

Albuquerque Public Schools
Office of Innovation and School Choice

Christine Duncan's Heritage Academy - Fall Site Visits 2022-23

Academic Performance	
	Student Achievement 1) What analysis did you conduct of your proficiency results? a) Examples: Graphs/analysis/written communication to staff. 2) What immediate changes did you implement after this analysis? 3) Complete student proficiency projections by subject and sub-group in google document. a) Academic targets are based on a flat 5% increase. There needs to be more focus on closing the achievement gaps and analyzing the data to see what is truly achievable. b) The school expresses concern with the formative assessments and the information it gives for the summative assessments. The school is i
<i>For Spring Site Visit</i>	Student Growth 1) What analysis did you conduct of your lowest performing students c) Examples: Graphs/analysis/written communication to staff. 2) What analysis did you conduct of your Highest performing students a) Examples: Graphs/analysis/written communication to staff. 3) What analysis have you done in comparing your student performance to other schools/districts/state? a) What were your key takeaways?
	Mission Specific Goals 1) Provide goal statements for your current two mission specific goals. a) <i>If you don't have or know your two mission specific goals, go to step 3.</i> 2) Provide any data from the last school-year (ex. Graph/Analysis). a) If no new data is available from spring site visit, use the same data/graph 3) Provide any new mission specific goals or revisions to your current goals.
	Evidence of Knowledge Gained 1) What are the top 3 data indicators of academic success to your school? a) Example: Short Cycle Assessments/Units of Inquiry 2) What are the top 3 data indicators that demonstrate the successful implementation of your mission?
	Strategic Planning 1) What strategic changes did you make as a result of your student achievement results? 2) What specific adult behavior changes are you focusing on for improvement in academic achievement? 3) What strategic changes have you made to the implementation of the core mission of your school throughout all academics?
<i>For Spring Site Visit</i>	Strategic Planning 1) What strategic changes did you make as a result of your student achievement results from the fall semester? 2) What specific adult behavior changes are you focusing on for improvement in academic achievement from the fall semester?

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	3) After comparing your student performance to other schools/districts/state, what changes did you make?
Educational Plan	
<i>For Spring Site Visit</i>	Mission of the School 1) Review the original education program and mission that was proposed. 2) What changes do you need to make to realign to the mission or what changes need to be made to demonstrate the current/future mission of the school?
	Attendance 1) Describe highlights of your school attendance plan submitted to PED? 2) How will this plan improve attendance?
<i>For Spring Site Visit</i>	Multi-Tiered Layered System of Supports (MLSS) 1) Describe highlights of your school MLSS plan submitted to PED? 2) How will this plan improve academic achievement?
	Social/Emotional Support of Students 1) Describe how you have supported students' social/emotional needs. 2) How has your support changed over the past 3 years? 3) What is the future of social/emotional support of students?
<i>For Spring Site Visit</i>	Discipline Policies and Practices 1) Describe or Provide a copy of the data that you used to analyze discipline. 2) Describe any changes you have made to your discipline policy or practice as a result of analyzing that data.
<i>For Spring Site Visit</i>	Controversial Issues 1) Provide a copy of your instruction of controversial issues policy
<i>For Spring Site Visit</i>	English Learners 1) Describe how you have supported English Learners. 2) Updated Protocol for the Spring
Governing Council - <i>For the following items please provide the information in the Google Document, located on the Google Drive titled "Governing Council Information."</i>	
	Bylaws/Policies
	Membership/Regular Meetings
	Training
	Oversight of School Management
Employees	
<i>For Spring Site Visit</i>	Licensure ● Will be measured through STARS Report
<i>For Spring Site Visit</i>	Employee Rights ● Provide a link to your employee handbook.
<i>For Spring Site Visit</i>	Background Checks ● Provide your Background Check Policy
	Professional Development Plan ● Describe your professional development plan for teachers, staff, and school leaders. ● Describe how this is aligned to your analysis of student achievement. ● What changes, if any, have you made to teacher/staff evaluation?

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Operations	
<i>For Spring Site Visit</i>	Lottery Processes Provide links/documents of any marketing material used for recruiting, any marketing videos used for recruiting, lottery application, and school enrollment.
<i>For Spring Site Visit</i>	Facilities <ul style="list-style-type: none"> ● Provide an update on your facility. (ex. Renovating an area, upgrades, improvements, or expansion)
<i>For Spring Site Visit</i>	Safe School Plan <ul style="list-style-type: none"> ● Will be measured as schools turn in their site safety plan on December 4.
<i>For Spring Site Visit</i>	Transparency <ul style="list-style-type: none"> ● Provide a link to the sunshine portal on your website. ● Provide a link to the 2019-20 performance framework on your website.
<i>For Spring Site Visit</i>	Education Technology Plan <ul style="list-style-type: none"> ● Describe your education technology plan to support student learning.

