

Albuquerque Public Schools
Charter School Office

Mark Armijo Charter School
2018-19 Site Visit

Location

- 6800 Gonzales Rd SW, Albuquerque, NM 87121



School Leadership

- Monica Aguilar, Executive Director
- Governing Board Members:
 - Melissa Armijo, President
 - Jacob Gomez, Vice-President
 - Charlotte Alderete-Trujillo
 - Abby Herrera
 - Darryl Ladavazo
 - Briana Chavez

Mission/Vision

- Mark Armijo Academy's mission is to provide a quality and relevant education in a community that promotes caring and belonging for all students, especially those who seek a more personal and innovative educational setting.

History

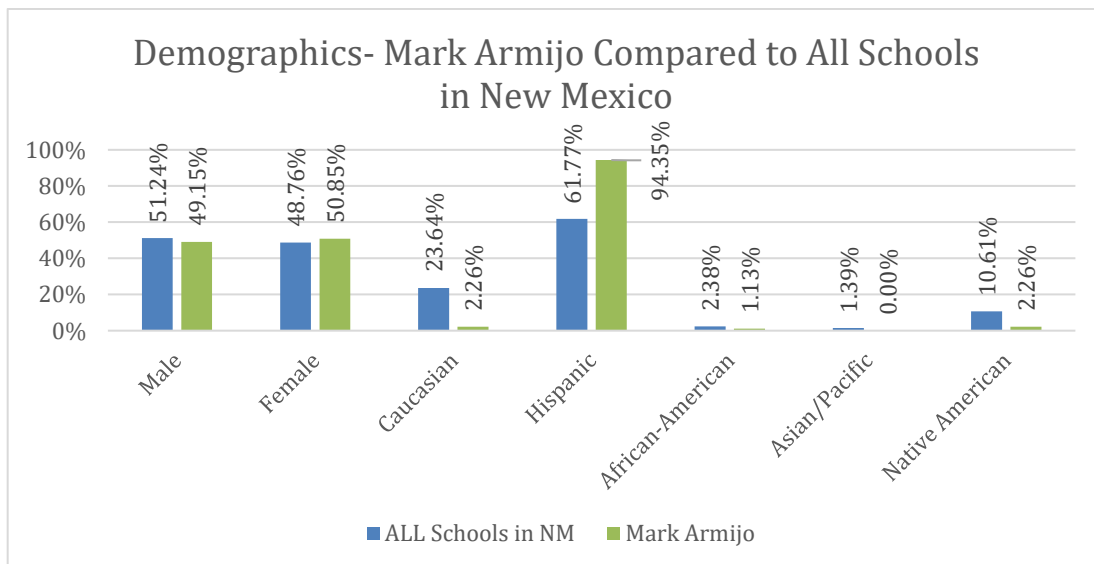
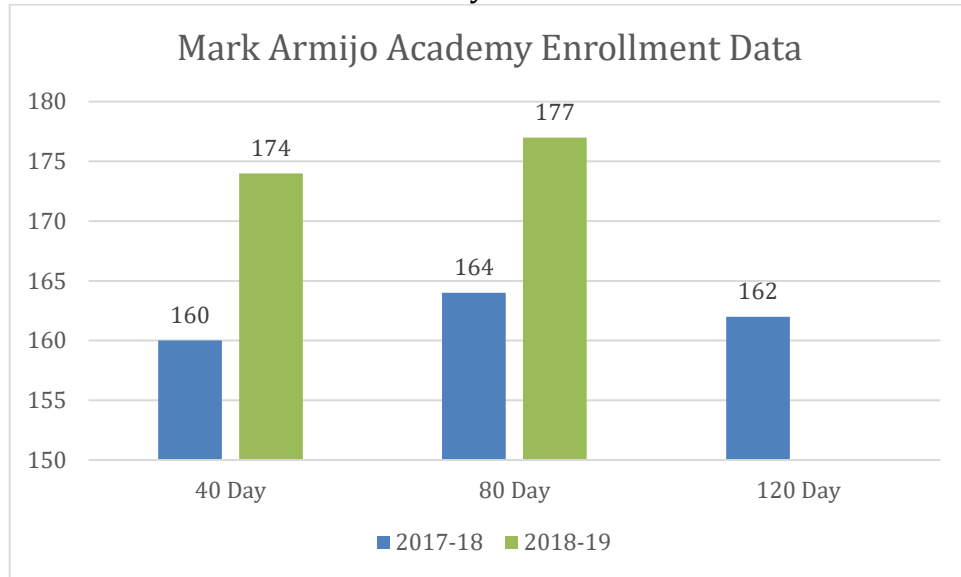
- Originally Chartered by APS in 2001.
- Renewed by APS in 2016.
- Contract: July 1, 2016 through June 30, 2021
 - Renewal due October 1, 2020

