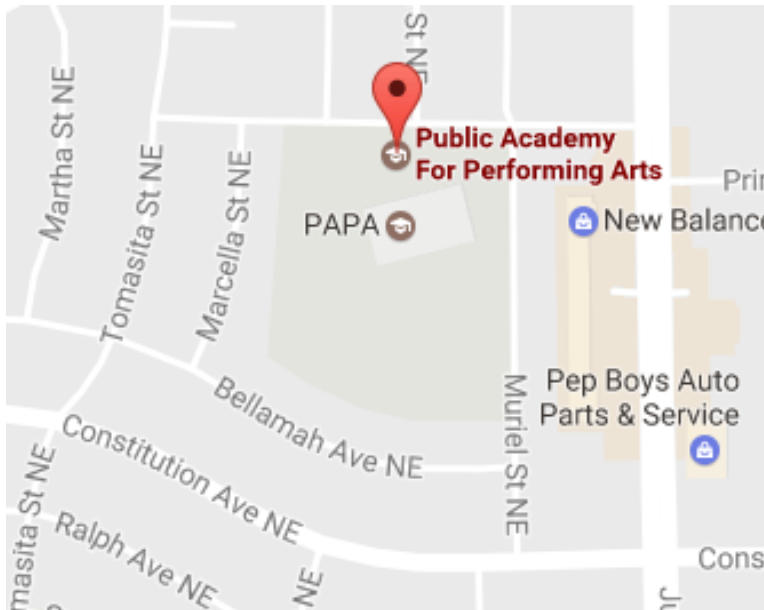


**Location**

- 11800 Princess Jeanne Ave. NE, Albuquerque, NM 87112

**School Leadership**

- Melanie Chavez, Executive Director
- Governing Board Members:
  - Elizabeth Roybal, President
  - Lisa Miller, Vice-President/(Acting) Secretary
  - Mark Huntzinger
  - Phil Krehbiel
  - Alexis Corbin
  - Barbara CampBell
  - Santana Gonzales

**Mission/Vision**

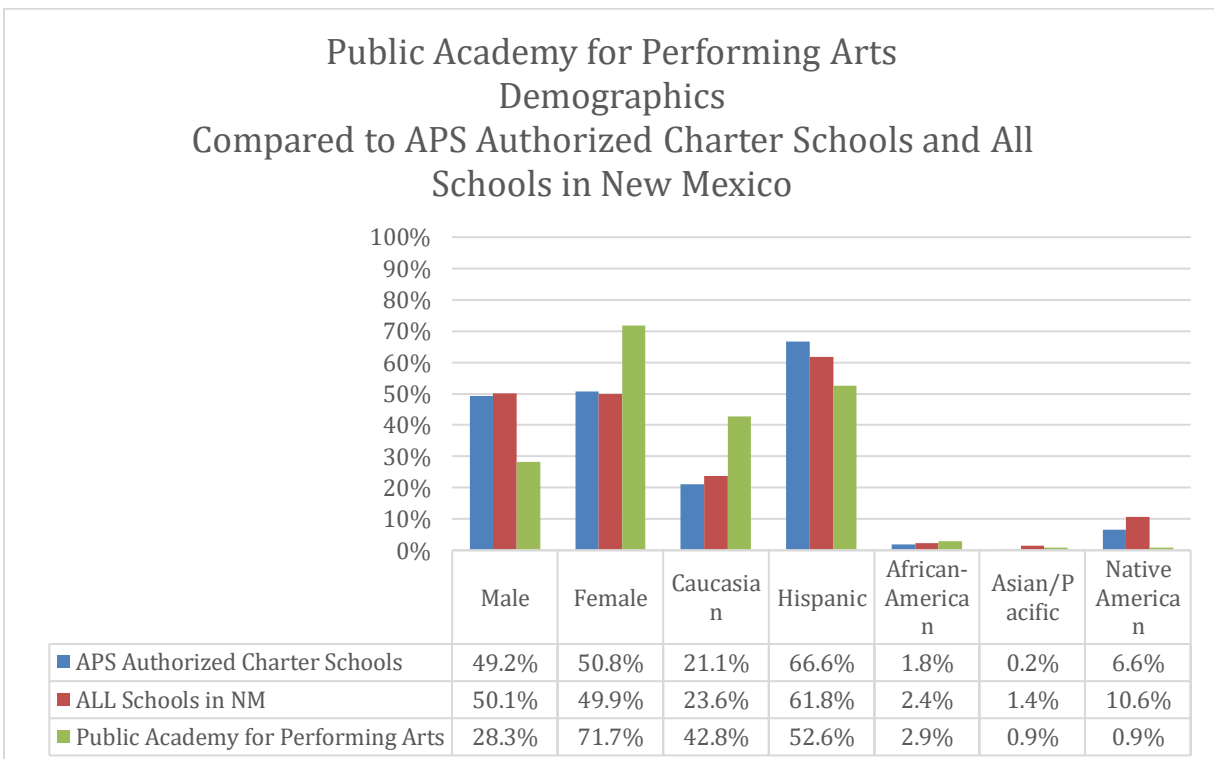
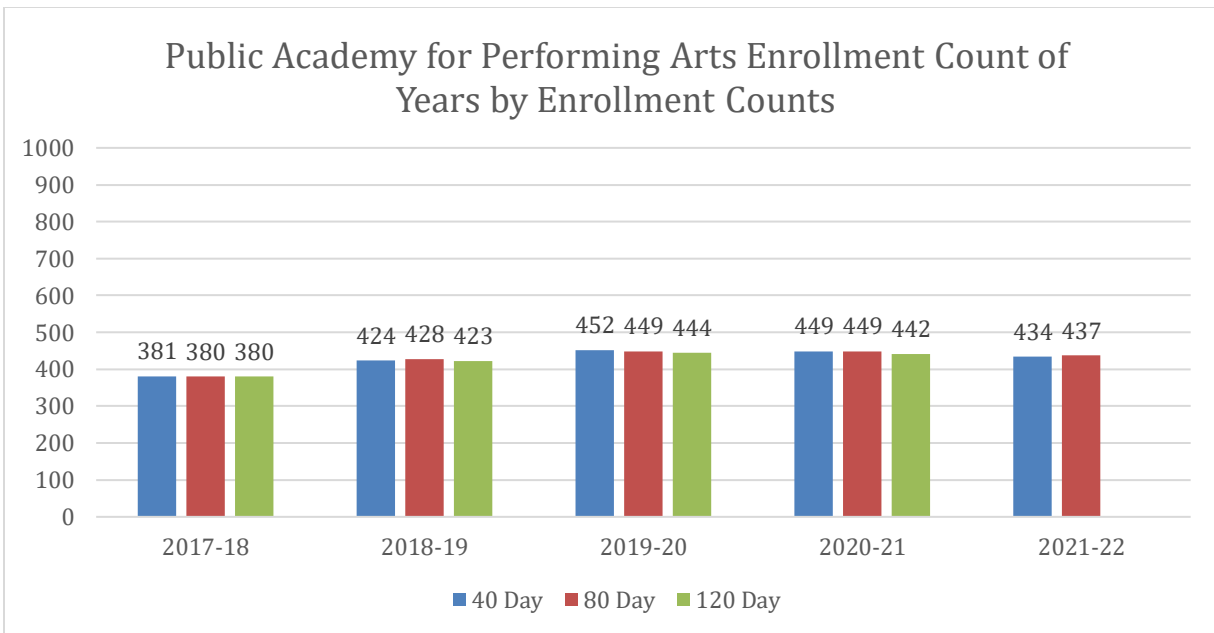
- Mission: The Public Academy for Performing Arts is a public charter school that integrates a rigorous college preparatory curriculum with the performing arts and prepares students to pursue their passions and talents.
- Vision: The Public Academy for Performing Arts will be a small, supportive educational community where students achieve high academic standards and pursue excellence in the performing arts.

**History**

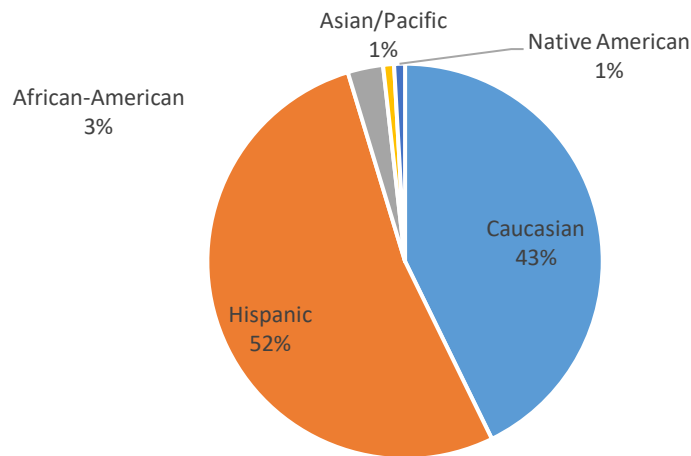
- Originally Chartered by the APS in 2000
- Renewed by APS in 2015, 2020
- Contract: July 1, 2020-June 30, 2025
  - Renewal due: October 1, 2024