	Meets
	Working to Meet
	Does Not Meet

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2022-23 Fall Site Visit Report

Charter School Name: Christine Duncan

Date of Site Visit: September 27, 2022

	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

	Audit Findings <ul style="list-style-type: none"> • Upload current approved Correction Action Plan 2020-21 CAP. Update to include artifacts of the implementation of the CAP <ul style="list-style-type: none"> ○ Example: Updated Internal control policies and procedures • Is number of audit finding 2 or less - No • Have repeat audit findings been cleared from previous year - No • Are there any significant deficiencies or material weakness audit findings – Yes, 1 significant deficiency
	Chief Procurement Officer Compliance <ul style="list-style-type: none"> • Jesus Moncada, license expires October 21, 2023 <ul style="list-style-type: none"> ○ Is CPO registered with NM General Services Department
	Business Official License <ul style="list-style-type: none"> • Bryan Runyan, license expires June 30, 2030
	Audit and Finance Committee <ul style="list-style-type: none"> • Audit committee – <ul style="list-style-type: none"> ○ Two members of GC – BMaes, EMonaghan ○ One parent – MGrieving, RDeLaTorre ○ One volunteer with financial expertise - EEsquivel

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	<ul style="list-style-type: none"> Finance committee – at least two members of the GC – BMaes, BMedina
	Financial Reports posted on Website- <ul style="list-style-type: none"> Charter School Business Manager to review independently: <ul style="list-style-type: none"> Link to Sunshine portal present - Yes Governing Council minutes from most recent GC meeting posted - Yes Financial Reports presented to GC posted on website – Yes BARS have been approved by GC and noted in minutes – Yes Disbursements have been approved by GC and noted in minutes -Yes
	Special Ed Maintenance of Effort- <ul style="list-style-type: none"> Is school on target for FYE compliance?

Financial Audit

	Bank Reconciliation <ul style="list-style-type: none"> Upload August 2022 approved bank reconciliation and balance sheet <ul style="list-style-type: none"> Verify Bank Reconciliation and Balance Sheet Are outstanding items on bank reconciliation stale dated per school policy or one year? Yes, one item listed as BATCH Are bank reconciliations being reviewed and approved by independent person? Reviewed by Charter Leader, Finance committee, and GC
	Federal Funds – Upload detailed list of expenditures for funds 24308 and 24330 <ul style="list-style-type: none"> Have RfR's for each fund been submitted What is % expended life to date What has been purchased with funding Percentage of 20% evidence based funding for 24330 expended to date
	Purchase Orders <ul style="list-style-type: none"> Upload Purchase order report. Random samples will be chosen a week prior to site visit <ul style="list-style-type: none"> Upload accounts payable packet that includes PO, Invoice, and check prior to site visit
	Payroll Reports <ul style="list-style-type: none"> Upload reports that correspond to August 2022 bank reconciliation for verification of date of submission and amounts <ul style="list-style-type: none"> CRS-1 report due 25th of the following month – Paid 8/23/22 Educational Retirement Board (ERB) due 15th of each month – Paid 8/12/22 Retiree Health Care (RHC) due 10th of each month – Paid 8/9/22 New Mexico Public School Insurance Authority (NMPSIA) due 10th of each month – Paid 8/8/22
	Cash Receipts <ul style="list-style-type: none"> Cash receipt journal from accounting system (to date of upload) <ul style="list-style-type: none"> Cash receipt, bank deposit receipt, and corresponding bank statement Are deposits being made within 24 hours of receipt – Yes, reviewed NMFoundation 7/14/22, Various 8/12/22, Various 8/30/22

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	Journal Entries <ul style="list-style-type: none">• JE's and supporting documentation for the month of August 2022<ul style="list-style-type: none">○ Are JE's being approved by second party – Yes, Dr. Moncada
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Notes/Comments:

Site visit documentation was not uploaded prior to scheduled site visit. Rescheduled and documentation for Federal Funding and Audit still not uploaded.

