

**Location**

- 1900 Atrisco Dr NW, Albuquerque, NM 87120



**School Leadership**

- Jesús Moncada, Principal
- Governing Board Members:
  - Rick Reichard, President
  - Dr. Barbara Medina, Vice-President
  - Ben Maes, Treasurer
  - Beth Esquivel, Secretary
  - Roxana Marcela de La Torre Amado

**Mission**

*Christine Duncan Charter School will promote individual, social and high academic achievement with differentiated instruction in a dual language setting. We value environmental stewardship, active community participation, family centered learning and cultural diversity.*

*La Christine Duncan's Heritage Academy promoverá el aprendizaje social y un alto rendimiento académico individual en un ambiente bilingüe con instrucción diferenciada. Nosotros valoramos el medio ambiente y la participación activa de la comunidad, el aprendizaje de la familia y la diversidad cultura.*

**Vision**

*Making a difference with every child!  
¡Haciendo la diferencia en cada niño!*

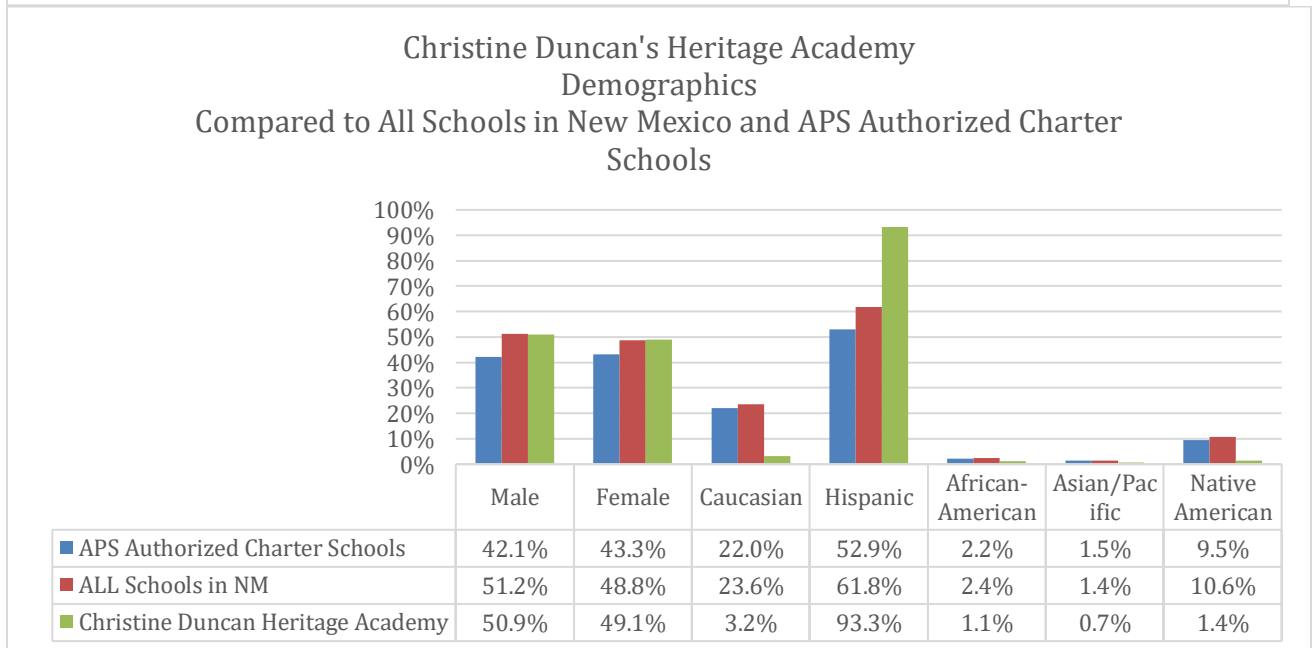
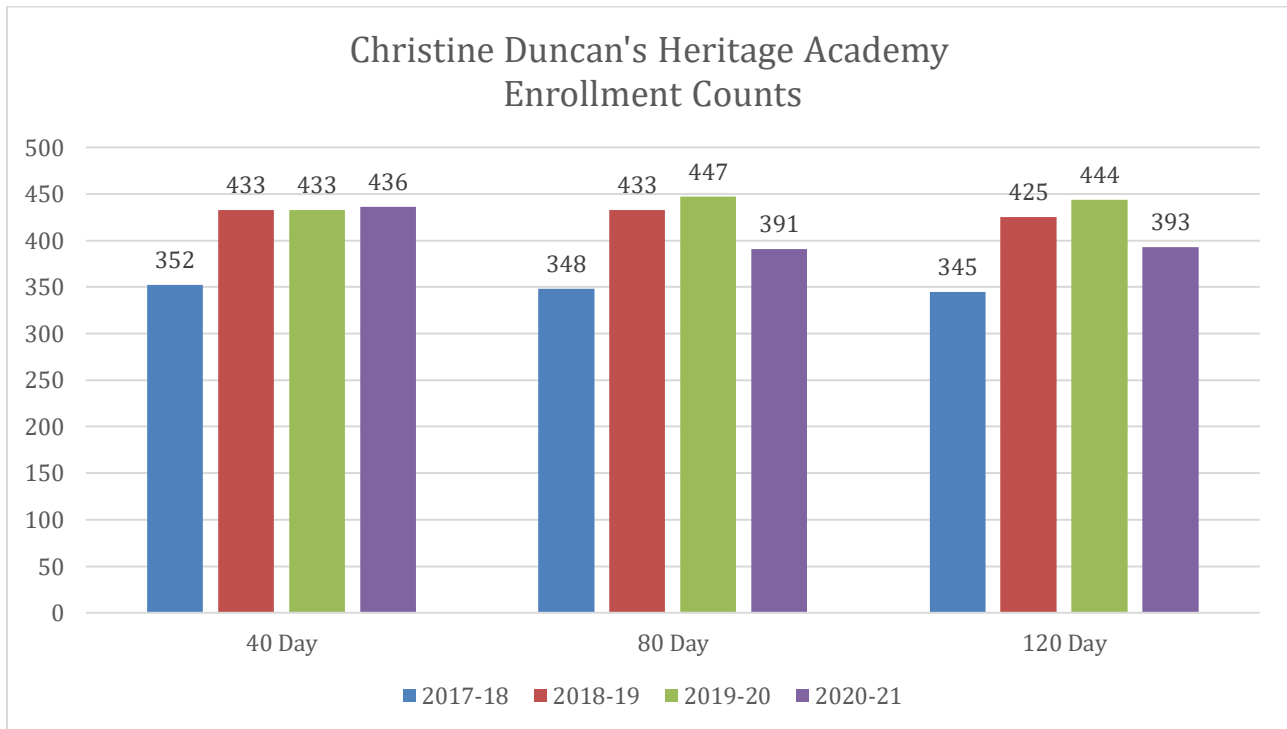


