

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

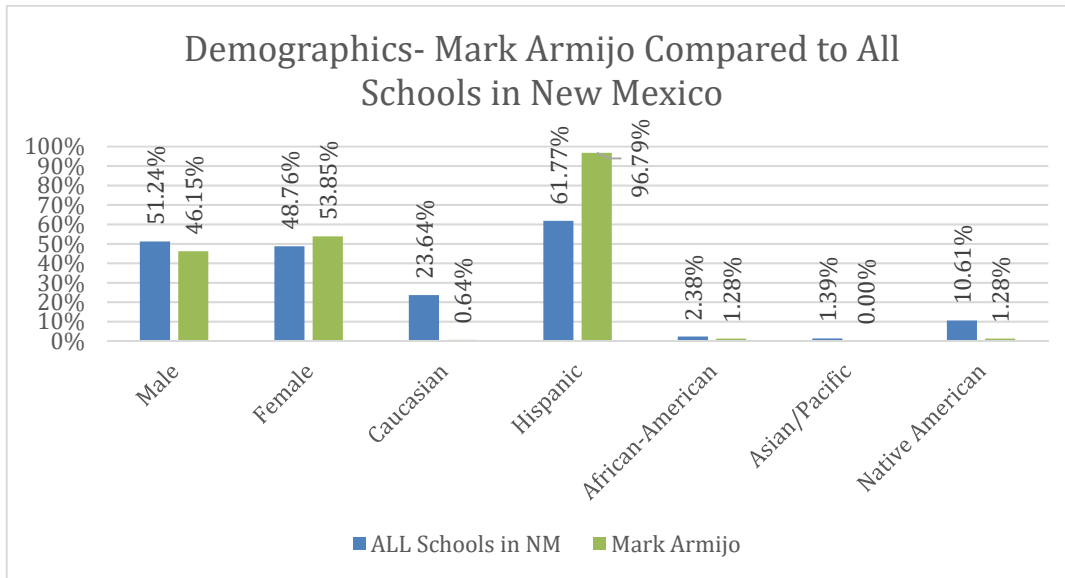
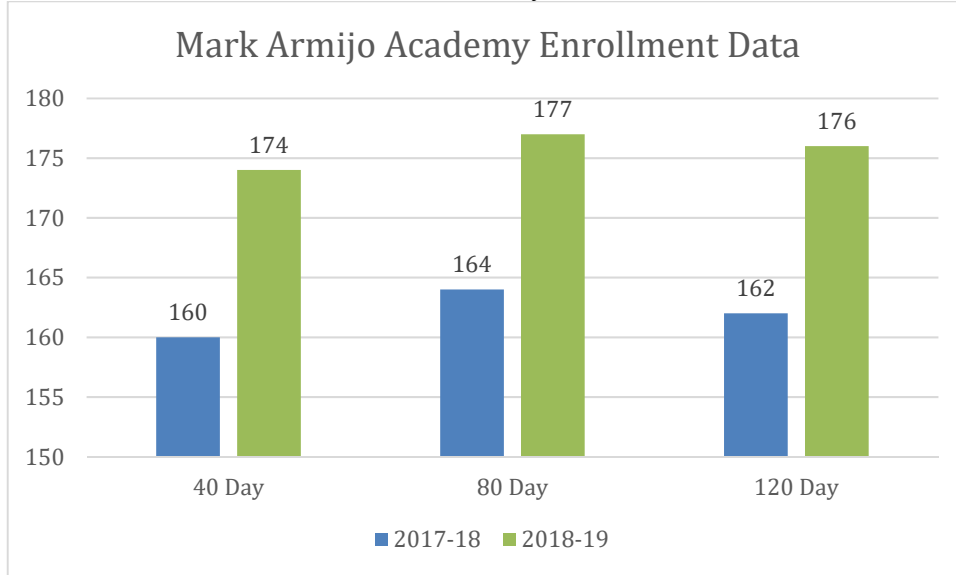
- Mark Armijo Academy’s mission is to provide a quality and relevant education in a community that promotes caring and belonging for all students, especially those who seek a more personal and innovative educational setting.