### Demographics

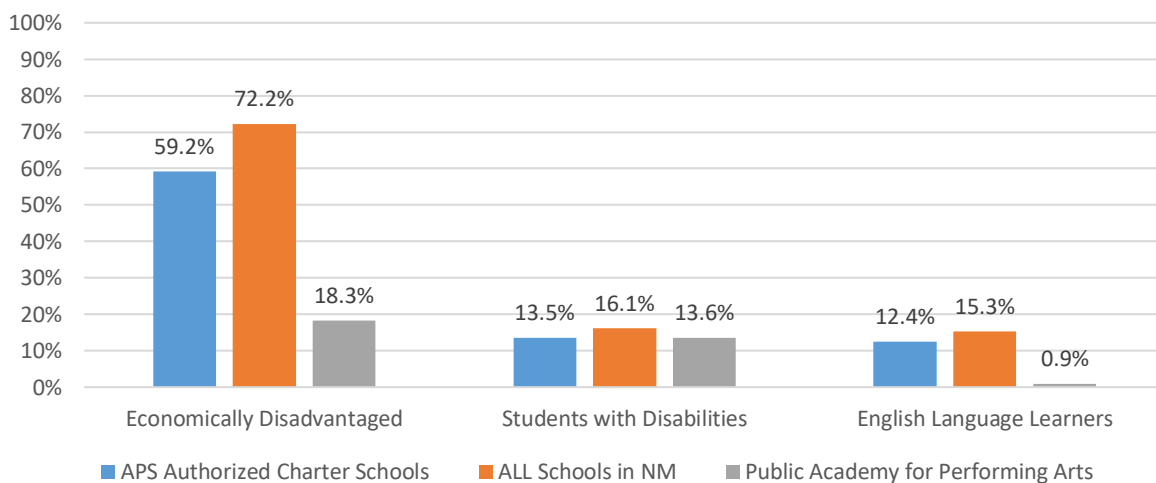
- Enrollment cap is 1,000 students. For SY 2021-22 school is budgeting for 447 students.



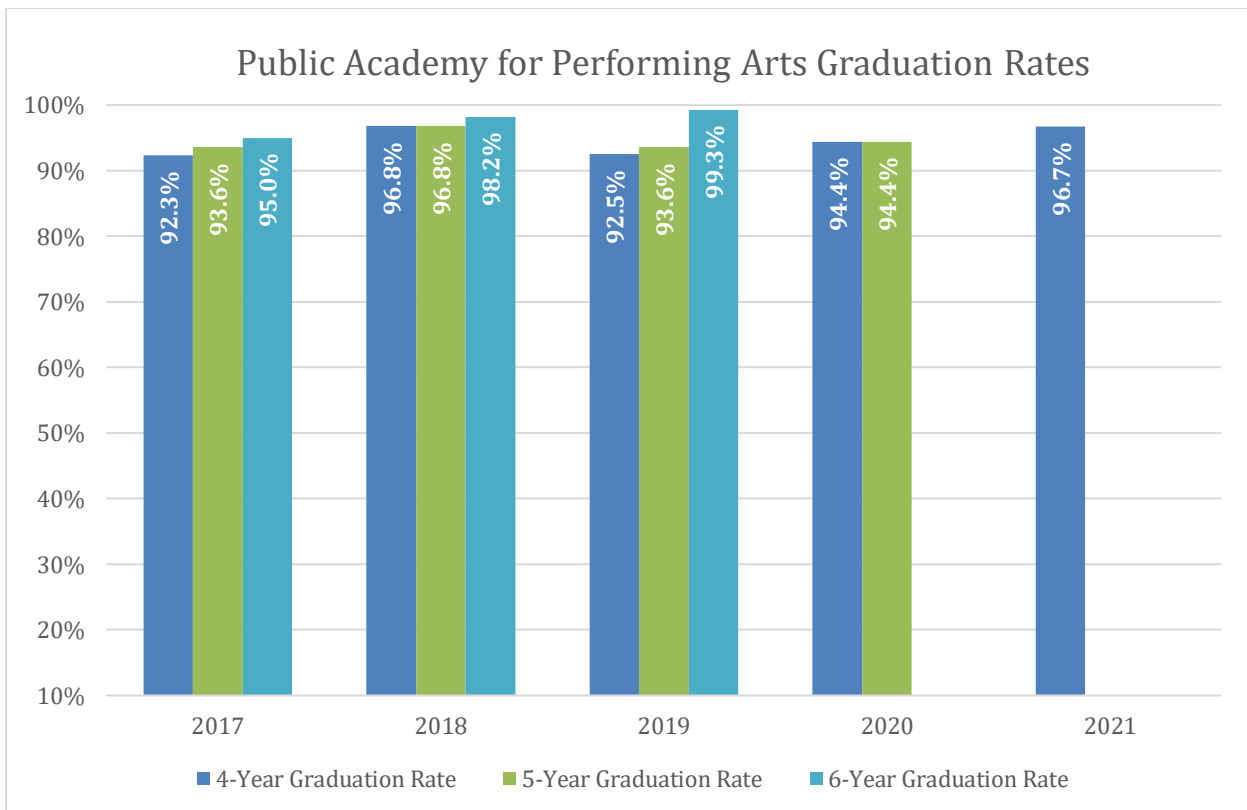
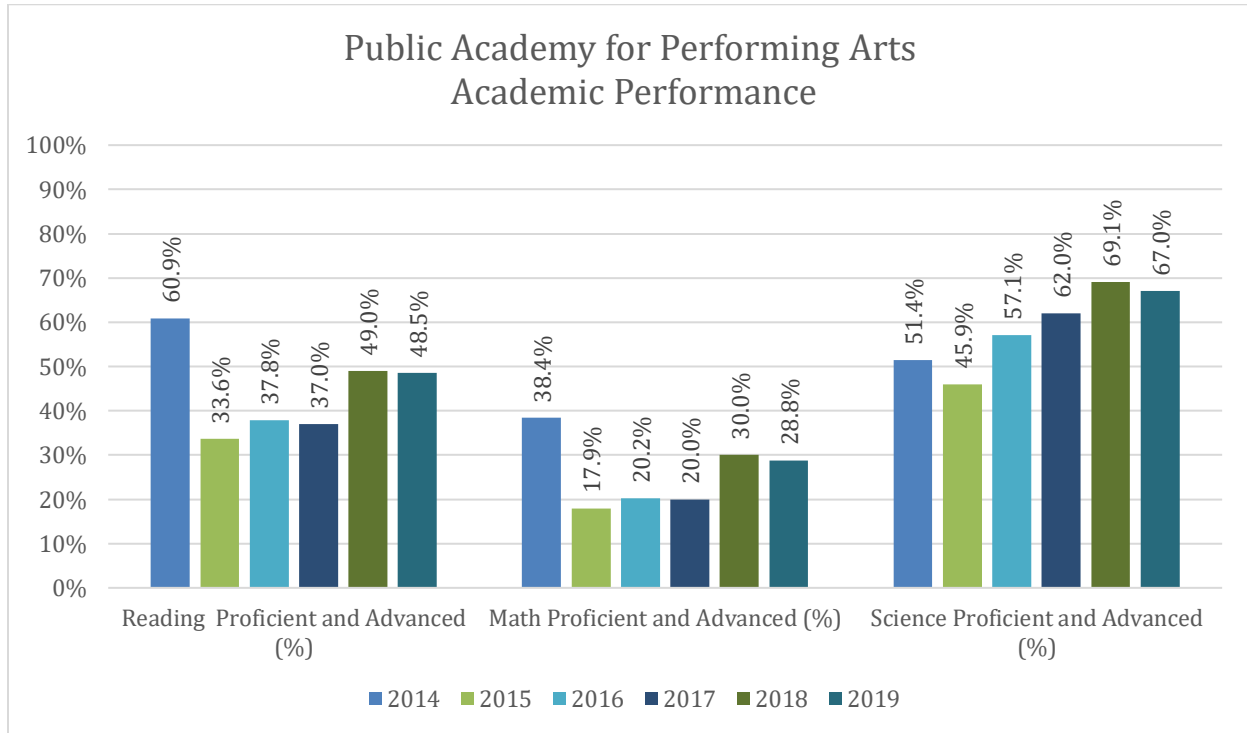
Public Academy for Performing Arts  
Racial Make-Up of Students



Public Academy for Performing Arts  
Demographic Subgroup Comparison



**Academic Performance**





Albuquerque Public Schools  
Office of Innovation and School Choice

Public Academy for Performing Arts  
Fall Visit 2021-22

<b>Academic Performance</b>	
	<b>Mission Specific Goals</b> 1) Provide goal statements for your current two mission specific goals. <i>a) If you don't have or know your two mission specific goals, go to step 3.</i> 2) Provide any data from the last calendar year if available. 3) Provide any new mission specific goals or revisions to your current goals.
	<b>2020-21 Evidence of Knowledge Gained</b> 1) How did you measure knowledge gained during the 2020-21 School Year? 2) Provide data from the 2020-21 School Year? 3) What strategic changes have you made from the data analysis? 4) During the start of the 2021-22 School Year, what did you use to measure student's levels of academic performance? 5) Are there any major changes to your use of assessments and how you will analyze and respond to the data?
	<b>Staff and Student Support</b> 1) How did you support staff and students during the start of this school year? 2) Describe any strategic initiatives you did for staff, including professional development to help them prepare for the year.
<i>For Spring Site Visit</i>	<b>Re-Entry Plan (Spring)</b> ⇒ <i>Section will be reviewed in the Spring.</i> ⇒ <i>Expectations will be updated and shared by February 2021</i>
	<b>Strategic Planning (90-Day Plan in New Mexico DASH – Fall)</b> 1) Provide highlights of your 90-day plans 2) How has the focus, on changing adult behavior for improvement in academic achievement, impacted your school? 3) How is this related to your strategic plan and mission?
<i>For Spring Site Visit</i>	<b>Strategic Planning (90-Day Plan in New Mexico DASH – Spring)</b> 1) Provide highlights of your 90-day plans 2) How has the focus, on changing adult behavior for improvement in academic achievement, impacted your school? 3) How is this related to your strategic plan and mission?
<b>Educational Plan</b>	
<i>For Spring Site Visit</i>	<b>Mission of the School</b> 1) Describe how you have been able to maintain your mission during virtual/hybrid education.
<i>For Spring Site Visit</i>	<b>Teaching Aligned to Mission</b> • <i>Possible virtual classroom observation in the Spring</i>
	<b>Education Law Compliance</b> 1) Describe how you are supporting students in improving attendance. 2) Describe any improvements you have made to your attendance policy.
	<b>Social/Emotional Support of Students</b> 1) Describe how you have supported students social/emotional needs.
<i>For Spring Site Visit</i>	<b>Discipline Policies and Practices</b> 1) Describe or Provide a copy of the data that you used to analyze discipline.