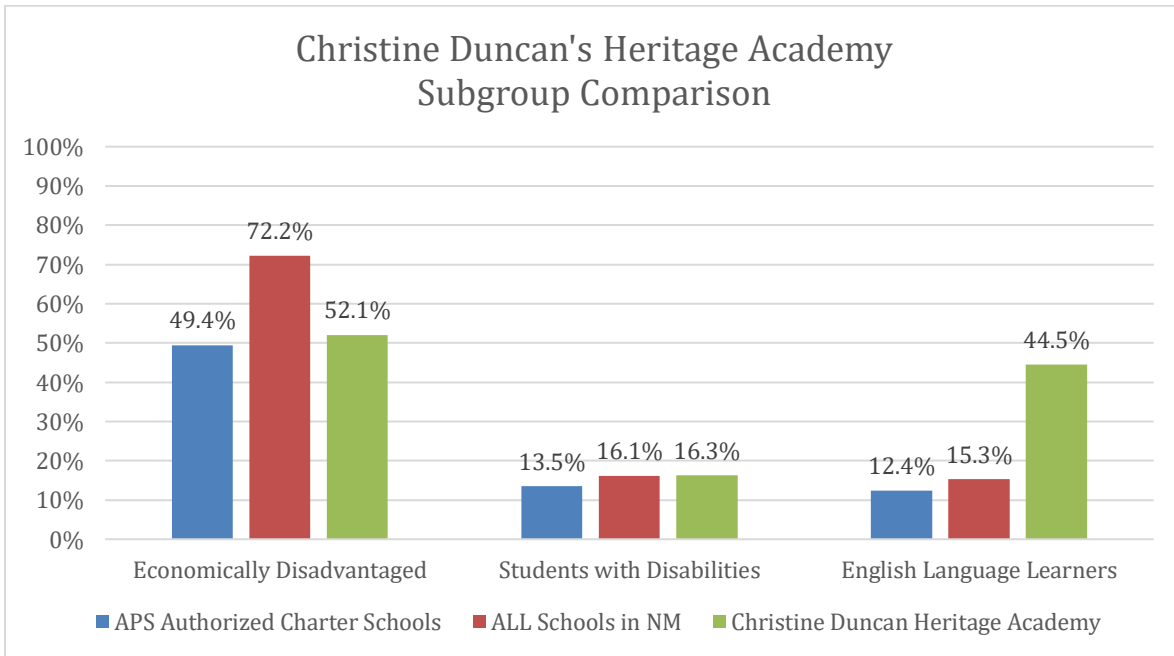
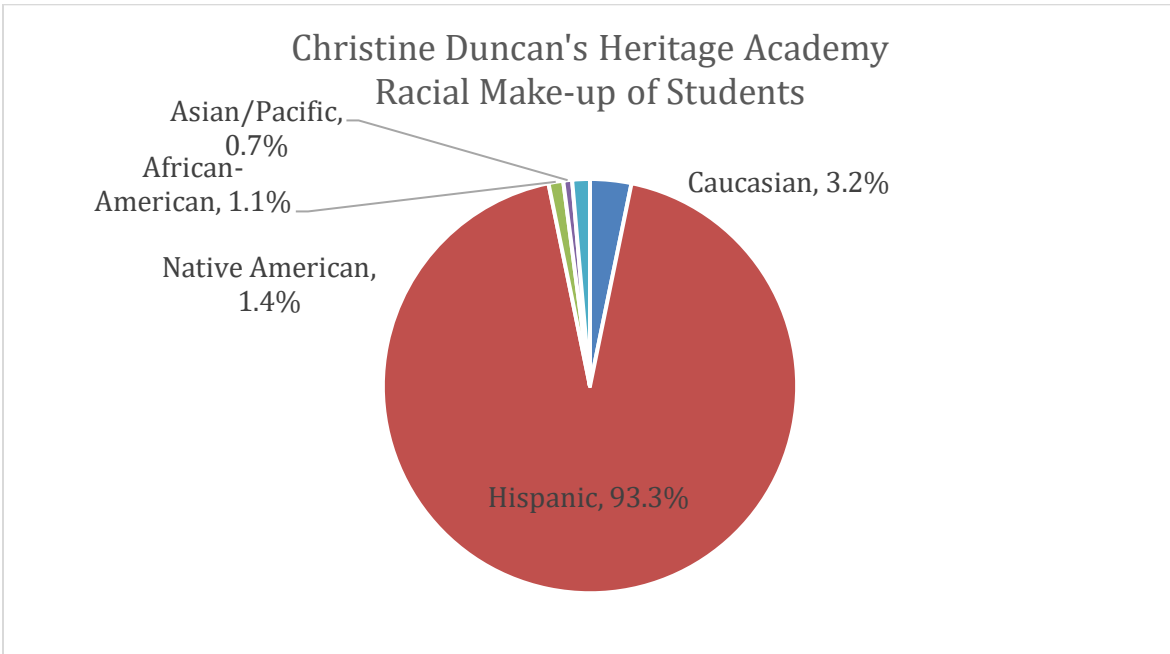
**History**

- Originally Chartered by APS in 2005
- Renewed by APS in 2016

**Demographics**

- Enrollment cap is 500. For FY22 Budget will be built off of 393 students.

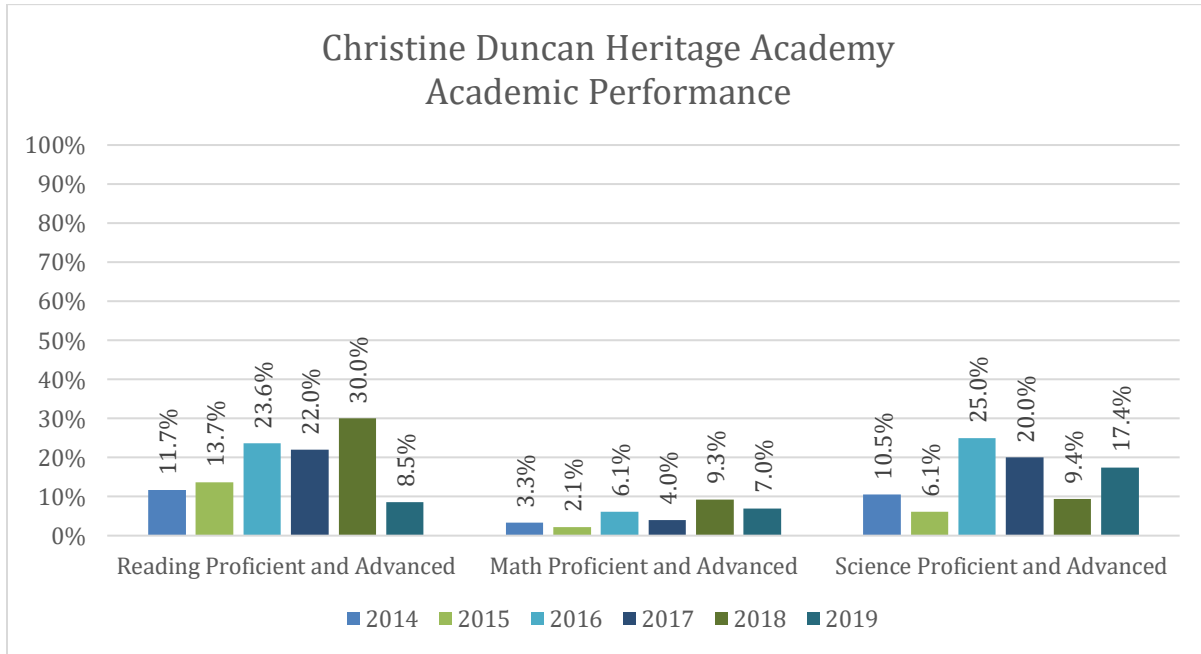






**Academic Performance**

- School Grading Report  
2014: F  
2015: D  
2016: C  
2017: D  
2018: B







<b>Academic Performance</b>	
	<b>Mission Specific Goals</b> 1) Provide goal statements for your current two mission specific goals. <i>a) If you don't have or know your two mission specific goals, go to step 3.</i> 2) Provide any data from the last calendar year if available. 3) Provide any new mission specific goals or revisions to your current goals.
	<b>Continuous Learning Plan</b> 1) Provide highlights of your Continuous Learning Plan 2) Provide data from your Continuous Learning Plan (ex. Engagement, etc.)
	<b>Re-Entry Plan (Fall)</b> 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.)
<i>For Spring Site Visit</i>	<b>Re-Entry Plan (Spring)</b> ⇒ <i>Section will be reviewed in the Spring.</i> ⇒ <i>Expectations will be updated and shared by February 2021</i>
	<b>Strategic Planning (90-Day Plan in New Mexico DASH – Fall)</b> 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?
<i>For Spring Site Visit</i>	<b>Strategic Planning (90-Day Plan in New Mexico DASH – Spring)</b> 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?
<b>Educational Plan</b>	
<i>For Spring Site Visit</i>	<b>Mission of the School</b> 1) Describe how you have been able to maintain your mission during virtual/hybrid education.
<i>For Spring Site Visit</i>	<b>Teaching Aligned to Mission</b> <ul style="list-style-type: none"> <li><i>Possible virtual classroom observation in the Spring</i></li> </ul>
	<b>Education Law Compliance</b> 1) Describe how you have measured engagement with students during virtual/hybrid education. 2) Describe any changes you have made to your attendance policy.
	<b>Social/Emotional Support of Students</b> 1) Describe how you have supported students social/emotional needs.
<i>For Spring Site Visit</i>	<b>Discipline Policies and Practices</b> 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	<b>Controversial Issues</b> 1) Provide a copy of your instruction of controversial issues policy
	<b>English Learners</b> 1) Describe how you have supported English Learners during virtual/hybrid education.
<b>Governing Council</b> - For the following items please provide the information in the Google Document, located on the Google Drive titled "Governing Council Information."	
	<b>Bylaws/Policies</b>
	<b>Controversial Issues</b>
	<b>Membership/Regular Meetings</b>
	<b>Training</b>
	<b>Oversight of School Management</b>
<b>Employees</b>	
For Spring Site Visit	<b>Licensure</b> <ul style="list-style-type: none"> <li>Will be measured through STARS Report</li> </ul>
For Spring Site Visit	<b>Employee Rights</b> <ul style="list-style-type: none"> <li>Provide a link to your employee handbook.</li> </ul>
For Spring Site Visit	<b>Background Checks</b> <ul style="list-style-type: none"> <li>Provide your Background Check Policy</li> </ul>
	<b>Professional Development Plan</b> <ul style="list-style-type: none"> <li>Describe your professional development plan for teachers, staff, and school leaders.</li> </ul>
<b>Operations</b>	
	<b>Admissions/Lottery/Wait Lists</b> Describe how your admission/lottery/wait list process was changed or improved because of the Pandemic.
For Spring Site Visit	<b>Facilities</b> <ul style="list-style-type: none"> <li>Provide an update on your facility. (ex. Renovating an area, upgrades, improvements, or expansion)</li> </ul>
For Spring Site Visit	<b>Safe School Plan</b> <ul style="list-style-type: none"> <li>Will be measured as schools turn in their site safety plan on December 4.</li> </ul>
For Spring Site Visit	<b>Transparency</b> <ul style="list-style-type: none"> <li>Provide a link to the sunshine portal on your website.</li> <li>Provide a link to the 2019-20 performance framework on your website.</li> </ul>
For Spring Site Visit	<b>Education Technology Plan</b> <ul style="list-style-type: none"> <li>Describe your education technology plan to support student learning.</li> </ul>