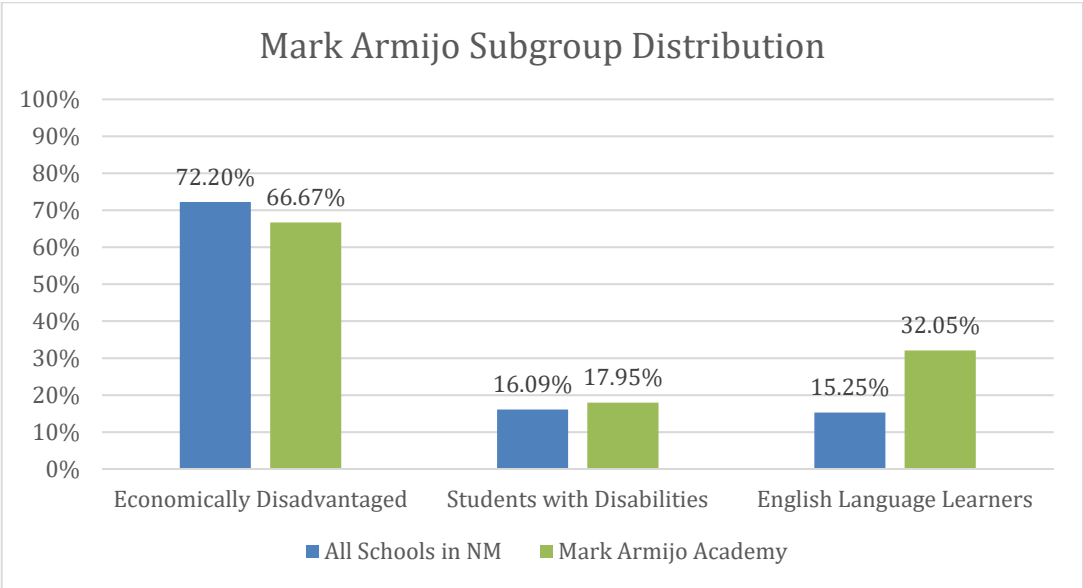
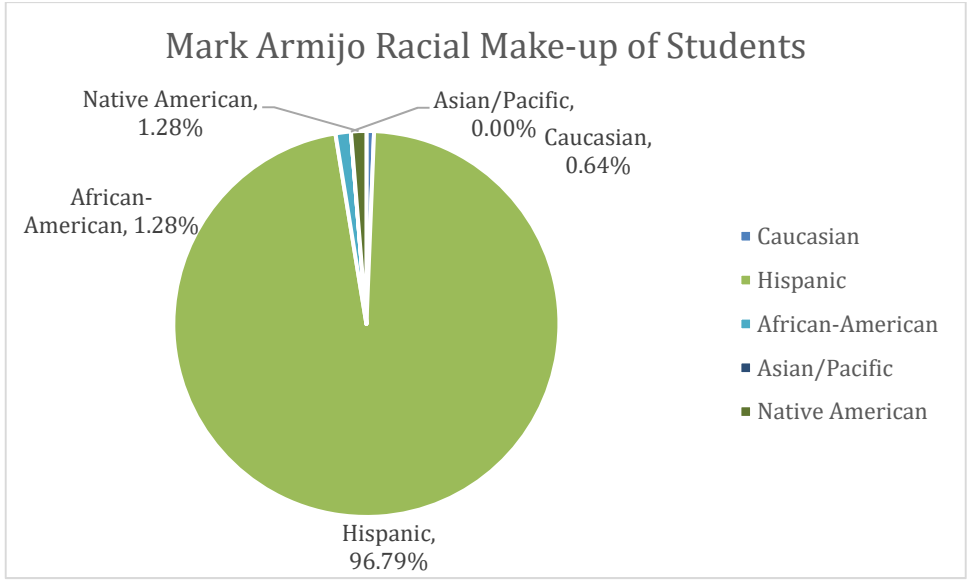
History