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Special Education Review

0-59% - Does not Meet

60-79% - Working to Meet

80-100% - Meets

1. Processes and Accountability	<i>This section will be reviewed in the spring 2023</i>
2. IEP Compliance	Total points= 42.0 / 45.0 = 93%
3. Transition Compliance	Total points= 15.0 / 18.0 = 83%
4. Evaluation Compliance	Total points= 32.5 / 38.0 = 86%

Christine Duncan's Heritage Academy has no pending previously identified concerns.

Current site visit - Fall 2022

Reviewer: **Patricia Espinoza** Date: **11/2/22**
Grades: **PK-8th** Total Enrollment: **407** SWD: **54** GI: **0**
Sp. Ed. Providers: **3-SE Teachers, 1-Sp. Ed. Director, 3-SEE.A.s, 1-SW**
Contracted: **1-SLP, 1-OT, 1-Diag.**

1. Processes and Accountability - *This section will be reviewed during the Spring site visit.*

**See links to state and federal regulations for additional guidance.*

20 points

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

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

1.b. The school has a written process that documents how they complete annual IEPs - 2 points

1.c. The school has a written process that documents how they complete Tri-annual Re-evaluations. - 2 points

1.d. The school has an updated roster for Students with disabilities. Including: name, state ID, grade, Eligibility(ies), last IEP date and last Evaluation date - 3 points

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1.e. 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

1.f. 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) – **3 points**

1.g. 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**

1.h. Special Education Coordinator Training Attendance – APS sponsored – Each item - .25 points

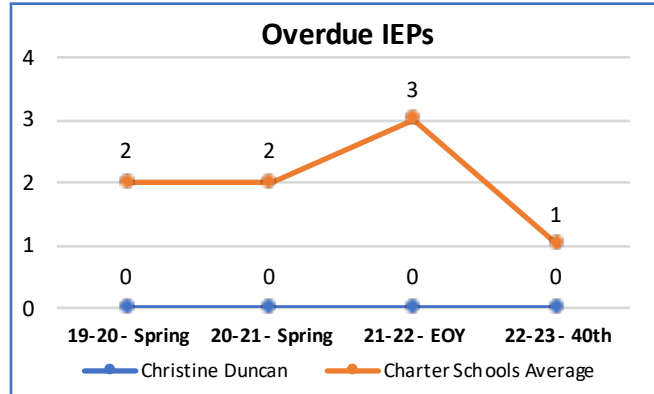
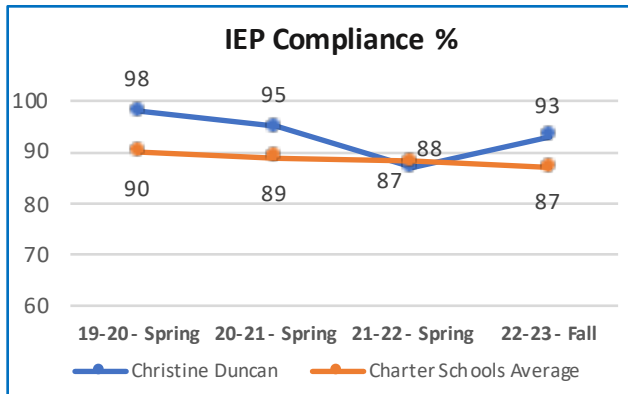
1.i. Special education caseloads are balanced and with a licensed special education teacher per STARS report. Caseload waivers are appropriate for school size – Each reporting period - .33 points

1. Processes and Accountability

This section will be reviewed in the spring 2023

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2. IEP Compliance

The following parts of the IEP reviewed are in compliance.

*See links to state and federal regulations for additional guidance.

32 - 50 possible points*

Three IEPs reviewed

*Points will be adjusted to reflect all areas reviewed.

2.a. The IEPs reviewed are current per STARS report. An IEP Team meeting must be held to review the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved. (34 C.F.R. § 300.324(b)(1)(i)). - Each reporting period - 2 points, 1-2-overdue IEPs= 1 point; 3+ overdue IEPs= 0

40th YES 80th 120th

Total points= 2 / 2

No Overdue IEPs for 40th day.