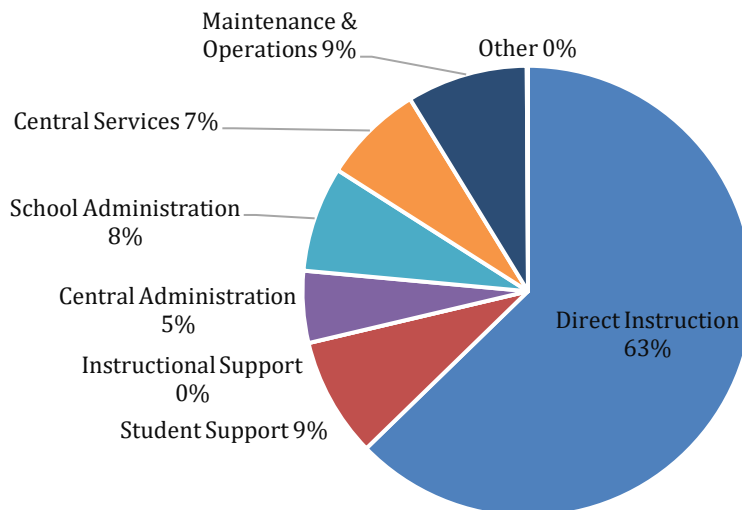
	Meets
	Working to Meet
	Does Not Meet

**Financial Information**

Operational Expenditures by Function

		%	Amount	Example of Expenditures by Fund
1000	Direct Instruction	63%	\$2,311,269.96	Teachers, EAs, instructional coaches, etc.
2100	Student Support	9%	\$316,327.96	Social workers, counseling, ancillary services, etc.
2200	Instructional Support	0%	\$0.00	Library/Media services, instruction-related technology, academic student assessment, etc.
2300	Central Administration	5%	\$189,834.69	Governance Council, executive administration, community relations, etc.
2400	School Administration	8%	\$278,626.40	School Administrator, etc.
2500	Central Services	7%	\$266,044.54	Business Manager, human resources, printing, technology services, etc.
2600	Maintenance and Operations	9%	\$319,384.05	M&O of buildings, upkeep of grounds and vehicles, security, safety, etc.
	Other	0%	\$3,237.65	Student Transportation
	<b>GRAND TOTAL</b>		<b>\$3,684,725.25</b>	

Christine Duncan Heritage 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: Christine Duncan  
Date of Site Visit: October 22, 2020  
Name of Reviewer: Roberta Velasquez

	Meets
	Working to Meet
	Does Not Meet

### Financial Performance

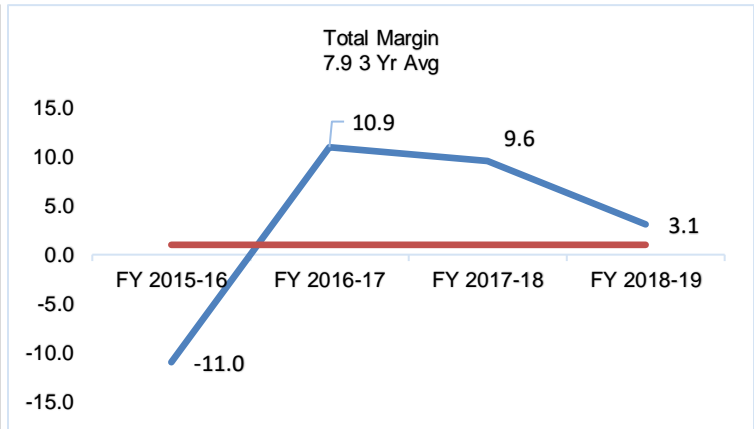
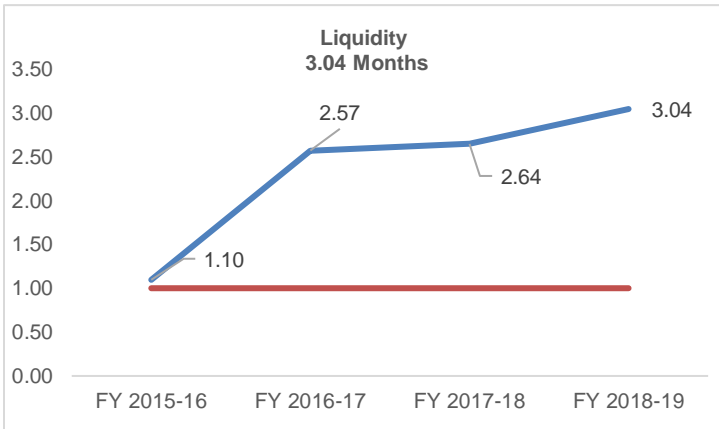
This portion will contain data calculated by Charter School Business Manager

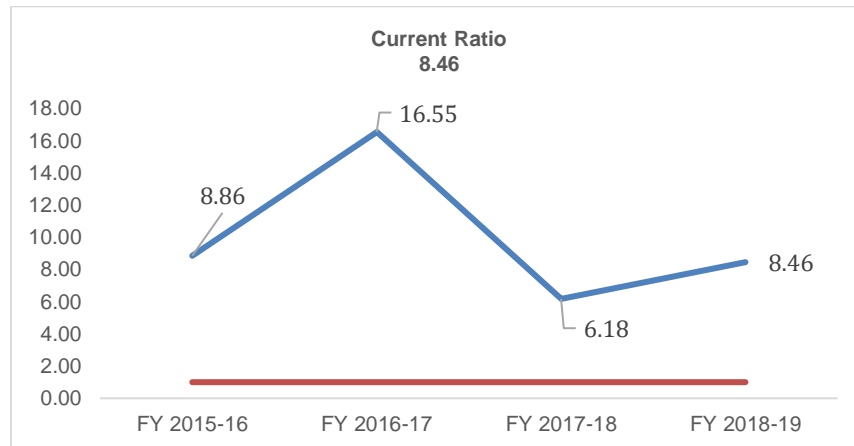
**Current Ratios** - Measures the school's ability to pay its debt as they come due. Ratio should be greater than 1:1 and not less than or equal to 0.9

**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

**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

**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





### Financial Compliance

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

	<b>Audit Findings</b> Upload updated Internal Control Policies and Procedures Last reviewed or revised October 2019
	Upload current approved Correction Action Plan 2019-20 CAP
	<b>Chief Procurement Officer Compliance</b> Jesus Moncada license expires August 2021
	<b>Business Official License</b> Angie Lerner license expires June 30, 2024
	<b>Finance and Audit Committee Members</b> Missing one Finance Committee member and one Audit Committee Member
	<b>Financial Reports posted on Website</b> Charter School Business Manager to review independently: Link to Sunshine portal present Governing Council minutes from most recent GC 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
	<b>Special Ed Maintenance of Effort</b> Charter School Business Manager to review SPED MOE to determine if school is on target for FYE compliance



### Financial Audit

	<p><b>Bank Reconciliation</b> Reviewed September 2020 bank reconciliation. No stale dated checks</p>
	<p><b>Journal Entries</b> Must be approved by second party Upload all JE's and supporting documentation posted in previous month File Name: <i>[School Name]</i> - JE</p>
	<p><b>Cash Receipts</b> Upload Cash receipt journal from accounting system Reviewed two cash receipts, deposit of \$1,276.00 received on 9/1/20 but not deposited until 9/3/20. Second deposit was timely</p>
	<p><b>Payroll Reports</b> Charter School Business Manager will review bank reconciliation to ensure timely submission CRS-1 report due 25<sup>th</sup> of the following month submitted 9/3/20 Educational Retirement Board (ERB) due 15<sup>th</sup> of each month submitted 9/11/20 Retiree Health Care (RHC) due 10<sup>th</sup> of each month submitted 9/9/20 New Mexico Public School Insurance Authority (NMPSIA) due 10<sup>th</sup> of each month submitted 9/9/20</p>
	<p><b>Purchase Orders</b> Reviewed PO BP021-00034 \$100.00 and PO21-00007 Sandia Office Supply</p>
	<p><b>Request for Reimbursement – must be submitted quarterly for all funds that run through APS</b> School has only submitted one RfR as of date of site visit. Waiting on transfer bars to submit additional. School normally submits quarterly</p>



**Special Education Review**

0-59% - Does not Meet	60-79% - Working to Meet	80-100% - Meets
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<b>1. Processes and Accountability</b>	Total points= <u>16.83</u> / <u>18.83</u> points = <u>89</u> %
<b>2. IEP Compliance</b>	Total points= <u>44.5</u> / <u>47</u> points = <u>95</u> %
<b>3. Transition Compliance</b>	Total points= <u>16</u> / <u>18</u> points = <u>89</u> %
<b>4. Evaluation Compliance</b>	Total points= <u>13.5</u> / <u>19</u> points = <u>71</u> %

