

Special Education Review

0-59% - Does not Meet	60-79% - Working to Meet	80-100% - Meets
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1. Processes and Accountability	Total points= 29.0 / 32.0 = 91%
2. IEP Compliance	Total points= 33.5 / 35.0 = 96%
3. Transition Compliance	Total points= 17.0 / 18.0 = 94%
4. Evaluation Compliance	Total points= 29.0 / 32.0 = 91%

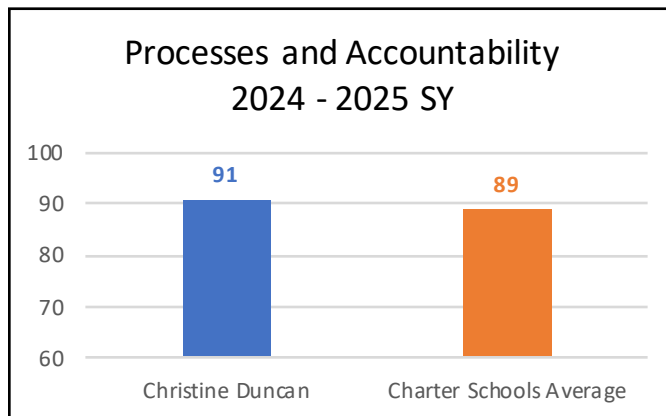
Follow-up to previous site visit from [Spring 2024](#)

[Christine Duncan's Heritage Academy has no pending items from the spring 2024.](#)

*** Highlighted** items have not been completed. Follow-up will be conducted in the fall 2025.

Current site visit - Spring 24-25

Reviewer: **Patricia Espinoza** Date: **2/27/25 & 5/15/25**
 Grades: **PK-8th** Total Enrollment: **with** SWD: **85** GI: **1**
 Sp. Ed. Providers: **4-SE Teachers, 1-SE Director, 2-SW, 4-SEE.A.s**
 Contracted: **1-Diag, 1-OT, 1-SLP, 1-RT**



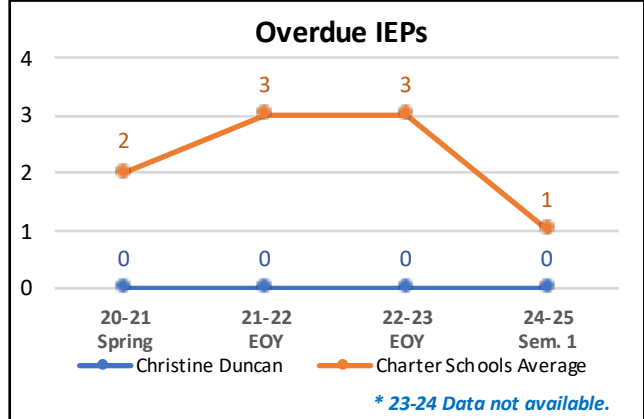
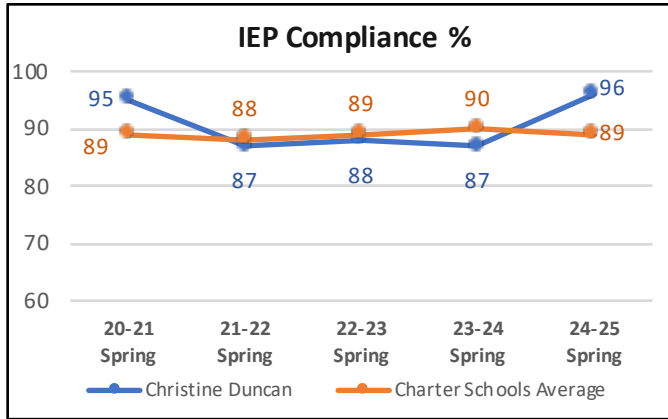
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1. Processes and Accountability	3+ points
<i>*See links to state and federal regulations for additional guidance.</i>	
1.a. The school has Special Education Policies and procedures that address implementation of IDEA and New Mexico Special Education Rules. The school has a policy that states their provision of a free appropriate public education for all students with disabilities – 2 points	Total points= 2 / 2
1.b. The school has approved policies and procedures that are consistent with State policies and procedures. – 5 points	Total points= 5 / 5
1.c. The school has a written process that documents how they complete annual IEPs – 2 points	Total points= 2 / 2
1.d. The school has a written process that documents how they complete Initial and Tri-annual Re-evaluations. – 2 points	Total points= 2 / 2
1.e. The school has a written process that documents how they complete Post-School Outcomes Surveys – SPP-14. – 2 points N/A - Requirement only for High Schools.	Total points= 0 / 0
1.f. 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	Total points= 3 / 3
1.g. School has approved policies and procedures for the use of restraint and seclusion techniques and documentation and reporting of restraint and seclusion incidents. This requirement includes designated, Trained School Personnel. – 5 points Policy missing key requirements (-1 point)	Total points= 4 / 5
1.h. The school has a written Gifted Education Program Plan that includes process for Gifted referral, identification and placement. – 3 points	Total points= 3 / 3
1.i. Special Education Coordinator Training Attendance – APS sponsored – Each reporting period - 1 point Sep. 2024 <u>YES</u> Nov. 2024 <u>YES</u> Mar. 2025 <u>YES</u> Apr. 2025 <u>YES</u>	Total points= 3.5 / 4
March - late to training, when it was almost over (-.5 points)	
1.j. The school special education department is fully staffed, and Special Education caseloads are balanced and with a licensed special education teacher per STARS/Nova report. Caseload waivers are appropriate for school size – Each reporting period - 2 points 40th <u>NO</u> 80th <u>NO</u> 120th <u>NO</u>	Total points= 4.5 / 6
40th & 120th only SLP was over (-.5 points each count), 80th, one teacher required waiver when there was room with other providers for the overage (-.5 point)	
1.k. The school has completed pending items from the previous site visit, by the agreed deadline. – 2 points per file	Total points= 0 / 0
N/A - No pending items from previous site visit.	
1. Processes and Accountability	Total 29 / 32 points

