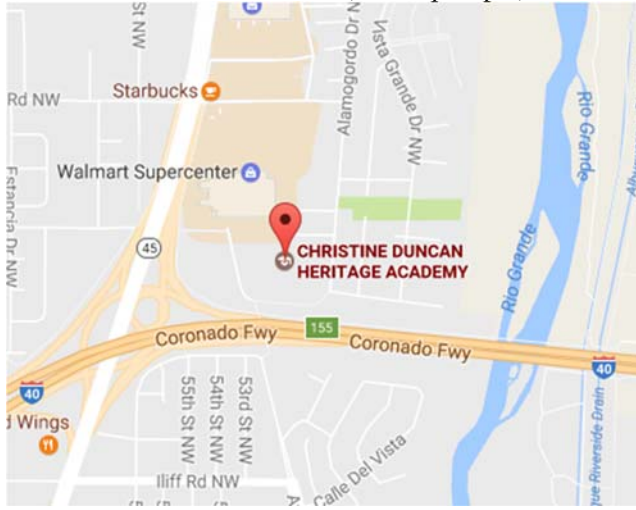


**Location**

- 1900 Atrisco Dr NW, Albuquerque, NM 87120

**School Leadership**

- Jesús Moncado, Principal
- Governing Board Members:
  - Dr. Luis Quinones, President
  - Elijah Esquivel, Vice President
  - Francisco Ronquillo, Secretary
  - Ben Maes, Treasurer
  - Rick Reichard, Member

**Mission/Vision**

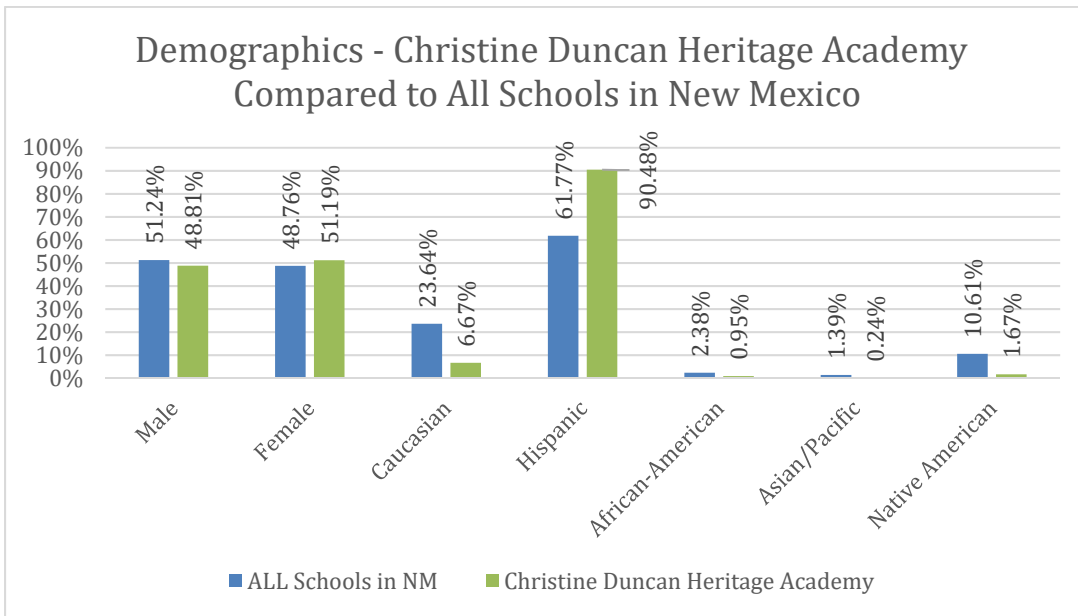
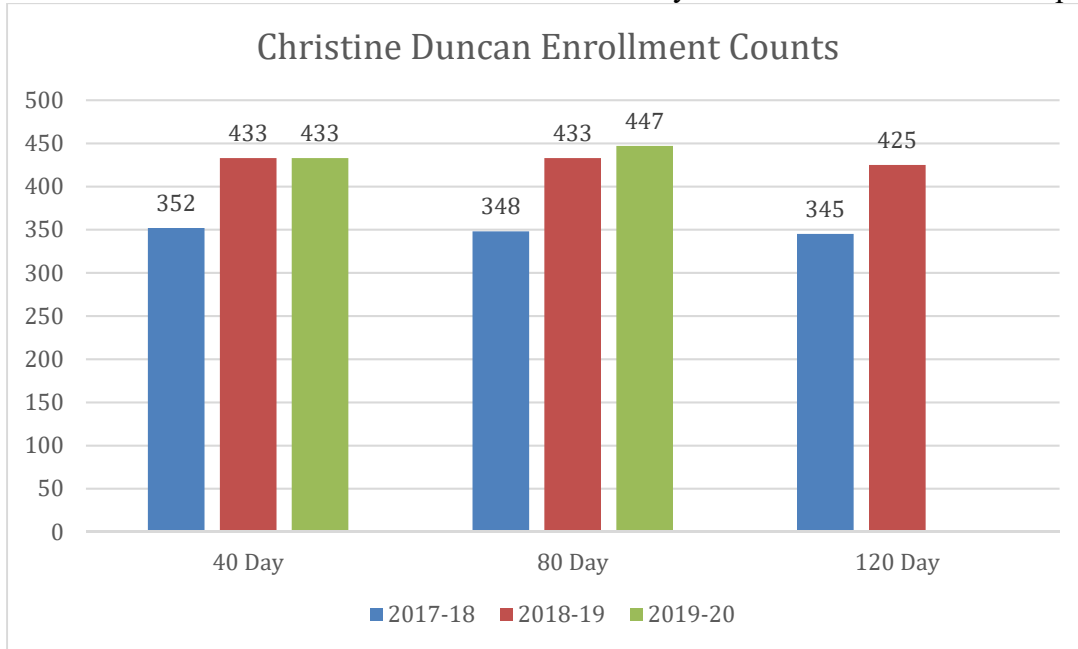
- Christine Duncan Charter School will promote individual, social and high academic achievement with differentiated instruction in a dual language setting. We value environmental stewardship, active community participation, family centered learning and cultural diversity.
- La Christine Duncan's Heritage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