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

Demographics

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

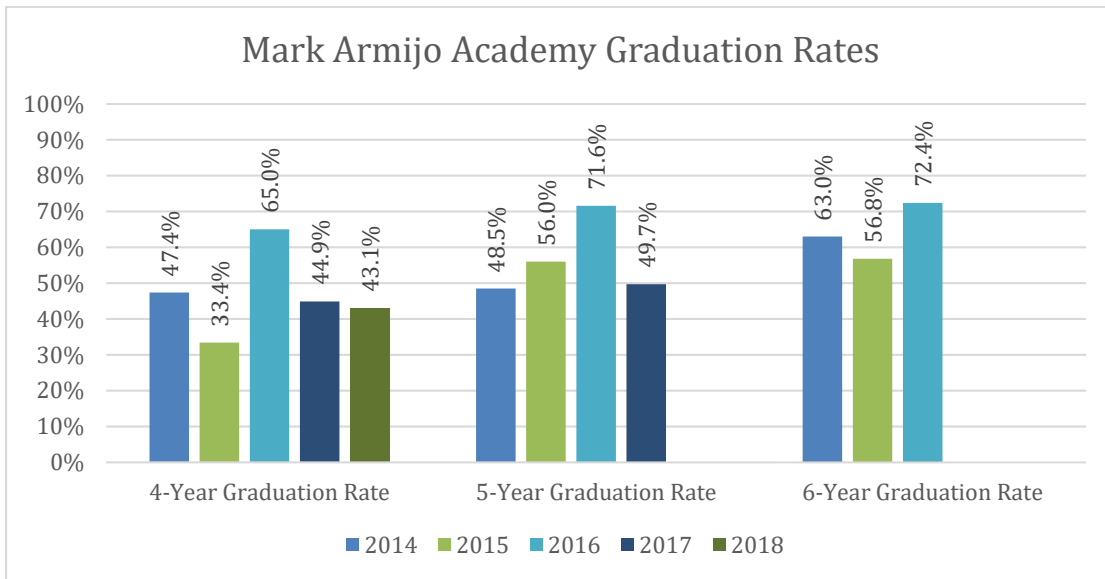
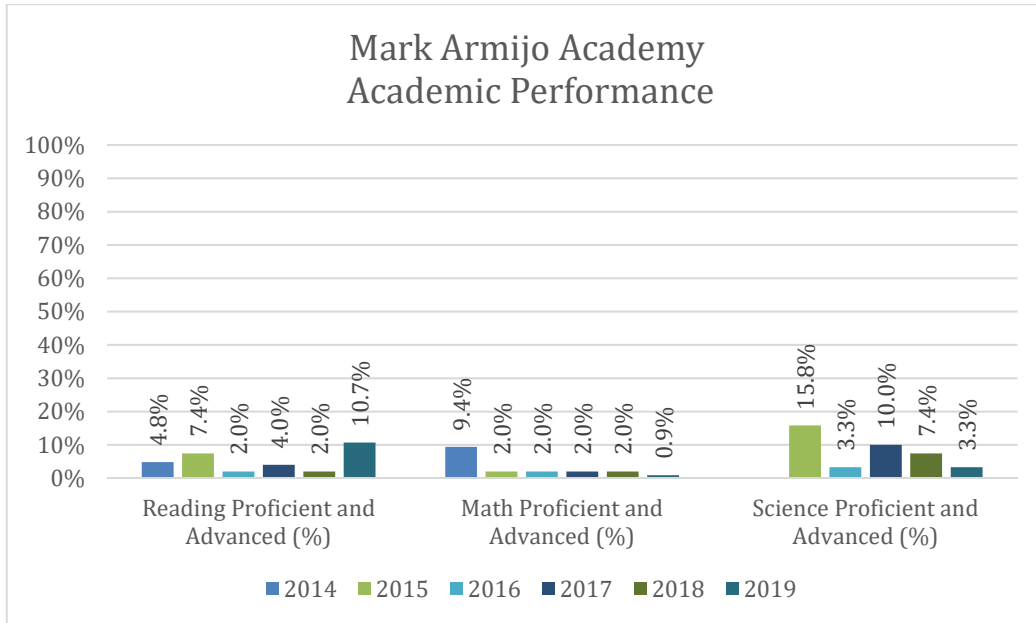




Academic Performance

School Report Card:

2014: D
2015: C
2016: D
2017: D
2018: D



Qualitative Site Visits

Roundtable Discussions for Qualitative Feedback (Time is estimated, Order is up to school to plan):

- **Leadership** - 45 Minutes (*School Administration and at least 1 Governing Board Member*):
 - Mission Specific Goals
 - School should provide goal statement and data supporting the goal statement provided in an illustrative format (ex. Graph etc.)
 - NWEA Math – 122 full academic year students – 77%
 - College and Career visit to post-secondary institution and career interest inventory
 - Admissions/Lottery/Wait Lists
 - School provides a copy of the lottery process
 - School describes how the following processes are executed
 - Admissions
 - Lottery
 - Wait list
 - Recommendation to look at policy and ensure time table for securing a location.
 - Discipline Policies and Practices
 - Discussion on how the school looks at discipline data
 - Through the student wellness team – we really staff students.
 - Weekly check in to see if they are not making those same mistakes
 - We have one student to have goals in place for individuals to be able to do school well.
 - Re-engagement program
 - Governing Council’s Role
 - Updated Governing Council Membership List
 - New Board Member Derrick Adkins - Vacancy
 - Policy and/or process for written annual evaluation of the Head of the School.
 - Part of the contract, we created an evaluation system for you.
 - Process for Strategic Planning
 - Suggestion to put process in policy/procedure
 - Top Priorities for Governing Council for Administration
 - Re-engaging in strategic planning
 - Training
 - Succession Plan
 - Review of Open Meetings Act Compliance and Overall Transparency
 - Medical Marijuana
 - Sharing of Best Practices
 - Identification of best practices the school demonstrates strong competency on that can be shared with others.
 - Student wellness team – social worker really does a good job to track that to see what we can support.
- **Students** – 15 Minutes (*School identifies 3-5 students that represent the diversity of the school*):
 - Discussion Topics
 - Best thing about the school
 - Class Sizes