Albuquerque Public Schools  
Office of Innovation and School Choice

Public Academy for Performing Arts  
Fall Visit 2021-22

	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>	<b>Controversial Issues</b> 1) Provide a copy of your instruction of controversial issues policy
<i>For Spring Site Visit</i>	<b>English Learners</b> 1) Describe how you have supported English Learners. 2) Updated Protocol for the Spring
<b>Governing Council</b> - <i>For the following items please provide the information in the Google Document, located on the Google Drive titled "Governing Council Information."</i>	
	<b>Bylaws/Policies</b> – Updated September 29, 2020
	<b>Controversial Issues</b> <a href="#">I.09 Teaching About Controversial or Sensitive Issues — Albuquerque Public Schools (aps.edu)</a>
	<b>Membership/Regular Meetings</b>
	<b>Training</b>
	<b>Oversight of School Management</b> C.12.1 EXECUTIVE DIRECTOR'S EVALUATION (Updated October 29, 2019) An effective working relationship between the Executive Director and the Council is essential to the successful operation of PAPA. The development and maintenance of such a relationship may be assisted by a periodic review of the Executive Director's diverse responsibilities accompanied by an appraisal of the Executive Director's performance. Based on a process and criteria that is based on Public Education Department guidance, that are mutually agreeable to the Council and Executive Director, the Council will evaluate the Executive Director's effectiveness. The evaluation document and procedures to be used will be reviewed and approval annually by the Council and the Executive Director.
<b>Employees</b>	
<i>For Spring Site Visit</i>	<b>Licensure</b> • Will be measured through STARS Report
<i>For Spring Site Visit</i>	<b>Employee Rights</b> • Provide a link to your employee handbook.
<i>For Spring Site Visit</i>	<b>Background Checks</b> • Provide your Background Check Policy
	<b>Professional Development Plan</b> • Describe your professional development plan for teachers, staff, and school leaders.
<b>Operations</b>	
	<b>Lottery Processes</b> Provide links/documents of any marketing material used for recruiting, any marketing videos used for recruiting, lottery application, and school enrollment <a href="https://youtu.be/61E_qbujCjQ">https://youtu.be/61E_qbujCjQ</a>

Albuquerque Public Schools  
Office of Innovation and School Choice

Public Academy for Performing Arts  
Fall Visit 2021-22

<i>For Spring Site Visit</i>	<b>Facilities</b> <ul style="list-style-type: none"><li>• Provide an update on your facility. (ex. Renovating an area, upgrades, improvements, or expansion)</li></ul>
<i>For Spring Site Visit</i>	<b>Safe School Plan</b> <ul style="list-style-type: none"><li>• Will be measured as schools turn in their site safety plan on December 4.</li></ul>
<i>For Spring Site Visit</i>	<b>Transparency</b> <ul style="list-style-type: none"><li>• Provide a link to the sunshine portal on your website.</li><li>• Provide a link to the 2019-20 performance framework on your website.</li></ul>
<i>For Spring Site Visit</i>	<b>Education Technology Plan</b> <ul style="list-style-type: none"><li>• Describe your education technology plan to support student learning.</li></ul>

	Meets
	Working to Meet
	Does Not Meet

**Other Notes**

- Staffing Concerns



Albuquerque Public Schools  
Office of Innovation and School Choice

Public Academy for Performing Arts  
Fall Visit 2021-22

**Finance**

Charter School Name: Public Academy of Performing Arts  
Date of Site Visit: September 20, 2021

	Meets
	Working to meet
	Does not meet

**Financial Performance**

This portion will contain data calculated by Charter School Business Manager after the FY 20-21 audit is approved by the State Auditor's office.

1. Current Ratios - Measures the school's ability to pay its debt as they come due. Ratio should be greater than 1:1 and not less than or equal to 0.9
2. Liquidity - Measures the school's ability to pay its obligations over the next 12 months. School should have at least 1 month and not less than .5 months
3. Total Margin - Measures the deficit or surplus a school yields out of its total revenues. Three year should be positive and most recent year is positive
4. Special Education Maintenance Of Effort (MOE) - School YTD expenditures must be equal to or greater than previous year or meet one of the three allowable exceptions

**Financial Compliance**

	<b>Audit Findings</b> <ul style="list-style-type: none"><li>• Upload current approved Correction Action Plan<ul style="list-style-type: none"><li>○ CAP 2019-20</li><li>○ Is number of audit finding 2 or less - <b>Yes</b></li><li>○ Have repeat audit findings been cleared from previous year - <b>Yes</b></li><li>○ Are there any significant deficiencies or material weakness audit findings - <b>No</b></li></ul></li></ul>
	<b>Internal Control Policies and Procedures</b> <ul style="list-style-type: none"><li>• Upload updated Internal Control Policies and Procedures</li></ul>
	<b>Chief Procurement Officer Compliance</b> <ul style="list-style-type: none"><li>• Upload current CPO certificate.<ul style="list-style-type: none"><li>○ <b>Melanie Dunn-Chavez, license expires July 31, 2021</b></li><li>○ Is CPO registered with NM General Services Department - <b>Yes</b></li></ul></li><li>• Upload PO list (to date) for FY 21-22<ul style="list-style-type: none"><li>○ <b>Reviewed PO2022-020, 2022-099, and 2022-081</b></li><li>○ Are PO's being signed by CPO - <b>Yes</b></li></ul></li></ul>

Albuquerque Public Schools  
Office of Innovation and School Choice

Public Academy for Performing Arts  
Fall Visit 2021-22

	<ul style="list-style-type: none"> <li>○ Are internal control policies and procedures being followed – <b>Who is Chief Financial Officer?</b></li> </ul>
	<b>Business Official License</b> <ul style="list-style-type: none"> <li>• Upload current Business Manager License <ul style="list-style-type: none"> <li>○ <b>Rhonda Cordova, license expires June 30, 2025</b></li> </ul> </li> </ul>
	<b>Audit and Finance Committee</b> <ul style="list-style-type: none"> <li>• Provide list of Audit and Finance Committee members <ul style="list-style-type: none"> <li>○ Audit committee – two members of GC, <b>PKrehbiel, BCampBell, one parent</b>, one volunteer with financial expertise, <b>RArispe</b></li> </ul> </li> </ul> <p>Finance committee – at least two members of the GC</p>
	<b>Financial Reports posted on Website-August 2021 reports posted</b> <ul style="list-style-type: none"> <li>• Charter School Business Manager to review independently: <ul style="list-style-type: none"> <li>○ Link to Sunshine portal present -<b>Yes</b></li> <li>○ Governing Council minutes from most recent GC meeting posted – Last minutes <b>posted June 2021</b></li> <li>○ Financial Reports presented to GC posted on website – <b>April 2021</b></li> <li>○ BARS have been approved by GC and noted in minutes</li> <li>○ Disbursements have been approved by GC and noted in minutes</li> </ul> </li> </ul>

### Financial Audit

	<b>Bank Reconciliation</b> <ul style="list-style-type: none"> <li>• Upload most recent approved bank reconciliation and balance sheet <ul style="list-style-type: none"> <li>○ Verify Bank Reconciliation and Balance Sheet – <b>reviewed August 2021</b></li> <li>○ Are outstanding items on bank reconciliation stale dated per school policy or one year? <b>Checks valid for 90 days. None noted.</b></li> <li>○ Are bank reconciliations being reviewed and approved by independent person? <b>Yes Charter Leader is approving bank reconciliation.</b></li> </ul> </li> </ul>
	<b>Federal Funds - File name: [School Name] – Federal Fund Report (LTD)</b> <ul style="list-style-type: none"> <li>• Upload detailed list of expenditures for funds 24301, 24308, and 24330 <ul style="list-style-type: none"> <li>○ Have RfR's for each fund been submitted - <b>Yes</b></li> <li>○ What is % expended life to date <b>CARES 100%, CRRSA 4%, ARPA funds not available at time of site visit</b></li> <li>○ What has been purchased with funding – <b>list provided</b></li> </ul> </li> </ul>
	<b>Cash Balances - File Name: [School Name] – Cash Balance</b> <ul style="list-style-type: none"> <li>• Upload document detailing the following: <ul style="list-style-type: none"> <li>○ Total Revenue</li> <li>○ Historical Trend</li> <li>○ Intended use</li> <li>○ Resolution from Governing Council – <b>working on plan/resolution at finance meeting on 9/28/21</b></li> </ul> </li> </ul>