Follow-up to previous site visit from Spring 2020		
Site Visit – 4/27/20	Recommendations	Evidence of Improvement During Current Visit
<ul style="list-style-type: none"> <li><b>Christine Duncan's Heritage Academy has no pending previously identified concerns.</b></li> </ul>		

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

<b><u>Current site visit - Fall 2020</u></b>	
Date: <u>10/22/20</u>	Reviewer: <u>Patricia Espinoza</u>
Grades: <u>PK - 8th</u>	Total Enrollment: <u>450</u> SWD: <u>71</u> GI: <u>3</u>
SPED providers: <u>3 - Sp. Ed. Teachers, 1 - Sp. Ed. Coordinator, 2 - Sp. Ed. EAs</u>	
Contracted: <u>SLP, OT, Diagnostician</u>	
Documents due date: <u>10/15/20</u>	Date documents were uploaded: <u>10/15/20</u>



<b>1. Processes and Accountability</b>		<b>18.83 points</b>
<i>*See links to state and federal regulations for additional guidance</i>		
<b>1.a. The school has Special Education Policies and procedures that address implementation of IDEA and New Mexico Special Education Rules</b> – 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) <b>The school has a policy that states their provision of a free appropriate public education for all students with disabilities – 2 points</b>		
		Total points = <u>2</u> /2
<b>1.b. The school has a written process that documents how they keep track of IEPs and Re-evaluations.</b>		
a) The school has a written description for completing IEPs – 2 points – <b>1.5</b>		
b) The school has a written description for completing Reevaluations – 2 points – <b>1.5</b>		
c) The school has an updated master spreadsheet with student demographics, IEP and Reevaluation due dates – 3 points – <b>3</b>		
		Total points = <u>6</u> /7
<i>Several recommendations were provided to improve on current processes.</i>		
<b>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</b>		
		Total points = <u>3</u> /3
<b>1.d. School has a plan for the provision of an Alternative Education Setting (AES) and a written manifestation process.</b> 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 = <u>3</u> /3
<b>1.e. The school has a written document explaining their continuum of services.</b> 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 = <u>2</u> /3
<i>Limited information was provided, it is recommended to include more details.</i>		
<b>1.f. Special Education Coordinator Training Attendance – APS sponsored – Each item - .25 points</b> Sep. 2019 <u>YES</u> Nov. 2019 <u>YES</u> Jan. 2020 ____    March 2020 ____		
		Total points = <u>.5</u> /.5
<b>1.g. Special education caseloads are balanced and with a licensed special education teacher per STARS report.</b> Caseload waivers are appropriate for school size – Each reporting period - .33 points		
40 <sup>th</sup> <u>YES</u> 80 <sup>th</sup> ____    120 <sup>th</sup> ____		
		Total points = <u>.33</u> /.33
<b>1. Processes and Accountability</b>		Total points= <u>16.83</u> / 18.83 points



<p><b>2. IEP Compliance</b>  <b>The following parts of the IEP reviewed are in compliance.</b>  <i>See links to state and federal regulations for additional guidance.</i></p> <p align="right"><b>36 - 50 possible points*</b>  <i>*Points will be adjusted to reflect all areas reviewed</i></p>	
<p><b>2.a. The IEPs reviewed are current per STARS report.</b> 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)). - <b>Each reporting period - 2 points</b></p> <p>40<sup>th</sup> <u>YES</u>      80<sup>th</sup> _____      120<sup>th</sup> _____</p>	<p><b>Total points = <u>2</u>/2</b></p>
<p><b>2.b. PLPs-Present levels of performance- Includes scores, data and narratives.</b> 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><b>Must meet all requirements per IEP - Each IEP - 2 points</b>  <b>IEP #3 - Missing some information. (1.5 points)</b></p>	<p><b>Total points = <u>5.5</u>/6</b></p>
<p><b>2.c. Goals- Must be measurable.</b> 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><b>Must meet all requirements per IEP - Each IEP - 2 points</b>  <b>IEP #3 - Several goals were incomplete. (1.5 points)</b></p>	<p><b>Total points = <u>5.5</u>/6</b></p>
<p><b>2.d. PTGs-Goals must include measurable progress towards goals.</b> 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><b>Must meet all requirements per IEP - Each IEP - 2 points</b>  <b>IEP #1- Missing Progress Towards Goals for the previous semester. (1 point)</b></p>	<p><b>Total points = <u>5</u>/6</b></p>
<p><b>2.e. Service Schedule- Accurately reflects beginning date, frequency, duration and location of services, including related services.</b> 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><b>Must meet all requirements per IEP - Each IEP - 2 points</b></p>	<p><b>Total points = <u>6</u>/6</b></p>
<p><b>2.f. LRE- data based and reflects how the student is placed within the continuum of service. The Least Restrictive Environment</b> 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><b>Must meet all requirements per IEP - Each IEP - 1 points</b></p>	<p><b>Total points = <u>3</u>/3</b></p>
<p><b>2.g. PWN- Prior Written Notice - Records all proposals by school and parents- documents what was discussed including the continuum of services.</b> 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><b>Must meet all requirements per IEP - Each IEP - 2 points</b>  <b>IEP #3 - Some proposals missing data justifying the reason for accepting a proposal. (1.5 points)</b></p>	<p><b>Total points = <u>5.5</u>/6</b></p>



<p><b>2.h. IEP Team Participants</b>-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><b>Must meet all requirements per IEP – Each IEP – 1 points</b> <span style="float: right;"><b>Total points = <u>3</u>/3</b></span></p>
<p><b>2.i. Parent Involvement:</b> 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><b>Must meet all requirements per IEP – Each IEP – 1 points</b> <span style="float: right;"><b>Total points = <u>3</u>/3</b></span></p>
<p><b>2.j. Parent notification:</b> 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><b>Must meet all requirements per IEP – Each IEP – 1 points</b> <span style="float: right;"><b>Total points = <u>3</u>/3</b></span></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 align="right"><i>Total points will be adjusted accordingly.</i></p>
<p><b>2.k. Testing Accommodations</b> – 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><b>Must meet all requirements per IEP – Each IEP – 1 points</b> <span style="float: right;"><b>Total points = <u>3</u>/3</b></span></p>
<p><b>2.l. FBA/BIP if appropriate</b>- 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><b>Alternate Assessment</b> – 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><b>ESY - The school has ESY eligibility data recorded for every student receiving Extended School Year services.</b> 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><b>Each item per IEP – 1 point</b> <span style="float: right;"><b>Total points = <u>N/A</u>/1</b></span></p>
<p><b><u>2. IEP Compliance</u></b> <span style="float: right;"><b>Total points= <u>44.5</u> / <u>47</u> points</b></span></p>



<p><b>3. Transition Compliance</b>  <b>The transition plans for students with disabilities (age 14+) are in compliance with Indicator 13.</b> 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>	
<b>9 - 27 points</b>	
<p><b>3.a. Measurable post-secondary goals:</b> 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><b>Must meet all requirements per IEP - Each IEP - 1 points</b></p>
<b>Total points = <u>2</u>/2</b>	
<p><b>3.b. Post-secondary goals updated annually</b> - IEP must be current and contain Measurable post-secondary goals. Goals should be reviewed/updated annually.</p>	<p><b>Must meet all requirements per IEP - Each IEP - 1 points</b></p>
<b>Total points = <u>2</u>/2</b>	
<p><b>3.c. Transition assessment</b> - 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><b>Must meet all requirements per IEP - Each IEP - 1 points</b></p>
<b>Total points = <u>2</u>/2</b>	
<p><b>3.d. Course of study</b> - 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><b>Must meet all requirements per IEP - Each IEP - 1 points</b></p>
<b>Total points = <u>2</u>/2</b>	
<p><b>3.e. Coordinated Transition activities</b> - 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><b>Must meet all requirements per IEP - Each IEP - 1 points</b></p>
<b>Total points = <u>0</u>/2</b>	
<p><b>IEP #1 &amp; #2 - At least 2 Coordinated Transition Activities per Post-Secondary goal is required.</b></p>	
<p><b>3.f. Annual goals related to post school goals</b> - The IEP must include annual IEP goal(s) related to the student's transition services needs.</p>	<p><b>Must meet all requirements per IEP - Each IEP - 1 points</b></p>
<b>Total points = <u>2</u>/2</b>	