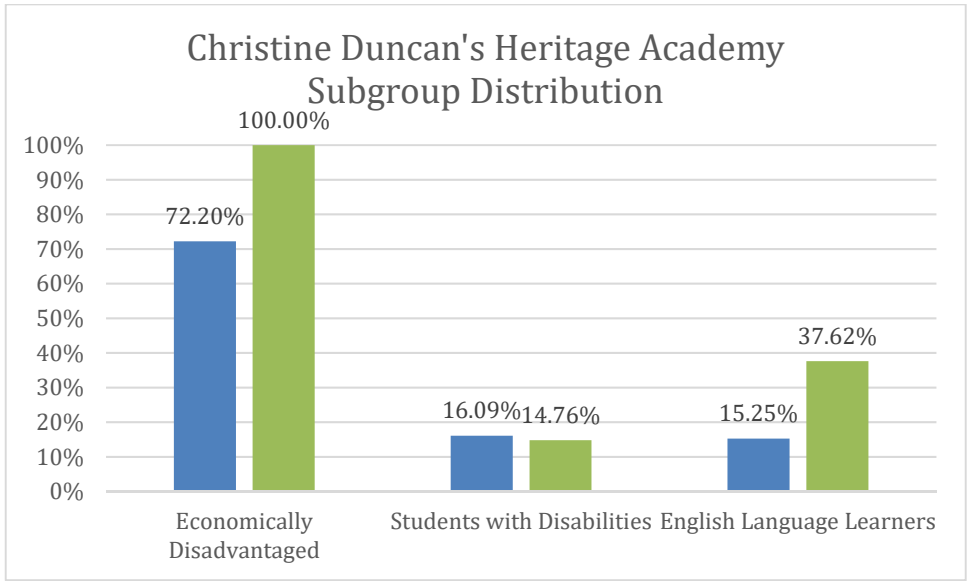
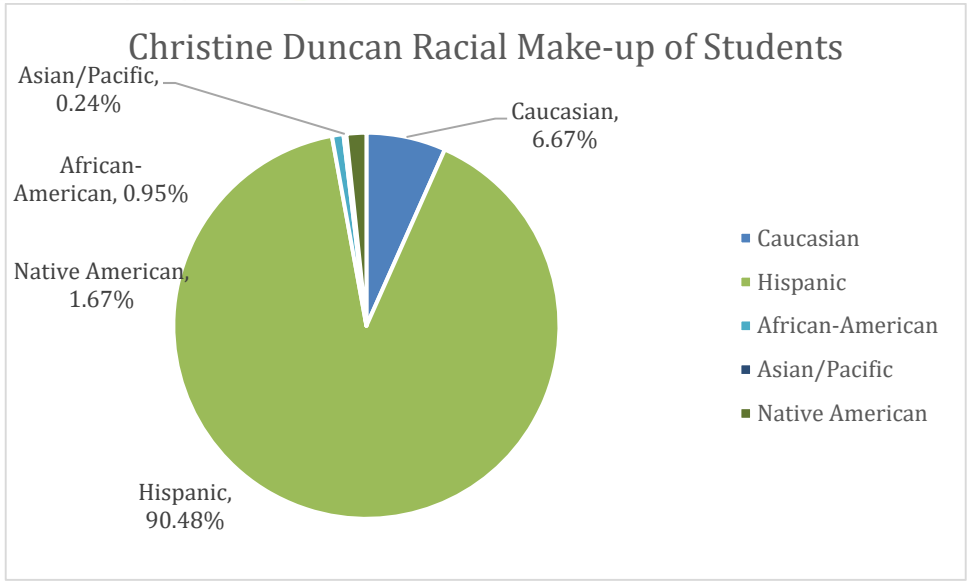
**History**

- Founded in 2005, Christine Duncan's Heritage Academy is based on the Dual Language Immersion Program philosophy and strongly believes in the importance of environmental stewardship. The school's charter was implemented in the Fall of 2006. For the past four years CDHA has been working hard to ensure all students succeed in both languages.
- We are located in a diverse community and qualified for Title I school wide funding. Our small class size classrooms allow for teachers to provide a more individualized educational plan for all students in their classrooms. We have seen terrific results in their learning. Christine Duncan's Heritage Academy has met the requirements established by the AdvancED Commission and Board of Trustees and is hereby accredited by the North Central Association Commission on Accreditation and School Improvement.
- Originally Chartered by APS in 2005
- Renewed by APS in 2015
- Contract: July 1, 2016-June 30, 2021
  - Renewal due: October 1, 2020

**Demographics**

- The school had 420 students enrolled at the end of year count. The enrollment cap is 500.