Albuquerque Public Schools  
Office of Innovation and School Choice

Public Academy for Performing Arts  
Fall Visit 2021-22

	<b>Payroll Reports</b> <ul style="list-style-type: none"><li>• Upload reports submitted for same month as bank reconciliation for verification of date of submission and amounts<ul style="list-style-type: none"><li>○ CRS-1 report due 25<sup>th</sup> of the following month – <b>Paid 9/20/21</b></li><li>○ Educational Retirement Board (ERB) due 15<sup>th</sup> of each month – <b>Paid 9/15/21</b></li><li>○ Retiree Health Care (RHC) due 10<sup>th</sup> of each month – <b>Paid 9/10/21</b></li><li>○ New Mexico Public School Insurance Authority (NMPSIA) due 10<sup>th</sup> of each month – <b>Paid 9/10/21</b></li></ul></li></ul>
	<b>Cash Receipts</b> <ul style="list-style-type: none"><li>• Upload Cash receipt journal from accounting system (to date of upload)<ul style="list-style-type: none"><li>○ Upload cash receipt, bank deposit receipt, and corresponding bank statement. <b>Reviewed deposits on 7/19/21, 7/27/21, and 9/10/21</b></li><li>○ Are deposits being made within 24 hours of receipt - <b>Yes</b></li></ul></li></ul>
	<b>Vendor Listing</b> <ul style="list-style-type: none"><li>• Upload current vendor listing, to include address and YTD amounts paid to vendor for FY 20-21<ul style="list-style-type: none"><li>○ Provide vendor name(s) and account listing of invoices paid for janitorial services including Covid cleaning/disinfecting services for FY 20-21 – <b>no janitorial services contracted</b></li></ul></li></ul>

Albuquerque Public Schools  
Office of Innovation and School Choice

Public Academy for Performing Arts  
Fall Site Visits 2021-22

**Special Education Review**

**0-59% - Does not Meet**

**60-79% - Working to Meet**

**80-100% - Meets**

<b>1. Processes and Accountability</b>	Total points= 18.8 / 18.8 = 100%
<b>2. IEP Compliance</b>	Total points= 38.0 / 43.0 = 88%
<b>3. Transition Compliance</b>	Total points= 15.0 / 19.0 = 79%
<b>4. Evaluation Compliance</b>	Total points= 18.0 / 20.0 = 90%

Follow-up to previous site visit from Spring 2021		
Site visit - <u>4/16/21</u>	Recommendations	Evidence of Improvement During Current visit
<b>Public Academy for Performing Arts has no pending previously identified concerns.</b>		

\* **Highlighted** items have not been completed. Follow-up will be conducted in the **Spring 2022**.

**Current site visit - Fall 2021**

Reviewer: **Patricia Espinoza** Date: **10/5/21**  
 Grades: **6th - 12th** Total Enrollment: **435** SWD: **38** GI: **0**  
 Sp. Ed. Providers: **4 - SE Teachers, 1-Sp. Ed. Coordinator, 1-SW**  
 Contracted: **SLP, OT, Diagnostician**

**1. Processes and Accountability**

*\*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**

Total points= 2 / 2

Albuquerque Public Schools  
Office of Innovation and School Choice

Public Academy for Performing Arts  
Fall Site Visits 2021-22

<b>1.b. The school has a written process that documents how they complete annual IEPs – 2 points</b> <div style="text-align: right;">Total points= 2 / 2</div>
<b>1.c. The school has a written process that documents how they complete Tri-annual Re-evaluations. – 2 points</b> <div style="text-align: right;">Total points= 2 / 2</div>
<b>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</b> <div style="text-align: right;">Total points= 3 / 3</div>
<b>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</b> <div style="text-align: right;">Total points= 3 / 3</div>
<b>1.f. 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) – 3 points <div style="text-align: right;">Total points= 3 / 3</div>
<b>1.g. 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 <div style="text-align: right;">Total points= 3 / 3</div>
<b>1.h. Special Education Coordinator Training Attendance – APS sponsored – Each item - .25 points</b> Sep. 2021 <u>YES</u> Nov. 2021 <u>YES</u> Jan. 2022 <u>  </u> Mar. 2022 <u>  </u> <div style="text-align: right;">Total points= 0.5 / 0.5</div>
<b>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</b> 40th <u>YES</u> 80th <u>  </u> 120th <u>  </u> <div style="text-align: right;">Total points= 0.3 / 0.3</div>
<b>1. Processes and Accountability</b> <div style="text-align: right;">Total 18.8 / 18.8</div>

Albuquerque Public Schools  
Office of Innovation and School Choice

Public Academy for Performing Arts  
Fall Site Visits 2021-22

## 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\***

*\*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**

40th YES                      80th                          120th    

**Total points= 2 / 2**

No overdue IEPs for the 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= 5 / 6**

All 3 IEPs - Present levels are missing content based description of strengths and needs. (1.5 points each)

**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**

**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 - Some PTGs are missing a description of student's progress (1.5 points), IEP #3 - N/A - Newly enrolled student.

**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**

**Total points= 2 / 3**

IEP # 1 - Setting was calculated incorrectly. (0 points)

**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= 4 / 6**

All 3 IEPs - PWNs are either missing proposals or contain an error. (IEP #1 - 1 point, IEPs #2 & #3 - 1.5 points each)

Albuquerque Public Schools  
Office of Innovation and School Choice

Public Academy for Performing Arts  
Fall Site Visits 2021-22

**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**

**Total points= 2 / 2**

**IEP #1 - N/A - Adult student**

**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= 2 / 2**

**IEP #1 - N/A - Adult student**

*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= 38 / 43 Points**

Albuquerque Public Schools  
Office of Innovation and School Choice

Public Academy for Performing Arts  
Fall Site Visits 2021-22

### **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\***

*\*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 #2 - Employment post secondary goal missing the phrase "After High School" (0 points)**

**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= 2 / 2**

**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= 2 / 2**

**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= 1 / 2**

**IEP #2 - IEP included too few Coordinated Transition Activities. (0 points)**

**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**



Albuquerque Public Schools  
Office of Innovation and School Choice

Public Academy for Performing Arts  
Fall Site Visits 2021-22

<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.	
<b>Must meet all requirements per IEP – Each IEP – 1 point</b>	<b>Total points= 2 / 2</b>
<b>3.i. All students by the age of 14 have been informed of Rights That Will Transfer at Age of Majority.</b> Beginning no later than the first IEP to be in effect when the child turns fourteen (14), or younger, if determined appropriate by the IEP team, and updated annually thereafter; the IEP shall include a statement that the child has been informed of the child's rights under the IDEA that will transfer to the child on reaching the age of majority. (34 C.F.R. § 300.320(c); 6.31.2.11(G) (3) (c) NMAC).	
<b>Must meet all requirements per IEP – Each IEP – 1 point</b>	<b>Total points= 1 / 2</b>
<b>IEP #1 - The date for the annual notification of the transfer of rights was not updated. (0 points)</b>	
<b>3.j. Special Education IEPs submitted on time for SPP 13 upload – 2 points</b>	
SPP 13 IEP file upload due date: ____	File upload date completed: ____
<b>Total points= 0 / 0</b>	
<b>N/A - will complete in the Spring 2022</b>	
<b>3.k. Special Education IEPs submitted for SPP13 upload are compliant – 2 points each file</b>	
Number of compliant IEPs ____ out of ____	
<b>Total points= 0 / 0</b>	
<b>N/A - will complete in the Spring 2022</b>	
<b>3.1.</b> All districts are required to administer and report <b>Post-School Outcomes Survey</b> , even if they had no high school students that exited in the reporting year. The Public Education Department, Special Education Bureau conducts an annual State-Wide Follow-up Study, as a mandated requirement of the State Performance Plan, to provide post school follow-up information to OSEP to address <b>SPP Indicator 14</b> .	
<b>PSO surveys completed and uploaded by September 30, 2021 – 1 point</b>	<b>Total points= 0 / 1</b>
<b>No surveys were uploaded</b>	
<b>3. Transition Compliance</b>	<b>Total points= 15 / 19 Points</b>

Albuquerque Public Schools  
Office of Innovation and School Choice

Public Academy for Performing Arts  
Fall Site Visits 2021-22

#### 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\***

*\*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 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**

40th YES 80th     120th     **Total points= 2 / 2**  
No Overdue Evaluations 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= 5 / 5**

**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= 2 / 2**  
IEP #3 - Prior notice was provided to parents before the REED was completed (1.5 points)

**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= 3 / 3**  
IEP #3 - Consent for testing was signed by parents before the REED was completed (2.5 points)

**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= 3 / 3**

Albuquerque Public Schools  
Office of Innovation and School Choice

Public Academy for Performing Arts  
Fall Site Visits 2021-22

<b>4.g. Eligibility Determination Team Meeting (Initial/Reevaluation) - Determination of eligibility.</b> Upon completion of the administration of assessments and other evaluation measures, for each eligibility being considered - A group of qualified professionals and the parent of the child determines whether the child is a child with a disability, as defined in § 300.8, in accordance with paragraph (c) of this section and the educational needs of the child. In the case of a <b>reevaluation</b> of a child, whether the child continues to need special education and related services; 34 CFR 300.306(a)(1), 34 CFR 300.305 (a)(2)(iii)(B)	
<b>Complete EDT forms per evaluation – 5 points</b> <b>IEP #3 - EDT document is incomplete, missing data scores and class descriptors.</b>	<b>Total points= 4 / 5</b>
<b>4.h. Initial IEPs – provision of services.</b> Each public agency must ensure that - A meeting to develop an IEP for a child is conducted <b>within 30 days</b> of a determination that the child needs special education and related services; 34 CFR 300.323(c)(1)	
<b>Meets 30 days initial placement timeline - 2 points</b> <b>N/A -File reviewed included a Reevaluation</b>	<b>Total points= 0 / 0</b>
<b>4.i. Consent for Initial Placement - Parental consent for services.</b> A public agency that is responsible for making FAPE available to a child with a disability must obtain informed consent from the parent of the child before the initial provision of special education and related services to the child. 34 CFR 300.300 (b)(1)	
<b>Consent for initial placement - 2 points</b> <b>N/A -File reviewed included a Reevaluation</b>	<b>Total points= 0 / 0</b>
<b>4. Evaluation Compliance</b>	
<b>Total points= 18 / 20 Points</b>	

