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-Trujilllo
    - Abby Herrera
    - Darryl Ladavazo
    - Briana Chavez
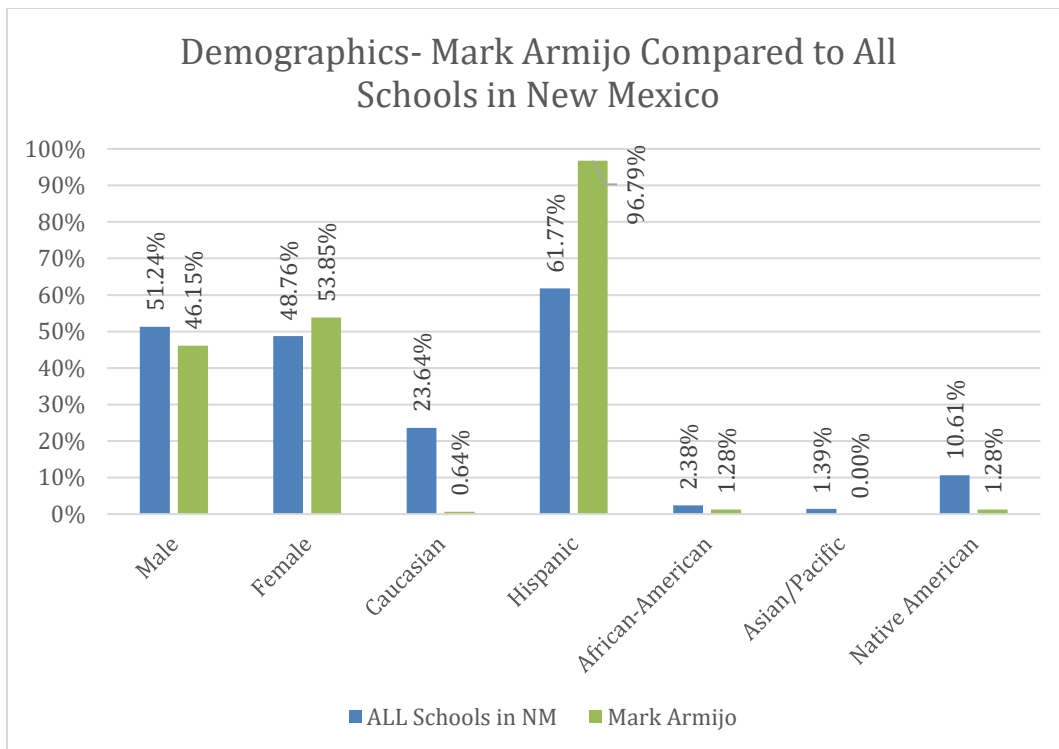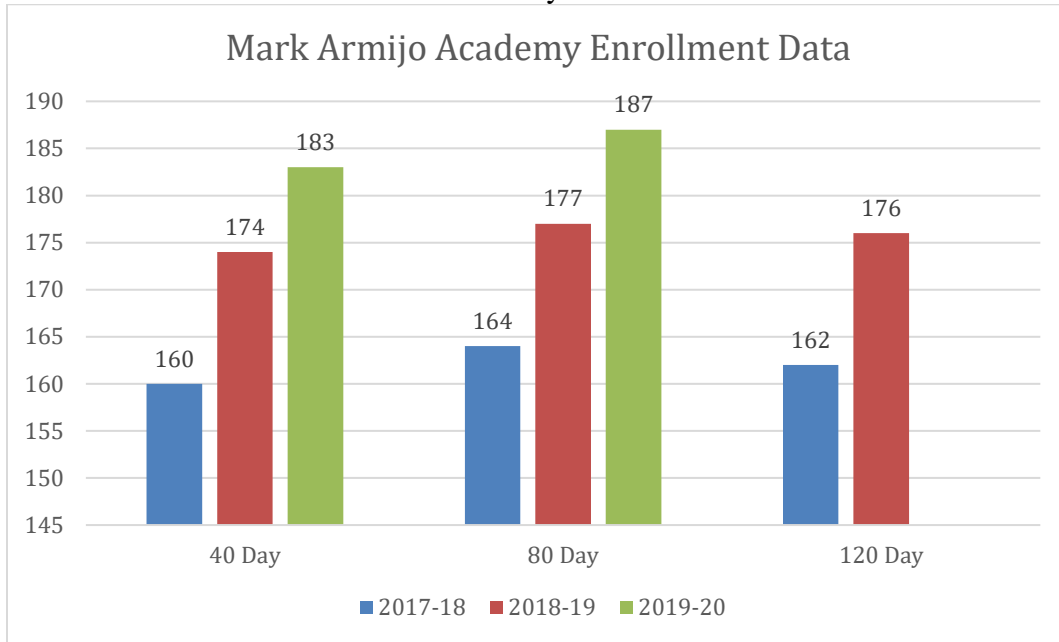   - Derrick Adkins