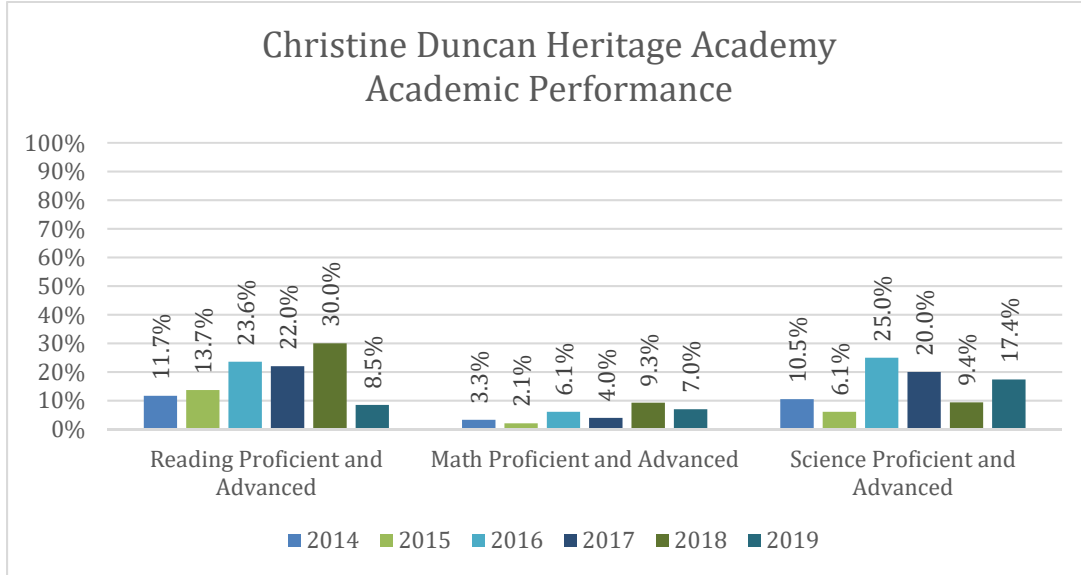




**Christine Duncan's Heritage Academy**  
2019-20 Spring Site Visit Report

**Academic Performance**

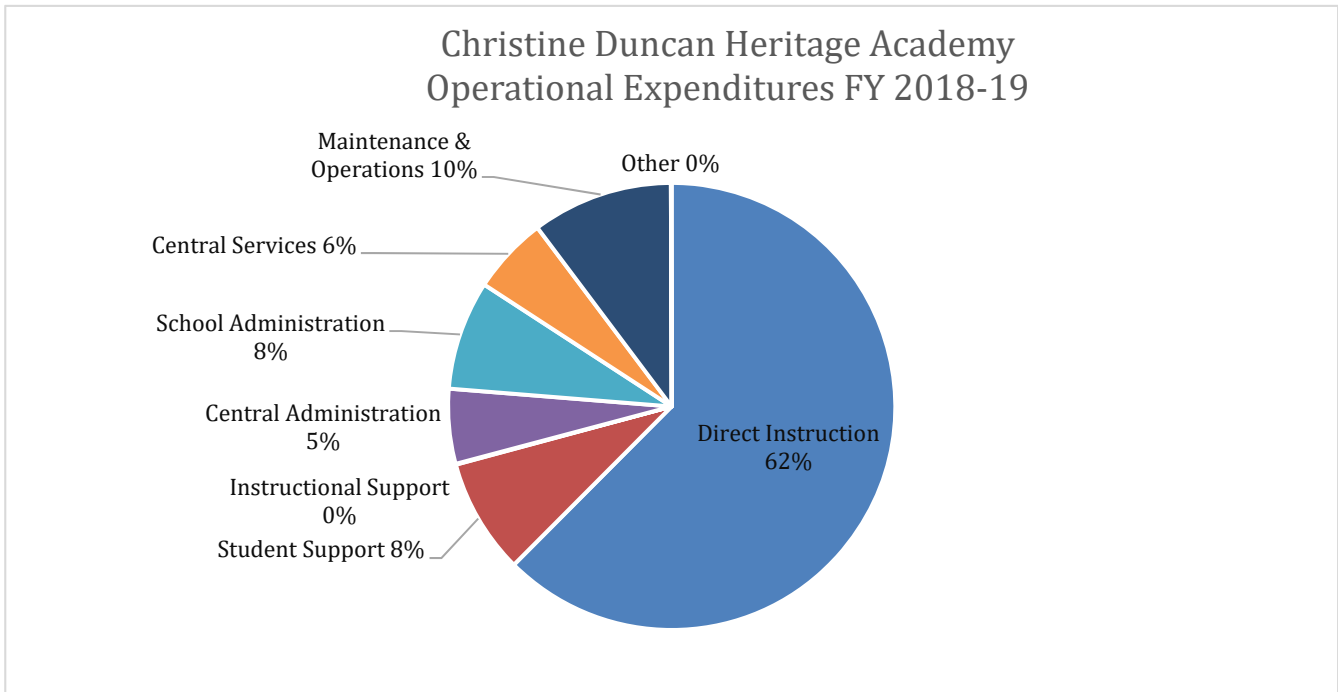
- School Grading Report  
2014: F  
2015: D  
2016: C  
2017: D  
2018: B



**Financial Information**

Operational Expenditures by Function

		%	Amount	Example of Expenditures by Fund
1000	Direct Instruction	62%	\$1,944,671.20	Teachers, EAs, instructional coaches, etc.
2100	Student Support	8%	\$259,290.97	Social workers, counseling, ancillary services, etc.
2200	Instructional Support	0%	\$1,873.00	Library/Media services, instruction-related technology, academic student assessment, etc.
2300	Central Administration	5%	\$168,181.58	Governance Council, executive administration, community relations, etc.
2400	School Administration	8%	\$246,007.93	School Administrator, etc.
2500	Central Services	6%	\$173,574.15	Business Manager, human resources, printing, technology services, etc.
2600	Maintenance and Operations	10%	\$317,489.17	M&O of buildings, upkeep of grounds and vehicles, security, safety, etc.
	Other	0%	\$1,658.65	Student Transportation (\$1,626, Food Services, \$33)
	<b>GRAND TOTAL</b>		<b>\$3,112,746.65</b>	



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.