2.b. PLPs-Present levels of performance- Includes scores, data and narratives. Must include all related services. The IEP shall include a statement of the child's present levels of academic achievement and functional performance. 34 CFR 300.320(a)(1) -

Must meet all requirements per IEP - Each IEP - 2 points

Total points= 6 / 6

IEP #3 - Incomplete present levels, missing Math present levels (1.5 points)

2.c. Goals- Must be measurable. Must include all related services. An IEP shall include both academic and functional goals. The IEP shall include a statement of measurable annual goals, including academic and functional goals. 34 C.F.R. § 300.320(a)(3) and 71 Fed. Reg. 46662 (August 14, 2006) -

Must meet all requirements per IEP - Each IEP - 2 points

Total points= 6 / 6

IEP #3 - SLP goal is not related to present levels (1.5 points)

2.d. PTGs-Goals must include measurable progress towards goals. The IEP shall include a description of how the child's progress toward meeting the annual goals will be measured; and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided to the parent. (34 C.F.R. § 300.320(a)(2)(ii))

Must meet all requirements per IEP - Each IEP - 2 points

Total points= 4 / 4

IEP #2 - N/A - Newly enrolled, IEP #3 - PTGs are incomplete, missing related services PTGs. (1.5 points)

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2.e. Service Schedule- Accurately reflects beginning date, frequency, duration and location of services, including related services. The IEP shall include a statement of the special education and related services to be provided to the child, or on behalf of the child. (34 C.F.R. § 300.39(b)(3)) Must meet all requirements per IEP – Each IEP – 2 points	Total points= 6 / 6
2.f. LRE- data based and reflects how the student is placed within the continuum of service. The Least Restrictive Environment section of the IEP provides the necessary documentation that the IEP Team determined placement in the least restrictive environment according to the IDEA requirements and this procedural directive. (20 U.S.C. §1412(a)(5)(A); also, 34 C.F.R. §300.114(a)(2)) Must meet all requirements per IEP – Each IEP – 1 point IEP #1 & #3 - LRE questions missing information (.5 points each IEP)	Total points= 2 / 3
2.g. PWN- Prior Written Notice - Records all proposals by school and parents- documents what was discussed including the continuum of services. Special education and related services are included in a child's FAPE; and therefore, a proposal to revise a child's IEP, which typically involves a change to the type, amount, or location of the special education and related services being provided to a child, would trigger requirements to provide prior written notice. (34 CFR § 300.503) Must meet all requirements per IEP – Each IEP – 2 points	Total points= 6 / 6
2.h. IEP Team Participants- The IEP Team Meeting Participants signature page of the IEP shall reflect the members of the IEP Team who were present and participated in the IEP Team meeting, and shall further provide the necessary documentation that the IEP Team meeting was duly constituted. The names of the IEP Team meeting participants shall be typed as well as their participation reflected by their signature. (34 C.F.R. § 300.321(a)) Must meet all requirements per IEP – Each IEP – 1 point	Total points= 3 / 3
2.i. Parent Involvement: Schools shall afford parents of a child with a disability an opportunity to participate in meetings with respect to the identification, evaluation, and educational placement of the child and the provision of FAPE to the child. (34 C.F.R. § 300.501(b)(1)) Must meet all requirements per IEP – Each IEP – 1 point IEP #2 - Section for parent input was not updated (.5 points)	Total points= 3 / 3
2.j. Parent notification: The steps Schools shall take to ensure parent participation in EDT and/or IEP Team meetings shall include notifying parents of the meeting early enough to ensure that they will have an opportunity to attend and scheduling the meeting at a mutually agreed on time and place. (34 C.F.R. § 300.322(a)) Must meet all requirements per IEP – Each IEP – 1 points	Total points= 3 / 3

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

Total points will be adjusted accordingly.

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

Must meet all requirements per IEP – Each IEP – 1 point

Total points= 3 / 3

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

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

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

ESY services may be provided only if a child's IEP Team determines, on an individual basis, that the services are necessary for the provision of FAPE to the child. (34 C.F.R. § 300.106(a)(1-2))