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2. IEP Compliance

The following parts of the IEP reviewed are in compliance.

*See links to state and federal regulations included in the site visit protocol for additional guidance.

35+ possible points*

Two IEPs reviewed

*Points will be adjusted to reflect all areas reviewed.

2.a. The IEPs reviewed are current per STARS/Nova report. - Each reporting period - 3 points, 1-overdue IEP = 2 points; 2-overdue IEPs = 1 point; 3+ overdue IEPs= 0 points.

40th YES 80th YES 120th N/A

Total points= 6 / 6

No overdue IEPs for the 40th or 80th day.

2.b. PLPs-Present levels of performance- Includes scores, data and narratives. Must meet all requirements per IEP.

- Each IEP - 2 points

Total points= 3 / 4

IEP #1 - Incomplete present levels, missing health information and the cover has the wrong date (-.75 points)

2.c. Goals - The IEP includes at least one Academic and one Functional Goals. Must meet all requirements per IEP.

- Each IEP - 2 points

Total points= 4 / 4

IEP #1 - Two goals' end date is incorrect (-.25 points)

2.d. PTGs-Goals must include measurable progress towards goals. Must meet all requirements per IEP.

- Each IEP - 2 points

Total points= 2 / 2

IEP #2 - N/A - Initial placement

2.e. Schedule of Services - Accurately reflects beginning date, frequency, duration and location of services, including related services. Must meet all requirements per IEP.

- Each IEP - 2 points

Total points= 4 / 4

2.f. LRE- data based and reflects how the student is placed within the continuum of service, in the Least Restrictive Environment. Must meet all requirements per IEP