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.
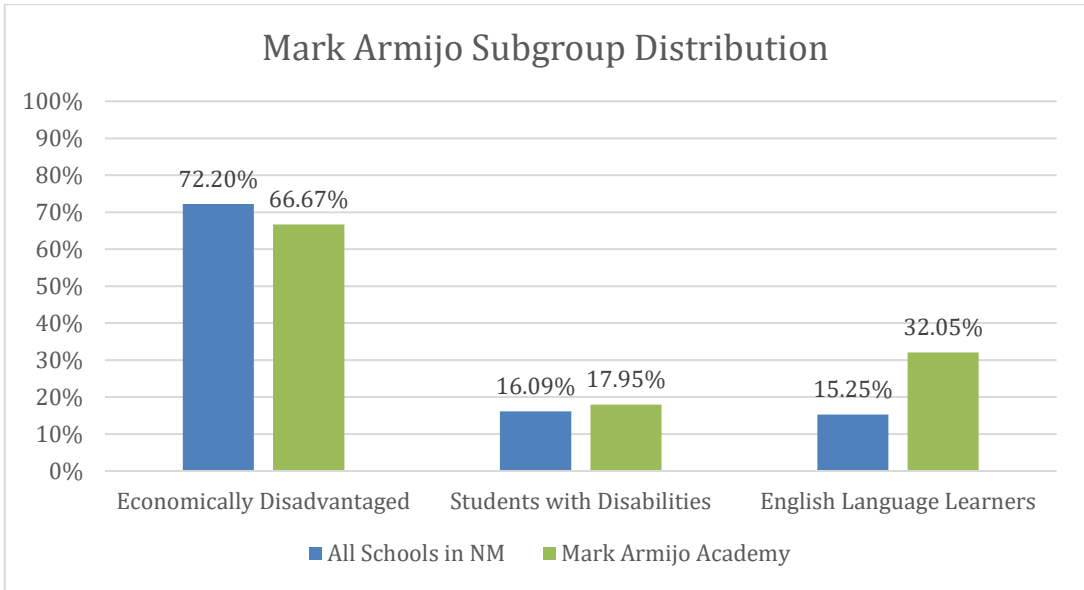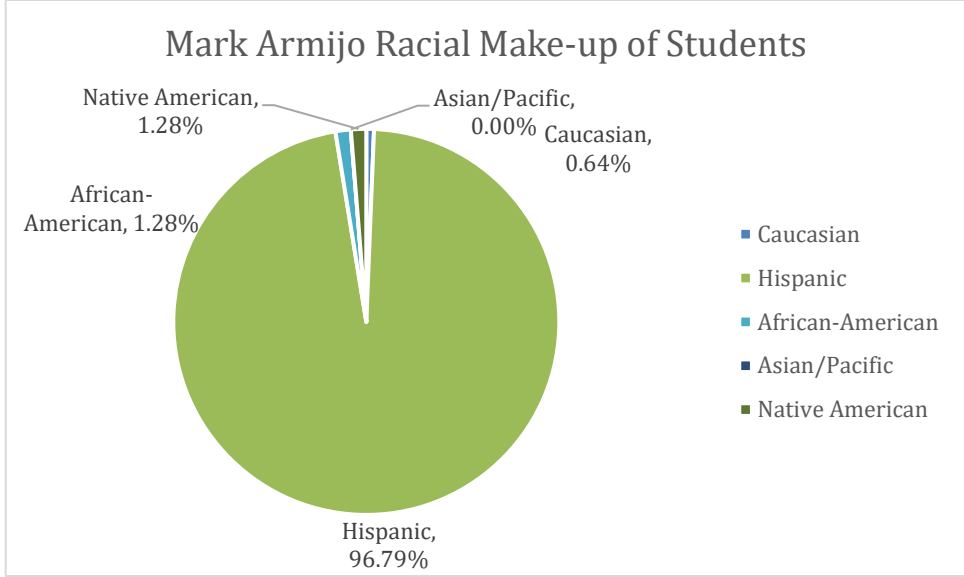
History

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

Demographics

- ▪ The school had 156 students at the end of year count.

Mark Armijo Academy Enrollment Data

	40 Day	80 Day	120 Day
2017-18	160	164	162
2018-19	174	177	176
2019-20	183	187	

Demographics- Mark Armijo Compared to All Schools in New Mexico

	ALL Schools in NM	Mark Armijo
Male	51.24%	46.15%
Female	48.76%	53.85%
Caucasian	23.64%	0.64%
Hispanic	61.77%	96.79%
African-American	2.38%	1.28%
Asian/Pacific	1.39%	0.00%
Native American	10.61%	1.28%

Mark Armijo Racial Make-up of Students

Native American, 1.28%

Asian/Pacific, 0.00%

Caucasian, 0.64%

African-American, 1.28%

- Caucasian
- Hispanic
- African-American
- Asian/Pacific
- Native American

Hispanic, 96.79%

Mark Armijo Subgroup Distribution

	Economically Disadvantaged	Students with Disabilities	English Language Learners
All Schools in NM	72.20%	16.09%	15.25%
Mark Armijo Academy	66.67%	17.95%	32.05%

■ All Schools in NM ■ Mark Armijo Academy

Academic Performance

School Report Card:

2014: D

2015: C

2016: D

2017: D

2018: D

Mark Armijo Academy
Academic Performance

Mark Armijo Academy Graduation Rates

Academic Performance	
	Mission Specific Goals 1) Provide goal statements for your current two mission specific goals. a) *If you don't have or know your two mission specific goals, go to step 3.* 2) Provide any data from the last calendar year if available. 3) Provide any new mission specific goals or revisions to your current goals.
	Continuous Learning Plan 1) Provide highlights of your Continuous Learning Plan 2) Provide data from your Continuous Learning Plan (ex. Engagement, etc.)
	Re-Entry Plan (Fall) 1) Provide highlights of your Re-Entry Plans 2) Where are you now in the re-entry plan (ex. Virtual for semester/year vs. Hybrid) 3) What are your plans for instruction in the Spring? 4) Successes from first part of the fall semester? 5) Concerns from first part of the fall semester? 6) Provide any data from your Re-Entry Plan (ex. Engagement, enrollment, surveys, etc.)
For Spring Site Visit	**Re-Entry Plan (Spring)** ⇒ *Section will be reviewed in the Spring.* ⇒ *Expectations will be updated and shared by February 2021*
	Strategic Planning *(90-Day Plan in New Mexico DASH – Fall)* 1) Provide highlights of your 90-day plans 2) How has the focus, on changing adult behavior for improvement in academic achievement, impacted your school?
For Spring Site Visit	**Strategic Planning *(90-Day Plan in New Mexico DASH – Spring)*** 1) Provide highlights of your 90-day plans 2) How has the focus, on changing adult behavior for improvement in academic achievement, impacted your school?
Educational Plan	
For Spring Site Visit	**Mission of the School** 1) Describe how you have been able to maintain your mission during virtual/hybrid education.
For Spring Site Visit	**Teaching Aligned to Mission** • *Possible virtual classroom observation in the Spring*
	Education Law Compliance 1) Describe how you have measured engagement with students during virtual/hybrid education. 2) Describe any changes you have made to your attendance policy.
	Social/Emotional Support of Students 1) Describe how you have supported students social/emotional needs.
For Spring Site Visit	**Discipline Policies and Practices** 1) Describe or Provide a copy of the data that you used to analyze discipline. 2) Describe any changes you have made to your discipline policy or practice as a result of analyzing that data.
For Spring Site Visit	**Controversial Issues** 1) Provide a copy of your instruction of controversial issues policy
	English Learners

|	
   	1) Describe how you have supported English Learners during virtual/hybrid education.
Governing Council - *For the following items please provide the information in the Google Document, located on the Google Drive titled "Governing Council Information."*	
   	Bylaws/Policies
   	Controversial Issues
   	Membership/Regular Meetings
   	Training
   	Oversight of School Management
Employees	
For Spring Site Visit	**Licensure** • Will be measured through STARS Report
For Spring Site Visit	**Employee Rights** • Provide a link to your employee handbook.
For Spring Site Visit	**Background Checks** • Provide your Background Check Policy
   	Professional Development Plan • Describe your professional development plan for teachers, staff, and school leaders.
Operations	
   	Admissions/Lottery/Wait Lists Describe how your admission/lottery/wait list process was changed or improved because of the Pandemic.
For Spring Site Visit	**Facilities** • Provide an update on your facility. (ex. Renovating an area, upgrades, improvements, or expansion)
For Spring Site Visit	**Safe School Plan** • Will be measured as schools turn in their site safety plan on December 4.
For Spring Site Visit	**Transparency** • Provide a link to the sunshine portal on your website. • Provide a link to the 2019-20 performance framework on your website.
For Spring Site Visit	**Education Technology Plan** • Describe your education technology plan to support student learning.

   	Meets
   	Working to Meet
   	Does Not Meet

Financial Information

Operational Expenditures by Function

		%	Amount	Example of Expenditures by Fund
1000	Direct Instruction	57%	$1,265,961.31	Teachers, EAs, instructional coaches, etc.
2100	Student Support	16%	$367,643.75	Social workers, counseling, ancillary services, etc.
2200	Instructional Support	0%	$872.04	Library/Media services, instruction-related technology, academic student assessment, etc.
2300	Central Administration	8%	$176,221.48	Governance Council, executive administration, community relations, etc.
2400	School Administration	6%	$133,320.21	School Administrator, etc.
2500	Central Services	4%	$96,119.63	Business Manager, human resources, printing, technology services, etc.
2600	Maintenance and Operations	9%	$199,611.76	M&O of buildings, upkeep of grounds and vehicles, security, safety, etc.
	Other	0%	$0.00	Miscellaneous
	GRAND TOTAL		$2,239,750.18	