<p><b>3.g. Student invited to IEP Team meeting</b> – 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><b>Must meet all requirements per IEP – Each IEP – 1 points</b> <span style="float: right;"><b>Total points = <u>2</u>/2</b></span></p>
<p><b>3.h. Participating agency</b> – 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><b>Must meet all requirements per IEP – Each IEP – 1 points</b> <span style="float: right;"><b>Total points = <u>2</u>/2</b></span></p>
<p><b>3.i. All students by the age of 14 have been informed of Rights That Will Transfer at Age of Majority.</b> 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><b>Must meet all requirements per IEP – Each IEP – 1 points</b> <span style="float: right;"><b>Total points = <u>2</u>/2</b></span></p>
<p><b>3.j. Special Education IEPs submitted on time for SPP 13 upload – 1.5 points</b></p> <p>SPP 13 IEP file upload due date _____ File upload date completed _____ <span style="float: right;"><b>Total points = <u>N/A</u>/1.5</b></span></p> <p><i>Will complete after SPP-13 upload</i></p>
<p><b>3.k. All districts are required to administer and report Post-School Outcomes Survey</b>, 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 <b>SPP Indicator 14</b>.</p> <p><b>PSO surveys completed and uploaded by September 30, 2020 – 1.5 points</b> <span style="float: right;"><b>Total points = <u>N/A</u>/1.5</b></span></p> <p><i>Will complete in the spring 2021</i></p>
<p><b><u>3. Transition Compliance</u></b> <span style="float: right;"><b>Total points= <u>16</u> / <u>18</u> points</b></span></p>



<p><b>4. Evaluation Compliance</b>  <b>The following parts of the Evaluation reviewed are in compliance</b>  <i>* See links to state and federal regulations for additional guidance.</i></p> <p style="text-align: right;"><b>10 - 20 possible points*</b>  <i>*Points will be adjusted to reflect all areas reviewed</i></p>
<p><b>4.a. The school is in compliance with Indicator 11 per STARS report (60 day timeline: signed consent/date evaluation is complete)</b> 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))  <b>Each reporting period - 1 point</b></p> <p>40<sup>th</sup> <u>YES</u>                      80<sup>th</sup> _____                      120<sup>th</sup> _____                      <b>Total points= <u>1</u>/1</b></p>
<p><b>4.b. The Re-evaluations are current per STARS report.</b> 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)) - <b>Each reporting period - 2 points</b></p> <p>40<sup>th</sup> <u>YES</u>                      80<sup>th</sup> _____                      120<sup>th</sup> _____                      <b>Total points= <u>2</u>/2</b></p>
<p><b>4.c. REED - Review of existing evaluation data.</b> 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)</p> <p><b>REED document - 5 points</b>                      <b>Total points= <u>3.5</u>/5</b>  <b>IEP #3- REED is incomplete, missing some elements</b></p>
<p><b>4.d. PWN - Prior Written Notice of intent to Evaluate/Reevaluate - Notice.</b> 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)</p> <p><b>Each evaluation's PWN - 2 point</b>                      <b>Total points= <u>0</u>/2</b>  <b>IEP #3 - Missing PWN notifying parents of the intent to Reevaluate.</b></p>
<p><b>4.e. Consent for Initial Evaluation/Reevaluation with testing - Parental consent for initial evaluation.</b> (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. <b>Parental consent for reevaluations.</b> 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) &amp;(c)(1)(i)</p> <p><b>Each evaluation's consent - 3 points</b>                      <b>Total points= <u>3</u>/3</b></p>



<p><b>4.f. Initial Evaluation/Reevaluation Report - Initial evaluations.</b> 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. <b>Reevaluations.</b> 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)</p> <p><b>Each evaluation's report - 3 points</b> <span style="float: right;"><b>Total points= <u>2</u>/3</b></span></p> <p><i>IEP #3 - Outside Evaluation report is missing, summary is also missing in the MET.</i></p>
<p><b>4.g. Eligibility Determination Team Meeting (Initial/Reevaluation) - Determination of eligibility.</b> 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 <b>reevaluation</b> 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)</p> <p><b>Complete EDT forms per evaluation - 3 points</b> <span style="float: right;"><b>Total points= <u>2</u>/3</b></span></p> <p><i>IEP #3 - EDT document for SLD should be initial eval, missing Eligibility document for SLI.</i></p>
<p><b>4.h. Initial IEPs - provision of services.</b> 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)</p> <p><b>30 days initial placement timeline - 2 points</b> <span style="float: right;"><b>Total points= <u>N/A</u>/2</b></span></p> <p><i>File reviewed included a Reevaluation</i></p>
<p><b>4.i. Consent for Initial Placement - Parental consent for services.</b> 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)</p> <p><b>Consent for initial placement - 2 points</b> <span style="float: right;"><b>Total points= <u>N/A</u>/2</b></span></p> <p><i>File reviewed included a Reevaluation</i></p>
<p><b><u>4. Evaluation Compliance</u></b> <span style="float: right;"><b>Total points= <u>13.5</u> / <u>19</u> points</b></span></p>



Concerns from Current Visit – 10/22/20	Recommendations	Action Plan (with completion dates)
<p><b>2.b. IEP Compliance - PLPs – Present Levels of Performance</b> IEP #3 – Missing student's own vision, missing summary of current evaluation, missing a description of Motor/Sensory &amp; Social Emotional needs.</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.</p> <p>Review NMPED IEP Manual, Writing the IEP section - "Tips on Present Levels of Academic Achievement and Functional Performance" for detailed guidance.</p>	<p>Ensure all IEPs include complete present levels of performance.</p> <p><b>Review spring 2021</b></p>
<p><b>2.c. IEP Compliance - Goals – IEP #3 – Several goals were incomplete. Missing time frame and setting. Ending date for one goal did not match ending day of services.</b></p>	<p>The IEP must include a statement of measurable annual goals, including <b>academic</b> and <b>functional</b> and <b>related services</b> when appropriate. It is recommended to use present levels as the baseline to build upon when creating goals.</p> <p>For more information and specific examples, refer to "IEP Manual October 2011" Technical Manual from NMPED.</p>	<p>Ensure goals are updated and include all the necessary elements.</p> <p><b>Review spring 2021</b></p>
<p><b>2.d. IEP Compliance - PTGs – Progress Towards Goals</b> IEP #1- Missing Progress Towards Goals for the previous semester.</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.</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. Including Ancillary services.</p> <p><b>Review spring 2021</b></p>
<p><b>2.g. IEP Compliance - PWN – Prior Written Notice – IEP #3 – Some proposals missing data justifying the reason for accepting a proposal.</b></p>	<p>PWNs <b>must</b> include all items and options the <b>Public Agency</b> and/or <b>Parent/guardian</b> 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"> <li>-Provision of <b>services</b> and <b>setting</b></li> <li>-Provision of Related Services &amp; supports</li> <li>-Transition information (Transition services, goals, graduation path, outside agencies, transfer of rights)</li> <li>-State testing and accommodations</li> <li>-Behavioral supports</li> </ul>	<p>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.</p> <p><b>Review spring 2021</b></p>



<p><b>3.e. Transition Plan – Coordinated Transition Activities</b>          IEP #1 &amp; #2 – At least 2 Coordinated Transition Activities per Post-Secondary goal is required.</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.   <b>Review spring 2021</b></p>
<p><b>4.c. Evaluation – REED – Review of Existing Evaluation Data</b>          IEP #3– REED is incomplete, missing summary of previous formal evals, missing some elements of academic performance. Summary of outside evaluation.</p>	<p>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.</p>	<p>For upcoming reevaluations, ensure the REED includes all the necessary data that will enable the Eligibility Determination Team to make the appropriate Eligibility decisions.  <b>Review spring 2021</b></p>
<p><b>4.d. Evaluation-PWN – Prior Written Notice of intent to Evaluate/Reevaluate</b>          IEP #3 - Missing PWN notifying parents of the intent to Reevaluate.</p>	<p>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.</p>	<p>Ensure PWN is provided to parents prior to conducting any evaluation.  <b>Review spring 2021</b></p>
<p><b>4.f. Evaluation – Reevaluation Report</b>          IEP #3 – Outside Evaluation report is missing, summary is also missing in the MET.</p>	<p>As part of the evaluation process... The public agency provides a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent. It is the responsibility of the public agency to ensure documentation is accurate. If an outside evaluation is being considered, then all documentation must be included.</p>	<p>Ensure all evaluation documentation is included (uploaded).   <b>Review spring 2021</b></p>
<p><b>4.g. Evaluation – EDT – Eligibility Determination Team</b>          IEP #3 – EDT document for SLD should be initial eval, missing Eligibility document for SLI.</p>	<p>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... In the case of a <b>reevaluation</b> of a child, whether the child continues to need special education and related services. The team must ensure evaluation procedures meet NMTEAM 2017 requirements.</p>	<p>Ensure all the appropriate EDT documents are included and ensure all EDTs/METs include all the pertinent information being considered when making eligibility determination decisions.  <b>Review spring 2021</b></p>



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

**Renewal Recommendation**

- 5 Year Contract (July 1, 2021 – June 30, 2026)
  - The APS Charter School Director will negotiate a Charter School Contract (NMSA 1978 §22-8B-9) and Performance Framework (NMSA 1978 §22-8B-9.1) and will bring to the APS Board of Education for approval as soon as applicable. The contract shall include details performance measured that are derived from the following plans:
    - Refocus Plan
      - Examination of the mission of the school and how it plays out in the student experience.
      - Identification of community needs/wants and alignment to turnaround plan.
    - Turnaround Plan (*See Page 8 for Turnaround Briefing*)
      - Qualitative measures of the four domains:
        - Turnaround Leadership
        - Talent Development
        - Instructional Transformation
        - Culture Shift
          - *Office of Innovation and School Choice will meet monthly with the turnaround school to review strategic planning implementation and progress.*
- Performance Measures for School Years 2022-23, 2023-24, 2024-25 and 2025-26 for:
  - Reading
  - Mathematics
  - Science

