



**Example of a Completed District Corrective Action Plan (DCAP) on**  
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**District Corrective Action Plan (DCAP) Summary Table**

<b>KIDS ID</b>	<b>LEA</b>	<b>District</b>	<b>Type</b>	<b>Individual Case(s) of Child-specific Noncompliance</b>
1234567890	990	999	Secondary Transition	1

**Question Breakdown**

Regulatory Requirement with noncompliance (Question 3)	Is there an appropriate measurable postsecondary goal or goals for Education/Training?
Corrective Action Due	<b>November 15, 2011</b>
Root Cause Analysis	When the IEP for this student was reviewed, it did not include a postsecondary goal for education/training. Data was analyzed, and it was determined that the root cause was the timeline of staff training in IEP transition requirements for students ages 16 and older. The student's IEP that didn't have a measurable postsecondary goal for education/training was developed by a first year teacher. Although IEP training had occurred, it occurred after the date of the IEP meeting. Training procedures are the root cause of this problem.
Strategy for Correcting the Problem Identified by Root Cause Analysis	The strategy for correcting this problem is twofold: scheduling professional development for new staff in a timely manner and sufficient supervision provided to the teachers. Beginning with the 2012-13 school year, new teachers will receive training in IEP requirements as part of the new Teacher Orientation which takes place prior to the new school year. The Transition Coordinator will review IEPs written by new teachers to assure that the transitional requirements have been met. The main resource required is time: time for staff training and time for the Transition Coordinator to provide sufficient supervision. The change in the supervision of new teachers by the Transition Coordinator has been implemented now and will be in place throughout the following years.

Method of Evaluation to Assure this Problem does not Reoccur	The Transition Coordinator will use an IEP Review Checklist when reviewing all transition IEPs written by first year teachers to assure that all transition requirements have been met. This review will occur prior to the IEP meeting using a draft of the proposed IEP as each IEP comes due throughout the remainder of this school year and the following years. The Transition Coordinator will review these checklists quarterly to determine if all transition requirements have been consistently met or if there appears to be any systemic problems. For teachers who do not successfully develop transition IEPs, one-on-one training will be scheduled immediately following any submission of an IEP with sufficient data. Continual submission of IEPs that meet requirements will confirm that the district's corrective actions are effective.
Location of the documentation of actions taken to correct the child-specific noncompliance	Documentation of interventions will be kept on file at the Central Office files at 2016 Main, Kennedy, KS.
District Contact	Melody McKinley, Transition Coordinator Phone: 620-555-7874 E-mail: mmck@kennedy.org
Date Modified	November 15, 2011
DCAP Approval Status	Approved
Approval Date	