Concerns from current site visit <u>10/5/21</u>	Recommendations	Action Plan (with completion dates)
<b>2.b. IEP Compliance - PLPs–</b> Present Levels of Performance All 3 IEPs - Present levels are missing content based description of strengths and needs. (1.5 points each)	All IEPs must include a statement of the child’s present levels of <b>academic achievement</b> and <b>functional performance</b> . 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.	Ensure all IEPs include complete present levels of performance.  <b>Review spring 2022</b>
<b>2.d. IEP Compliance - PTGs–</b> Progress Towards Goals IEP #2 - Some PTGs are missing a description of student's progress (1.5 points), IEP #3 - N/A - Newly enrolled student.	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. Refer to “IEP Manual October 2011” Technical Manual from NMPED.	Ensure all IEPs include measurable and descriptive academic and functional progress towards goals. Including Ancillary services. <b>Review spring 2022</b>

Albuquerque Public Schools  
Office of Innovation and School Choice

Public Academy for Performing Arts  
Fall Site Visits 2021-22

<p><b>2.f. IEP Compliance</b> - LRE – Least Restrictive Environment</p> <p>IEP #1 - Setting was calculated incorrectly. (0 points)</p>	<p>The LRE should reflect how the student is placed within the continuum of services; indicating the level of services and location to match the Service schedule.</p> <p>The IEP team must also provide a detailed explanation for students who <u>will not</u> be include in the general education setting for more than <u>80%</u>.</p>	<p>It is recommended to conduct an amendment to the IEP to correct these errors <b>by 11/19/21.</b></p>
<p><b>2.g. IEP Compliance</b> - PWN – Prior Written Notice</p> <p>All 3 IEPs - PWNs are either missing proposals or contain an error. (IEP #1 - 1 point, IEPs #2 &amp; #3 - 1.5 points each)</p>	<p>PWNs <u>must</u> include all items and options the <b>Public Agency</b> and/or <b>Parent/guardian</b> proposed during the IEP meeting. Proposals must include detailed documentation that supports the proposal. This page is a summary of the discussions held during the meeting. It includes information about: (but not limited to)</p> <ul style="list-style-type: none"> <li>-Provision of <u>services</u> and <u>setting</u></li> <li>-Provision of Related Services &amp; supports</li> <li>-Transition information (Transition services, goals, graduation path, outside agencies, transfer of rights)</li> <li>-State testing and accommodations</li> <li>-Behavioral supports</li> </ul>	<p>PAPA conducted on amendment on 11/3/21 &amp; on 11/4/21 to complete all recommendations.</p> <p><b><u>No Additional follow-up</u></b></p>
<p><b>3.a. &amp; 3.b. Transition Plan</b> – Post-secondary goals / updated</p> <p>IEP #2 - Employment post secondary goal missing the phrase "After High School" (0 points)</p>	<p>Transition IEPs must include measurable postsecondary goals that address <b>Training</b> after high school, <b>Education</b> after high school, and <b>Employment</b> after high school, and (where appropriate) <b>Independent Living Skills</b> after high school <u>and</u> goals must be updated annually.</p>	<p>It is recommended to conduct an amendment to the IEP to correct these errors <b>by 11/19/21.</b></p>
<p><b>3.e. Transition Plan</b> – Coordinated Transition Activities</p> <p>IEP #2 - IEP included too few Coordinated Transition Activities. (0 points)</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>PAPA conducted on amendment on 11/3/21 &amp; on 11/4/21 to complete all recommendations.</p>
<p><b>3.i. Transition Plans</b> – Transfer of rights at Age of Majority</p> <p>IEP #1 - The date for the annual notification of the transfer of rights was not updated. (0 points)</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><b><u>No Additional follow-up.</u></b></p>

Albuquerque Public Schools  
Office of Innovation and School Choice

Public Academy for Performing Arts  
Fall Site Visits 2021-22

<p><b>4.d. Evaluation-PWN – Prior Written Notice of intent to Evaluate/Reevaluate</b></p> <p>IEP #3 - Prior notice was provided to parents before the REED was completed (1.5 points)</p>	<p>The public agency must provide notice to the parents of a child with a disability, in accordance with § 300.503, that describes any evaluation procedures the agency proposes to conduct.</p>	<p>Ensure PWN is provided to parents after the Evaluation team has determined if additional data were needed or not and prior to conducting any evaluation.</p> <p><b>Review spring 2022</b></p>
<p><b>4.e. Evaluation – Consent for Testing</b></p> <p>IEP #3 - Consent for testing was signed by parents before the REED was completed (2.5 points)</p>	<p>The public agency must obtain informed parental consent, in accordance with § 300.300(a)(1), prior to conducting any reevaluation of a child with a disability. Informed means that the parents must clearly understand what evaluation data will be collected, how it will be collected, and how the data will be used.</p>	<p>Ensure consent form is provided and completed by parents after the Evaluation team has determined if additional data were needed or not and prior to conducting any evaluation.</p> <p><b>Review spring 2022</b></p>
<p><b>4.g. Evaluation – EDT – Eligibility Determination Team</b></p> <p>IEP #3 - EDT document is incomplete, missing data scores and class descriptors.</p>	<p>Upon completion of the administration of assessments and other evaluation measures, for each eligibility being considered - A group of qualified professionals and the parent of the child determines... In the case of a <b>reevaluation</b> of a child, whether the child continues to need special education and related services. The team must ensure evaluation procedures meet NMTEAM 2017 requirements.</p>	<p>Ensure EDTs/METs include all the pertinent information being considered when making eligibility determination decisions.</p> <p><b>Review spring 2022</b></p>

\* **Highlighted** items have not been completed. Follow-up will be conducted in the **Spring 2022**.

Albuquerque Public Schools  
Office of Innovation and School Choice

**Public Academy of Performing Arts**  
Spring Site Visit 2021-22



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Albuquerque Public Schools  
Office of Innovation and School Choice

**Public Academy of Performing Arts**  
Spring Site Visit 2021-22

<b>Academic Performance</b>	
	<b>Mission Specific Goals</b> <ul style="list-style-type: none"> <li>○ Using the Google form, please upload your <a href="#">Mission-specific goals data</a> for evaluation. The beginning of the form includes a spreadsheet template for your mission-specific goals sheets.</li> <li>○ Mission-Specific Goals Form - <a href="https://forms.gle/KuJZkHKKNUFcPtr5A">https://forms.gle/KuJZkHKKNUFcPtr5A</a></li> <li>○ If you have any issues with uploading to the Google Drive, please contact Dr. Eleanor Andrews at <a href="mailto:eleanor.andrews@aps.edu">eleanor.andrews@aps.edu</a>.</li> </ul>
	<b>2020-21 Evidence of Knowledge Gained</b> <ol style="list-style-type: none"> <li>1) Show Data that you have analyzed using Beginning of Year Assessments Compared to Middle of Year Assessments</li> <li>2) What changes have you implemented in response to that data</li> </ol>
	<b>20% Set Aside from Stimulus Funds for Learning Loss</b> <ol style="list-style-type: none"> <li>1) What are your plans to use the required 20% of stimulus funds to address learning loss?</li> <li>2) What evidence-based interventions are using for students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student groups.</li> </ol>
	<b>Staff and Student Support</b> <ol style="list-style-type: none"> <li>1) How has social emotional support of staff and students evolved over the this year?</li> </ol>
	<b>Strategic Planning (90-Day Plan in New Mexico DASH – Spring)</b> <ol style="list-style-type: none"> <li>1) Provide highlights of your 90-day plans</li> <li>2) How has the focus, on changing adult behavior for improvement in academic achievement, impacted your school?</li> <li>3) How is this related to your strategic plan and mission?</li> </ol>
	<b>Strategic Planning (90-Day Plan in New Mexico DASH – Spring)</b> <ol style="list-style-type: none"> <li>4) What process do you currently use for strategic planning?</li> <li>5) What changes will you make to ensure 90-day plans are part of that process?</li> <li>6) What support do you need to successfully complete a 90-day plan?</li> </ol>
<b>Educational Plan</b>	
	<b>Mission of the School</b> <ol style="list-style-type: none"> <li>1) How have you seen your mission evolve over the past 3 years?</li> <li>2) What strategic changes will you make for next school year (2022-23)?</li> </ol>
	<b>English Learners</b> <ol style="list-style-type: none"> <li>1) How many TESOL endorsed teachers do you have to support English Learners?</li> <li>2) When you analyze student achievement data of English Learners what have you found?</li> <li>3) What changes do you plan to make to</li> </ol>
<b>Governing Council - For the following items please provide the information in the Google Document, located on the Google Drive titled "Governing Council Information."</b>	
	<b>Training</b>