Each item per IEP – 1 point

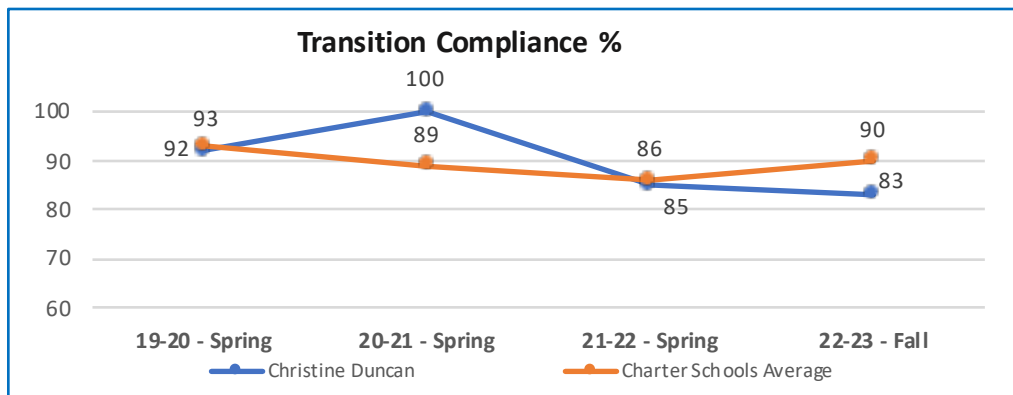
Total points= 0 / 0

2. IEP Compliance

Total points= 42 / 45 Points

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3. Transition Compliance

The transition plans for students with disabilities (age 14+) are in compliance with Indicator 13.

**See links to state and federal regulations for additional guidance.*

10 - 30 possible points*

Two Transition IEPs reviewed.

**Points will be adjusted to reflect all areas reviewed.*

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

Must meet all requirements per IEP – Each IEP – 1 point

Total points= 1 / 2

IEP #1 - Missing Post-Secondary Goals.

3.b. Post-secondary goals updated annually – IEP must be current and contain Measurable post-secondary goals. Goals should be reviewed/updated annually.

Must meet all requirements per IEP – Each IEP – 1 point

Total points= 1 / 2

IEP #1 - Post-Secondary Goals were not updated

3.c. Transition assessment – The IEP must include evidence that the measurable post-secondary goals were based on age-appropriate transition assessment(s). Age-appropriate transition assessments from multiple sources providing information on strengths, needs, preferences, and interests.

Must meet all requirements per IEP – Each IEP – 1 point

Total points= 2 / 2

3.d. Course of study – The IEP must include a course of study that will reasonably enable the student to meet his or her post-secondary goals. Included in the course of study: A multi-year description, current school year through anticipated exit year, credits to be earned for all years, and specific electives identified by course name.

Must meet all requirements per IEP – Each IEP – 1 point

Total points= 1 / 2

IEP #1 Course of study was not individualized to include courses that support student's interest and/or post-secondary goals.

3.e. Coordinated Transition activities – The IEP must include coordinated transition activities that will reasonably enable the student to meet his/her postsecondary goals related to: Instruction, Related service(s), Community experience(s), Development of employment and post-school objectives, Acquisition of daily living skills (if appropriate) and Functional evaluation (if appropriate)