- Teachers – they are so supportive and develop strong relationships. We are bonded. They want us to learn and for it to be fun.
- What can be improved
 - We need a gymnasium
 - We need more electives
 - We need more clubs
 - Tutoring program – we need more time beyond the advisory class.
- Discipline Process
 - They are fair, they will work with you.
 - Re-engagement program is helpful.
- Social and Emotional Support
 - The counselors are really welcoming. They are always there for you at the school. They are not judgmental, they want to help you. They notice when something is wrong. You know you can still go and talk to them.
 - I am able to have my voice heard.
- **Teachers** – 30 Minutes (*School identifies 3-5 teachers that represent the diversity of the school*):
 - Discussion Topics
 - How is instruction aligned with the school’s mission
 - Innovative 101 – the majority of classes are very small (classes are 4 to 8 students)
 - More one on one engagement – academic success
 - The issue is attendance – with kids missing. I’m moving at a much slower rate in my classes.
 - Supports, accommodations, and modifications for students with diverse learning needs
 - Very individualized – coming from a SPED background
 - There is a lot of teamwork with staff to figure out what the students need to support them. I’m impressed with students that are here – they are not always made to feel like they belong there because they know that they can come.
 - Cultural change
 - Team support
 - Absences are just part of the work.
 - We have tried working on collaboration
 - It comes down to a mindset change.\
 - Work
 - Babysitting
 - Depression/Anxiety
 - Curriculum development, alignment, and planning
 - Retreat and worked horizontally and vertically.
 - Content areas are done monthly
 - Constant communication
 - Professional Development including Mission Focus
 - Small school
 - Support for students’ social and emotional health
 - Wellness Team
- **Families** – 30 Minutes (*School identifies 3-5 parents that represent the diversity of the school*):
 - Discussion Topics
 - Implementation of the school’s mission

- I have several students going here and it was really easy to engage her in the school, it was not difficult
- The teachers have been really communicative about her grades and her progress
- It's small and they take care of students individual needs and they help them.
- I'm real content with the school and the principal is really and engaging and supportive.
- Supports, accommodations, and modifications for students with diverse learning needs
 - My daughter is in the gifted program but they offer her dual credit and taking courses at other schools. The students are talking to her and see where there are challenges.
 - We have an IEP and they execute that to help him through providing accomodations through exams allowing extra time etc.
- Support for students' social and emotional health
 - My students just started seeing the social worker, she is able to go to the office and talk it out with Mrs. Jody.
- School Safety
 - There are no concerns
- Family communication and engagement
 - The communication we have just established is very open and they are very helpful to the needs of my students. We are dealing with improving our response to anxiety/depression.
 - They communicate well to us and individualize what we need to know for our students – they are watching and monitoring the improvement of the students.
 - They do a great job of supporting students no matter what language the students speak.

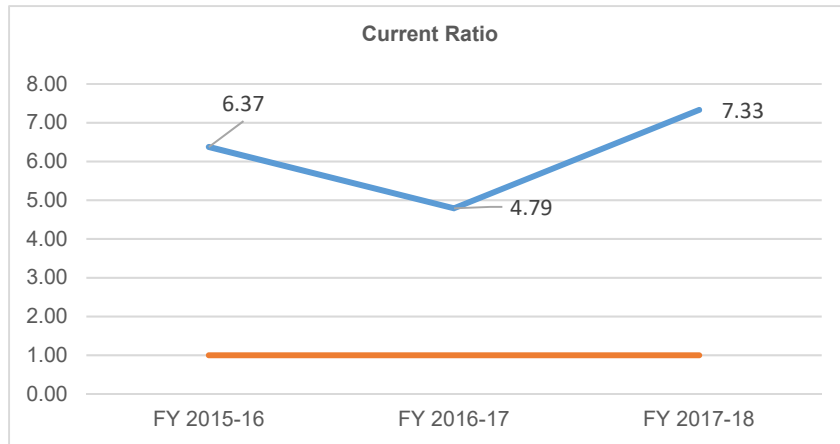
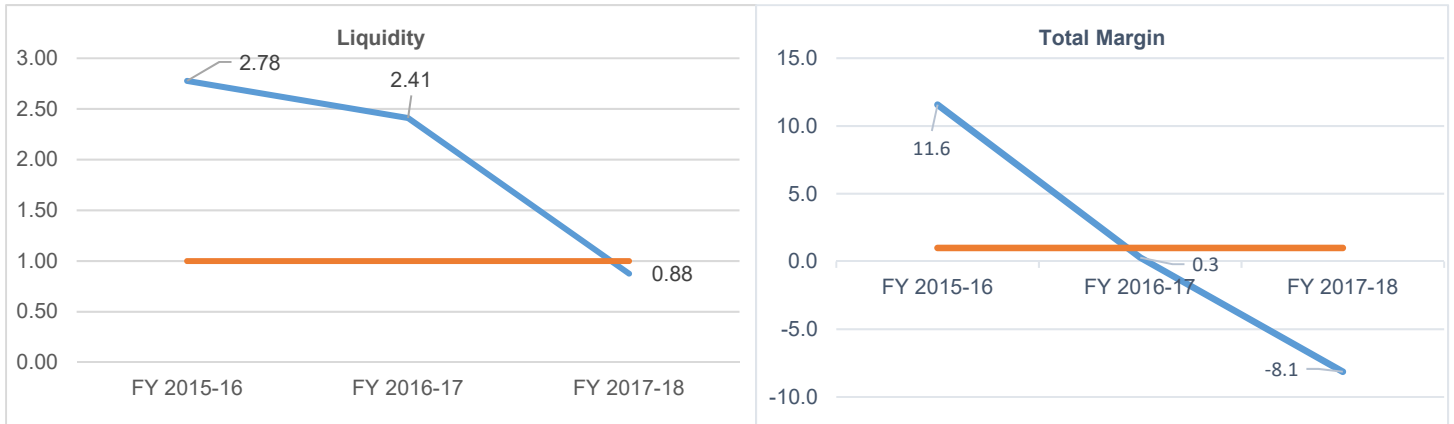