Albuquerque Public Schools
Charter School Office

Mark Armijo Charter School
2018-19 Site Visit

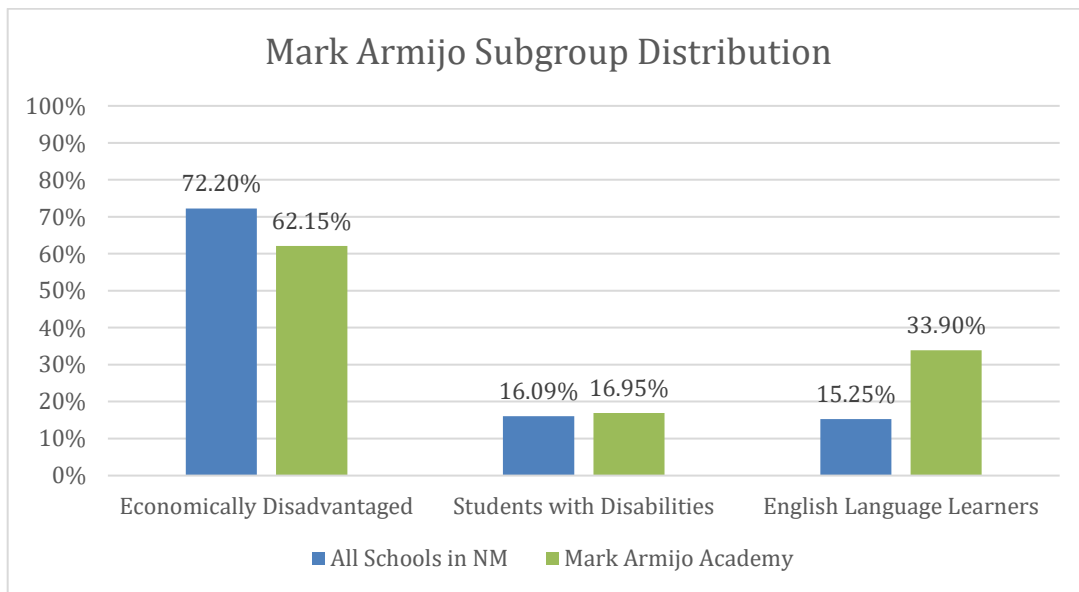
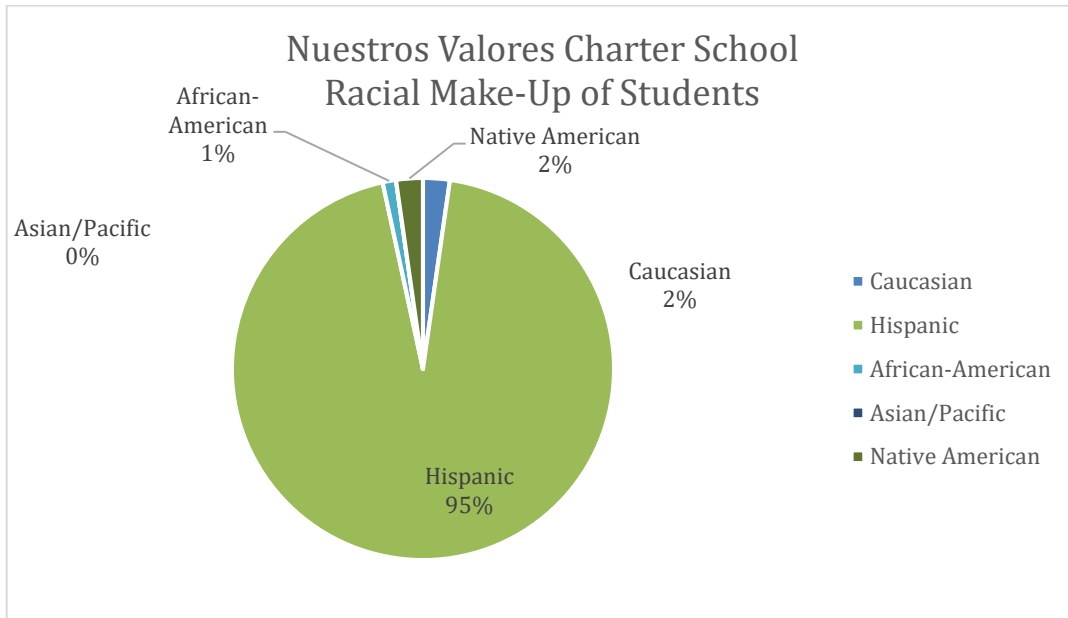
Demographics

- The school had 177 students at 80 day.



Albuquerque Public Schools
Charter School Office

Mark Armijo Charter School
2018-19 Site Visit



Albuquerque Public Schools
Charter School Office

Mark Armijo Charter School
2018-19 Site Visit

Academic Performance

School Report Card:

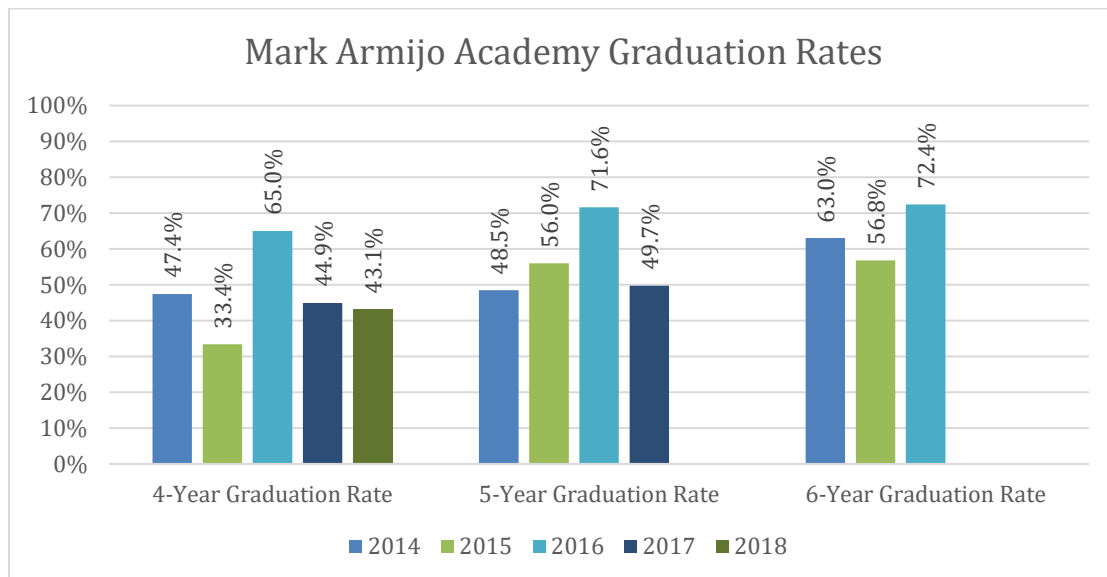
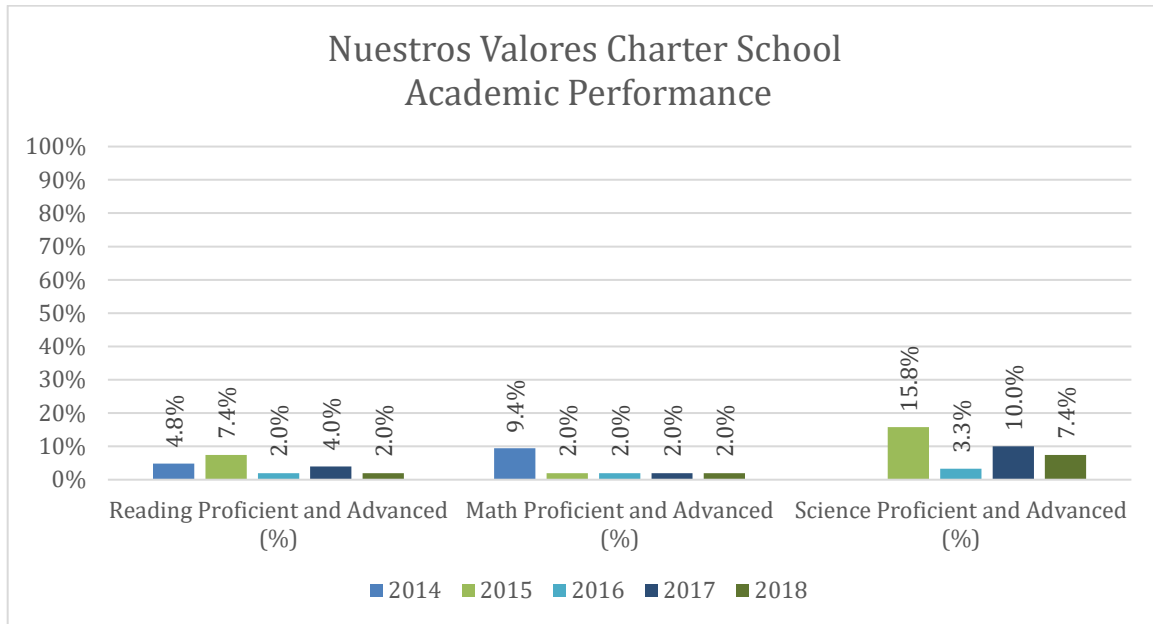
2014: D

2015: C

2016: D

2017: D

2018: D



Albuquerque Public Schools
Charter School Office

Mark Armijo Charter School
2018-19 Site Visit

Academic Performance		
Yes	No	Comments
Mission Specific Indicators: Supporting documents provided that demonstrate specific information for the mission specific indicators from the previous performance framework.		
X		
Mission Specific Indicators: Suggested changes or new goals submitted for next year's performance framework.		
X		
Education Plan (<i>Unless waived by the New Mexico Public Education Department the school must demonstrate compliance with applicable laws, rules, and regulations</i>)		
Clear demonstration of the school's mission can be seen throughout the school facility, in classrooms, from staff, and from students.		
X		
The school demonstrates compliance with appropriate number of instructional days or hours.		
X		
The school demonstrates compliance with the Next Step Plan (if applicable).		
X		
The school demonstrates compliance with graduation requirements (if applicable).		
X		
The school demonstrates compliance with content standards, including Common Core.		
X		
The school demonstrates compliance with the 90-Day Plan/NM Dash.		
X		
The school demonstrates compliance with state required assessments.		
X		
The school has a clear policy and practice regarding admissions, lottery, and waiting list. <i>*Note: Please provide a copy of the admissions documents that are used to place a student in the lottery and then to enroll the students.</i>		
X		
The school has fair and open recruitment and enrollment policies and practices. <i>*Note: Please provide a copy of any recruitment flyers/documents that are used.</i>		
X		
The school demonstrates due process protections for students.		
X		
YES	NO	COMMENTS

Albuquerque Public Schools
Charter School Office

Mark Armijo Charter School
2018-19 Site Visit

The school demonstrates privacy, civil rights, and student liberty requirements, including 1 st amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction.		
		<u>Currently in draft format-Executive Director will inform APS when approved</u>
The school demonstrates legally compliant student discipline policies including discipline hearings, suspension and expulsion policies.		
X		
The school demonstrates compliance with Section 504 of the Rehabilitation Act of 1973.		
X		
The school demonstrates compliance with the Americans with Disabilities Act.		
X		
The school demonstrates compliance with Title III, relating to English Language Learners.		
X		
The school demonstrates compliance with compulsory school attendance.		
X		
<u>Governance and Reporting</u>		
The governing board meeting minutes and agendas available for review in person at the school.		
X		
The governing board meeting minutes and agendas available for review on the school's website.		
X		
The governing Board has an Open Meetings Act Resolution.		
X		
The governing Board has a conflict of interest policy.		
X		
The governing Board has an anti-nepotism policy.		
X		
The governing board has organization and membership rules (ex. Bylaws).		
X		
The governing board members are in compliance with mandated training requirements.		
X		