Must meet all requirements per IEP – Each IEP – 1 point

Total points= 2 / 2

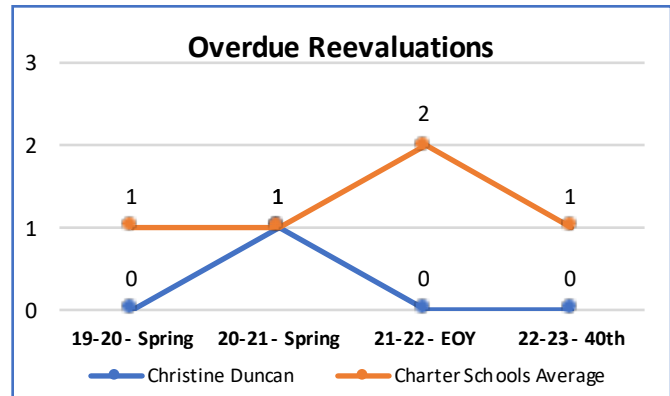
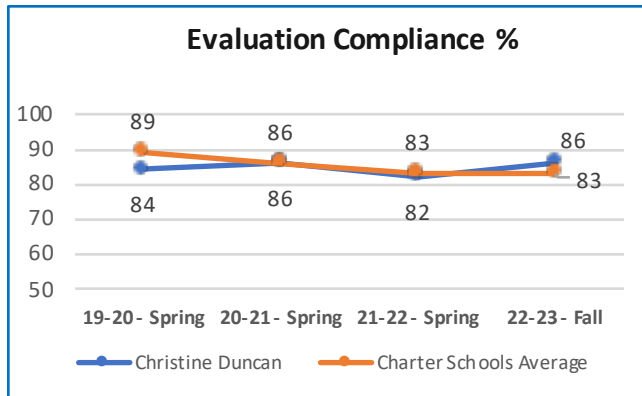
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3.f. Annual goals related to post school goals – The IEP must include annual IEP goal(s) related to the student's transition services needs.		
Must meet all requirements per IEP – Each IEP – 1 point		Total points= 2 / 2
3.g. Student invited to IEP Team meeting – The student's file must include documented evidence that the student was invited to participate in his/her IEP meeting prior to the date the meeting was held.		
Must meet all requirements per IEP – Each IEP – 1 point		Total points= 2 / 2
3.h. Participating agency – If appropriate, the IEP must include evidence that a representative of any participating agency was invited to the IEP meeting with the prior consent of the parent or student who has reached the age of majority.		
Must meet all requirements per IEP – Each IEP – 1 point		Total points= 2 / 2
3.i. All students by the age of 14 have been informed of Rights That Will Transfer at Age of Majority. Beginning no later than the first IEP to be in effect when the child turns fourteen (14), or younger, if determined appropriate by the IEP team, and updated annually thereafter; the IEP shall include a statement that the child has been informed of the child's rights under the IDEA that will transfer to the child on reaching the age of majority. (34 C.F.R. § 300.320(c); 6.31.2.11(G) (3) (c) NMAC).		
Must meet all requirements per IEP – Each IEP – 1 point		Total points= 2 / 2
3.j. IEPs submitted for SPP13 upload are compliant – 2 points each file		
Number of compliant IEPs	0 out of 0	Total points= 0 / 0
Will update after SPP-13 submission		
3.k. Compliant IEPs submitted by APS internal deadline for SPP 13 upload – 2 points each file		
SPP 13 IEP file upload due date: 1/9/23		File upload date completed: _____
Number of compliant IEPs submitted by the deadline		0 out of 0
		Total points= 0 / 0
Will update after SPP-13 submission		
3.1. All districts are required to administer and report Post-School Outcomes Survey , even if they had no high school students that exited in the reporting year. The Public Education Department, Special Education Bureau conducts an annual State-Wide Follow-up Study, as a mandated requirement of the State Performance Plan, to provide post school follow-up information to OSEP to address SPP Indicator 14 .		
PSO surveys completed and uploaded by September 30, 2022 – 2 point		Total points= /
N/A - Requirement only for High Schools.		
3. Transition Compliance		Total points= 15 / 18 Points

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4. Evaluation Compliance

The following parts of the Evaluation reviewed are in compliance

**See links to state and federal regulations for additional guidance.*

20 - 30 possible points*

Two Evaluations reviewed

**Points will be adjusted to reflect all areas reviewed.*

4.a. The school is in compliance with Indicator 11 per STARS report (60-day timeline: signed consent/date evaluation is complete) to comply with this regulation, the school shall conduct a full and individual initial evaluation, in accordance with §300.305 and §300.306, before the initial provision of special education and related services to a child with a disability. (34 C.F.R. § 300.301(a)) - **Each reporting period - 1 point**

40th N/A

80th

120th

Total points= 0 / 0

N/A - No initial evaluations conducted for 40th day.

4.b. The Re-evaluations are current per STARS report. Schools shall reevaluate a child with a disability at least once every three (3) years, unless the parent and the district agree that a reevaluation is unnecessary. (34 C.F.R. § 300.303(b)(2)) - **Each reporting period - 2 points, 1-2-overdue Evals = 1 point; 3+ overdue Evals = 0 points**

40th YES

80th

120th

Total points= 2 / 2

No Overdue Reevaluations for 40th day.

4.c. REED - Review of existing evaluation data. As part of an initial evaluation (if appropriate) and as part of any reevaluation under this part, the IEP Team and other qualified professionals, as appropriate, must - Review existing evaluation data on the child, including - Evaluations and information provided by the parents of the child; Current classroom-based, local, or State assessments, and classroom-based observations; and Observations by teachers and related services providers; 34 CFR 300.305 (a)(1)(i,ii,iii)

REED document - 5 points

Total points= 2 / 10

IEP #2 & #3 - REEDs are incomplete, missing information in several sections (IEP #2 - 3.5 points, IEP #3 - 3 points)

4.d. PWN - Prior Written Notice of intent to Evaluate/Reevaluate - Notice. The public agency must provide notice to the parents of a child with a disability, in accordance with § 300.503, that describes any evaluation procedures the agency proposes to conduct. 34 CFR 300.304(a)