Mark Armijo Academy
Operational Expenditures FY 2019-20
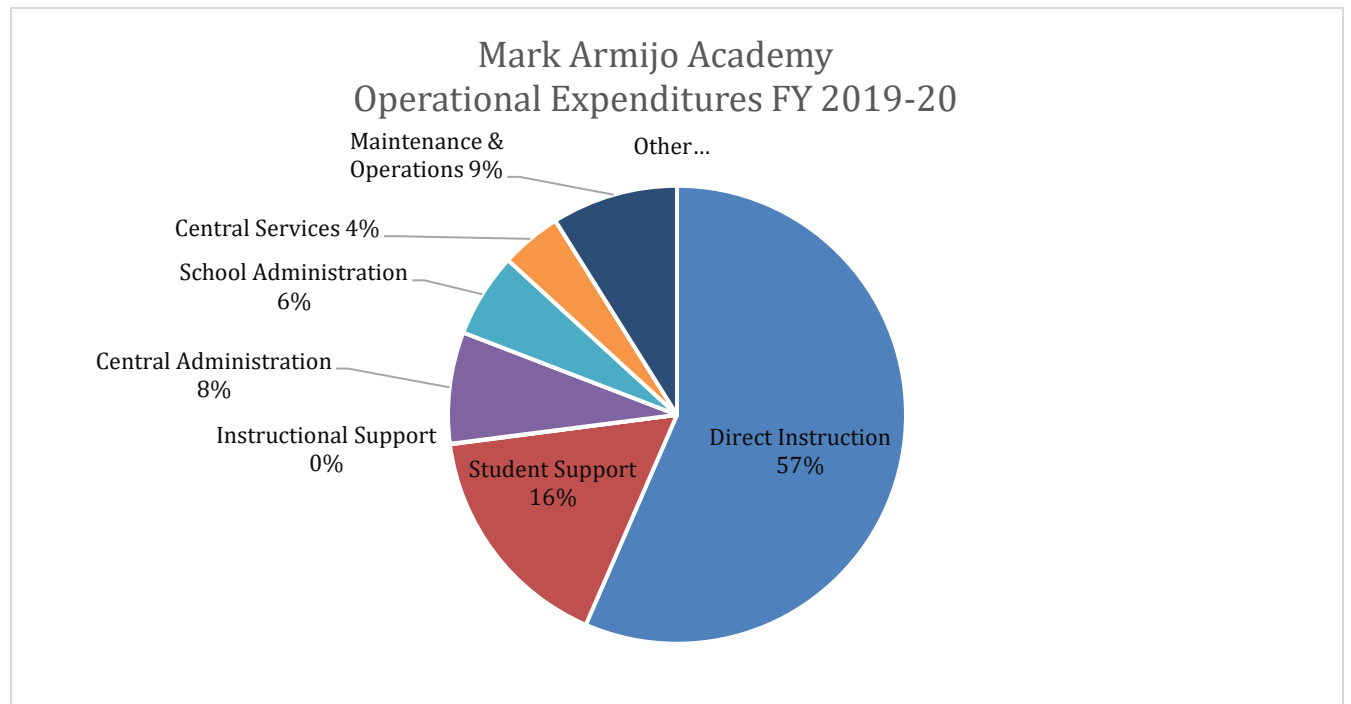
A total of 79% of Operational dollars go directly to supporting student success, including expenditures in Direct Instruction, Student Support, Instructional Support and School Administration.
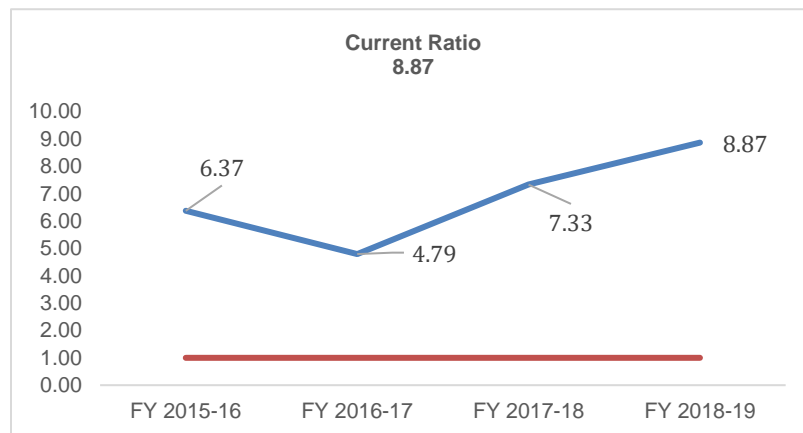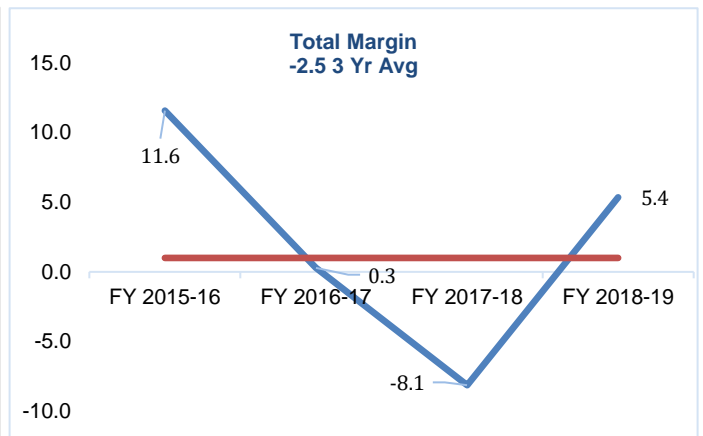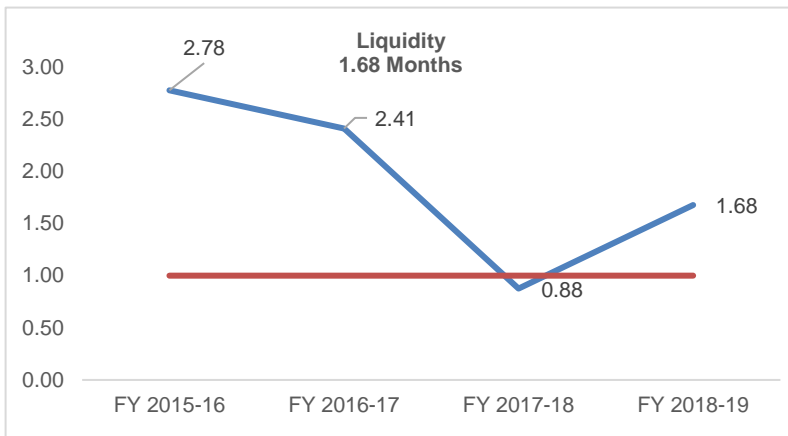
Charter School Name: Mark Armijo
Date of Site Visit: October 27, 2020
Name of Reviewer: Roberta Velasquez