## Qualitative Site Visits

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

- **Leadership** - 45 Minutes (*School Administration and at least 1 Governing Board Member*):
  - Mission Specific Goals
    - School should provide goal statement and data supporting the goal statement provided in an illustrative format (ex. Graph etc.)
      - Will work on it and will look at it during the spring visit.
        - Waived as a result Corona Virus
  - Admissions/Lottery/Wait Lists
    - School provides a copy of the lottery process
      - Strong admissions/lottery process.
    - School describes how the following processes are executed
      - Admissions
      - Lottery
      - Wait list
        - Explained the process.
        - There are about 50 students on the wait list, most are 6<sup>th</sup> graders.
  - Discipline Policies and Practices
    - Discussion on how the school looks at discipline data
      - Discussions about looking at disaggregated by gender.
      - Looking at implementing No Nonsense Nurture.
  - Governing Council's Role
    - Updated Governing Council Membership List
      - Updated
    - Policy and/or process for written annual evaluation of the Head of the School.
      - HOUSSE plus going over priorities to look to see how they are accomplished. We have some guidelines that are issued. The policy and procedure for this is called the Christine Duncan's Heritage Academy Process to Evaluate the School Principal.
      - Recommendation to work on policies and logic for long term tracking of the policies/procedures.
    - Process for Strategic Planning
      - Because of the turn over on the governing council there has not been a strategic planning retreat.
      - As far as priorities, they were decided by the Governing Council, well the governing council approved my priorities.
    - Top Priorities for Governing Council for Administration
      - Purchase of Facilities
        - We identified whether we want to move or stay at this location.
        - All of this was done identified in board minutes.
    - Review of Open Meetings Act Compliance and Overall Transparency
      - <https://www.christineduncan.org/domain/29>
  - Sharing of Best Practices
    - Identification of best practices the school demonstrates strong competency on that can be shared with others.
      - Parental involvement, we have a lot of activities that involve the parents.
        - This is critical to the child's success.
        - Dia de los madres



## Christine Duncan's Heritage Academy

### 2019-20 Spring Site Visit Report

- Dia de los muerto
      - Interact a lot with the parents, so we have board representation that we are interested in the governing council.
    - Dual Language – Model School for Dual Language
      - Cultural Enrichment
  - **Students** – 15 Minutes (*School identifies 3-5 students that represent the diversity of the school*):
    - Discussion Topics
      - Best thing about the school
        - I like that there is no school on Friday's
        - Four-Day Week
        - I like that they have sports
        - I like that it is a small school and very friendly.
        - I like it cause they teach us.
        - I like the art classes.
      - What can be improved
        - Fights, there is some people who don't get a long. I have seen three fights.
      - Discipline Process
        - I get all nervous
        - It is fair
        - Some kids have more fights than others.
        - It is pretty fair but there are times where some people get different cosenquences than other people.
      - Social and Emotional Support
        - Friends come and make me happy
        - Sometimes the adults come to support.
  - **Teachers** – 30 Minutes (*School identifies 3-5 teachers that represent the diversity of the school*):
    - Discussion Topics
      - How is instruction aligned with the school's mission
        - What we do is aligned to family environment, differentiated instruction, our field trips are meeting the goal
        - We are a dual language schools, our students are receiving instruction in English and Spanish every day. We have Spanish glass and we do translanguaging – we have different levels, those are the students that we are trying to bridge. When we bridge, you use to make the connection – making the connection of cognates. This is the best way for adults to learn and understand English.
        - When they look at higher level text, if they can recognize some of the words that they can make
        - GLAAD strategies are used for visual support. They use a mix of strategies to implement. I am not going do everything but we use that.
      - Supports, accommodations, and modifications for students with diverse learning needs
        - GLAAD strategies that is built in already
        - Differentiation, they level the groups, group rotations, so that way you can target the needs of the students. A lot of times the higher level groups may not be doing the work, you are pairing kids up so that they can support one another through strategies. Narration positively



**Christine Duncan's Heritage Academy**  
2019-20 Spring Site Visit Report

influences the class, if I am repeating the directions, we have to give them step by step instructions. We are not pointing out SPED we are supporting the students to note that they are supporting and working together. The culture in the classroom because positive so that students do not feel singled out. Grouping helps, peer tutoring helps with that. Proximity to the teacher, formidable assessments.