School Year 2018-19	School Year 2019-20	School Year 2020-21	School Year 2021-22	Performance Measures	School Year 2022-23	School Year 2023-24	School Year 2024-25	School Year 2025-26
<i>Baseline Data</i>	<i>No Assessment Data due to COVID-19</i>	<i>Strategic Planning School Refocus/Turnaround</i>			<i>Implementation of Strategic Plan and School Turnaround</i>			
8.5%				<b>Reading</b>				
7.0%				<b>Mathematics</b>				
17.4%				<b>Science</b>				

- **Tuesday, January 12**
  - 10 a.m. Briefing for School Leadership
  - 12 p.m. Briefing for Governing Council





<b>Academic Performance</b>	
	<b>Mission Specific Goals</b> 1) Provide any new mission specific goals or revisions to your current goals.
	<b>Virtual/Hybrid/Small Group Learning</b> 1) Successes from this school year? 2) Concerns from this school year? 3) What innovative practices that you have used in the virtual environment, will be used in long term success of the school?
	<b>Strategic Planning (90-Day Plan in New Mexico DASH – Spring)</b> 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?
<b>Educational Plan</b>	
	<b>Mission of the School</b> 1) Describe how you have been able to maintain your mission during virtual/hybrid education. Please give specific examples tied to your mission.
	<b>Social/Emotional Support of Students</b> 1) Describe how you plan to support students social/emotional needs as we return to in-person instruction
	<b>Equity</b> 1) Describe what your Equity Council has discussed along with any action items completed 2) How is their diverse representation/equity of voice on the council? 3) What are the top three equity issues at your school?
<b>Operations</b>	
	<b>Facilities</b> <ul style="list-style-type: none"> <li>Provide an update on your facility. (ex. Renovating an area, upgrades, improvements, or expansion)</li> </ul>
	<b>Education Technology Plan</b> <ul style="list-style-type: none"> <li>Describe your education technology plan to support student learning.</li> </ul>
<b>Desk Audit - For the following items please provide the information in the Google Document, located on the Google Drive titled "Governing Council Information." Please make sure the document is up to date. If you need the link sent to you, please let us know.</b>	
<b>Governing Council</b>	
	<b>Bylaws/Policies</b> <ul style="list-style-type: none"> <li>Make sure link is up to date and the links take you directly to Bylaws/Policies of the Governing Council.</li> </ul>
	<b>Controversial Issues</b> <ul style="list-style-type: none"> <li>Provide a link to the policy on the teaching of controversial issues (ex. Religion)</li> </ul>
	<b>Governing Council Membership</b> <ul style="list-style-type: none"> <li>Ensure that the list of Governing Council Membership is updated, and all relevant columns have the correct information for each member.</li> </ul>
	<b>Audit Committee Membership</b> <ul style="list-style-type: none"> <li>List members of the Audit Committee</li> </ul>



	<ul style="list-style-type: none"> <li>• Include contact information for Parent/Finance Expert</li> </ul>
	<b>Training</b> <ul style="list-style-type: none"> <li>• Ensure that the column showing number of training hours completed by each governing council member is up to date.</li> </ul>
	<b>Oversight of School Management</b> <ul style="list-style-type: none"> <li>• Ensure that the link is up to date and link takes you directly to the <b>Policy/Process for Charter Leader Evaluation.</b></li> </ul>
<b>Employees</b>	
	<b>Employee Rights</b> <ul style="list-style-type: none"> <li>• Provide a link to your <b>employee handbook.</b></li> </ul>
	<b>Background Checks</b> <ul style="list-style-type: none"> <li>• Provide your Background Check Policy</li> </ul>
<b>Operations</b>	
	<b>Safe School Plan</b> <ul style="list-style-type: none"> <li>• Will be measured as schools turn in their site safety plan by the deadline from NMPED.</li> </ul>
	<b>Transparency</b> <ul style="list-style-type: none"> <li>• Provide a link to the sunshine portal on your website.</li> <li>• Provide a link to the 2019-20 performance framework on your website.</li> </ul>



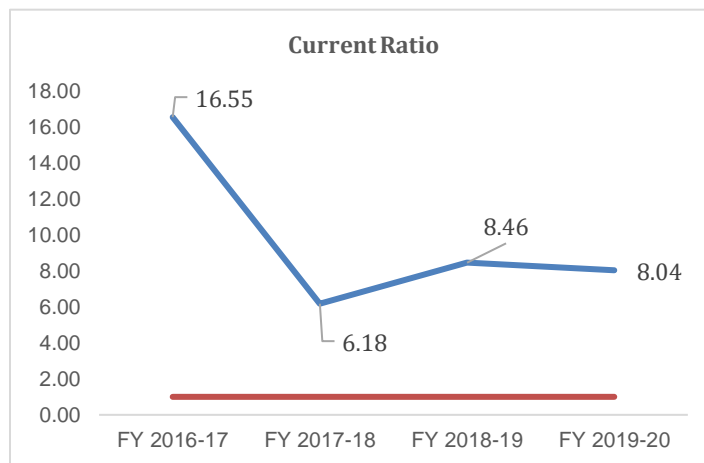
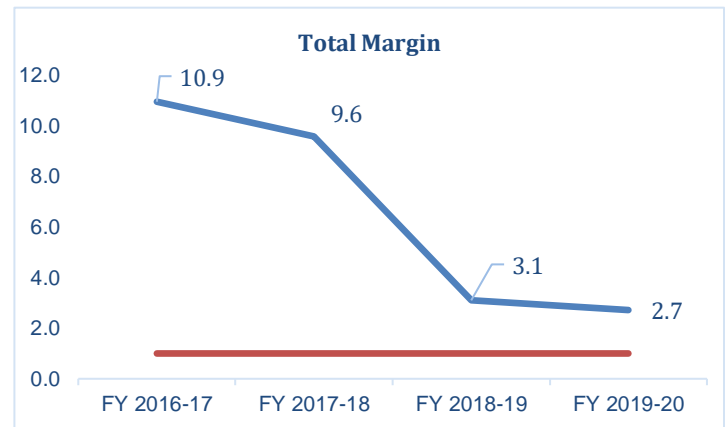
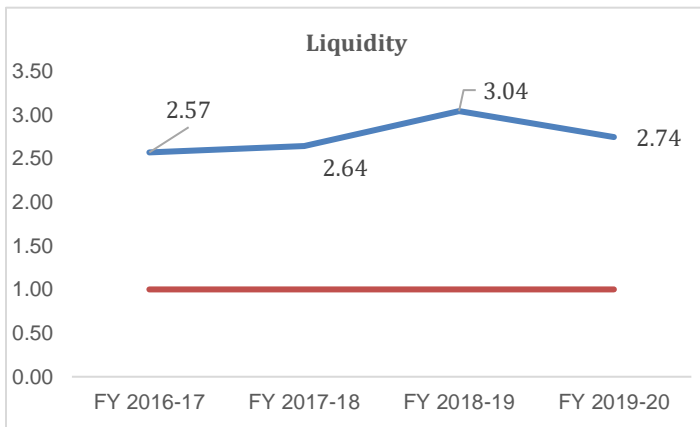
Charter School Name: Christine Duncan  
Date of Site Visit: May 11, 2021

	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



### Financial Compliance

	<b>Audit Findings</b> <ul style="list-style-type: none"> <li>Financial cap for 2019-20 uploaded. Revisions to CAP will be completed by May 31, 2021. Email APS Manager of Charter School Business when uploaded.</li> </ul>
	<ul style="list-style-type: none"> <li>Internal Control procedures will be reviewed and/or revised by July 1, 2021 and will be uploaded when complete. Email APS Manager of Charter School Business when uploaded</li> </ul>
	<b>Chief Procurement Officer Compliance</b> <ul style="list-style-type: none"> <li>Jesus Moncada, license expires August 2021</li> </ul>
	<b>Business Official License</b> <ul style="list-style-type: none"> <li>Angie Lerner, license expires June 30, 2024</li> </ul>
	<b>Financial Reports posted on Website</b> <ul style="list-style-type: none"> <li>Charter School Business Manager to review independently:               <ul style="list-style-type: none"> <li>Link to Sunshine portal present</li> <li>Governing Council minutes from most recent GC meeting posted Financial Reports presented to GC posted on website. <b>Last posted financials were January 2021</b></li> <li>BARS have been approved by GC and noted in minutes</li> <li>Disbursements have been approved by GC and noted in minutes</li> </ul> </li> </ul>
	<b>Special Ed Maintenance of Effort</b> <ul style="list-style-type: none"> <li>Currently on schedule to meet MOE by year end</li> </ul>