- Each IEP - 1 point

Total points= 2 / 2

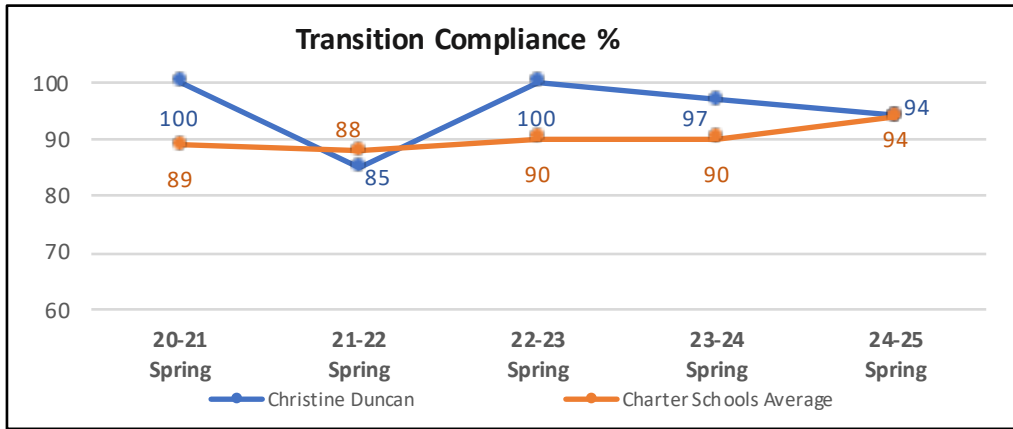
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<p>2.g. PWN- Prior Written Notice - Records all proposals by school and parents- documents what was discussed including the continuum of services. Must meet all requirements per IEP - Each IEP - 2 points Total points= 4 / 4 <i>IEP #1 - PWN contains an error and missing data to justify related services (-.5 points)</i></p>
<p>2.h. IEP Team Participants-All required IEP Team Meeting Participants are included in the signature page. Must meet all requirements per IEP - Each IEP - 1 point Total points= 2 / 2</p>
<p>2.i. Parent Involvement: Parent participation and input is recorded in the IEP. Must meet all requirements per IEP. - Each IEP - 1 point Total points= 2 / 2</p>
<p>2.j. Parent notification: Parent invitation to the IEP meeting. Must meet all requirements per IEP. - Each IEP - 1 point Total points= 2 / 2</p>
<p><i>The following items will be reviewed only for IEPs that include data indicating these items should be addressed by the IEP team.</i></p> <p style="text-align: right;"><i>Total points will be adjusted accordingly.</i></p>
<p>2.k. Testing Accommodations. Must meet all requirements per IEP. - Each IEP - 1 point Total points= 2 / 2</p>
<p>2.l. FBA/BIP if appropriate / Health Plan if appropriate <i>IEP #1 - Health plan included</i> Alternate Assessment addendum, if appropriate. <i>N/A</i> ESY - The school has ESY eligibility data recorded for every student receiving Extended School Year services. <i>N/A</i> Each item per IEP - 1 point Total points= 1 / 1</p>
<p>2. IEP Compliance Total points= 33.5 / 35 Points</p>

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3. Transition Compliance	
The transition plans for students with disabilities (age 14+) are in compliance with Indicator 13.	
<i>*See links to state and federal regulations included in the site visit protocol for additional guidance.</i>	
18+ possible points*	
<u>Two</u> Transition IEPs reviewed.	<i>*Points will be adjusted to reflect all areas reviewed.</i>
3.a. Measurable post-secondary goals. Employment & Education/Training - Must meet all requirements per IEP - Each IEP - 1 point	Total points= 2 / 2
3.b. Post-secondary goals updated annually. IEP must be current. Must meet all requirements per IEP. - Each IEP - 1 point	Total points= 2 / 2
3.c. Transition assessment. Must meet all requirements per IEP. - Each IEP - 1 point	Total points= 2 / 2
3.d. Graduation path - Includes justification for rejecting Standard grad. path. Must meet all requirements per IEP - Each IEP - 1 point N/A - Both students graduating on the Standard graduation path.	Total points= 0 / 0
3.e. Student on target to graduate. If NO, documentation is included describing concerns and a plan to address the concerns. Must meet all requirements per IEP - Each IEP - 1 point N/A - Both students are on target with graduation requirements.	Total points= 0 / 0
3.f. Course of study. Must meet all requirements per IEP - Each IEP - 1 point	Total points= 2 / 2
3.g. Coordinated transition activities. Must meet all requirements per IEP. - Each IEP - 1 point	Total points= 2 / 2