🟩	Meets
🟨	Working to Meet
🟥	Does Not Meet

Financial Performance

This portion will contain data calculated by Charter School Business Manager
1. Current Ratios - Measures the school's ability to pay its debt as they come due. Ratio should be greater than 1:1 and not less than or equal to 0.9
2. Liquidity - Measures the school's ability to pay its obligations over the next 12 months. School should have at least 1 month and not less than .5 months
3. Total Margin - Measures the deficit or surplus a school yields out of its total revenues. Three year should be positive and most recent year is positive
4. Special Education Maintenance Of Effort (MOE) - School YTD expenditures must be equal to or greater than previous year or meet one of the three allowable exceptions

Liquidity
1.68 Months

FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19
2.78	2.41	0.88	1.68

Total Margin
-2.5 3 Yr Avg

FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19
11.6	0.3	-8.1	5.4

Current Ratio
8.87

FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19
6.37	4.79	7.33	8.87

Financial Compliance

Upload all requested documents one week prior to site visit. Specifics are below, if you have questions, contact Roberta.

	Audit Findings ○ Last reviewed or revised July 2019
	• Upload current approved Correction Action Plan ○ CAP is for 2018-19
	Chief Procurement Officer Compliance ○ Monica Aguilar – received waiver due to license expiring in November 2019. Recertification was completed October 15, 2020
	Business Official License ○ Rhonda Cordova license expires June 30, 2025
	Finance and Audit Committee Members • Finance committee is complete, Audit committee is missing a parent member (cannot be a board member)

	Financial Reports posted on Website
	• Charter School Business Manager to review independently:
	   ○ Link to Sunshine portal present
	   ○ Governing Council minutes from most recent GC meeting posted – September meeting posted
	   ○ Financial Reports presented to GC posted on website
	   ○ BARS have been approved by GC and noted in minutes
	   ○ Disbursements have been approved by GC and noted in minutes

	Special Ed Maintenance of Effort • Charter School Business Manager to review SPED MOE to determine if school is on target for FYE compliance

Financial Audit

	Bank Reconciliation ○ Reviewed September 2020. No stale dated checks
	Journal Entries • Must be approved by second party • Upload all JE's and supporting documentation posted in previous month ○ Reviewed JE 33518 and JE33680
	Cash Receipts

	• Upload Cash receipt journal from accounting system ◦ Reviewed two deposits, 8/6/20 $2,674.13 and 9/1/20 $3,004.32

	Payroll Reports
	• Charter School Business Manager will review bank reconciliation to ensure timely submission
	    ◦ CRS-1 report due 25th of the following month submitted 9/22/20
	    ◦ Educational Retirement Board (ERB) due 15th of each month submitted 10/15/20
	    ◦ Retiree Health Care (RHC) due 10th of each month submitted 10/9/20
	    ◦ New Mexico Public School Insurance Authority (NMPSIA) due 10th of each month submitted 10/9/20

	Purchase Orders • Upload a purchase order report. Reviewed PO 2021-026 Reza, PO 2121-002 Amazon
	Request for Reimbursement – must be submitted quarterly for all funds that run through APS • No RfR's submitted as of date of site visit. RfR's are normally submitted on a quarterly basis.

Special Education Review

0-59% - Does not Meet	60-79% - Working to Meet	80-100% - Meets

1. Processes and Accountability	**Total points= _18.83_ / _18.83_ points = _100_ %**
2. IEP Compliance	**Total points= _30_ / _32_ points = _94_ %**
3. Transition Compliance	**Total points= _15_ / _18_ points = _83_ %**
4. Evaluation Compliance	**Total points= _7_ / _12_ points = _58_ %**

Follow-up to previous site visit from Spring 2020		
Site Visit – 5/1/20	Recommendations	Evidence of Improvement During Current Visit
• **Mark Armijo Academy has no pending previously identified concerns.**		