### Financial Audit

	<b>Bank Reconciliation</b> <ul style="list-style-type: none"> <li>Reviewed March 2021 bank statement and reconciliation. Checks valid for one year. No stale dated checks noted.</li> </ul>
	<b>Request for Reimbursement – must be submitted quarterly for all funds that run through APS</b> <ul style="list-style-type: none"> <li>RfR's for Title I, Idea B, Cares, Pre K, and Title II</li> <li>No RfR's for Charter School grant 24146 (awarded late), Title III, provided contact information for Erica Lozano (APS), GEERF Distance Learning, and HEPA filters</li> </ul>
	<b>Budget to Actual report –</b> <ul style="list-style-type: none"> <li>Two funds exceed budgetary authority as of date of site visit. BAR will be presented at May 2021 meeting and CO done to PO for other fund</li> </ul>
	<b>Finance Committee – meets monthly</b> <ul style="list-style-type: none"> <li>Meets Thursday or Friday before regular GC meeting</li> <li>Review BARs</li> <li>Review checks written during the month. Discussion on any non-re-occurring checks</li> <li>Review Expenditures for the year</li> </ul>



**Christine Duncan's Heritage Academy**

2020-21 FALL Site Visit Report

- Review monthly expenditures using prior two years for comparison
- Review Per Pupil expenditure
- Review estimated expenditures by function
- Review liquidity
- Review Bank statement
- Review bank reconciliation
- Review revenue vs expense for RfR's
- Review other financial matters as necessary



**Special Education Review**

0-59% - Does not Meet	60-79% - Working to Meet	80-100% - Meets
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<b>1. Processes and Accountability</b>	Total points= <u>20</u> / <u>20</u> points = <u>100</u> %
<b>2. IEP Compliance</b>	Total points= <u>48.5</u> / <u>51</u> points = <u>95</u> %
<b>3. Transition Compliance</b>	Total points= <u>18</u> / <u>18</u> points = <u>100</u> %
<b>4. Evaluation Compliance</b>	Total points= <u>12</u> / <u>14</u> points = <u>86</u> %

Follow-up to previous site visit from Fall 2020		
Site Visit – 10/22/20	Recommendations	Evidence of Improvement During Current Visit
	<ul style="list-style-type: none"> <li><b>Christine's Duncan Heritage Academy has no pending previously identified concerns.</b></li> </ul>	

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

<b><u>Current site visit - Spring 2021</u></b>	
Date: <u>5/11/21</u>	Reviewer: <u>Patricia Espinoza</u>
Grades: <u>PK - 8th</u>	Total Enrollment: <u>425</u> SWD: <u>69</u> GI: <u>2</u>
SPED providers: <u>3 - Sp. Ed. Teachers, 1 - Sp. Ed. Coordinator, 2 - Sp. Ed. EAs</u>	
Contracted: <u>SLP, OT, Diagnostician</u>	
Documents due date: <u>5/4/21</u>	Date documents were uploaded: <u>N/A</u>



<b>5. Processes and Accountability</b>	<b>20 points</b>
<i>*See links to state and federal regulations for additional guidance</i>	
<p><b>1.a. The school has Special Education Policies and procedures that address implementation of IDEA and New Mexico Special Education Rules</b> – 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><b>The school has a policy that states their provision of a free appropriate public education for all students with disabilities – 2 points</b></p>	Total points = <u>2</u> /2
<p><b>1.b. The school has a written process that documents how they keep track of IEPs and Re-evaluations.</b></p> <p>a) The school has a written description for completing IEPs – 2 points</p> <p>b) The school has a written description for completing Reevaluations – 2 points</p> <p>c) The school has an updated master spreadsheet with student demographics, IEP and Reevaluation due dates – 3 points</p>	Total points = <u>7</u> /7
<p><b>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</b></p>	Total points = <u>3</u> /3
<p><b>1.d. School has a plan for the provision of an Alternative Education Setting (AES) and a written manifestation process.</b> 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>	Total points = <u>3</u> /3
<p><b>1.e. The school has a written document explaining their continuum of services.</b> 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>	Total points = <u>3</u> /3
<p><b>1.f. Special Education Coordinator Training Attendance – APS sponsored – Each item - .25 points</b></p> <p>Sep. 2019 <u>YES</u>    Nov. 2019 <u>YES</u>    Jan. 2020 <u>YES</u>    March 2020 <u>YES</u></p>	Total points = <u>1</u> /1
<p><b>1.g. Special education caseloads are balanced and with a licensed special education teacher per STARS report.</b> Caseload waivers are appropriate for school size – Each reporting period - .33 points</p> <p>40<sup>th</sup> <u>YES</u>    80<sup>th</sup> <u>YES</u>    120<sup>th</sup> <u>YES</u></p>	Total points = <u>1</u> /1
<a href="#">It is recommended to update SLP FTE in Synergy</a>	
<b>1. Processes and Accountability</b>	Total points= <u>20</u> / <u>20</u> points



<p><b>6. IEP Compliance</b>  <b>The following parts of the IEP reviewed are in compliance.</b>  <i>See links to state and federal regulations for additional guidance.</i></p> <p align="right"><b>36 - 55 possible points*</b>  <i>*Points will be adjusted to reflect all areas reviewed</i></p>	
<p><b>2.a. The IEPs reviewed are current per STARS report.</b> 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)). - <b>Each reporting period - 2 points</b></p> <p>40<sup>th</sup> <u>YES</u>      80<sup>th</sup> <u>YES</u>      120<sup>th</sup> <u>YES</u>      <b>Total points = <u>6</u>/6</b></p>	
<p><b>2.b. PLPs-Present levels of performance- Includes scores, data and narratives.</b> 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><b>Must meet all requirements per IEP - Each IEP - 2 points</b>      <b>Total points = <u>6</u>/6</b></p>	
<p><b>2.c. Goals- Must be measurable.</b> 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><b>Must meet all requirements per IEP - Each IEP - 2 points</b>      <b>Total points = <u>6</u>/6</b></p>	
<p><b>2.d. PTGs-Goals must include measurable progress towards goals.</b> 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><b>Must meet all requirements per IEP - Each IEP - 2 points</b>      <b>Total points = <u>6</u>/6</b></p>	
<p><b>2.e. Service Schedule- Accurately reflects beginning date, frequency, duration and location of services, including related services.</b> 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><b>Must meet all requirements per IEP - Each IEP - 2 points</b>      <b>Total points = <u>6</u>/6</b></p>	
<p><b>2.f. LRE- data based and reflects how the student is placed within the continuum of service. The Least Restrictive Environment</b> 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><b>Must meet all requirements per IEP - Each IEP - 1 point</b>      <b>Total points = <u>2.5</u>/3</b>  <b>IEP #2 - Missing explanation justifying why student will not be served 100% in the Regular Education environment. (.5 points)</b></p>	
<p><b>2.g. PWN- Prior Written Notice - Records all proposals by school and parents- documents what was discussed including the continuum of services.</b> 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><b>Must meet all requirements per IEP - Each IEP - 2 points</b>      <b>Total points = <u>6</u>/6</b></p>	



<p><b>2.h. IEP Team Participants</b>-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><b>Must meet all requirements per IEP – Each IEP – 1 point</b> <span style="float:right"><b>Total points = <u>2</u>/3</b></span>  <b>IEP #2 – Missing either the LEA representative or Special Education Teacher, the same person cannot serve two roles.</b></p>	
<p><b>2.i. Parent Involvement:</b> 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><b>Must meet al requirements per IEP – Each IEP – 1 points</b> <span style="float:right"><b>Total points = <u>3</u>/3</b></span></p>	
<p><b>2.j. Parent notification:</b> 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><b>Must meet al requirements per IEP – Each IEP – 1 points</b> <span style="float:right"><b>Total points = <u>3</u>/3</b></span></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><i>Total points will be adjusted accordingly.</i></p>	
<p><b>2.k. Testing Accommodations</b> – 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><b>Must meet all requirements per IEP – Each IEP – 1 point</b> <span style="float:right"><b>Total points = <u>2</u>/3</b></span>  <b>IEP #2 &amp; #3 – Included outdated and/or accommodations that are not allowed. (.5 points each)</b></p>	
<p><b>2.l. FBA/BIP if appropriate</b>- 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><b>Alternate Assessment</b> – 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><b>ESY - The school has ESY eligibility data recorded for every student receiving Extended School Year services.</b> 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><b>Each item per IEP – 1 point</b> <span style="float:right"><b>Total points = <u>N/A</u>/1</b></span></p>	
<p><b><u>2. IEP Compliance</u></b> <span style="float:right"><b>Total points= <u>48.5</u> / <u>51</u> points</b></span></p>	