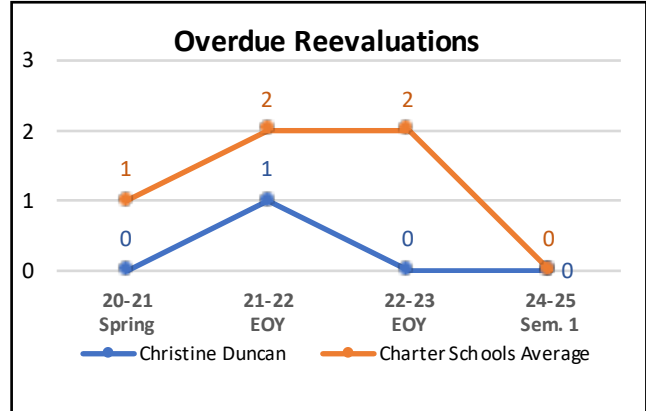
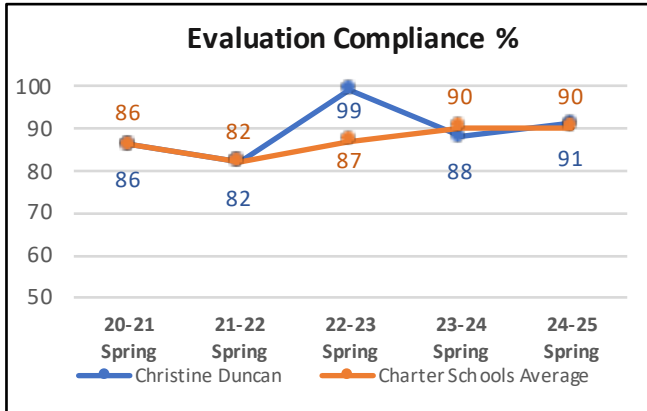
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3.h. Annual goals related to post school goals. Must meet all requirements per IEP. – Each IEP – 1 point	Total points= 2 / 2
3.i. Student invited to IEP team meeting. Must meet all requirements per IEP. – Each IEP – 1 point	Total points= 2 / 2
3.j. Participating outside agency. Must meet all requirements per IEP. – Each IEP – 1 point	Total points= 2 / 2
3.k. Transfer or rights at the age of majority. Must meet all requirements per IEP. – Each IEP – 1 point IEP #1 - Annual notification of the transfer of rights date was not updated. (-1 point)	Total points= 1 / 2
3.l. IEPs submitted for SPP13 upload are compliant – 2 points each file Number of compliant IEPs 0 out of 0 N/A - The school was not selected for review.	Total points= 0 / 0
3.m. Compliant IEPs submitted by APS internal deadline for SPP 13 upload – 2 points each file SPP 13 IEP file upload due date: 1/13/25 File upload date completed: N/A Number of compliant IEPs submitted by the deadline 0 out of 0 N/A - The school was not selected for review.	Total points= 0 / 0
3.n. Post-School Outcomes Survey, SPP Indicator 14. PSO surveys completed and uploaded by September 15, 2023 –5 points N/A - Requirement only for High Schools.	Total points= 0 / 0
3. Transition Compliance	Total points= 17 / 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.

30+ possible points*

One Evaluation reviewed

*Points will be adjusted to reflect all areas reviewed.

4.a. The school is in compliance with **Indicator 11** per STARS/Nova report (60-day timeline: signed consent/date evaluation is complete). - **Each reporting period – 1 point**

40th YES 80th YES 120th N/A

Total points= 3 / 3

Met 60 day timeline for 40th, 80th, and 120th day.

4.b. The **Re-evaluations** are current per STARS/Nova report. - **Each reporting period – 3 points, 1-overdue Eval = 2 points; 2-overdue Evals = 1 point; 3+ overdue Evals = 0 points**

40th YES 80th YES 120th N/A

Total points= 6 / 6

No Overdue Reevaluations for 40th or 80th day.

4.c. REED – Review of existing evaluation data.

REED document – 5 points

Total points= 2 / 5

IEP #2 - Review of Existing data from the SAT team is missing many components. There is no documentation of actual meetings. (-3 points)

4.d. PWN – Prior Written Notice of intent to Evaluate/Reevaluate – *Notice* .