** Highlighted items have not been completed. Follow-up will be conducted in the **spring 2021**.*

Current site visit - Fall 2020
Date: __10/26/20__   **Reviewer:** ___Patricia Espinoza___ **Grades:** __9th – 12th__   **Total Enrollment:** __182__   **SWD:** __44__   **GI:** __0__ **SPED providers:** ___3 – Sp. Ed. Teachers including Sp. Ed. Director, SW, & RVC___ **Contracted:** __SLP, Diagnostician and currently looking for an OT__ **Documents due date:** __10/23/20__   **Date documents were uploaded:** __10/21/20__

1. Processes and Accountability	
See links to state and federal regulations for additional guidance	**18.83 points**

1.a. The school has Special Education Policies and procedures that address implementation of IDEA and New Mexico Special Education Rules – Each New Mexico public agency, within the scope of its authority, shall develop and implement appropriate policies, procedures, programs and services to ensure that all children with disabilities who reside within the agency's educational jurisdiction, … are identified and evaluation and have access to a free appropriate public education (FAPE) in compliance with all applicable requirements of state and federal laws and regulations. If the public charter school is an LEA, that charter school is responsible for ensuring that the requirements are met   6.31.2.9(A), 6.31.2.11(I)(3)

The school has a policy that states their provision of a free appropriate public education for all students with disabilities – 2 points

Total points = _2_/2

1.b. The school has a written process that documents how they keep track of IEPs and Re-evaluations.
a) The school has a written description for completing IEPs – 2 points
b) The school has a written description for completing Reevaluations – 2 points
c) The school has an updated master spreadsheet with student demographics, IEP and Reevaluation due dates – 3 points

Total points = _7_/7

1.c. The School has Discipline plan that outlines implementation of school wide discipline policy for Students with Disabilities. Discipline policy includes specific provisions for students with disabilities and plan for the school to utilize IEP in discipline of students with disabilities – 3 points

Total points = _3_/3

1.d. 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) **– 2 points**

Total points = _3_/3

1.e. 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) – **3 points**

Total points = _3_/3

1.f. Special Education Coordinator Training Attendance – APS sponsored – Each item - .25 points
    Sep. 2019 __YES__   Nov. 2019__YES___   Jan. 2020____   March 2020____

Total points = _.5_/.5

1.g. Special education caseloads are balanced and with a licensed special education teacher per STARS report. Caseload waivers are appropriate for school size – **Each reporting period - .33 points**

    40th __YES__   80th _____   120th ____

Total points = _.33_/.33

1. Processes and Accountability   Total points= _18.83_ / **18.83 points**

2. **IEP Compliance**
The following parts of the IEP reviewed are in compliance.
See links to state and federal regulations for additional guidance.

36 - 50 possible points*
*Points will be adjusted to reflect all areas reviewed

2.a. 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)). - **Each reporting period - 2 points**

40th ___YES___	80th _____	120th _____	Total points = _2_/2

2.b. 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 CFR 300.320(a)(1) –

Must meet al requirements per IEP – Each IEP – 2 points   Total points = _3.5_/4
IEP #2 – Missing narrative describing the student's proficiency levels in Math. (1.5 points)

2.c. 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) -

Must meet al requirements per IEP – Each IEP – 2 points   Total points = _4_/4

2.d. 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)

Must meet al requirements per IEP – Each IEP – 2 points   Total points = _4_/4

2.e. 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))

Must meet al requirements per IEP – Each IEP – 2 points   Total points = _4_/4

2.f. 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))

Must meet all requirements per IEP – Each IEP – 1 points   Total points = _2_/2

2.g. PWN- Prior Written Notice - 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)

Must meet al requirements per IEP – Each IEP – 2 points   Total points = _3.5_/4
IEP #2 missing a proposal indicating how the IEP meeting was conducted. (1.5 points)

2.h. IEP Team Participants-The *IEP Team Meeting Participants* signature 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)

Must meet all requirements per IEP – Each IEP – 1 points   **Total points = _2_/2**

2.i. 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))

Must meet all requirements per IEP – Each IEP – 1 points   **Total points = _1_/2**
IEP #1 – Parent was not in attendance (0 points)

2.j. 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))

Must meet all requirements per IEP – Each IEP – 1 points   **Total points = _2_/2**

The following items will be reviewed only for IEPs that include data indicating these items should be addressed by the IEP team.

Total points will be adjusted accordingly.

2.k. Testing Accommodations – A statement of accommodations necessary to measure the academic achievement and functional performance of the child on state and districtwide assessment. 34 CFR 300.320(a)(6)(i)

Must meet all requirements per IEP – Each IEP – 1 points   **Total points = _2_/2**

2.l. FBA/BIP if appropriate- The IEP team must, in the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior. Including conducting Functional Behavior Assessments (FBAs) and integration of Behavioral Intervention Plans (BIPs) into the IEPs. 34 CFR 300.324(a)(2)(i), (6.31.2.11(F) (1) NMAC)

Alternate Assessment – If the IEP team determines that a child must take an alternate assessment, the IEP must contain a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child. 34 CFR 300.320(a)(6)(ii). Alternate Assessment must be included in the IEP.