- I use i-Station scores, I'm grouping students to improve their up.
  - When I pull out groups, everyone has a specific assignment.
  - Climate in the classroom has to be comfortable enough to struggle and to improve.
  - A lot of the instruction that we give, we have so many assessments that are in writing and reading and in math. We create data charts, we have to look at it and analyze it. We are looking at what are we doing to be in touch and supportive of each of our students. We also create the CIP's for each class, I list my students on who is struggling, what myself as a teacher to support them in the class.
- Curriculum development, alignment, and planning
    - In Kindergarten they are dealing with Spanish for the first time in their life. I follow the common core but doing some games, all math or letters/sounds are done through the project. They do love it, they want to practice. I mix different strategies to support the students. In the mornings they are in the circle to pick their emotion in the morning and then they share why they pick that.
  - Professional Development including Mission Focus
    - The administration is great, anything we ask for we get.
    - We sometimes survey to have a few days built into the calendar
    - We have a mentor teacher.
  - Support for students' social and emotional health
    - Use class dojo, we help the students to know that they can struggle and improve. It is ok to struggle.
    - There is a curriculum about feelings, how are you going to discuss this with students and parents.
    - In middle school we have advisory, it is meant for the purpose of social and emotional support. It is a chance to have discussions about. There are a lot of things so that we always have a chance to connect with students.
    - Social Justice
    - In Kindergarten, they have to explain how their feelings made them feel and explain why or why you don't like this. Why are you making these actions.
- **Families – 30 Minutes** (*School identifies 3-5 parents that represent the diversity of the school*):
    - Discussion Topics
      - Implementation of the school's mission
        - I like it because I want them to have 50/50
        - We will bring in teachers from other locations that are native Spanish speakers.
        - Most of the population speaks Spanish, and my daughter will be able to have a one up on me and my husband. I do get worried about the Spanish, I understand that she is learning the science and social studies.





## Christine Duncan's Heritage Academy

### 2019-20 Spring Site Visit Report

- Supports, accommodations, and modifications for students with diverse learning needs
  - They support me really excellent, daughters came with very low skills and they have made the gains.
  - Tutoring before and after school.
- Support for students' social and emotional health
  - The teachers will give us a call, they are very on top of the students and they really like to speak to the parents and get more personal. They always help the students.
  - I feel the same, They support the students so that they can be engaged in the class. Her daughter struggles coming to school every day.
- School Safety
  - No concerns
- Family communication and engagement
  - We always have math night, all the nights, between parents and teachers. Literacy night.
  - It is hard to have so many activities.



# Christine Duncan's Heritage Academy

## 2019-20 Spring Site Visit Report

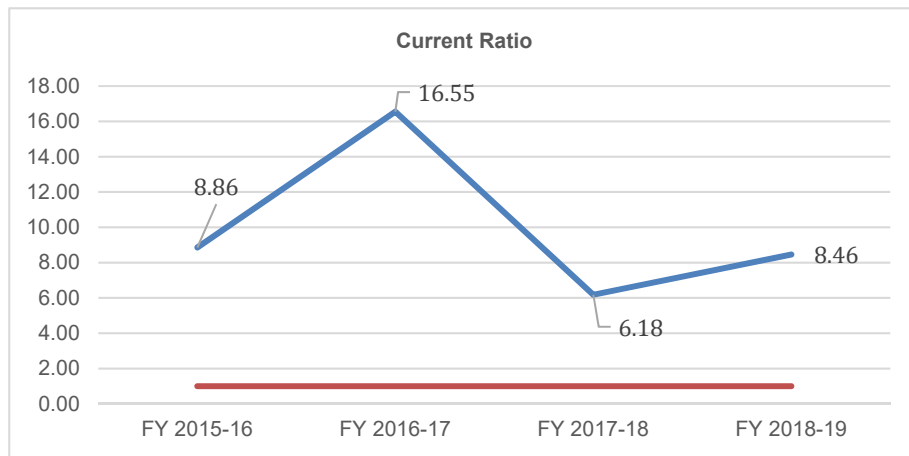
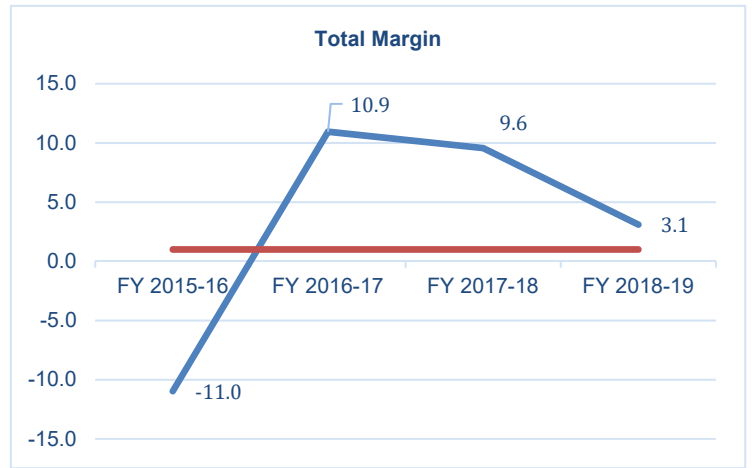
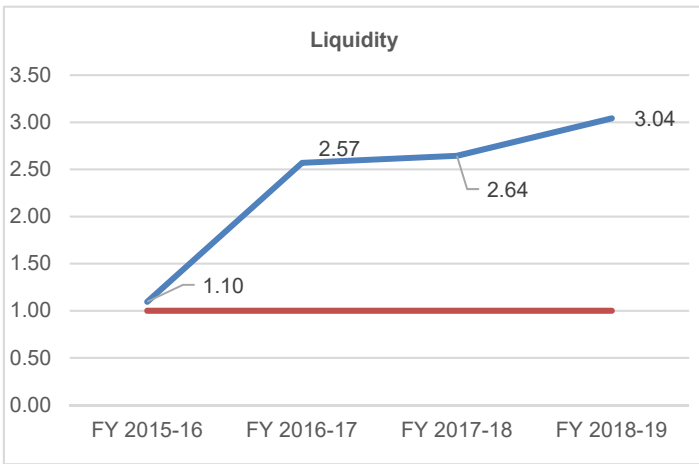
APS Charter School Site Visit 2019 - 20