Evaluation's PWN - 2 points

Total points= 2 / 2

4.e. Consent for Initial Evaluation/Reevaluation with testing - *Parental consent for initial evaluation, or Parental consent for reevaluations.*

Evaluation's consent – 3 points

Total points= 3 / 3

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4.f. Initial Evaluation/Reevaluation Report - <i>*Initial Evaluation and Written Evaluation report shall be completed within 60 calendar days of receiving parental consent for evaluation.</i> <i>*The evaluation report shall be provided to the parent at least 2 calendar days prior to the EDT meeting.</i> Evaluation's report - 3 points	Total points= 3 / 3
4.g. Eligibility Determination Team Meeting (Initial/Reevaluation). <i>*EDT meeting shall be held within 15 school days of the completion of the evaluation report.</i> Complete EDT forms per evaluation - 5 points	Total points= 5 / 5
4.h. Initial IEPs - provision of services <u>within 30 days</u> Reevaluations. Every EDT meeting must be followed by an IEP meeting. Meets 30 days initial placement timeline/IEP conducted after reevaluation - 2 points	Total points= 2 / 2
4.i. Consent for Initial Placement - Parental consent for special education services. Consent for initial placement - 3 points	Total points= 3 / 3
4. Evaluation Compliance	Total points= 29 / 32 Points

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Concerns from current site visit <u>2/27/25 & 5/15/25</u>	Recommendations	Action Plan (with completion dates)
<p>1.g. Approved policy for Restraint and Seclusion Policy is missing key requirements</p>	<p>The charter school is required to have approved policies and procedures for the use of restraint and seclusion techniques and documentation and reporting of restraint and seclusion incidents. 6.11.2.10€ NMAC This requirement includes designated, trained school personnel. The school must provide documentation of their designated personal's (crisis team) training.</p>	<p>The school must complete all Restraint and Seclusion requirements by the fall 25-26 SY. Review fall 2025</p>
<p>2.b. IEP Compliance - PLPs – Present Levels of Performance IEP #1 - Incomplete present levels, missing health information and the cover has the wrong date (-.75 points)</p>	<p>All IEPs must include a statement of the child’s present levels of academic achievement and functional performance. Including scores, data and narrative that clearly describes the area of need. Present levels must also include all related services. Review NMPED IEP Manual, Writing the IEP section - “<i>Tips on Present Levels of Academic Achievement and Functional Performance</i>” for detailed guidance.</p>	<p>Ensure all IEPs include complete present levels of performance. Review fall 2025</p>
<p>2.c. IEP Compliance - Annual Goals IEP #1 - Two goals' end date is incorrect (-.25 points)</p>	<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. Also, ensure goals end on the IEP's end date. Review fall 2025</p>
<p>2.g. IEP Compliance - PWN – Prior Written Notice IEP #1 - PWN contains an error and missing data to justify related services (-.5 points)</p>	<p>PWNs must include all items and options the Public Agency and/or Parent/guardian proposed during the IEP meeting. Proposals must include detailed documentation that supports the proposal. This page is a summary of the discussions held during the meeting. It includes information about: (but not limited to) -Provision of services and setting -Provision of Related Services & supports -Transition information (Transition services, goals, graduation path, outside agencies, transfer of rights) -State testing and accommodations -Behavioral supports</p>	<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 describes the reason(s) for acceptance or rejection. Review fall 2025</p>

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<p>3.i. Transition Plans – Transfer of rights at Age of Majority</p> <p>IEP #1 - Annual notification of the transfer of rights date was not updated. (-1 point)</p>	<p>Beginning no later than the first IEP to be in effect when the student turns fourteen (14), or younger, if determined appropriate by the IEP team, and updated annually thereafter; the IEP shall include a statement that the parent and child have been informed of the child’s rights under the IDEA that will transfer to the child on reaching the age of majority.</p>	<p>Train staff to ensure this section is completed accurately.</p> <p>Review fall 2025</p>
<p>4.c. Evaluation – REED – Review of Existing Evaluation Data</p> <p>IEP #2 - Review of Existing data from the SAT team is missing many components. There is no documentation of actual meetings. (-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 fall 2025</p>

* **Highlighted** items that have not been completed. Follow-up will be conducted in the **fall 2025**.

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