Albuquerque Public Schools
Charter School Office

Mark Armijo Charter School
2018-19 Site Visit

YES	NO	COMMENTS
		The governing board provides a written annual evaluation for the head of the school, which demonstrates accountability for performance expectations.
X		
<u>Employees</u>		
		The school demonstrates compliance with state certification requirements of teachers and other staff.
X		
		The school demonstrates compliance with having Highly Qualified teachers.
X		
		The school demonstrates compliance with the School Personnel Act, Family Medical Leave Act, and the Americans with Disabilities Act.
	X	http://www.aps.edu/human-resources/extended-leaves-and-sick-leave-bank/family-and-medical-leave
		The school demonstrates through policies that they do not interfere in employees' rights to organize collectively.
	X	<u>Currently in draft format-Executive Director will inform APS when approved</u>
		The school provides professional development and timely teacher evaluations.
X		
		The school demonstrates compliance of legally compliant personnel policies and an employee handbook that outline disciplinary and grievance procedures.
X		
		The school demonstrates compliance with laws, rules, and regulations relating to background checks of all individuals associated with the school including staff, and community members.
X		
		Sample of 3-Employee files demonstrate proper licensure, highly qualified status, evaluation form, and background check.
	X	<u>All three files missing summative evaluation form</u>
<u>School Environment</u>		
		The school demonstrates compliance with occupancy and New Mexico facility condition rating requirements.
X		
		The school has an approved 5-year facility master plan.
X		
		The school has an approved 5-year facilities maintenance plan.

Albuquerque Public Schools
Charter School Office

Mark Armijo Charter School
2018-19 Site Visit

	X	<u>School is requesting guidance/template for constructing facilities maintenance plan</u>
YES	NO	COMMENTS
		The school demonstrates compliance with fire inspections and related documents.
X		
		The school has an approved safe schools plan.
X		
		The school demonstrates compliance with school health rules including dispensing of pharmaceuticals.
X		

Albuquerque Public Schools
Charter School Office

Mark Armijo Charter School

2018-19 Site Visit

APS Charter School Site Visit 2018 - 19

Fiscal Management

School: Mark Armijjo Academy

Date: Feb. 12, 2019 @ 1:00

Name of Reviewer(s): Judy Bergs

YES	NO	
X		1. Financial reporting to APS is timely. Compare to APS records for the past year.
X		2. Proof of Chief Procurement Officer Certification. Requirement effective 7/1/2015. Is the CPO signing all purchase orders? Monica Aguilar is the CPO for MAA. Her certificates expires 11/2/19.
X		3. Provide copies of financial reports provided to the Governing Council for the current fiscal year. Review GC minutes. Are disbursements approved and documented in GC minutes? The most recent minutes posted to the new Mark Armijo Academy website is Jan. 10, 2019. Approval of Finance Reports are documented in the minutes.
X		4. Review most recent bank reconciliation. Does the most recent bank statement reconcile to the general ledger? Are outstanding items less than one year old? Are the reconciliations reviewed and approved by an independent person? The Dec. 2018 reconciliation was reviewed. All outstanding items are current. The Principal and Finance Committee review and approve Rhonda's journal entries.
	X	5. View website to determine if financial reports are posted and if there is a link to the Sunshine Portal. There is a link to the Sunshine Portal under Finance but there are no financial reports posted to the MAA website as of 2/20/19. This is a repeat finding from last year's site visit.
X		Is an annual inventory performed and documented when this was completed? Asset inventory is kept current throughout the year with additions and deletions. Do you have any equipment/assets purchased with Federal Funds (Object Code 57331-57332)? Verify with APS records. Review the asset inventory purchased with Federal Funds and return the list to APS no later than May 1, 2019. The most recent inventory was completed in August 2018.
	X	6. Review financial policies and procedures for Internal Control compliance. Are the policies and procedures complete, current and followed? I reviewed the Financial Policies and Procedures for MAA and they need to be reviewed and updated. A few examples are; the Purchasing Policy does not mention the requirement for a Chief Procurement Officer and what their duties are, Cash Receipts and Student Activity Fund Management mention a Business Office Assistant but I am not sure if this position is currently filled to complete the need for segregation of duties, and I feel there are policies missing. Refer to PSAB Supplement 2 – Internal Controls that list 19 suggested policies and procedures to assure adequate Internal Controls.
X		7. Verify the Audit Committee members. Must be 2 members of the Governing Council, 1 volunteer member who is a parent of a student attending the school, and 1 volunteer member who has experience in accounting or financial matters. Review minutes.

Albuquerque Public Schools
Charter School Office

Mark Armijo Charter School
2018-19 Site Visit

X		8. Verify the Finance Committee members. Must be at least 2 members of the Governing Council. Review minutes.
X		9. Obtain a copy of the current Business Manager's Business Official License. Rhonda has a Level II Business License that expires 6/30/25.
X		10. Review journal entries. Is documentation attached and are they reviewed and approved by an independent person? Rhonda prepares the journal entries and the Finance Committee reviews and approves. Supporting documentation is attached.
X		11. Status of 218 Agreement. MAA received approval for their 218 Agreement 6/20/11.
X X X		12. Review randomly selected employee files for completed Forms: 2 employee files were reviewed and had completed the following items: W-4 Employees Withholding Allowance Certificate Form I-9 Employment Eligibility Verification Verification of Background Check is documented
YES	NO	
X X X X X X X	X X X	13. The following tax reports have been filed and are current: Monthly CRS-1 Report – The Jan. 2019 report was completed 2/7/19. Monthly ERB Report - The Dec. 2018 report was completed 1/10/19. The Jan. 2019 report was due 2/10/19. Monthly RHC Report - The Jan. 2019 report was completed 2/7/19. Monthly NMPSIA Report – The Feb. 2019 billing was paid 2/9/19. Quarterly 941 Report – The Dec. 2018 report was completed 1/9/19. Quarterly Dept. of Labor Report (State Unemployment) - The Dec. 2018 report was completed 1/7/19. Worker's Compensation Report - The Dec. 2018 report was completed 1/7/19. W-2s and W-3 – 2018 W-2s were submitted to SSA 2/3/19 (due 1/31/19). Form 1099 and 1096 (Review Contractors) – 2018 1099's were submitted to IRS 2/9/19. Due date was 1/31/19. ACA Reporting – ACA reporting for 2017 was submitted to IRS 1/17/18. 2018 ACA reporting is due March 4, 2019.
X		15. Review the SPED Maintenance of Effort calculation to determine if the school is on target to be compliant at the end of the fiscal year (June 30). MAA is projecting to be in-compliance at year end as of the 12/31/18 worksheet. This is monitored quarterly.
	X	16. Review prior year Site Visit - Fiscal Management section and verify all exceptions are not repeated at the current year's site visit. Items #4 and #6 are repeated exceptions from the prior year's site visit.