Evaluation's PWN - 2 points

Total points= 4 / 4

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4.e. Consent for Initial Evaluation/Reevaluation with testing - Parental consent for initial evaluation. (1)(i) The public agency proposing to conduct an initial evaluation to determine if a child qualifies as a child with a disability under § 300.8 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)

Evaluation's consent – 3 points

Total points= 6 / 6

0

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

Evaluation's report – 3 points

Total points= 6 / 6

0

4.g. Eligibility Determination Team Meeting (Initial/Reevaluation) - Determination of eligibility. Upon completion of the administration of assessments and other evaluation measures, for each eligibility being considered - A group of qualified professionals and the parent of the child determines whether the child is a child with a disability, as defined in § 300.8, in accordance with paragraph (c) of this section and the educational needs of the child. In the case of a **reevaluation** of a child, whether the child continues to need special education and related services; 34 CFR 300.306(a)(1), 34 CFR 300.305 (a)(2)(iii)(B)

Complete EDT forms per evaluation – 5 points

Total points= 8 / 10

IEP #2 - EDT/MET missing signature page (4.5 points), IEP #3 - EDT/MET - Missing Evaluation Criteria for SLI, EDT team

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

Meets 30 days initial placement timeline - 2 points

Total points= 0 / 0

N/A -File reviewed included a Reevaluation

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

Consent for initial placement - 2 points

Total points= 0 / 0

N/A -File reviewed included a Reevaluation

4. Evaluation Compliance

Total points= 32.5 / 38 Points

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Concerns from current site visit <u>11/2/22</u>	Recommendations	Action Plan (with completion dates)
2.b. IEP Compliance - PLPs – Present Levels of Performance IEP #3 - Incomplete present levels, missing Math present levels (1.5 points)	<p>All IEPs must include a statement of the child's present levels of academic achievement and functional performance. Including scores, data and narrative that clearly describes the area of need. Present levels must also include all related services.</p> <p>Review NMPED IEP Manual, Writing the IEP section - <i>"Tips on Present Levels of Academic Achievement and Functional Performance"</i> for detailed guidance.</p>	<p>Ensure all IEPs include complete present levels of performance.</p> <p>Review spring 2023</p>
2.c. IEP Compliance - Annual Goals IEP #3 - SLP goal is not related to present levels (1.5 points)	<p>The IEP must include a statement of measurable annual goals, including academic and functional and related services when appropriate. It is recommended to use present levels as the baseline to build upon when creating goals.</p>	<p>Ensure goals are developed based on student's present levels of performance.</p> <p>Review spring 2023</p>
2.d. IEP Compliance - PTGs – Progress Towards Goals IEP #2 - N/A - Newly enrolled, IEP #3 - PTGs are incomplete, missing related services PTGs. (1.5 points)	<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. Progress towards goals should include a description and data scores.</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>Review spring 2023</p>
2.f. IEP Compliance - LRE – Least Restrictive Environment IEP #1 & #3 - LRE questions missing information (.5 points each IEP)	<p>The LRE should reflect how the student is placed within the continuum of services; indicating the level of services and location to match the Service schedule.</p> <p>The IEP team must also provide a detailed explanation for students who will not be include in the general education setting for more than 80%.</p>	<p>Ensure all IEPs include documentation explaining their integration in the Regular Education setting.</p> <p>Review spring 2023</p>
2.i. IEP Compliance – Parent Involvement IEP #2 - Section for parent input was not updated (.5 points)	<p>Each public agency must take steps to ensure that one or both of the parents of a child with disability are present at each IEP Team meeting or are afforded the opportunity to participate</p>	<p>As an integral part of the IEP team, the school must ensure parents are engaged and that their input is recorded within the IEP.</p> <p>Review spring 2023</p>

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<p>3.a. & 3.b. Transition Plan – Post-secondary goals / updated</p> <p>IEP #1 - Missing Post-Secondary 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>An amendment is recommended to add post-secondary goals, to correct Course of Study and to update statement for the need of an outside agency by <u>12/16/22.</u></p>
<p>3.d. Transition Plan – Course of Study</p> <p>IEP #1 Couse of study was not individualized to include courses that support student's interest and/or post-secondary goals.</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>The school completed this recommendation on <u>11/9/22.</u></p> <p>No additional follow up</p>
<p>4.c. Evaluation – REED – Review of Existing Evaluation Data</p> <p>IEP #2 & #3 - REEDs are incomplete, missing information in several sections (IEP #2 - 3.5 points, IEP #3 - 3 points)</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>Review spring 2023</p>
<p>4.g. Evaluation – EDT – Eligibility Determination Team</p> <p>IEP #2 - EDT/MET missing signature page (4.5 points), IEP #3 - EDT/MET - Missing Evaluation Criteria for SLI, EDT team document is incomplete, missing a clear statement indicating the student no longer meets eligibility for SLI. (3.5 points)</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 reevaluation 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>It is recommended the EDT team add a statement to the MET documenting their decision to discontinue SLI Eligibility by <u>11/30/22.</u></p> <p>The school completed this recommendation on <u>11/30/22</u></p> <p>No additional follow up</p>