APS Charter School Site Visit 2019 - 20

School: Mark Armijo Date: November 14, 2019

Name of Reviewer(s): Roberta Velasquez

Financial Performance





Financial Compliance

All of the following documents are to be provided by the School's Business Manager

Compliant	Non-compliant	Comments
Chief Procurement Officer Compliance		
<ul style="list-style-type: none"> Provide Chief Procurement Officer certificate 		
	X	CPO – Monica Aguilar license expired 10/13/19. She will not be recertified until February 2020. Business Manager – Rhonda Cordova license expires June 30, 2027.
Finance and Audit Subcommittee		
<ul style="list-style-type: none"> List of Finance Committee members List of Audit Committee members 		
	X	List of committee members provided. Finance committee is compliant. Audit committee needs a parent member who is not on the board.
Status of 218 Agreement		
<ul style="list-style-type: none"> Provide the Modification approval letter 		
X		Modification approval letter dated 1/11/12
Financial Documents listed on Website		
X		JE's, Bank requisitions, bank statements, revenue and expense reports. There was no GC meeting in September and a Special meeting in October.
Employment Documents		
<ul style="list-style-type: none"> I-9 for employees hired in the last 12 months or newest employee hired (minimum of 2) W-4 for same employee 		
X		Reviewed employee files of Baca, Flores-Casaus, and Vigil



Financial Audit

Yes	No	Comments
Financial Reporting <ul style="list-style-type: none"> • GC minutes from most recent GC meeting • Financial reports provided to Governing Council 		
X		Reviewed Oct 2, 2019 special meeting minutes. October 17 th and November 7 th minutes not available but was able to review financial reports.
Bank Reconciliation <ul style="list-style-type: none"> • Most recent approved bank reconciliation. • Most recent prepared bank reconciliation if reconciliation has not been approved 		
X		September 2019 was most recent approved bank reconciliation. October bank reconciliation not complete due to voided checks not showing in accounting program. They are working with the software engineers to get the issue resolved.
Inventory <ul style="list-style-type: none"> • All purchasing documentation for any capital asset purchased after July 1 of current fiscal year • Documentation for any assets purchased with Federal funding (Object codes: 57331 and 57332) 		
X		No capital assets purchased as of date of site visit. Reviewed other purchases found one PO in the amount of 305.44 but check was for 310.44. Rhonda will investigate to see what the difference consists of.
Journal Entries <ul style="list-style-type: none"> • All Journal entries made in current fiscal year. Must be approved by second party and have all supporting documentation. 		
X		JE's are presented to the Finance Committee who then reports them to the Governing Council. The Governing Council approves the financial packet.
Cash Receipts <ul style="list-style-type: none"> • Copy of Internal controls policy regarding cash receipts • Cash receipts log or receipt books • Documentation for bank deposit of cash receipts for previous month 		
X		All cash receipts are being processed according to policy.



Payroll Reports

- CRS-1 report (due 25th of following month)
- ERB-Educational Retirement Board report (due 15th of each month)
- RHC- Retiree Health Care report (due 10th of each month)
- NMPSIA-New Mexico Public School Insurance Authority report (due 10th of each month)

X		CRS submitted 10/9/19 for September 2019, ERB submitted 9/16/19 for August 2019, RHC submitted 11/7/19 for October 2019, ANPSIA submitted 11/7/19 for November 2019
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Comments/Suggestions: Review Financial Procedures Manual to ensure practice is same as policy.

Special Education review Date: 11/14/19 Reviewer: Patricia Espinoza
 Grades: 9-12 Total Enrollment: 185 SWD: 30 GI: 0
 SPED providers: 2-Sp. Ed. Teachers, 1-Sp. Ed. Coordinators/Rehab. Counselor, 1-SW
 Contracted: Diagnostician, SLP, Nurse

Follow-up to Spring 2019 site visit

Concerns from Previous Visit – 3/26/19	Recommendations	Evidence of Improvement During Current Visit
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Pending Items from fall 2018 site visit – 12/7/18

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.