ESY - The school has ESY eligibility data recorded for every student receiving Extended School Year 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))

Each item per IEP – 1 point   **Total points = _N/A_/1**

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2. IEP Compliance   **Total points= _30_ / _32_ points**

3. Transition Compliance
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. 34 CFR 300.320(b), (6.31.2.11(G) (2) NMAC)
9 – 27 points

3.a. Measurable post-secondary goals: The IEP must 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
Must meet all requirements per IEP – Each IEP – 1 points   **Total points = _2_/2**

3.b. Post-secondary goals updated annually – IEP must be current and contain Measurable post-secondary goals. Goals should be reviewed/updated annually.
Must meet all requirements per IEP – Each IEP – 1 points   **Total points = _2_/2**

3.c. Transition assessment – The IEP must include evidence that the measurable post-secondary goals were based on age appropriate transition assessment(s). Age appropriate transition assessments from multiple sources providing information on strengths, needs, preferences, and interests.
Must meet all requirements per IEP – Each IEP – 1 points   **Total points = _2_/2**

3.d. Course of study – The IEP must include a course of study that will reasonably enable the student to meet his or her post-secondary goals. Included in the course of study: A multi-year description, current school year through anticipated exit year, credits to be earned for all years, and specific electives identified by course name.
Must meet all requirements per IEP – Each IEP – 1 points   **Total points = _1_/2**
IEP #2 – Course of Study is not accurate, missing the current year's courses. (0 points)
3.e. Coordinated Transition activities – The IEP must include coordinated transition activities that will reasonably enable the student to meet his/her postsecondary goals related to: Instruction, Related service(s), Community experience(s), Development of employment and post-school objectives, Acquisition of daily living skills (if appropriate) and Functional evaluation (if appropriate)
Must meet all requirements per IEP – Each IEP – 1 points   **Total points = _2_/2**
3.f. Annual goals related to post school goals – The IEP must include annual IEP goal(s) related to the student's transition services needs.
Must meet all requirements per IEP – Each IEP – 1 points   **Total points = _2_/2**

3.g. Student invited to IEP Team meeting – The student's file must include documented evidence that the student was invited to participate in his/her IEP meeting prior to the date the meeting was held.

Must meet all requirements per IEP – Each IEP – 1 points   **Total points = _1_/2**
IEP #1 - Missing student invitation (0 points)

3.h. Participating agency – If appropriate, the IEP must include evidence that a representative of any participating agency was invited to the IEP meeting with the prior consent of the parent or student who has reached the age of majority.

Must meet all requirements per IEP – Each IEP – 1 points   **Total points = _2_/2**

3.i. 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(c); 6.31.2.11(G) (3) (c) NMAC).

Must meet all requirements per IEP – Each IEP – 1 points   **Total points = _1_/2**
IEP #1 – Annual notification of the transfer of rights was not provided. Neither Parent nor Student were in attendance. No Evidence IEP was reviewed with either parent or student at a later date/time (0 points)

3.j. Special Education IEPs submitted on time for SPP 13 upload – 1.5 points

    SPP 13 IEP file upload due date _____   File upload date completed _____
                                                                            Total points = _N/A_/1.5
Will complete after SPP-13 upload

3.k. All districts are required to administer and report **Post-School Outcomes Survey,** even if they had no high school students that exited in the reporting year. The Public Education Department, Special Education Bureau conducts an annual State-Wide Follow-up Study, as a mandated requirement of the State Performance Plan, to provide post school follow-up information to OSEP to address **SPP Indicator 14.**

PSO surveys completed and uploaded by September 30, 2020 – 1.5 points
                                                                            Total points = _N/A_/1.5
Will complete in the spring 2021

3. Transition Compliance   **Total points= _15_ / _18_ points**

4. **Evaluation Compliance**
The following parts of the Evaluation reviewed are in compliance
* See links to state and federal regulations for additional guidance.
10 - 20 possible points*
*Points will be adjusted to reflect all areas reviewed

4.a. 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))
Each reporting period – 1 point
    40th ___N/A___   80th _____   120th _____   Total points= _N/A_/1
N/A – No Initial Evaluations

4.b. 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)) – **Each reporting period – 2 points**
    40th ___YES___   80th _____   120th _____   Total points=_2_/2

4.c. 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; 34 CFR 300.305 (a)(1)(i,ii,iii)
REED document – 5 points   Total points=_2_/5
IEP #2– REED is incomplete, missing data in several sections of the document.

4.d. PWN – Prior Written Notice of intent to Evaluate/Reevaluate – *Notice.* The public agency must provide notice to the parents of a child with a disability, in accordance with § 300.503, that describes any evaluation procedures the agency proposes to conduct. 34 CFR 300.304(a)
Each evaluation's PWN - 2 point   Total points=_0_/2
IEP #1 - Missing PWN notifying parents of the intent to Reevaluate.

4.e. Consent for Initial Evaluation/Reevaluation with testing - *Parental consent for initial evaluation.* (1)(i) The public agency proposing to conduct an initial evaluation to determine if a child qualifies as a child with a disability under § 300.8must, after providing notice consistent with §§ 300.503 and 300.504, obtain informed consent, consistent with § 300.9, from the parent of the child before conducting the evaluation. *Parental consent for reevaluations.* Must obtain informed parental consent, in accordance with § 300.300(a)(1), prior to conducting any reevaluation of a child with a disability. 34 CFR 300.300(a) &(c)(1)(i)
Each evaluation's consent – 3 points   Total points=_N/A_/3
N/A - Reevaluation conducted with no formal testing.