*** Highlighted** items have not been completed. Follow-up will be conducted in the **Spring 2023.**

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Special Ed Specific School Site Visits

School	Christine Duncan's Heritage Academy
Areas of Improvement from Site Visit	<p>Domain IV - Culture Shift</p> <p>Special Education CAP - Evaluation process</p>
Goals and Focus Areas for Improvement	<p>Turnaround</p> <ul style="list-style-type: none"> ● Student discipline referral process - measured by a decrease in the amount of student discipline <ul style="list-style-type: none"> ○ PBIS and PAWS <ul style="list-style-type: none"> ■ Recommendation to change this goal to implementation of restorative justice and review of discipline policies/practices. ● Chronic Absenteeism <p>Special Education</p> <ul style="list-style-type: none"> ● Special Education CAP - Evaluation process ● Meeting the needs for all SWD ● Provide PD for all staff and special education ● Parent meetings ● Student goals and service hours tracking ● Collecting and analyzing data
Success	<p>Turnaround</p> <ul style="list-style-type: none"> ● Thanksgiving Taco Dinner ● Boys Basketball Champions 2022! ● Governing Council Attends PCSNM Conference with staff members! ● 8 out of school suspensions compared to 32 <ul style="list-style-type: none"> ○ E-cigarettes & Fights <p>Special Education</p> <ul style="list-style-type: none"> ● ABA Support for a couple of students ● Checklists for evaluation and IEP Processes hve been creed and approved by APS ● Developed a process for collecting data 3 times yearly for SWD ● Parent communication ● Weekly team check-ins ● Fully staffed with highly qualified teachers

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Improvement	<p>Turnaround</p> <ul style="list-style-type: none"> • Implementation of restorative justice in a systemic way • Need to change goal of student discipline to implementation of restorative justice and review of discipline policies/practices • Give examples of SEL • Attendance interventions - need to focus on outliers of attendance <p>Special Ed</p> <ul style="list-style-type: none"> • Submission of Teacher's input • Limited Classrooms for Sp. Ed. Classes • Parent meeting on the evaluation process • Needs for one-on-one support for students (apply for grants) • Continuous Training
Artifacts	<ul style="list-style-type: none"> • Teacher input form • IEP & Evaluation Checklist • Weekly team check-ins • Policy and procedures • Data analysis spreadsheet
School Learning Tour	
Is the school meeting Adequate Progress from Plan (Original/Updated)? Why or Why Not?	Christine Duncan continues to make progress on their special education programing and on the corrective action plan. It is recommended that the school ensures that their strategic planning and actions steps directly address the cause of the corrective action plan.
OTHER COMMENTS	

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Turnaround School Report - Fall 2022

School	Christine Duncan's Heritage Academy
Areas of Improvement from Site Visit	Turnaround Leadership
	Talent Development
	Instructional Transformation & Financial Corrective Action Plan
	Culture Shift & Special Education Corrective Action Plan
Success	<ul style="list-style-type: none"> • Student data in classrooms • Implementing MLSS • Classroom walkthroughs and classroom level improvement plans • TNTP/Acceleration • Observations with immediate feedback • Implementation of professional development • Job descriptions and onboarding checklist
Improvement	<ul style="list-style-type: none"> • Implementation of restorative practices/social-emotional engagement of students • Focus on mission/vision • Data analysis by subgroup • Alignment of teacher evaluation process with salary structure etc. • Role of consultant in leadership of the school • Governing Council member working as a contractor at the school
Is the school meeting Adequate Progress from Plan (Original/Updated)? Why or Why Not?	The school is taking steps towards implementing the schools strategic plan. It is recommended that the school's governing council review the strategic plan, make changes with the leadership team, and develop short term goals to measure the success at implementation. The school should look at the current leadership structure and determine whether it is properly staffed for support and accountability of all staff on campus.