Albuquerque Public Schools
Charter School Office

Mark Armijo Charter School
2018-19 Site Visit

Review and Discussion Items from the Charter School Fiscal Performance and Viability Report:

Actual enrollment in STARS aligns with approved budget for current year. **MAA reported 177 students on the 80 day STARS report and budgeted 163 for enrollment (108.6%).**

Is the current cash balance enough to cover one average month of General Fund expenditures? Calculation = General Fund total expenditures/12/General Fund Unrestricted Fund Balance. Goal is 1 month or more. **Unassigned Fund Balance = \$134,317 Divided by Monthly average General Fund expenditures = \$153,344. = .9 month**

Were the number of audit findings for the most recent audit 2 or less to meet the Financial Performance Framework Standards?

MAA received 3 audit findings for FY18.

Have all repeat audit findings been resolved? **No repeat findings for FY18.**

Were any of the audit findings classified as a significant deficiency or material weakness in the latest audit? **All findings were rated as Non-compliance.**

Recommendations/Comments for Site Visit:

Site visit exceptions are highlighted in yellow.

Albuquerque Public Schools
Charter School Office

Mark Armijo Charter School
2018-19 Site Visit

Special Education review Date: <u>March 26, 2019</u> Reviewer: <u>Patricia Espinoza</u> Grades: <u>9-12</u> Total Enrollment: <u>180</u> SWD: <u>31</u> GI: <u>0</u> SPED providers: <u>2-Teachers including Sp. Ed. Coordinator, 1-SW</u> Contracted: <u>SLP, Audiologist, Diagnostician</u>		
YES	NO	DATA REVIEW <i>*See links to state and federal regulations for additional guidance.</i>
YES		1. The school has documentation of a properly-constituted SAT at each school, which includes the student's parents and the student (as appropriate), shall conduct the student study process and consider, implement and document the effectiveness of appropriate research-based interventions utilizing curriculum-based measures. 6.29.1.9(E)(2) NMAC SAT Process <u>YES</u> b) SAT staff training <u>YES</u> c) SAT student log <u>YES</u> d) 1-2 SAT files <u>YES</u>
N/A		2. The school is in compliance with Indicator 11 per STARS report (60 day timeline: signed consent/date evaluation is complete) to comply with this regulation, the school shall conduct a full and individual initial evaluation, in accordance with §300.305 and §300.306, before the initial provision of special education and related services to a child with a disability. (34 C.F.R. § 300.301(a)) 40th <u>N/A</u> 80th <u>N/A</u> 120th <u>N/A</u> EOY ____ For the current school year, there has been no students that have completed the SAT and initial evaluation process.
YES		3. The school has a written process that documents how they keep track of IEPs and Re-evaluations.
YES		4. The IEPs reviewed are current per STARS report. An IEP Team meeting must be held to review the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved. (34 C.F.R. § 300.324(b)(1)(i)). 40th <u>YES</u> 80th <u>YES</u> 120th <u>YES</u> EOY ____
YES		5. The Re-evaluations are current per STARS report. Schools shall reevaluate a child with a disability at least once every three (3) years, unless the parent and the district agree that a reevaluation is unnecessary. (34 C.F.R. § 300.303(b)(2)) 40th <u>YES</u> 80th <u>YES</u> 120th <u>YES</u> EOY ____
YES		6. Special education caseloads are balanced and with a licensed special education teacher per STARS report. Caseload waivers are appropriate for school size 40th <u>NO</u> 80th <u>YES</u> 120th <u>YES</u> EOY ____

