when those PTGs have been sent home to parents.
Deadline for each item	1) 9/29/22 2) 9/29/22 3) 9/29/22
Required Evidence	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.
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Category	2. IEP Compliance
Improvement Area	Service Schedule - 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.
Condition	Incorrect service level •Service schedule included an incorrect calculation of service hours and service level.
Action Required	1) All new special education staff members will be provided professional development on the TYLER special education module 2) DATA Charter will ensure that all service schedules are correct by following a two person review of the IEP before the due date. 3) The LEA representative will review service schedule during the IEP meeting to ensure it is compliant .
Deadline for each item	1) 9/29/22 (within 2 weeks of hire) 2) 1 week prior to the IEP 3) During the IEP meeting
Required Evidence	1) Signed statement of training date 2 & 3) Randomly selected IEP review of student's Service Schedule.
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Category	2. IEP Compliance
Improvement Area	<p>Prior Written Notice - 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>The notice must include:</p> <p>A description of the action proposed or refused by the agency;</p> <p>An explanation of why the agency proposes or refuses to take the action;</p> <p>A description of each evaluation procedure, assessment, record or report the agency used as a basis for the proposed or refused action</p>
Condition	<p>Prior Written Notice (PWN) errors</p> <ul style="list-style-type: none"> • Several proposals in a PWN were incorrect, they do not match the information included in the IEP. • A PWN included and accepted two separate settings. • A PWN included two exact same proposals for every item, one from the parents and one from the LEA.
Action Required	<ol style="list-style-type: none"> 1) DATA Charter will provide members of the special education staff professional development on how to write a prior written notice. 2) Special Education staff will collaborate to update the 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. 3) The LEA representative will review PWN during the IEP meeting to ensure all required proposals are included.
Deadline for each item	<ol style="list-style-type: none"> 1) 9/29/22 2) 9/29/22 3) During each IEP meeting.
Required Evidence	<ol style="list-style-type: none"> 1) Sign-in, agenda, pp, handouts 2) Check list of possible proposals and examples of justifications 3) Randomly selected IEP review of student's PWN.
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Category	3. Evaluation Compliance
Improvement Area	REED – Review of existing evaluation data. 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;
Condition	Missing or incomplete Review of Existing Evaluation Data (REED) forms <ul style="list-style-type: none"> • Missing REED document • Incomplete REED, missing significant information from parent, student and teachers. REED failed to document the continued need for specialized instruction.
Action Required	<ol style="list-style-type: none"> 1) Update evaluation process delineating every step needed to complete all required evaluation elements (who, what, when) <ol style="list-style-type: none"> 1a) Describe the steps to complete the REED document (who, what, when) 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.
Deadline for each item	<ol style="list-style-type: none"> 1) 9/29/22 1a) 9/29/22 2) 9/29/22 3) 9/29/22
Required Evidence	<ol style="list-style-type: none"> 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.
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Category	3. Evaluation Compliance
Improvement Area	Eligibility Determination Team Meeting (Initial/Reevaluation) - Determination of eligibility. 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;
Condition	Missing Evaluation Determination Team (EDT) document, EDT errors and missing data. <ul style="list-style-type: none"> • Missing EDT document for second eligibility. • Outdated EDT document contained errors and missing data.
Action Required	<ol style="list-style-type: none"> 1) All new special education staff members will be provided professional development on the TYLER special education module 2) DATA Charter will update their procedures of who, what, and when both IEP's and evaluation will be conducted. 3) All special education staff will attend a professional development training on the new IEP/Reevaluation process.
Deadline for each item	<ol style="list-style-type: none"> 1) 9/29/22 2) 9/29/22 3) 9/29/22
Required Evidence	<ol style="list-style-type: none"> 1) Sign-in, agenda, pp, handouts - Tyler training 2) Finalized Reevaluation Procedures document 3) Sign-in, agenda, pp, handouts - EDT training & Randomly selected Evaluation review of student's EDTs.
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Category	4. Submission of IEP files for SPP-Indicator 13 SY 20-21 Annual Review
Improvement Area	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.
Condition	Transition plans reviewed were incomplete <ul style="list-style-type: none"> • Non-compliant post-secondary goals • Missing transition assessment • Incomplete course of study • Missing transition activities
Action Required	1) All new special education staff members will be provided professional development on the TYLER special education module 2) DATA Charter will provide all NEW special education staff professional development training on SPP-Indicator 13 for the 2022/2023 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.
Deadline for each item	1) 9/29/22 2) 9/29/22
Required Evidence	1) Sign-in, agenda, pp, handouts - Tyler training 2) Sign-in, agenda, pp, handouts - SPP-13 training & Randomly selected IEPs to review transition plans.
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