

CORRECTIVE ACTION PLAN TO ADDRESS CONCERNS

Name of Charter School	Alma d'arte Charter High School		
Head Administrator	Holly Schullo, PhD	School Year	2018-2019
Governing Board President	Gene Elliott	Submission Date	04/12/19
Purpose: As required by the Public Education Commission per December 2018 meeting			
Indicator/Area of Concern: Protecting the rights of students with special needs			
Indicator/Area of Concern Summary of Finding/Requested Follow-Up	Action Step(s)	Timeline	Person/Program Responsible for Implementation
1. Timely IEPs and Evaluations	A. When a student enrolls at Alma d'arte, a consent for the release of educational records is obtained from the parent. The release is sent to the previous school district requesting all educational records of the child to include Special Education, English Language Learner status and any other records relevant to the needs of the student. All records requests are marked with checks on each component in order to insure that Special Education students are identified in case it was not disclosed during registration. This is done to insure all students with disabilities receive the appropriate services and are properly identified.	Within 3 days of registration. If a response is not received within 7 days from previous district a phone call is made to follow up.	Registrar
	B. In accordance with NMAC 6.31.2 (H) an IEP is held within the first 30 days upon transfer for a student with disabilities into Alma d'arte to insure the needs of the special education students are being met. Students are placed into classes similar (electives are limited) or equivalent to the placement from the incoming IEP. To date	Within 30 days of registration	Principal Special Education Coordinator/Special Education Teacher

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	<p>the only services listed on a student’s IEP are academic support (self-contained) in Mathematics and English and Inclusion. Academic Support is being provided through Content Mastery in the areas of Mathematics and English and support is also being provided in an Inclusion setting in the areas of Math and Language Arts. The IEP team, (Parent, Student, Special Education Teacher, General Education Teacher, Ancillary Service (as needed), and Student) determine the placement of the student. The placement for services is data driven using state testing, teacher feedback, grades, student feedback, parent feedback and short cycle assessments if available. Once the IEP team looks at the areas of weakness the students are placed in either the self-contained or inclusion setting.</p> <p>C. More special education support will be added to the master schedule in the 2019/2020 school year to broaden the availability of services to meet student need.</p> <p>D. Alma d’arte creates a calendar of events to monitor Individualized Education Programs and Re-evaluations. Students are placed on the calendar one month prior to the due date to insure they do not go past the annual IEP date or the triennial re-evaluation date. A report by</p>	<p>July 30, 2019</p> <p>Next IEP or Re-evaluation date due at Alma d’arte is in the fall semester of 2019, all IEP’s and evaluations are</p>	<p>Principal</p> <p>Special Education Coordinator</p>
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<p>2. Serving Special Needs Students</p>	<p>IEP date and by Re-evaluation date is available in the electronic data system used by the school district. (Tie-net)</p> <p>A. Student IEP minutes are documented by placement into the Content Mastery Classes which specialize in Math and English during periods 4, 5 and 6, their attendance in the classroom is documentation of the minutes served. Students receive direct instruction and support as indicated in their IEP from a highly qualified special education teacher. The inclusion classroom which is taught in the general education setting is served with both the general education teacher and the special education teacher present. The general education and special education teachers parallel teach and station teach to meet the needs of the students. These minutes are also documented by classroom attendance. Inclusion is offered during periods 1, 2, and 3. The special education teacher also provides other teachers with strategies needed to help the special education students be successful in the general education classroom. These strategies are research based and include scaffolding</p>	<p>current.</p> <p>Ongoing/Current</p>	<p>Special Education Coordinator</p>
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	<p>instruction, student questioning to increase metacognition, cooperative learning etc. The IEP team, (Parent, Student, Special Education Teacher, General Education Teacher, Ancillary Service (as needed), and Student) determine the placement of the student. The placement for services is data driven using state testing, teacher feedback, grades, student feedback, parent feedback and short cycle assessments if available. Academic Support is being provided through Content Mastery in the areas of Mathematics and English and support is also being provided in an Inclusion setting in the areas of Math and Language Arts.</p>		
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Additional Concerns			
<p>3. Compensatory Education</p>	<p>A letter for Compensatory services was mailed to parents on 01/25/2019. Parents were informed that services would be offered after school from 03/04/2019 through 05/23/2019. Compensatory education services are being offered to the students who lost educational service minutes during the 32 day period between 9/12/2018 and 11/12/2018 when Alma d'arte was without a special education teacher. Compensatory services are offered after school on Tuesday and Thursday from 4 to 6 p.m. Compensatory Services began on 03/04/2019. These services continued to be offered during Spring Break at a time convenient for both parent and student. Compensatory minutes are also offered during ZAP. ZAP is tutoring in the content areas to help any student who has the letter grade of either a D or an F. ZAP is offered on Wednesday from 2:09 until 3:15. The time for both after school and ZAP is documented by the student's signatures and service logs. The total number of minutes lost during the 32 day period were added up for each individual student and that number of minutes is reduced each time a student stays to receive additional help in their area of educational need. If there are carry over compensatory minutes at the end of the school</p>	<p>Started 03/04/2019 Ongoing until compensatory minutes are complete</p>	<p>Special Education Teacher</p>

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<p>4. IDEA B Application</p>	<p>year they will continue into the next school year or during the summer if the families so desire. During the period that Alma d'arte was without a Special Education Teacher, minutes for Ancillary services (Social Work, Psychologist) were not affected, service logs are available to show those services received.</p> <p>IDEA-B Application was reviewed and submitted to Charlene Marcotte, Special Education Division, and has been approved by Governance Council at March 18th meeting.</p>	<p>03/18/2019</p>	<p>Principal, Business Manager, Governance Council</p>
<p>5. 2018-19 40-Day Stars Data</p>	<p>STARS data has been input correctly; Alma is up to date and validated for 40 and 80-day counts. The 120 day data was just submitted and we are updated for all reporting periods.</p>	<p>10/24/2018</p>	<p>Principal, STARS Coordinator</p>
<p>6. State Complaint C1819-10 Failure to Develop and implement IEP; Absence of Special Education Teacher; Preventing student from making progress due to not holding IEP to determine needs</p>	<p>State Complaint affected one student who since transferred from Alma to Las Cruces Public Schools in November 2018. The request for mediation was submitted however the student left before the mediation could take place. Alma d'arte facilitated the retention of credits earned during the Fall 2018 semester by offering work for the remaining two and one half weeks and offering the student her final exams. The absence of a special education</p>	<p>May 23, 2019</p>	<p>Region IX, Principal, Alma d'arte staff</p>

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	<p>teacher led to the lapse in writing a timely IEP once new information was provided by the parent. Per the Corrective Action Plan a review of the Special Education Policies and Procedures Manual is being conducted and the decision to adopt the State of NM policies and procedures for Alma d'arte has been made. We have contacted Region IX, and Dahn Freed has agreed to provide training to the staff at Alma d'arte prior to 05/23/2019 on the development and implementation of IEP's for out of district students.</p>		
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