Albuquerque Public Schools
Charter School Office

Mark Armijo Charter School
2018-19 Site Visit

N/A		7. The school has ESY eligibility data recorded for every student receiving ESY services. ESY services may be provided only if a child's IEP Team determines, on an individual basis, that the services are necessary for the provision of FAPE to the child. (34 C.F.R. § 300.106(a)(1-2))
	NO	8. All students by the age of 14 have a transition plan (Indicator 13) Transition services shall be addressed by the IEP Team beginning not later than the first IEP to be in effect when the child turns fourteen (14), or younger if determined appropriate by the IEP Team, and updated annually, thereafter. (34 C.F.R. § 300.320(b); 6.31.2.11(G) (3) NMAC). School has an invitation to the transition IEP which invites the student, parent, and outside agency. Fall site visit <u>NO</u> Spring site visit <u>NO</u> Fall - 1 out of 3 IEPs were out of compliance; Spring - 1 out of 2 IEPs is out of compliance.
YES		9. All students by the age of 14 have been informed of Rights That Will Transfer at Age of Majority per STARS report. Beginning no later than the first IEP to be in effect when the child turns fourteen (14), or younger, if determined appropriate by the IEP team, and updated annually thereafter; the IEP shall include a statement that the child has been informed of the child's rights under the IDEA that will transfer to the child on reaching the age of majority. (34 C.F.R. § 300.320(b); 6.31.2.11(G) (3) (c) NMAC). Fall site visit <u>YES</u> Spring site visit <u>YES</u>
YES		10. The school meets the PED target of at least 80% of their students are on a standard graduation option per STARS report. 40 th <u>YES</u> 80 th <u>YES</u> 120 th <u>YES</u> EOY ____
N/A		11. All FBAs/BIPS are attached to appropriate IEPs. IEP Teams are encouraged to conduct FBAs and integrate BIPs into the IEPs for students who exhibit problem behaviors well before the behaviors result in proposed disciplinary actions for which FBAs and BIPs are required under the federal regulations. (6.31.2.11(F) (1) NMAC)
YES		12. School has a plan for the provision of an Alternative Education Setting (AES) and a written manifestation process. A removal of a child with a disability from the child's current educational placement is a change of placement if: The removal is for more than 10 school days in a row; or The child has been subjected to a series of removals that constitute a pattern (34 CFR §300.536)
YES		13. The school has a written document explaining their continuum of services. The school shall ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. (34 C.F.R. '300.115(a))

Albuquerque Public Schools
Charter School Office

Mark Armijo Charter School
2018-19 Site Visit

IEP REVIEW - Number of IEPs reviewed: Disability <u>2</u> Gifted <u>0</u> The following parts of the IEPs reviewed are in compliance * See links to state and federal regulations for additional guidance.
PLPs-Present levels of performance- Includes scores, data and narratives. Must include all related services. The IEP shall include a statement of the child's present levels of academic achievement and functional performance. (34 C.F.R. § 300.320(a) (1) <u>Inconsistent</u> <u>In one IEP, present levels are not complete.</u>
Goals- Must be measurable. Must include all related services. An IEP shall include both academic and functional goals. The IEP shall include a statement of measurable annual goals, including academic and functional goals. 34 C.F.R. § 300.320(a)(3) and 71 Fed. Reg. 46662 (August 14, 2006) <u>YES</u>
PTGs-Goals must include measurable 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. (34 C.F.R. § 300.320(a)(2)(ii) <u>NO For the IEPs reviewed, progress towards goals were missing.</u>
Service Schedule- Accurately reflects beginning date, frequency, duration and location of services, including related services. 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. (34 C.F.R. § 300.39(b)(3)) <u>YES</u>
LRE- data based and reflects how the student is placed within the continuum of service. The Least Restrictive Environment section of the IEP provides the necessary documentation that the IEP Team determined placement in the least restrictive environment according to the IDEA requirements and this procedural directive. (20 U.S.C. §1412(a)(5)(A); also, 34 C.F.R. §300.114(a)(2)) <u>YES</u>
PWN- Records all proposals by school and parents- documents what was discussed including the continuum of services. 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. (34 CFR § 300.503) <u>NO</u> <u>IEPs reviewed included a proposal for SE services that does not match schedule of services. One IEP is missing a proposal for related services being provided and documentation for the reason parent did not attend IEP meeting.</u>
Participant Signatures-The IEP Team Meeting Participants 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. (34 C.F.R. § 300.321(a) <u>YES</u>
FBA/BIP if appropriate- note if they are updated (6.31.2.11(F) (1) NMAC) <u>N/A</u>
Parent Involvement: Schools shall afford parents of a child with a disability an opportunity to participate in meetings with respect to the identification, evaluation, and educational placement of the child and the provision of FAPE to the child. (34 C.F.R. § 300.501(b)(1)) <u>YES</u> <u>Ensure to document in the PWN when parents give consent for the IEP team to conduct the meeting without parent attendance. _</u>
Parent notification: 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. (34 C.F.R. § 300.322(a)) <u>YES</u>

Albuquerque Public Schools
Charter School Office

Mark Armijo Charter School
2018-19 Site Visit

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. (6.31.2.11(G) (2) NMAC)

Measurable post-secondary goals: The IEP shall include appropriate measurable post-secondary goals based upon age appropriate transition assessments related to Training, Education, Employment, and ***Where appropriate***, independent living skills. (34 C.F.R. § 300.320(b) (1); 6.31.2.11(G) (3) (a) NMAC YES

Post-secondary goals updated annually - Inconsistent
In one IEP, post-secondary goals were not updated.

Age appropriate transition assessment - YES

Course of study designed to help student meet goals - Inconsistent
In one IEP, course of study was not updated.

Transition activities designed to help student meet goals - YES

Annual goals related to post school goals - YES

Student invited to meeting - YES

Participating agency invited to meeting - YES

All students by the age of 14 have been informed of Rights That Will Transfer at Age of Majority. Beginning no later than the first IEP to be in effect when the child turns fourteen (14), or younger, if determined appropriate by the IEP team, and updated annually thereafter; the IEP shall include a statement that the child has been informed of the child's rights under the IDEA that will transfer to the child on reaching the age of majority. (34 C.F.R. § 300.320(b); 6.31.2.11(G) (3) (c) NMAC). YES

