

Supplemental Attachment 4

Special Education Corrective Action Plan

Academia Antonia Alonso Charter School
Special Education
On-Site Monitoring Corrective Action Plan

2016 – 2017

Goal: The goal of this plan is to ensure systemic changes in the Academia Antonia Alonso Charter School that will improve results for students with disabilities and their families, and achieve and maintain the Charter's compliance with special education regulations.

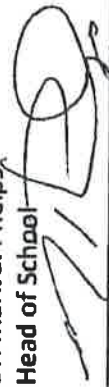
Background: On January 5, 2017, Department of Education ("DOE") representatives reviewed student records and IEPs for compliance with special education regulations in specific areas of evaluation/re-evaluation, IEP development, procedural safeguards, LRE, and secondary transition in the Charter. On February 7, 2017, the DOE provided a compliance monitoring report to the Charter summarizing the findings. This corrective action plan describes the strategies and steps that the Charter will take to ensure compliance with special education regulations, including professional development and a system of internal controls.

Due Dates: Following is a timeline for actions due to the DOE:

1. Completed and signed Corrective Action Plan due to the DOE	March 10, 2017
2. Individual student corrections completed	April 13, 2017
3. Completion of all corrective actions	May 15, 2017

On behalf of Academia Antonia Alonso Charter School:

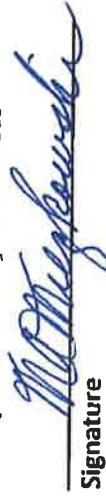
Submitted by: Dr. Mark S. Phelps,
 Head of School


 Signature

3/9/17
 Date

On behalf of the Department of Education:

Reviewed/Approved by: Mary Ann Mieczkowski
 Director, Exceptional Children Resources


 Signature

3/29/17
 Date

Core Monitoring Question	Baseline Monitoring Data	Primary "Root Cause" of Noncompliance	Corrective Actions
<p>EVL 2: Whether Student's re-evaluation was conducted at least once every three years.</p>	<p>100% compliant</p>		
<p>EVL 3: Whether a variety of sources were used to determine eligibility.</p>	<p>90.00% compliance</p>	<p>School personnel did not adequately document information provided from psychological report</p>	<ul style="list-style-type: none"> • Correction of individual student issues; revise or redo ESR to document the evaluation and eligibility • Provide training and support to appropriate staff • Document information during meeting if parent, teacher, etc. input is not given prior to meeting
<p>EVL 4: Whether the Evaluation Summary Report Documents that the IEP Team ruled out lack of appropriate instruction in Reading/Math or Limited English Proficiency as a determinant factor for eligibility determination.</p>	<p>100% compliant</p>		
<p>EVL 5: Whether the Evaluation Summary Report documents the evaluation and eligibility determination, including specific requirements for students with a Learning Disability (as applicable).</p>	<p>50.00% compliance</p>	<p>School Personnel unaware that the LD section in the ESR must be included (even if student is not LD)</p>	<ul style="list-style-type: none"> • Correction of individual student file issues • Provide training and support to appropriate staff
<p>EVL 6: Whether, for students without a Learning Disability, eligibility was determined by a group of qualified professionals (IEP Team) and Parent.</p>	<p>100% compliant</p>		

Core Monitoring Question	Baseline Monitoring Data	Primary "Root Cause" of Noncompliance	Corrective Actions
<p>EVL 7: Whether, for students with a Learning Disability, eligibility was determined by a group of qualified professionals (including a regular education teacher and at least one person qualified to conduct individual diagnostic evaluations) and Parent.</p>	100% compliant		
<p>IEP 2: Whether Parent Attended the IEP meeting or was afforded an opportunity to participate.</p>	100% compliant		
<p>IEP 3: Whether a regular education teacher of Student attended the IEP meeting (if Student is or may be participating in the general education environment).</p>	100% compliant		
<p>IEP 4: Whether a special education teacher of Student attended the IEP meeting.</p>	100% compliant		
<p>IEP 5: Whether an appropriate LEA representative attended the IEP meeting.</p>	100% compliant		
<p>STR 2: For students of transition age, whether Student was invited to the IEP meeting.</p>	N/A		
<p>STR 3: For students of transition age, if Student did not attend the IEP meeting where postsecondary goals and transition services were considered, whether the LEA took other steps to ensure Students strengths, preferences, and interests were considered.</p>	N/A		