### Site Visit

School: Christine Duncan Date: April 27, 2020

Name of Reviewer(s): Roberta Velasquez

### Financial Performance





### Financial Compliance

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

Compliant	Non-compliant	Comments
<b>Chief Procurement Officer Compliance</b>		
<ul style="list-style-type: none"> <li>Provide Chief Procurement Officer certificate</li> </ul>		
X		Jesus Moncada received his current CPO certificate Aug. 5, 2019.
<b>Finance and Audit Subcommittee</b>		
<ul style="list-style-type: none"> <li>List of Finance Committee members</li> <li>List of Audit Committee members</li> </ul>		
X		The Finance Committee is comprised of all GC members. Since all Finance Committee meetings are a quorum of the GC all meetings must comply with The Open Meetings Act. The Audit Committee has the required number of members and volunteers.
<b>Status of 218 Agreement</b>		
<ul style="list-style-type: none"> <li>Provide the Modification approval letter</li> </ul>		
X		CDHA received their approval letter for the Section 218 Agreement 1/11/12
<b>Financial Documents listed on Website</b>		
	X	No financial reports are posted on the website. This does not comply with best practices for transparency to the public.
<b>Employment Documents</b>		
<ul style="list-style-type: none"> <li>I-9 for employees hired in the last 12 months or newest employee hired (minimum of 2)</li> <li>W-4 for same employee</li> </ul>		
X		Employee files for Marquez, Lee, Herrera, Chong and Orozco-Escobar all contained completed I-9 and W-4 forms.



**Financial Audit**

Yes	No	Comments
<b>Financial Reporting</b> <ul style="list-style-type: none"> <li>• GC minutes from most recent GC meeting</li> <li>• Financial reports provided to Governing Council</li> </ul>		
X		GC minutes were available for August 21, 2019. Financial reports provided to the GC include: Fund/Resource Balance Recap, Disbursements, Check Register, Bank Reconciliation and BARs (as needed).
<b>Bank Reconciliation</b> <ul style="list-style-type: none"> <li>• Most recent approved bank reconciliation.</li> <li>• Most recent prepared bank reconciliation if reconciliation has not been approved</li> </ul>		
X		Reviewed March 2020 Bank reconciliation
<b>Inventory</b> <ul style="list-style-type: none"> <li>• All purchasing documentation for any capital asset purchased after July 1 of current fiscal year</li> <li>• Documentation for any assets purchased with Federal funding (Object codes: 57331 and 57332)</li> </ul>		
X		Principal is signing all requisitions. He is also the CPO. Christine Duncan will review your policies regarding requisitions to determine if revision is necessary.
<b>Journal Entries</b> <ul style="list-style-type: none"> <li>• All Journal entries made in current fiscal year. Must be approved by second party and have all supporting documentation.</li> </ul>		
N/A		None as of date of site visit.
<b>Cash Receipts</b> <ul style="list-style-type: none"> <li>• Copy of Internal controls policy regarding cash receipts</li> <li>• Cash receipts log or receipt books</li> <li>• Documentation for bank deposit of cash receipts for previous month</li> </ul>		
X		Revised internal control. Cash receipt ledger being kept at school to match to deposit slip.



**Christine Duncan's Heritage Academy**  
2019-20 Spring Site Visit Report

**Payroll Reports**

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

X		CRS-1 for August 2019 submitted 9/24/19, ERB for August 2019 submitted 9/16/19, RHC for August 2019 submitted 9/9/19 and NMPSIA for September submitted 9/10/19.
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**Comments:**

Christine Duncan will review policy regarding requisitions to determine if revision is necessary.



<b>Special Education review</b> Date: <u>4/27/20</u> Reviewer: <u>Patricia Espinoza</u>		
Grades: <u>PK-8</u> Total Enrollment: <u>441</u> SWD: <u>71</u> GI: <u>5</u>		
SPED providers: <u>4-Sp. Ed. Teachers, including Sp. Ed. Coordinator, 1-SW, 1-EA</u>		
Contracted: <u>Diagnostician, SLP, OT</u>		
<b>Follow-up to Fall 2019 site visit</b>		
Concerns from Fall Site Visit – 10/8/19	Recommendations	Evidence of Improvement During Current Visit
<ul style="list-style-type: none"> <li>• <b>Christine Duncan has no pending previously identified concerns.</b></li> </ul>		

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

<b>Current Site Visit – 4/27/20</b>	
<b>1. Processes and Accountability</b>	<b>25 points</b>
<i>*See links to state and federal regulations for additional guidance</i>	
<b>1.a. The school has documentation of a properly-constituted SAT at each school</b> , which includes the student's parents and the student (as appropriate), shall conduct the student study process and consider, implement and document the effectiveness of appropriate research-based interventions utilizing curriculum-based measures. 6.29.1.9(E)(2) NMAC <i>*Meeting can be conducted without parent</i>	
<ul style="list-style-type: none"> <li>a. The school has a written policy and procedure for the SAT Process – 1 point <u>1</u></li> <li>b. The school provided documentation for SAT chair training (certificate, sign in document) – .5 points <u>.5</u></li> <li>c. The school provided documentation for Staff training on SAT process (agenda &amp; sign in doc) – 1.5 points <u>1.5</u></li> <li>d. The school provided a copy of the SAT student log – .5 points <u>.5</u></li> <li>e. SAT file reviewed contained documentation for parent invitation/participation, SAT meeting notes, Tier I documentation and Tier II interventions – 1.5 points <u>1.5</u></li> </ul>	Total points = <u>5</u> /5
<b>1.b. 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)	
The school has a policy that states their provision of a free appropriate public education for all students with disabilities – 2 points	
	Total points = <u>2</u> /2