Albuquerque Public Schools
Charter School Office

Mark Armijo Charter School
2018-19 Site Visit

Date of Previous visits: <u>4/9/18 & 12/7/18</u> Name of Reviewer: <u>Patricia Espinoza</u>		
Pending concerns from Spring 2018 4/9/18	Recommendations	Evidence of Improvement During Current Visit
LRE – Least Restrictive Environment – 4 out of 5 IEPs reviewed had an LRE page with 2 settings marked	The LRE should reflect how the student is placed within the continuum of services; indicating the level of services and location to match the Service schedule. Train staff to ensure this section is completed accurately	The school <u>Partially</u> met this requirement. <i>See current recommendations below.</i>
PWN – Prior Written Notice – In one IEP reviewed the PWN contained several errors Justification did not match the proposal, more details needed in justification	PWNs must include all items and options the Public Agency and/or Parent/guardian proposed during the IEP meeting. This page is a summary of the discussions held during the meeting. It includes information about: (but not limited to) -Provision of services and setting -Provision of Related Services & supports -Transition information (Transition services, goals, graduation path, outside agencies, transfer of rights) -State testing and accommodations -Behavioral supports	The school <u>Partially</u> met this requirement. <i>See current recommendations below.</i>
Transition Plan – Transition Activities In one IEP reviewed the transition activities were completely missing; in another the transition plan needs to be individualized to reflect the unique strengths and needs of the student	For each postsecondary goal, the IEP must include transitions services such as instruction, related service, community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skill(s), and provision of functional vocational evaluation, that will enable the student to meet the postsecondary goal Train staff to ensure this section is completed accurately	The school has met this requirement

Albuquerque Public Schools
Charter School Office

Mark Armijo Charter School
2018-19 Site Visit

Concerns from Fall 2018 12/7/18	Recommendations	Evidence of Improvement During Current Visit
LRE – Least Restrictive Environment – Inconsistent Two IEPs included information that does not match the schedule of services.	The LRE should reflect how the student is placed within the continuum of services; indicating the level of services and location to match the Service schedule. Train staff to ensure this section is completed accurately. Hold addendums to make the necessary corrections before the 120th count day.	The school has not met this requirement. <i>See current recommendations below</i>
PWN – Prior Written Notice – All three IEPs reviewed are missing the proposal which indicates the level and setting of SE services to be provided. <i>Federal regulations and state rules require that parents of a child eligible under the IDEA be informed of and consent to any actions that would initiate or change the identification, evaluation, educational placement, or provision of a FAPE (Free and Appropriate Public Education) for their child before implementing the proposed action.</i>	PWNs must include all items and options the Public Agency and/or Parent/guardian proposed during the IEP meeting. This page is a summary of the discussions held during the meeting. It includes information about: (but not limited to) -Provision of services and setting -Provision of Related Services & supports -Transition information (Transition services, goals, graduation path, outside agencies, transfer of rights) -State testing and accommodations -Behavioral supports *Reference (34 CFR § 300.503) (6.31.2.11 NMAC) *Refer to “IEP Manual October 2011” Technical Manual from NMPED. *Refer to APS policies & procedures: http://www.aps.edu/about-us/policies-and-procedural-directives/procedural-directives/i.-instruction/special-education-procedural-directives/3b-prior-written-notice Hold addendums to make the necessary corrections before the 120th count day.	The school has not met this requirement. <i>See current recommendations below</i>
Participant signatures – One IEP is missing a signature indicating participation of the Regular Education Teacher.	Signature page shall reflect who were present and participated in the IEP Team meeting. This provides necessary documentation that the IEP Team meeting was duly constituted with the required members (at least 1-Regular Education Teacher , 1-Special Education Teacher, and 1-LEA representative).	The school has met this requirement
Transition Plan – Transition Activities One IEP reviewed is missing the transition activities	For each postsecondary goal, the IEP must include transitions services such as instruction, related service, community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skill(s), and provision of functional vocational evaluation, that will enable the student to meet the postsecondary goal.	The school has met this requirement

Albuquerque Public Schools
Charter School Office

Mark Armijo Charter School
2018-19 Site Visit

Concerns from Current Visit 3/26/19	Recommendations	Action Plan (with completion dates)
PLPs – Present Levels of Performance - Inconsistent 3/26/19 - In one IEP, present levels are not complete. Missing updated information and current scores.	<p>All IEPs must include a statement of the child’s present levels of academic achievement and functional performance. Including scores, data and narrative that clearly describes the area of need. Present levels must also include all related services.</p> <p>Review NMPED IEP Manual, Writing the IEP section - <i>“Tips on Present Levels of Academic Achievement and Functional Performance”</i> for detailed guidance.</p>	<p>Ensure all IEPs include complete present levels of performance.</p> <p><i>Review 2019-20 SY</i></p>
PTGs – Progress Towards Goals - 3/26/19 For the IEPs reviewed, progress towards goals were missing.	<p>Periodic reports on the progress the student is making toward meeting the annual goal (such as through the use of quarterly or other periodic reports, concurrent with the issuance of regular education report cards) needs to be provided to the parent.</p> <p>Refer to “IEP Manual October 2011” Technical Manual from NMPED.</p>	<p>Ensure all IEPs include measurable and descriptive academic and functional progress towards goals.</p> <p><i>Review 2019-20 SY</i></p>
LRE – Least Restrictive Environment - 3/26/19 Although current IEP review indicate compliance for this area; the school failed to conduct the recommended addendums to address previous concerns. 12/7/18 Two IEPs included information that does not match the schedule of services.	<p>The LRE should reflect how the student is placed within the continuum of services; indicating the level of services and location to match the Service schedule.</p> <p>The purpose of this section is to document the rationale with respect to each academic or functional area that is necessary to educate the student in the general education setting. The IEP team must also provide a detailed explanation for students who are who <u>will not</u> be include in the general education setting for more than 80%.</p> <p>Refer to “IEP Manual October 2011” Technical Manual from NMPED.</p>	<p>Ensure all IEPs have a correct LRE that matches the service schedule.</p> <p><i>Review 2019-20 SY</i></p>