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.

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.

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. *Review 2019-20 SY*

Fall 2019 Review – Mark Armijo **completed** the recommendations for **Student #1 & #3**. The school **did not** complete the suggested recommendations for **Student #2**. **It is recommended that the school hold an amendment IEP to address LRE & PWN concerns by the 120th day.** *Review spring 2020*

Current site visit – 3/26/19

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.

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.

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. *Review 2019-20 SY*

Fall 2019 Review – Mark Armijo **did not** complete the suggested recommendations for **Student #1 & #2**. **It is recommended that the school hold an amendment IEP to address areas of concern by the 120th day.** *Review spring 2020*

* **Highlighted** items have not been completed. Follow-up will be conducted in the **spring 2020**.

<u>Current Site Visit – 11/14/19</u>	
1. Processes and Accountability	25 points
<i>*See links to state and federal regulations for additional guidance</i>	
<p>1.a. 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 <i>*Meeting can be conducted without parent</i></p> <p>a. The school has a written policy and procedure for the SAT Process – 1 point <u>1</u></p> <p>b. The school provided documentation for SAT chair training (certificate, sign in document) - .5 points <u>.5</u></p> <p>c. The school provided documentation for Staff training on SAT process (agenda & sign in doc) – 1.5 points <u>1.5</u></p> <p>d. The school provided a copy of the SAT student log .5 points <u>N/A</u></p> <p>e. SAT file reviewed contained documentation for parent invitation/participation, SAT meeting notes, Tier I documentation and Tier II interventions – 1.5 points <u>1.5</u></p> <p style="text-align: right;">Total points = <u>4.5</u> /4.5</p>	
<p>1.b. 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)</p> <p>The school has a policy that states their provision of a free appropriate public education for all students with disabilities – 2 points</p> <p style="text-align: right;">Total points = <u>0</u> /2</p>	
<p>1.c. The school has a written process that documents how they keep track of IEPs and Re-evaluations.</p> <p>a) The school has a written description for completing IEPs – 2 points <u>0</u></p> <p>b) The school has a written description for completing Reevaluations – 2 points <u>0</u></p> <p>c) The school has an updated master spreadsheet with student demographics, IEP and Reevaluation due dates – 3 points <u>3</u></p> <p style="text-align: right;">Total points = <u>3</u> /7</p>	
<p>1.d. 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</p> <p style="text-align: right;">Total points = <u>3</u> /3</p>	
<p>1.e. 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</p> <p style="text-align: right;">Total points = <u>3</u> /3</p>	



Mark Armijo Academy
2019-20 Fall Site Visit Report

<p>1.f. 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</p>	<p>Total points = <u>3</u>/3</p>
<p>1.g. Special Education Coordinator Training Attendance – APS sponsored – Each item - .25 points Sep. 2019 <u>YES</u> Nov. 2019 <u>YES</u> Jan. 2020 <u> </u> March 2020 <u> </u></p>	<p>Total points = <u>.5</u>/5</p>
<p>1.h. 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</p> <p>40th <u> </u> 80th <u> </u> 120th <u> </u></p>	<p>Total points = <u>N/A</u>/1</p>
<p><u>1. Processes and Accountability</u></p>	<p>Total points= <u>17</u> / 23 points</p>

<p>2. IEP Compliance For every special education site visit, three IEPs for students with disabilities will be reviewed. The following parts of the IEPs reviewed are in compliance. <i>(Only 2 IEPs were review for this site visit - 11/14/19)</i> See links to state and federal regulations for additional guidance.</p> <p style="text-align: right;">45 points* <i>*Points will be adjusted to reflect all areas reviewed</i></p>	
<p>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 - 1 point</p> <p>40th _____ 80th _____ 120th _____</p>	<p>Total points = <u>N/A</u>/3</p>
<p>2.b. Primary and Secondary (if applicable) Eligibility are identified correctly in the IEP. Each IEP - .33 points</p>	<p>Total points = <u>.66</u>/.66</p>
<p>2.c. 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) -</p> <p>Must meet al requirements per IEP - Each IEP - 1.67 points</p> <p><i>IEP #1 - Missing present levels for behavioral needs, a description of why BIP is no longer needed, also missing details description for Math Sp. Ed. Need.</i></p>	<p>Total points = <u>1.67</u>/3.34</p>
<p>2.d. 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) -</p> <p>Must meet al requirements per IEP Each IEP - 1.67 points</p>	<p>Total points = <u>3.34</u>/3.34</p>
<p>2.e. 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))</p> <p>Must meet all requirements per IEP - Each IEP - 1.67 points</p> <p><i>IEP #1, Student is new to Mark Armijo, points were adjusted. IEP #2 - Missing progress towards goals.</i></p>	<p>Total points = <u>0</u>/1.67</p>
<p>2.f. 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))</p> <p>Must meet all requirements per IEP - Each IEP - 1.67 points</p>	<p>Total points = <u>3.34</u>/3.34</p>
<p>2.g. 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))</p> <p>Must meet all requirements per IEP - Each IEP - 1.33 points</p>	<p>Total points = <u>2.66</u>/2.66</p>
<p>2.h. 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)</p> <p>Must meet all requirements per IEP - Each IEP - 1.67 points</p>	<p>Total points = <u>3.34</u>/3.34</p>