Albuquerque Public Schools  
Office of Innovation and School Choice

**Public Academy of Performing Arts**  
Spring Site Visit 2021-22

	<ul style="list-style-type: none"> <li>Document Training for Governing Council and Include Plan for Training if all training is not completed</li> </ul>
	<b>Discrimination Policy</b> <ul style="list-style-type: none"> <li>Upload a link to your discrimination/discipline policy and ensure that the policy is updated to prohibit discrimination/discipline based on hair</li> </ul>
<b>Employees</b>	
	<b>Licensure</b> <ul style="list-style-type: none"> <li>Will be measured through STARS Report</li> </ul>
	<b>Employee Rights</b> <ul style="list-style-type: none"> <li>Provide a link to your employee handbook.</li> </ul>
	<b>Background Checks</b> <ul style="list-style-type: none"> <li>Provide your Background Check Policy</li> </ul>
<b>Operations</b>	
	<b>Lottery Processes</b> Provide links/documents of any marketing material used for recruiting, any marketing videos used for recruiting, lottery application, and school enrollment.
	<b>Facilities</b> <ul style="list-style-type: none"> <li>Provide an update on your facility. (ex. Renovating an area, upgrades, improvements, or expansion)</li> </ul>
	<b>Safe School Plan</b> <ul style="list-style-type: none"> <li>Will be measured as schools turn in their site safety plan on December 4.</li> </ul>
	<b>Transparency</b> <ul style="list-style-type: none"> <li>Provide a link to the sunshine portal on your website.</li> <li>Provide a link to the 2020-21 performance framework on your website.</li> </ul>
	<b>Education Technology Plan</b> <ul style="list-style-type: none"> <li>Describe your education technology plan to support student learning.</li> <li>How might you use technology in the future for hybrid learning.</li> </ul>

	Meets
	Working to Meet
	Does Not Meet

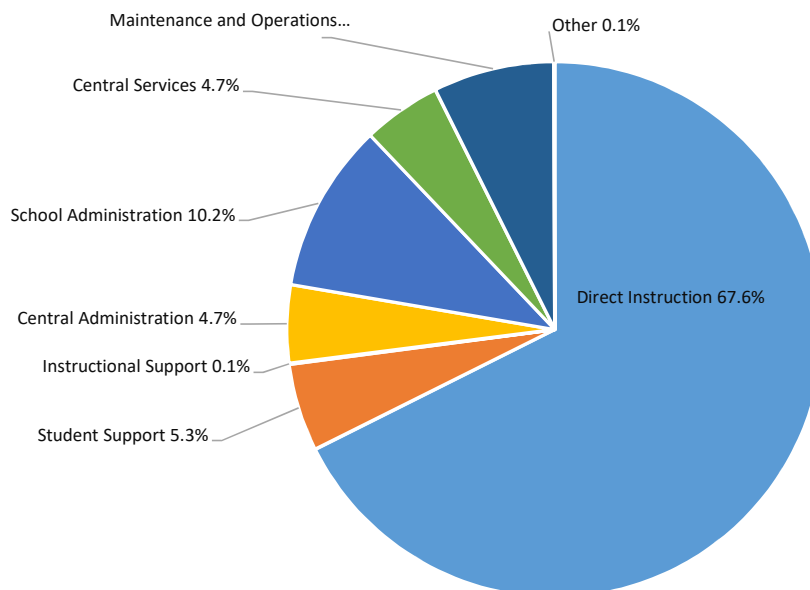


Meets
Working to meet
Does not meet

Operational Expenditures by Function

Function		APS Charter School Median %	PAPA %	Amount	Compliance Criteria
1000	<b>Direct Instruction</b> (Teachers, EAs, instructional coaches, etc.)	57%	67.6%	\$2,167,603.41	Meets =56% or above Working to Meet =51 to 56% Does Not Meet =Below 51%
2100	<b>Student Support</b> (Social workers, counseling, ancillary services, etc.)	9%	5.3%	\$169,831.90	Meets =12% or above Working to Meet =9 to 12% Does Not Meet =Below 9%
2200	<b>Instructional Support</b> ( Library/Media services, instruction-related technology, academic student assessment, etc.)	0%	0.1%	\$2,129.30	Meets =0 to 1% Working to Meet =1 to 3% Does Not Meet =Above 3%
2300	<b>Central Administration</b> (Governance Council, executive administration, community relations, etc.)	7%	4.7%	\$150,768.46	Meets =0 to 8% Working to Meet =8 to 11% Does Not Meet =Above 11%
2400	<b>School Administration</b> (School Administrator, etc.)	5%	10.2%	\$327,483.23	Meets =0 to 6% Working to Meet =6 to 9% Does Not Meet =Above 9%
2500	<b>Central Services</b> (Business Manager, human resources, printing, technology services, etc.)	7%	4.7%	\$151,897.52	Meets =0 to 7% Working to Meet 7 to 10% Does Not Meet =Above 10%
2600	<b>Maintenance and Operations</b> (M&O of buildings, upkeep of grounds and vehicles, security, safety, etc.)	9%	7.3%	\$234,015.61	Meets =0 to 10% Working to Meet =10 to 13% Does Not Meet =Above 13%
	<b>Other</b> (Construction services, lease to purchase)	0%	0.1%	\$1,710.47	Meets =0 to 1% Working to Meet =1 to 4% Does Not Meet =Above 4%
	<b>GRAND TOTAL</b>			<b>\$3,205,439.90</b>	
1000, 2100, 2200, 2400	<b>Student Success</b> (Direct Instruction, Student Support, Instructional Support, and School Administration)	76%	83.2%	\$2,667,047.84	Meets =76% or above Working to Meet=72 to 76% Does not Meet= Below 72%

Public Academy for Performing Arts  
Operational Expenditures FY 2020-21

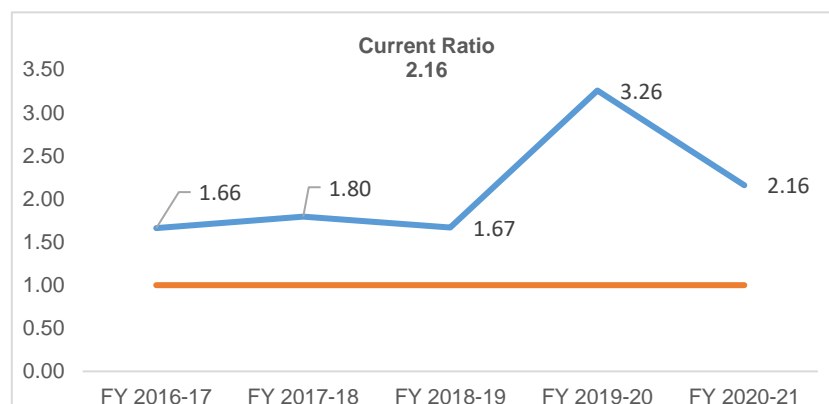
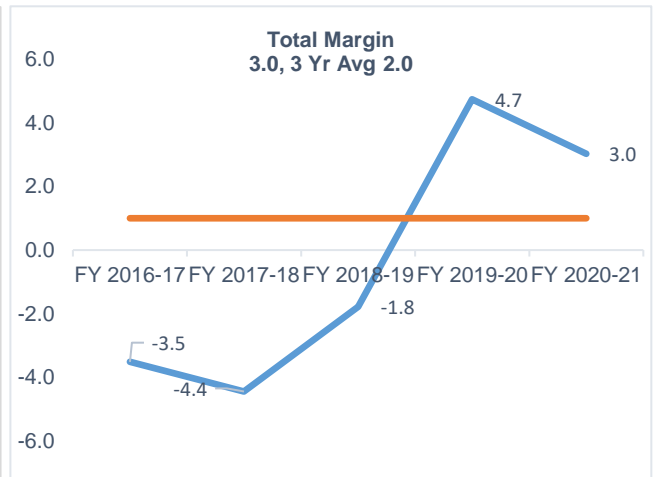
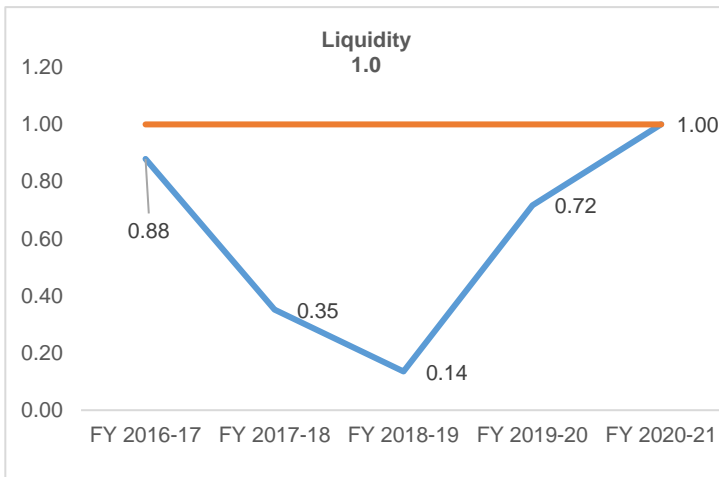


Albuquerque Public Schools  
Office of Innovation and School Choice  
2021-22 Spring Site Visit Report

Charter School Name: Public Academy of Performing Arts  
Date of Site Visit: April 5, 2022

## Financial Performance

- Current Ratios - Measures the school's ability to pay its debt as they come due. Ratio should be greater than 1:1 and not less than or equal to 0.9
- Liquidity - Measures the school's ability to pay its obligations over the next 12 months. School should have at least 1 month and not less than .5 months
- Total Margin - Measures the deficit or surplus a school yields out of its total revenues. Three year should be positive and most recent year is positive
- Operational Expense percentages



Albuquerque Public Schools  
Office of Innovation and School Choice  
2021-22 Spring Site Visit Report