4.f. Initial Evaluation/Reevaluation Report - Initial evaluations. Each public agency must conduct a full and individual initial evaluation, in accordance with §§ 300.304 through 300.306, before the initial provision of special education and related services to a child with a disability under this part. **Reevaluations.** A public agency must ensure that a reevaluation of each child with a disability is conducted in accordance with §§ 300.304 through 300.311 - If the public agency determines that the educational or related services needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or If the child's parent or teacher requests a reevaluation. The public agency provides a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent. 34 CFR 300.301(a), 34 CFR 300.303(a)(1-2), 34 CFR 300.306(a)(2)

Each evaluation's report – 3 points   **Total points=_ N/A _/3**
N/A – Reevaluation conducted with no formal testing.

4.g. 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; 34 CFR 300.306(a)(1), 34 CFR 300.305 (a)(2)(iii)(B)

Complete EDT forms per evaluation – 3 points   **Total points=_3_/3**

4.h. Initial IEPs – *provision of services.* Each public agency must ensure that - A meeting to develop an IEP for a child is conducted within 30 days of a determination that the child needs special education and related services; 34 CFR 300.323(c)(1)

30 days initial placement timeline - 2 points   **Total points=_N/A_/2**
File reviewed included a Reevaluation

4.i. Consent for Initial Placement - *Parental consent for services.* A public agency that is responsible for making FAPE available to a child with a disability must obtain informed consent from the parent of the child before the initial provision of special education and related services to the child. 34 CFR 300.300 (b)(1)

Consent for initial placement - 2 points   **Total points=_N/A_/2**
File reviewed included a Reevaluation

4. Evaluation Compliance   **Total points= _7_ / _12_ points**

Concerns from Current Visit 10/26/20	Recommendations	Action Plan (with completion dates)
2.b. IEP Compliance - PLPs – Present Levels of Performance IEP #2 – Missing narrative describing the student's proficiency levels in Math.	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.	Ensure all IEPs include complete present levels of performance. *Review spring 2021*
2.g. IEP Compliance - PWN – Prior Written Notice – IEP #2 missing a proposal indicating how the IEP meeting was conducted, also missing a proposal describing how services will be delivered during COVID 19 pandemic.	PWNs **must** 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) -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	Ensure all IEPs include a complete and accurate Prior Written notice of all proposed actions. Proposals must include proper justification based on data that justifies reason for acceptance or rejection. *Review spring 2021*
2.i. IEP Compliance – Parent Involvement – IEP #1 – Parent was not in attendance; no documentation was included indicating how or when the information would be shared with parent.	Each public agency must take steps to ensure that one or both of the parents of a child with disability are present at each IEP Team meeting or are afforded the opportunity to participate	If parent(s) are unable to attend IEP meeting, document in the PWN all the attempts the LEA has taken to convince parents to attend the IEP meeting. *Review spring 2021*
3.d. Transition Plan – Course of Study IEP #2 – Course of Study is not accurate, missing the current year's courses.	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.	Train staff to ensure this section is completed accurately. *Review spring 2021*

3.g. Transition Plans – Student invited IEP #1 - Missing student invitation	When holding a transition IEP, Parents **and** students must be invited to the meeting. Review Transition presentation provided as part of the 8/28/19 New Special Education Coordinators training for charter schools. Sample invitations can also be found at the Sp. Ed. website for charter schools, under APS documents.	Ensure a transition meeting notification is given to parents & students with ample time to make arrangements to attend the meeting. *Review spring 2021*
3.i. Transition Plans – Age of Majority IEP #1 – Annual notification of the transfer of rights was not provided. Neither Parent nor Student were in attendance. No Evidence that the IEP was reviewed with either parent or student at a later date/time	Beginning no later than the first IEP to be in effect when the student turns fourteen (14), or younger, if determined appropriate by the IEP team, and updated annually thereafter; the IEP shall include a statement that the parent and child have been informed of the child's rights under the IDEA that will transfer to the child on reaching the age of majority.	Train staff to ensure this section is completed accurately. *Review spring 2021*
4.c. Evaluation – REED – Review of Existing Evaluation Data IEP #2– REED document does not MEET NMTEAM 2017. The REED submitted is incomplete, missing data in several sections of the document.	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; to determine if additional data is needed.	For upcoming reevaluations, ensure the REED includes all the necessary data that will enable the Eligibility Determination Team to make the appropriate decisions as part of the Reevaluation process. Also, make sure the REED document meets NMTEAM 2017 requirements. *Review spring 2021*
4.d. Evaluation-PWN – Prior Written Notice of intent to Evaluate/Reevaluate IEP #1 - Missing PWN notifying parents of the intent to Reevaluate.	The public agency must provide notice to the parents of a child with a disability, in accordance with § 300.503, that describes any evaluation procedures the agency proposes to conduct.	Ensure PWN is provided to parents prior to conducting any evaluation. *Review spring 2021*

* **Highlighted** *items will be followed-up during* **Spring 2021 site visit.**