Albuquerque Public Schools
Charter School Office

Mark Armijo Charter School
2018-19 Site Visit

Concerns from Current Visit 3/26/19	Recommendations	Action Plan (with completion dates)
<p>PWN – Prior Written Notice 3/26/19 IEPs reviewed included a proposal for SE services that does not match schedule of services. One IEP is missing a proposal for related services being provided and documentation for the reason parent did not attend IEP meeting.</p> <p>12/7/18 All three IEPs reviewed are missing the proposal which indicates the level and setting of SE services to be provided.</p>	<p>PWNs <u>must</u> include all items and options the Public Agency and/or Parent/guardian proposed during the IEP meeting. Proposals must include detailed documentation that supports the proposal. This page is a summary of the discussions held during the meeting. It includes information about: (but not limited to)</p> <ul style="list-style-type: none"> -Provision of services and setting -Provision of Related Services & supports -Transition information (Transition services, goals, graduation path, outside agencies, transfer of rights) -State testing and accommodations -Behavioral supports <p>*Reference (34 CFR § 300.503) (6.31.2.11 NMAC) *Refer to “IEP Manual October 2011” Technical Manual from NMPED. *Refer to APS policies & procedures: http://www.aps.edu/about-us/policies-and-procedural-directives/procedural-directives/i.-instruction/special-education-procedural-directives/3b-prior-written-notice</p>	<p>Hold addendums to include the missing information and to make the necessary corrections before the end of the 2018-2019 school year. <i>Review 2019-20 SY</i></p>
<p>Transition – Post-secondary goals / updated annually 3/26/19 In one IEP, post-secondary goals were not updated. The information included is from several years ago.</p>	<p>Transition IEPs must include measurable postsecondary goals that address training after high school, Education after high school, and Employment after high school, and (where appropriate) independent living Skills after high school and goals must be updated annually.</p>	<p>Train staff to ensure this section is updated annually. <i>Review 2019-20 SY</i></p>
<p>Transition Plan – Course of Study – 3/26/19 In one IEP, course of study was not updated.</p>	<p>Transition IEPs must include a multi-year description of coursework from the student’s current to anticipated exit year that is designed to help achieve the student’s desired post-school goals.</p>	<p>Train staff to ensure this section is updated annually <i>Review 2019-20 SY</i></p>

Albuquerque Public Schools
Charter School Office

Mark Armijo Charter School
2018-19 Site Visit

Concerns from Current Visit 3/26/19	Recommendations	Action Plan (with completion dates)
<p>Pending Items from fall 2018 site visit – 12/7/18</p> <p>Student #1 (J.C.) – Areas of concern Prior Written Notice – PWN is missing a proposal that indicates the level and setting Special Education services to be provided and the justification for the proposal.</p> <p>Student #2 (B.D.) – Areas of concern Least Restrictive Environment – Information included does not match schedule of services Prior Written Notice – PWN is missing a proposal that indicates the level and setting Special Education services to be provided and the justification for the proposal.</p> <p>Student #3 (M.M.) – Areas of concern Least Restrictive Environment – Information included does not match schedule of services Prior Written Notice – PWN is missing a proposal that indicates the level and setting Special Education services to be provided and the justification for the proposal.</p> <p>It is recommended that the school hold an addendum IEP or a full IEP meeting to complete or correct all areas before the end of the 2018-2019 school year.</p>		
<p>Current site visit – 3/26/19</p> <p>Student #1 (C.D.) – Areas of concern Present Levels - Present levels are not complete; missing updated information and current scores. Prior Written Notice - Proposal for SE services does not match schedule of services. Measurable post-secondary goals - Post-secondary goals were not updated. The information included is from several years ago. Course of study - Course of study was not updated.</p> <p>Student #2 (E.B.) – Areas of concern Prior Written Notice - Proposal for SE services does not match schedule of services; it is also missing a proposal for related services (SLP) being provided and documentation for the reason parent did not attend IEP meeting.</p> <p>It is recommended that the school hold an addendum IEP or a full IEP meeting to complete or correct all areas before the end of the 2018-2019 school year.</p>		

Albuquerque Public Schools
Charter School Office

Mark Armijo Charter School
2018-19 Site Visit

DATA REVIEW Areas of Concern	Spring 2018	Fall 2018	Spring 2019
1) SAT Process			
2) Indicator 11 – 60 day timeline			
3) Tracking IEPs and Reevaluations			
4) Overdue IEPs			
5) Overdue Reevaluations			
6) Sp. Ed. balanced caseloads		X	
7) ESY eligibility data			
8) Indicator 13 – Transitions	X	X	X
9) Transfer of Rights			
10) Graduation options			
11) FBAs & BIPs			
12) Alternative Education Setting			
13) Continuum of Services			
IEP Review			
PLPs – Present Levels of Performance	X		X
Goals – Academic, Functional, and Ancillary	X		
Progress towards goals	X		X
Service Schedule			
LRE – Least Restrictive Environment	X	X	X
PWN – Prior Written Notice	X	X	X
Participant Signatures		X	
FBAs/BIPs			
Parent Involvement			
Parent Notification/Invitation			
Transitions			
Measurable post-secondary goals			
Post-secondary goals updated annually			X
Age appropriate transition assessment	X		
Course of study	X		X
Transition activities	X	X	
Annual goals related to post-school goals			
Student notification/invitation	X		
Participating outside agency	X		
Transfer of rights at age of majority			
Other			
REED – Review of Existing Evaluation Data	X		
Pending Addendums from previous visit			X

**Areas of concern marked with an X.*

**Items marked with an X for the spring 2019 site visit will be followed up in 2019-2020 SY.*