### Financial Audit

	<p><b>Federal Funds – Federal Fund Report (Life To Date)</b></p> <ul style="list-style-type: none"> <li>• Upload detailed list of expenditures for funds <b>24301, 24308, and 24330</b> <ul style="list-style-type: none"> <li>○ Have RfR's for each of the funds listed above been submitted - <b>Yes</b></li> <li>○ What is % expended life to date <b>24301 100%, 24308 9%, 24330 0%</b></li> <li>○ What has been purchased with funding <b>List provided</b></li> <li>○ What is the percentage of 20% evidence based funding spent life to date <b>0%</b></li> </ul> </li> </ul>
	<p><b>Vendors</b></p> <ul style="list-style-type: none"> <li>• Reviewed the following three vendors: <b>Rhonda Cordova, Apple, CREC</b> <ul style="list-style-type: none"> <li>○ W9 for each vendor selected – Yes, recommended requesting updated W9 from CREC (October 2009)</li> <li>○ Contract and/or quotes received – <b>Yes, contract for Cordova does not include gross receipts tax</b></li> <li>○ Do not currently have a Vendor Conflict of Interest form. Will be adopting vendor conflict of interest form and begin using on July 1, 2022.</li> </ul> </li> </ul>
	<p><b>Follow-up items from Fall 2021-22 site visit if necessary – no follow-up required from Fall site visit</b></p> <ul style="list-style-type: none"> <li>○ Bank Reconciliation</li> <li>○ Cash Balances</li> <li>○ Payroll Reports</li> <li>○ Cash Receipts</li> </ul>

### Financial Compliance

	<p><b>Audit Findings</b></p> <ul style="list-style-type: none"> <li>• Review current approved Correction Action Plan <ul style="list-style-type: none"> <li>○ Is number of audit finding 2 or less – <b>No, 3 findings</b></li> <li>○ Have repeat audit findings been cleared from previous year - <b>Yes</b></li> <li>○ Are there any significant deficiencies or material weakness audit findings - <b>No</b></li> </ul> </li> </ul>
	<p><b>Internal Control Policies and Procedures</b></p> <ul style="list-style-type: none"> <li>• Review Internal Control Policies and Procedures <ul style="list-style-type: none"> <li>○ Have revisions been made as addressed in most current CAP - <b>Yes</b></li> <li>○ If so have revised Internal Control policies and procedures been uploaded – <b>Will upload when the Asset Depreciation policy is approved by the GC. Is scheduled to be presented to GC in June.</b></li> </ul> </li> </ul>

Albuquerque Public Schools  
Office of Innovation and School Choice  
2021-22 Spring Site Visit Report

	<b>Chief Procurement Officer Compliance</b> <ul style="list-style-type: none"> <li>• <b>Melanie Dunn-Chavez, license expires July 31, 2023</b> <ul style="list-style-type: none"> <li>○ Is CPO registered with NM General Services Department – <b>No</b></li> </ul> </li> </ul>
	<b>Business Official License</b> <ul style="list-style-type: none"> <li>• <b>Rhonda Cordova, license expires June 30, 2025</b></li> </ul>
	<b>Audit and Finance Committee</b> <ul style="list-style-type: none"> <li>• Provide list of Audit and Finance Committee members <ul style="list-style-type: none"> <li>○ Audit committee – two members of GC, <b>PKrehbiel, BCampBell</b>, one parent, <b>ERoybal</b>, one volunteer with financial expertise, <b>RArispe</b></li> </ul> </li> </ul> Finance committee – at least two members of the GC
	<b>Financial Reports posted on Website-February 2022 reports posted</b> <ul style="list-style-type: none"> <li>• Charter School Business Manager to review independently: <ul style="list-style-type: none"> <li>○ Link to Sunshine portal present -<b>Yes</b></li> <li>○ Governing Council minutes from most recent GC meeting posted – <b>Yes</b></li> <li>○ Financial Reports presented to GC posted on website – <b>Yes</b></li> <li>○ BARS have been approved by GC and noted in minutes- <b>Yes</b></li> <li>○ Disbursements have been approved by GC and noted in minutes-<b>Yes</b></li> </ul> </li> </ul>

	Meets
	Working to Meet
	Does Not Meet

Albuquerque Public Schools  
Office of Innovation and School Choice

Public Academy for Performing Arts  
Spring Site Visits 2021-22

**Special Education Review**

**0-59% - Does not Meet**

**60-79% - Working to Meet**

**80-100% - Meets**

<b>1. Processes and Accountability</b>	Total points= 20.0 / 20.0 = 100%
<b>2. IEP Compliance</b>	Total points= 48.5 / 52.0 = 93%
<b>3. Transition Compliance</b>	Total points= 26.0 / 30.0 = 87%
<b>4. Evaluation Compliance</b>	Total points= 14.0 / 18.0 = 78%

Follow-up to previous site visit from Fall 2021

Site visit - <u>10/5/21</u>	Recommendations	Evidence of Improvement During Current visit
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**Public Academy for Performing Arts has no pending previously identified concerns.**

**\* Highlighted** items have not been completed. Follow-up will be conducted in the **fall 2022**.

**Current site visit - Spring 2022**

Reviewer: **Patricia Espinoza** Date: **3/1/22**  
 Grades: **6th - 12th** Total Enrollment: **434** SWD: **47** GI: **0**  
 Sp. Ed. Providers: **3 - SE Teachers, 1-Sp. Ed. Coordinator, 1-Social Worker**  
 Contracted: **SLP, OT, Diagnostician, School Psychologist**

**1. Processes and Accountability**

*\*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**

Total points= 2 / 2

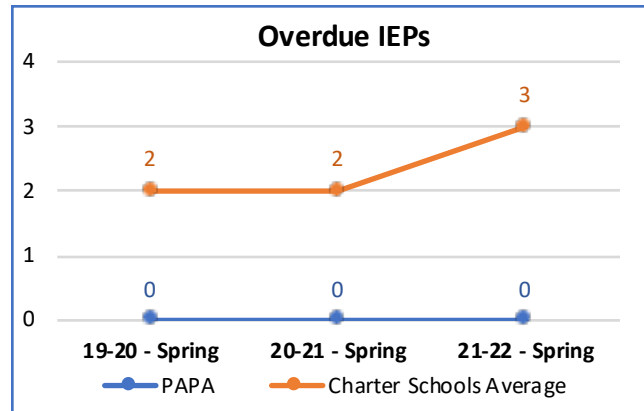
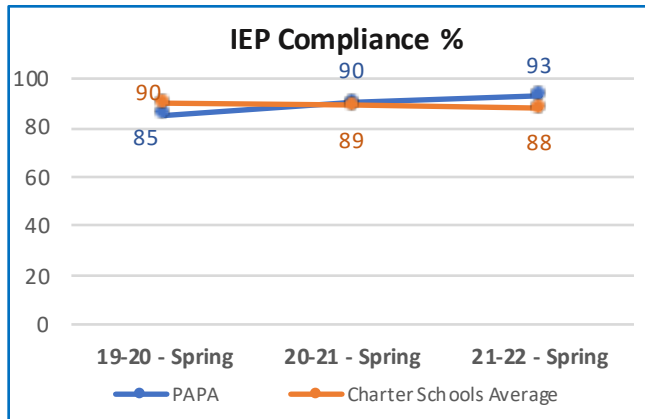
Albuquerque Public Schools  
Office of Innovation and School Choice

Public Academy for Performing Arts  
Spring Site Visits 2021-22

<b>1.b. The school has a written process that documents how they complete annual IEPs – 2 points</b> <div style="text-align: right;">Total points= 2 / 2</div>
<b>1.c. The school has a written process that documents how they complete Tri-annual Re-evaluations. – 2 points</b> <div style="text-align: right;">Total points= 2 / 2</div>
<b>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</b> <div style="text-align: right;">Total points= 3 / 3</div>
<b>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</b> <div style="text-align: right;">Total points= 3 / 3</div>
<b>1.f. 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) – 3 points <div style="text-align: right;">Total points= 3 / 3</div>
<b>1.g. 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 <div style="text-align: right;">Total points= 3 / 3</div>
<b>1.h. Special Education Coordinator Training Attendance – APS sponsored – Each item - .25 points</b> Sep. 2021 <u>YES</u> Nov. 2021 <u>YES</u> Jan. 2022 <u>YES</u> Mar. 2022 <u>YES</u> <div style="text-align: right;">Total points= 1 / 1</div>
<b>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</b> 40th <u>YES</u> 80th <u>YES</u> 120th <u>YES</u> <div style="text-align: right;">Total points= 1 / 1</div>
<b>1. Processes and Accountability</b> <div style="text-align: right;">Total 20.0 /20.0 points</div>

Albuquerque Public Schools  
Office of Innovation and School Choice

Public Academy for Performing Arts  
Spring Site Visits 2021-22



## 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 YES      120th YES

Total points= 6 / 6

No overdue IEPs for the 40th, 80th or 120th

**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= 5 / 6

IEP #1 - SLP present levels are incomplete (1.5 points), IEP #2 - Present levels are incomplete, missing a description of needs. (1 point)