**Christine Duncan’s Heritage Academy**

2019-20 Spring Site Visit Report

<p><b>1.c. 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 <u>1.5 Incomplete</u>  b) The school has a written description for completing Reevaluations - 2 points <u>2</u>  c) The school has an updated master spreadsheet with student demographics, IEP and Reevaluation due dates - 3 points <u>3</u></p> <p style="text-align: right;">Total points = <u>6.5</u>/7</p>
<p><b>1.d. The School has Discipline plan that outlines implementation of school wide discipline policy for Students with Disabilities. Discipline policy includes specific provisions for students with disabilities and plan for the school to utilize IEP in discipline of students with disabilities - 3 points</b></p> <p style="text-align: right;">Total points = <u>3</u>/3</p>
<p><b>1.e. 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> <p style="text-align: right;">Total points = <u>3</u>/3</p>
<p><b>1.f. 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> <p style="text-align: right;">Total points = <u>3</u>/3</p>
<p><b>1.g. Special Education Coordinator Training Attendance – APS sponsored – Each item - .25 points</b>  Sep. 2019 <u>Yes</u>    Nov. 2019 <u>Yes</u>    Jan. 2020 <u>Yes</u>    March 2020 <u>Yes</u></p> <p style="text-align: right;">Total points = <u>1</u>/1</p>
<p><b>1.h. 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> <p style="text-align: right;">Total points = <u>1</u>/1</p>
<p><b><u>1. Processes and Accountability</u></b> <span style="float: right;">Total points= <u>24.5</u> / 25 points = <u>98%</u></span></p>



<p><b>2. IEP Compliance</b></p> <p>For every special education site visit, <b>ONE IEP</b> for students with disabilities will be reviewed. The following parts of the IEPs reviewed are in compliance.</p> <p>See links to state and federal regulations for additional guidance. <span style="float: right;"><b>17 points*</b></span></p> <p><b>TWO IEPs were used in order to review all areas.</b> *Points will be adjusted to reflect all areas reviewed</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 - 1 point</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>3</u>/3</b></p>	
<p><b>2.b. Primary and Secondary (if applicable) Eligibility are identified correctly in the IEP.</b></p> <p>Each IEP - .33 points <span style="float: right;"><b>Total points = <u>.66</u>/.66</b></span></p>	
<p><b>2.c. 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 - 1.67 points</b> <span style="float: right;"><b>Total points = <u>3.34</u>/3.34</b></span></p>	
<p><b>2.d. 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 - 1.67 points</b> <span style="float: right;"><b>Total points = <u>3.34</u>/3.34</b></span></p> <p><b>Ensure Goals are achievable.</b></p>	
<p><b>2.e. 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 - 1.67 points</b> <span style="float: right;"><b>Total points = <u>3.34</u>/3.34</b></span></p>	
<p><b>2.f. 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 - 1.67 points</b> <span style="float: right;"><b>Total points = <u>3.34</u>/3.34</b></span></p>	
<p><b>2.g. 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 - 1.33 points</b> <span style="float: right;"><b>Total points = <u>2.66</u>/2.66</b></span></p>	
<p><b>2.h. 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 - 1.67 points</b> <span style="float: right;"><b>Total points = <u>3.34</u>/3.34</b></span></p>	





**Christine Duncan's Heritage Academy**  
2019-20 Spring Site Visit Report

<p><b>2.i. 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 – .67 points</b> <span style="float:right"><b>Total points = <u>1.34</u> /1.34</b></span></p>
<p><b>2.j. 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 – .67 points</b> <span style="float:right"><b>Total points = <u>1.34</u> /1.34</b></span></p>
<p><b>2.k. 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 – .67 points</b> <span style="float:right"><b>Total points = <u>.67</u> /1.34</b></span></p> <p><b>IEP #1 – Missing Parent notification</b></p>
<p align="center"><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.l. 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 – .66 points</b> <span style="float:right"><b>Total points = <u>1.32</u> /1.32</b></span></p>
<p><b>2.m. 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>Must meet all requirements per IEP – Each IEP – .33 points</b> <span style="float:right"><b>Total points = <u>N/A</u> /.66</b></span></p>
<p><b>2.n. 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>Must meet all requirements per IEP – Each IEP – .66 points</b> <span style="float:right"><b>Total points = <u>N/A</u> /1.32</b></span></p>
<p><b>2.o. 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>Must meet all requirements per IEP – Each IEP – .33 points</b> <span style="float:right"><b>Total points = <u>N/A</u> /.66</b></span></p>
<p><b><u>2. IEP Compliance</u></b> <span style="float:right"><b>Total points= <u>27.69</u> /28.36 points = <u>98%</u></b></span></p>