Core Monitoring Question	Baseline Monitoring Data	Primary "Root Cause" of Noncompliance	Corrective Actions
<p>STR 10: For students of transition age who are or may be participating in a career and technical education program, whether a career technical education teacher of Student, or career technical education coordinator, attended the IEP meeting.</p>	N/A		
<p>IEP 9: For a Student who is blind or visually impaired, the IEP team considered Student's need for Braille instruction</p>	100% compliant		
<p>IEP 10: For a Student who is blind or visually impaired, the Braille instruction needs are addressed in the IEP</p>	100% compliant		
<p>IEP 17: For a Student who has assistive technology needs, whether the IEP team considered the need for assistive technology devices and services for the child.</p>	100% compliant		
<p>IEP 18: For a Student who has assistive technology needs, whether the assistive technology needs are addressed in the IEP.</p>	100% compliant		
<p>IEP 19: For a Student who has difficulty accessing and/or using grade-level textbooks and other core materials in standard print formats, the IEP team considered Student's needs for interventions, supports, and strategies</p>	100% compliant		

Core Monitoring Question	Baseline Monitoring Data	Primary "Root Cause" of Noncompliance	Corrective Actions
<p>IEP 20: For a Student who has difficulty accessing and/or using grade-level textbooks and other core materials in standard print formats, the interventions, supports, and strategies are addressed in the IEP</p>	<p>100% compliant</p>		
<p>IEP 27: For a Student who has limited reading proficiency, whether the IEP team considered Student's need for reading services, supports and evidence-based interventions.</p>	<p>100% compliant</p>		
<p>IEP 28: For a Student who has limited reading proficiency, whether the interventions, supports, and strategies are addressed in the IEP.</p>	<p>100% compliant</p>		
<p>IEP 21: Whether the IEP contains a statement of special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to Student, and a statement of the program modifications or supports for school personnel.</p>	<p>100% compliant</p>		
<p>IEP 23: Whether the IEP contains a statement of frequency, duration, and location of services and modifications.</p>	<p>100% compliant</p>		
<p>IEP 24-26: Whether the IEP contains: 1) a statement of Students present level of academic achievement and functional performance, and 2) a description of how Student's progress toward meeting Student's annual goal will be measured,</p>	<p>100% compliant</p>		

Core Monitoring Question	Baseline Monitoring Data	Primary "Root Cause" of Noncompliance	Corrective Actions
and 3) a statement of measurable annual goal.			
IEP 33: Whether the IEP team considered Student's eligibility for State Reading Based ESY.	90.00% compliance	<ul style="list-style-type: none"> • Inadvertently overlooked item • Did not review document before finalizing 	<ul style="list-style-type: none"> • Make individual student corrections • Revise IEP adding required explanation • Have an additional special education staff member review IEP before submission
IEP 34: Whether the IEP team determined Student is eligible for State Reading Based ESY.	70.00% compliance	<ul style="list-style-type: none"> • Inadvertently overlooked item • Did not review document before finalizing 	<ul style="list-style-type: none"> • Make individual student corrections • Revise IEP adding required explanation • Have an additional special education staff member review IEP before submission
IEP 35: Whether the IEP team determined Student is eligible but State Reading Based ESY services were declined by the IEP team.	80.00% compliance	<ul style="list-style-type: none"> • Inadvertently overlooked item • Did not review document before finalizing 	<ul style="list-style-type: none"> • Make individual student corrections • Revise IEP adding required explanation • Have an additional special education staff member review IEP before submission
LRE 3: Whether the IEP contains an explanation of the extent, if any, to which Student will not participate with non-disabled children in the regular class.	100% compliant		