<p>2.i. IEP Team Participants-The <i>IEP Team Meeting Participants</i> 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))</p> <p>Must meet all requirements per IEP – Each IEP – .67 points</p>	<p>Total points = <u>1.33</u>/1.33</p>
<p>2.j. 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))</p> <p>Must meet all requirements per IEP – Each IEP – .67 points</p>	<p>Total points = <u>1.33</u>/1.33</p>
<p>2.k. 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))</p> <p>Must meet all requirements per IEP – Each IEP – .67 points</p>	<p>Total points = <u>1.33</u>/1.33</p>
<p><i>The following items will be reviewed only for IEPs that include data indicating these items should be addressed by the IEP team.</i></p> <p style="text-align: right;"><i>Total points will be adjusted accordingly.</i></p>	
<p>2.l. 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)</p> <p>Must meet all requirements per IEP – Each IEP – .67 points</p>	<p>Total points = <u>1.33</u>/1.33</p>
<p>2.m. 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.</p> <p>Must meet all requirements per IEP – Each IEP – .33 points</p>	<p>Total points = <u>N/A</u>/1</p>
<p>2.n. 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)</p> <p>Must meet all requirements per IEP – Each IEP – .67 points</p> <p>IEP #1 – Missing a documentation in PLPs that describes the reason to discontinue BIP.</p>	<p>Total points = <u>.34</u>/.67</p>
<p>2.o. 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))</p> <p>Must meet all requirements per IEP – Each IEP – .33 points</p>	<p>Total points = <u>N/A</u>/1</p>
<p>2. IEP Compliance</p>	<p>Total points= <u>20.67</u> / <u>24.34</u> points</p>

<p>3. Transition Compliance</p> <p>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 <i>Transition Services</i> 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)</p>	
<p>Out of the three IEPs selected during the current site visit,</p> <p>K-8 Schools – One transition IEP will be reviewed</p> <p>6-12 Schools – Three transition IEPs will be reviewed</p>	<p>7 points</p> <p>20 points</p>
<p>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 <i>Where appropriate</i>, independent living skills. (34 C.F.R. § 300.320(b) (1); 6.31.2.11(G) (3) (a) NMAC)</p>	
<p>Must meet all requirements per IEP – Each IEP – .67 points</p> <p>IEP #1 – Goal does not match transition assessment results. IEP #2 – Goal is not stated in a complete sentence, previous goal and current goal were both included.</p>	<p>6-12 - Total points = <u>0</u>/1.34</p>
<p>3.b. Post-secondary goals updated annually – IEP must be current and contain Measurable post-secondary goals. Goals should be reviewed/updated annually.</p>	
<p>Must meet all requirements per IEP – Each IEP – .67 points</p> <p>IEP #1 & #2 – There is no evidence that the IEP team discussed and updated goals.</p>	<p>6-12 - Total points = <u>0</u>/1.34</p>
<p>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.</p>	
<p>Must meet all requirements per IEP – Each IEP – .67 points</p> <p>IEP #1 – There is no evidence that an age appropriate transition assessment was administered. Assessment results are from the diagnostic evaluation.</p>	<p>6-12 - Total points = <u>.67</u>/1.34</p>
<p>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.</p>	
<p>Must meet all requirements per IEP – Each IEP – .67 points</p> <p>IEP #1 & #2 – Course of study for both students were created in 2017, there is no evidence of an update. Classes reporting on present levels do not match the courses indicated in the course of study.</p>	<p>6-12 - Total points = <u>0</u>/1.34</p>
<p>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)</p>	
<p>Must meet all requirements per IEP – Each IEP – .67 points</p> <p>IEP #1 & #2 – There is no evidence coordinated transition activities have been updated since 2017. (partial points were given)</p>	<p>6-12 - Total points = <u>.67</u>/1.34</p>
<p>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.</p>	
<p>Must meet all requirements per IEP – Each IEP – .67 points</p>	<p>6-12 - Total points = <u>1.34</u>/1.34</p>