<b>7. Transition Compliance</b>	
<b>The transition plans for students with disabilities (age 14+) are in compliance with Indicator 13.</b> 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)	
	<b>12 – 30 points</b>
<b>3.a. Measurable post-secondary goals:</b> 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)	
<b>Must meet all requirements per IEP – Each IEP – 1 point</b>	<b>Total points = <u>2</u>/2</b>
<b>3.b. Post-secondary goals updated annually</b> – IEP must be current and contain Measurable post-secondary goals. Goals should be reviewed/updated annually.	
<b>Must meet all requirements per IEP – Each IEP – 1 point</b>	<b>Total points = <u>2</u>/2</b>
<b>3.c. Transition assessment</b> – 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.	
<b>Must meet all requirements per IEP – Each IEP – 1 point</b>	<b>Total points = <u>2</u>/2</b>
<b>3.d. Course of study</b> – 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.	
<b>Must meet all requirements per IEP – Each IEP – 1 point</b>	<b>Total points = <u>2</u>/2</b>
<b>3.e. Coordinated Transition activities</b> – 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)	
<b>Must meet all requirements per IEP – Each IEP – 1 point</b>	<b>Total points = <u>2</u>/2</b>
<b>3.f. Annual goals related to post school goals</b> – The IEP must include annual IEP goal(s) related to the student’s transition services needs.	
<b>Must meet all requirements per IEP – Each IEP – 1 point</b>	<b>Total points = <u>2</u>/2</b>



<p><b>3.g. Student invited to IEP Team meeting</b> – 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><b>Must meet all requirements per IEP – Each IEP – 1 point</b> <span style="float: right;"><b>Total points = <u>2</u>/2</b></span></p>
<p><b>3.h. Participating agency</b> – 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><b>Must meet all requirements per IEP – Each IEP – 1 point</b> <span style="float: right;"><b>Total points = <u>2</u>/2</b></span></p>
<p><b>3.i. All students by the age of 14 have been informed of Rights That Will Transfer at Age of Majority.</b> 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><b>Must meet all requirements per IEP – Each IEP – 1 point</b> <span style="float: right;"><b>Total points = <u>2</u>/2</b></span></p>
<p><b>3.j. Special Education IEPs submitted on time for SPP 13 upload – 2 points</b></p> <p>SPP 13 IEP file upload due date <u>12/14/2020</u> File upload date completed <u>N/A</u>  <span style="float: right;"><b>Total points = <u>N/A</u>/2</b></span></p> <p><b>The school was not selected to participate in the IEP review process.</b></p>
<p><b>3.k.</b> All districts are required to administer and report <b>Post-School Outcomes Survey</b>, 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 <b>SPP Indicator 14</b>.</p> <p><b>PSO surveys completed and uploaded by September 30, 2020 – 1 point</b> <span style="float: right;"><b>Total points = <u>N/A</u>/1</b></span></p>
<p><b><u>3. Transition Compliance</u></b> <span style="float: right;"><b>Total points= <u>18</u> / <u>18</u> points</b></span></p>



<p><b>8. Evaluation Compliance</b>  <b>The following parts of the Evaluation reviewed are in compliance</b>  <i>* See links to state and federal regulations for additional guidance.</i></p>		<p><b>16 - 25 possible points*</b>  <i>*Points will be adjusted to reflect all areas reviewed</i></p>
<p><b>4.a. The school is in compliance with Indicator 11 per STARS report (60 day timeline: signed consent/date evaluation is complete)</b> 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))  <b>Each reporting period - 1 point</b></p>		
<p>40<sup>th</sup> <u>YES</u></p>	<p>80<sup>th</sup> <u>N/A</u></p>	<p>120<sup>th</sup> <u>N/A</u></p>
<p><b>Total points= <u>1</u>/1</b>  <i>No Initial Evaluations were conducted during the 80<sup>th</sup> &amp; 120<sup>th</sup> count days.</i></p>		
<p><b>4.b. The Re-evaluations are current per STARS report.</b> 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)) - <b>Each reporting period - 1 point</b></p>		
<p>40<sup>th</sup> <u>YES</u></p>	<p>80<sup>th</sup> <u>YES</u></p>	<p>120<sup>th</sup> <u>NO</u></p>
<p><b>Total points= <u>2</u>/3</b>  <i>120<sup>th</sup> - 1-Overdue Reevaluation</i></p>		
<p><b>4.c. REED - Review of existing evaluation data.</b> 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)</p>		
<p><b>REED document - 5 points</b></p>		<p><b>Total points= <u>4.5</u>/5</b></p>
<p><i>IEP #3- REED is incomplete, missing information provided by the parent and student.</i></p>		
<p><b>4.d. PWN - Prior Written Notice of intent to Evaluate/Reevaluate - Notice.</b> 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)</p>		
<p><b>Each evaluation's PWN - 2 point</b></p>		<p><b>Total points= <u>1.5</u>/2</b></p>
<p><i>IEP #3 - Notice was provided to the parent prior to completing the REED.</i></p>		
<p><b>4.e. Consent for Initial Evaluation/Reevaluation with testing - Parental consent for initial evaluation.</b> (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. <b>Parental consent for reevaluations.</b> 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) &amp;(c)(1)(i)</p>		
<p><b>Each evaluation's consent - 3 points</b></p>		<p><b>Total points= <u>N/A</u>/3</b></p>
<p><i>IEP #3 - N/A Reevaluation conducted with no formal testing.</i></p>		



<p><b>4.f. Initial Evaluation/Reevaluation Report - Initial evaluations.</b> 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. <b>Reevaluations.</b> 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)</p> <p><b>Each evaluation's report - 3 points</b> <span style="float:right"><b>Total points= <u>N/A</u> /3</b></span></p> <p><b>IEP #3 - N/A Reevaluation conducted with no formal testing.</b></p>
<p><b>4.g. Eligibility Determination Team Meeting (Initial/Reevaluation) - Determination of eligibility.</b> 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 <b>reevaluation</b> 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)</p> <p><b>Complete EDT forms per evaluation - 3 points</b> <span style="float:right"><b>Total points= <u>3</u> /3</b></span></p>
<p><b>4.h. Initial IEPs - provision of services.</b> 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)</p> <p><b>30 days initial placement timeline - 2 points</b> <span style="float:right"><b>Total points= <u>N/A</u> /2</b></span></p> <p><b>File reviewed included a Reevaluation</b></p>
<p><b>4.i. Consent for Initial Placement - Parental consent for services.</b> 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)</p> <p><b>Consent for initial placement - 2 points</b> <span style="float:right"><b>Total points= <u>N/A</u> /2</b></span></p> <p><b>File reviewed included a Reevaluation</b></p>
<p><b><u>4. Evaluation Compliance</u></b> <span style="float:right"><b>Total points= <u>12</u> / <u>14</u> points</b></span></p>



Concerns from Current Visit – 5/11/21	Recommendations	Action Plan (with completion dates)
<p><b>2.f. IEP Compliance - LRE – Least Restrictive Environment</b> IEP #2 – Missing explanation justifying why student will not be served 100% in the Regular Education environment.</p>	<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. The IEP team must also provide a detailed explanation for students who <b>will not</b> be include in the general education setting for more than <b>80%</b>.</p>	<p>Ensure all IEPs include documentation explaining their integration in the Regular Education setting.  <b>Review fall 2021</b></p>
<p><b>2.h. IEP Compliance – Team Participants –</b> IEP #2 – Missing either the LEA representative or Special Education Teacher, the same person cannot serve two roles.</p>	<p>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) in addition to parent participation.</p>	<p>Ensure all required members of a properly constituted IEP attend every IEP meeting.  <b>Review fall 2021</b></p>
<p><b>2.k. IEP Compliance – Testing Accommodations –</b> IEP #2 &amp; #3 – Included outdated and/or accommodations that are not allowed.</p>	<p>IEPs must contain a statement of “any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state and districtwide assessments. When determining <b>appropriate</b> testing accommodations, the IEP team must research the allowable accommodations for the specific state assessment such as NM-MSSA, NM-ASR, SAT, ACCESS, etc.  Review testing accommodation manuals for state required assessments to make sure IEP teams are considering the allowable accommodations for students with disabilities.</p>	<p>For upcoming IEPs, ensure your team include only appropriate and allowable state testing accommodations.  <b>Review fall 2021</b></p>



<p><b>4.b. Reevaluations are current per STARS report.</b>          STARS report indicates: 120<sup>th</sup> day <u>1</u> overdue Reevaluation.</p>	<p>Ensure arrangements are made in advance to complete reevaluations on time. To gather all necessary information, review of REED, determination of needed testing and testing completed <b>all with ample time before the deadline</b>. Allowing extra time for unforeseen circumstances.</p> <p>If students are enrolling with overdue Reevaluations; it is recommended to develop a process that will promptly address newly enrolled students to bring them up to date on a timely manner.</p>	<p>Complete all Reevaluations that are due before the end of the current school year.</p> <p><b>Review fall 2021</b></p>
<p><b>4.c. Evaluation – REED – Review of Existing Evaluation Data</b>          IEP #3– REED is incomplete, missing information provided by the parent and student.</p>	<p>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.</p>	<p>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.</p> <p><b>Review fall 2021</b></p>
<p><b>4.d. Evaluation-PWN – Prior Written Notice of intent to Evaluate/Reevaluate</b>          IEP #3 – Notice was provided to the parent prior to completing the REED.</p>	<p>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.</p>	<p>Ensure PWN is provided to parents after the Evaluation team has determined if additional data were needed or not <b>and</b> prior to conducting any evaluation.</p> <p><b>Review fall 2021</b></p>

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