<p><b>3. Transition Compliance</b></p> <p><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> <p><b>Only ONE TRANSITION IEP will be reviewed during the current site visit,</b></p> <p align="right"><b>8 points</b></p>	
<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 – .67 points</b></p>	<p><b>Total points = <u>.67</u>/.67</b></p>
<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 – .67 points</b></p>	<p><b>Total points = <u>.67</u>/.67</b></p>
<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 – .67 points</b></p>	<p><b>Total points = <u>.67</u>/.67</b></p>
<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 – .66 points</b></p>	<p><b>Total points = <u>.66</u>/.66</b></p>
<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 – .67 points</b></p> <p><b>IEP #2 – Missing Coordinated Transition Activities</b></p>	<p><b>Total points = <u>0</u>/.67</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 – .67 points</b></p>	<p><b>Total points = <u>.67</u>/.67</b></p>



<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 - .67 points</b></p>	<p><b>Total points = <u>.67</u>/.67</b></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 - .66 points</b></p>	<p><b>Total points = <u>.66</u>/.66</b></p>
<p><b>3.i. Expected Diploma Type</b> - The IEP for each child with a disability in grades 8 through 12 is developed, implemented and monitored in compliance with all applicable requirements of the department's Standards for Excellence, (Chapter 29 of Title 6 of the NMAC), and these or other department rules and standards. The graduation plan shall be integrated into the transition planning and services provided in compliance with 34 CFR Secs. 300.320 NMAC NMAC(b), 300.324 NMAC NMAC(c).</p>	
<p><b>Must meet all requirements per IEP - Each IEP - .33 points</b></p>	<p><b>Total points = <u>.33</u>/.33</b></p>
<p><b>3.j. 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 - .33 points</b></p>	<p><b>Total points = <u>.33</u>/.33</b></p>
<p><b>3.k. The school meets the PED target of at least 80% of their students are on a standard graduation option per STARS report. Each reporting period - .33 points</b></p>	
<p>40<sup>th</sup> <u>Yes</u>      80<sup>th</sup> <u>Yes</u>      120<sup>th</sup> <u>Yes</u></p>	<p><b>Total points= <u>1</u>/1</b></p>
<p><b>3.l. Special Education IEPs submitted on time for SPP 13 upload - 1 point</b></p>	
<p>SPP 13 IEP upload <u>Yes</u></p>	<p><b>Total points = <u>1</u>/1</b></p>
<p><b><u>4. Transition Compliance</u></b></p>	
<p align="right"><b>Total points= <u>7.33</u> / 8 points = <u>92%</u></b></p>	



4. Evaluation Compliance

Only ONE REEVALUATION will be reviewed during the current site visit.

The following parts of the Evaluations reviewed are in compliance

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

19 possible points\*

\*Points will be adjusted to reflect all areas reviewed

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

Each reporting period - 1 point

40th Yes 80th Yes 120th Yes Total points= 3/3

4.b. The Re-evaluations are current per STARS report. Schools shall reevaluate a child with a disability at least once every three (3) years, unless the parent and the district agree that a reevaluation is unnecessary. (34 C.F.R. § 300.303(b)(2)) - Each reporting period - 1.33 points

40th Yes 80th Yes 120th Yes Total points= 4/4

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

Each evaluation's PWN - 1 point

Total points= 0/1

Student #1 - Missing PWN notifying parents of the intent to Reevaluate.

4.d. Consent for Initial Evaluation/Reevaluation with testing - Parental consent for initial evaluation. (1)(i) The public agency proposing to conduct an initial evaluation to determine if a child qualifies as a child with a disability under § 300.8 must, after providing notice consistent with §§ 300.503 and 300.504, obtain informed consent, consistent with § 300.9, from the parent of the child before conducting the evaluation. Parental consent for reevaluations. Must obtain informed parental consent, in accordance with § 300.300(a)(1), prior to conducting any reevaluation of a child with a disability. 34 CFR 300.300(a) &(c)(1)(i)

Each evaluation's consent - 2 points

Total points= 2/2

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

Each evaluation's report - 2 points

Total points= 2/2



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

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

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

**30 days initial placement timeline - 2 points** **Total points= N/A/2**

File reviewed included a Reevaluation

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

**Consent for initial placement - 2 points** **Total points= N/A/2**

File reviewed included a Reevaluation

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

**REED document – 4 points** **Total points= 2/4**

Student #1 – REED is missing parent input, current data and documentation of participants (received partial points)

**4. Evaluation Compliance** **Total points= 16 / 19 points = 84%**



Concerns from Current Visit – 4/27/20	Recommendations	Action Plan (with completion dates)
<p><b>2.k. IEP Compliance - Parent Notification</b>  <a href="#">IEP #1 – Missing Parent notification</a></p>	<p>To ensure parent participation, the school should notify parents of the meeting early enough to ensure that they will have an opportunity to attend. A copy of the notification should be included in the student’s confidential file.</p>	<p>Ensure a parent notification is given to parents with ample time to make arrangements to attend the meeting.</p> <p><b><i>Review fall 2020-21 SY</i></b></p>
<p><b>3.e. Transition Plan – Coordinated Transition Activities</b>  <a href="#">IEP #2 – Missing Coordinated Transition Activities</a></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.</p> <p><b><i>Review fall 2020-21 SY</i></b></p>
<p><b>4.c. Evaluation-PWN – Prior Written Notice of intent to Evaluate/Reevaluate</b>  <a href="#">IEP # 1 – Missing PWN notifying parents of the intent to evaluate.</a></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.</p> <p><b><i>Review fall 2020-21 SY</i></b></p>
<p><b>4.i. Evaluation – REED – Review of Existing Evaluation Data</b>  <a href="#">Student #1 – REED is missing parent input, current data and documentation of participants</a></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 required current data pieces.</p> <p><b><i>Review fall 2020-21 SY</i></b></p>