<p>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.</p>	<p>Must meet all requirements per IEP - Each IEP - .67 points 6-12 - Total points = <u>1.34</u>/1.34</p>
<p>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.</p>	<p>Must meet all requirements per IEP - Each IEP - .67 points 6-12 - Total points = <u>1.34</u>/1.34</p>
<p>3.i. Expected Diploma Type - The IEP for each child with a disability in grades 8 through 12 is developed, implemented and monitored in compliance with all applicable requirements of the department's Standards for Excellence, (Chapter 29 of Title 6 of the NMAC), and these or other department rules and standards. The graduation plan shall be integrated into the transition planning and services provided in compliance with 34 CFR Secs. 300.320 NMAC NMAC(b), 300.324 NMAC NMAC(c).</p>	<p>Must meet all requirements per IEP - Each IEP - .33 points 6-12 - Total points = <u>.66</u>/.66</p>
<p>3.j. 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).</p>	<p>Must meet all requirements per IEP - Each IEP - .33 points 6-12 - Total points = <u>.66</u>/.66</p>
<p>3.k. The school meets the PED target of at least 80% of their students are on a standard graduation option per STARS report. Each reporting period - .33 points 40th _____ 80th _____ 120th _____</p>	<p>Total points= <u>N/A</u>/1</p>
<p>3.l. Special Education IEPs submitted on time for SPP 13 upload - 1 point SPP 13 IEP upload <u>YES</u></p>	<p>Total points = <u>1</u>/1</p>
<p><u>4. Transition Compliance</u> 6-12 - Total points= <u>7.68</u>/ 13.04 points</p>	

<p>4. Evaluation Compliance For every special education site visit, out of the three IEPs selected, one Initial Evaluation and one Reevaluation will be reviewed. In the event no initial evaluation has been conducted, a second reevaluation will be reviewed. Points will be adjusted accordingly. The following parts of the Evaluations reviewed are in compliance <i>* See links to state and federal regulations for additional guidance.</i></p>				30 points
<p>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</p>				
40 th _____	80 th _____	120 th _____	Total points= <u>N/A</u> /3	
<p>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 – 1.33 points</p>				
40 th _____	80 th _____	120 th _____	Total points= <u>N/A</u> /4	
<p>4.c. 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 - 1 point</p>				Total points= <u>2</u> /2
<p>4.d. 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 § 300.8 must, 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 – 2 points</p>				Total points= <u>N/A</u> /4
<p>4.e. 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 – 2 points</p>				Total points= <u>4</u> /4
<p>4.f. 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</p>				Total points= <u>6</u> /6

<p>4.g. Initial IEPs – provision of services. Each public agency must ensure that - A meeting to develop an IEP for a child is conducted <u>within 30 days</u> 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</p>	<p>Total points= <u>N/A</u> /2</p>
<p>4.h. 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</p>	<p>Total points= <u>N/A</u> /2</p>
<p>4.i. 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 - 4 points</p>	<p>Total points= <u>8</u> /8</p>
<p><u>4. Evaluation Compliance</u></p>	<p>Total points= <u>20</u> / <u>20</u> points</p>

Concerns from Current Visit – 11/14/19	Recommendations	Action Plan (with completion dates)
<p>IEP Compliance - PLPs – Present Levels of Performance IEP #1 – Missing present levels for behavioral needs, a description of why BIP is no longer needed, also missing details description for Math Sp. Ed. Need.</p>	<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. 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. Review spring 2020</p>
<p>IEP Compliance - PTGs – Progress Towards Goals IEP #2 – Missing progress towards goals.</p>	<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. 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. Review spring 2020</p>

<p>IEP Compliance - FBA/BIP IEP #1 – Missing documentation in PLPs that describes the reason to discontinue BIP.</p>	<p>When the IEP team is considering adding or removing services, a strong and detailed justification based on a variety of data points must be included in order to justify the proposal.</p>	<p>Ensure all IEPs include documentation describing the needs or no longer needs of the student. Review spring 2020</p>
<p>Transition – Post-secondary goals / updated annually IEP #1 – Goal does not match transition assessment results. IEP #2 – Goal is not stated in a complete sentence, previous goal and current goal were both included. IEP #1 & #2 – There is no evidence that the IEP team discussed and updated goals.</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 completed accurately. Review spring 2020</p>
<p>Transition Plan – Transition Assessment IEP #1 – There is no evidence that an age appropriate transition assessment was administered. Assessment results are from the diagnostic evaluation.</p>	<p>For each postsecondary goal, the IEP must include evidence that at least one age appropriate transition assessment was used to provide information on the student’s needs, strengths, preferences and interests regarding postsecondary goals.</p>	<p>Train staff to ensure that an appropriate transition assessment is conducted in order to develop a transition plan. Review spring 2020</p>
<p>Transition Plan – Course of Study IEP #1 & #2 – Course of study for both students were created in 2017, (2-2.5 years ago); there is no evidence of an update. Classes reporting on present levels do not match the courses indicated in the course of study.</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 completed accurately and updated every year. Review spring 2020</p>
<p>Transition Plan – Coordinated Transition Activities IEP #1 & #2 – There is no evidence coordinated transition activities have been updated since 2017.</p>	<p>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.</p>	<p>Train staff to ensure this section is completed accurately and updated every year. Review spring 2020</p>