**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

**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= 6 / 6

Albuquerque Public Schools  
Office of Innovation and School Choice

Public Academy for Performing Arts  
Spring Site Visits 2021-22

<b>2.e. Service Schedule- Accurately reflects beginning date, frequency, duration and location of services, including related services.</b> The IEP shall include a statement of the special education and related services to be provided to the child, or on behalf of the child. (34 C.F.R. § 300.39(b)(3)) <b>Must meet all requirements per IEP – Each IEP – 2 points</b> <b>IEP #1 - Service schedule contains an error with ending date (1.5 points)</b>	<b>Total points= 6 / 6</b>
<b>2.f. LRE- data based and reflects how the student is placed within the continuum of service. The Least Restrictive Environment</b> section of the IEP provides the necessary documentation that the IEP Team determined placement in the least restrictive environment according to the IDEA requirements and this procedural directive. (20 U.S.C. §1412(a)(5)(A); also, 34 C.F.R. §300.114(a)(2)) <b>Must meet all requirements per IEP – Each IEP – 1 point</b> <b>IEP #1 - LRE setting calculation formula contains an error (.5 points)</b>	<b>Total points= 3 / 3</b>
<b>2.g. PWN- Prior Written Notice - Records all proposals by school and parents- documents what was discussed including the continuum of services.</b> Special education and related services are included in a child's FAPE; and therefore, a proposal to revise a child's IEP, which typically involves a change to the type, amount, or location of the special education and related services being provided to a child, would trigger requirements to provide prior written notice. (34 CFR § 300.503) <b>Must meet all requirements per IEP – Each IEP – 2 points</b>	<b>Total points= 6 / 6</b>
<b>2.h. IEP Team Participants-</b> 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)) <b>Must meet all requirements per IEP – Each IEP – 1 point</b>	<b>Total points= 3 / 3</b>
<b>2.i. Parent Involvement:</b> Schools shall afford parents of a child with a disability an opportunity to participate in meetings with respect to the identification, evaluation, and educational placement of the child and the provision of FAPE to the child. (34 C.F.R. § 300.501(b)(1)) <b>Must meet all requirements per IEP – Each IEP – 1 point</b>	<b>Total points= 3 / 3</b>
<b>2.j. Parent notification:</b> The steps Schools shall take to ensure parent participation in EDT and/or IEP Team meetings shall include notifying parents of the meeting early enough to ensure that they will have an opportunity to attend and scheduling the meeting at a mutually agreed on time and place. (34 C.F.R. § 300.322(a)) <b>Must meet all requirements per IEP – Each IEP – 1 points</b>	<b>Total points= 3 / 3</b>



Albuquerque Public Schools  
Office of Innovation and School Choice

Public Academy for Performing Arts  
Spring Site Visits 2021-22

*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= 2 / 3**

**IEP #3 - Indicated special education accommodations, none were included. (0 points)**

**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)

**IEP #2 - YES BIP**

**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.

**N/A**

**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))

**N/A**

**Each item per IEP – 1 point**

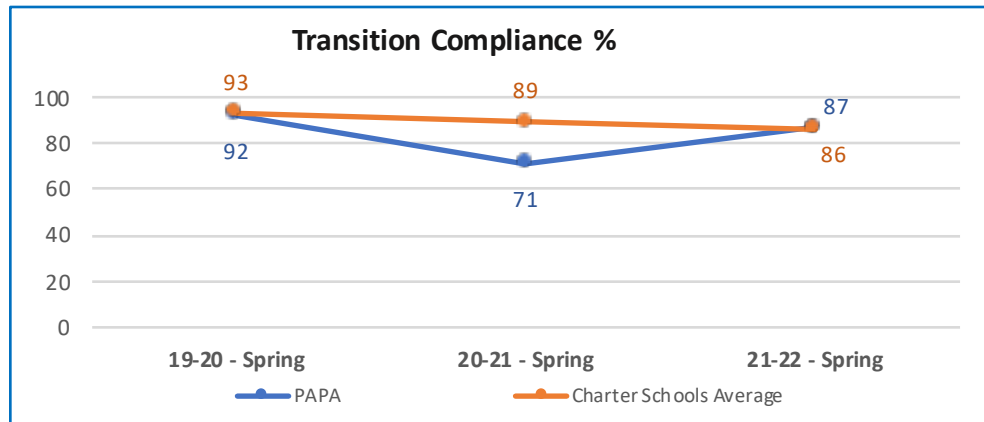
**Total points= 1 / 1**

**2. IEP Compliance**

**Total points= 48.5 / 52 Points**

Albuquerque Public Schools  
Office of Innovation and School Choice

Public Academy for Performing Arts  
Spring Site Visits 2021-22



### **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\***

**Three Transition IEPs reviewed.**

*\*Points will be adjusted to reflect all areas*

**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= 2 / 3**

**IEP #1 - Post-Secondary Goals are not compliant.**

**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= 3 / 3**

**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 / 3**

**IEP #2 - Missing the name of the age appropriate transition assessment.**

**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= 3 / 3**

**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 / 3**

**IEP #2 - Missing Coordinated Transition Activities, only one is included.**

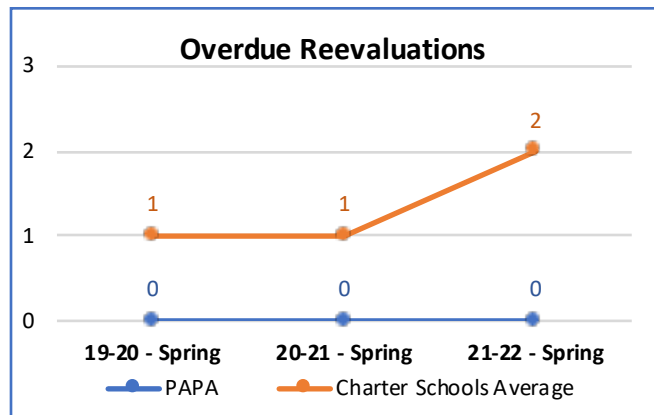
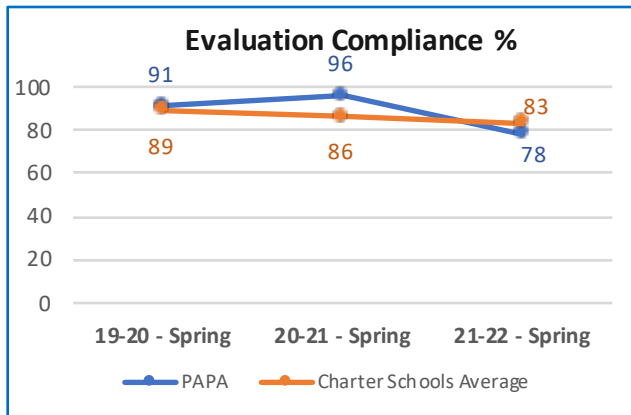
Albuquerque Public Schools  
Office of Innovation and School Choice

Public Academy for Performing Arts  
Spring Site Visits 2021-22

<b>3.f. Annual goals related to post school goals</b> – The IEP must include annual IEP goal(s) related to the student's transition services needs. <b>Must meet all requirements per IEP – Each IEP – 1 point</b>		<b>Total points= 3 / 3</b>
<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. <b>Must meet all requirements per IEP – Each IEP – 1 point</b>		<b>Total points= 3 / 3</b>
<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. <b>Must meet all requirements per IEP – Each IEP – 1 point</b>		<b>Total points= 3 / 3</b>
<b>3.i. All students by the age of 14 have been informed of Rights That Will Transfer at Age of Majority.</b> Beginning no later than the first IEP to be in effect when the child turns fourteen (14), or younger, if determined appropriate by the IEP team, and updated annually thereafter; the IEP shall include a statement that the child has been informed of the child's rights under the IDEA that will transfer to the child on reaching the age of majority. (34 C.F.R. § 300.320(c); 6.31.2.11(G) (3) (c) NMAC). <b>Must meet all requirements per IEP – Each IEP – 1 point</b>		<b>Total points= 3 / 3</b>
<b>3.j. IEPs submitted for SPP13 upload are compliant – 1 point each file</b>  Number of compliant IEPs <u>1</u> out of <u>1</u>		<b>Total points= 1 / 1</b>
<b>3.k. Compliant IEPs submitted by APS internal deadline for SPP 13 upload – 1 point each file</b>  SPP 13 IEP file upload due date: <u>1/14/22</u> File upload date completed: <u>12/13/21</u> Number of compliant IEPs submitted by the deadline <u>1</u> out of <u>1</u>		<b>Total points= 1 / 1</b>
<b>3.1.</b> All districts are required to administer and report <b>Post-School Outcomes Survey</b> , even if they had no high school students that exited in the reporting year. The Public Education Department, Special Education Bureau conducts an annual State-Wide Follow-up Study, as a mandated requirement of the State Performance Plan, to provide post school follow-up information to OSEP to address <b>SPP Indicator 14</b> . <b>PSO surveys completed and uploaded by September 30, 2021 – 1 point</b> <u>No surveys were uploaded</u>		<b>Total points= 0 / 1</b>
<b>3. Transition Compliance</b>		<b>Total points= 26 / 30 Points</b>

Albuquerque Public Schools  
Office of Innovation and School Choice

Public Academy for Performing Arts  
Spring Site Visits 2021-22



#### 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\*

One Evaluation 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 N/A

120th N/A

Total points= /

N/A - No initial Evaluations for 40th, 80th, & 120th

**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**

40th YES

80th YES

120th YES

Total points= 6 / 6

No Overdue Reevaluations for 40th, 80th, & 120th

**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= 4 / 5

IEP #3 - REED is incomplete, there is no clear indication why the team is considering adding a new eligibility.

**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= 2 / 2

Albuquerque Public Schools  
Office of Innovation and School Choice

Public Academy for Performing Arts  
Spring Site Visits 2021-22

**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= /**

N/A - Reevaluation completed with no formal testing.

**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= /**

N/A - Reevaluation completed with no formal testing.

**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= 2 / 5**

IEP #3 - EDT Reevaluation document for current Eligibility (OHI) is compliant. EDT for Initial Eligibility (SLD) is not compliant. Missing significant pieces needed to determine Eligibility for SLD.

**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= /**

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= /**

N/A -File reviewed included a Reevaluation

**4. Evaluation Compliance**

**Total points= 14 / 18 Points**

Albuquerque Public Schools  
Office of Innovation and School Choice

Public Academy for Performing Arts  
Spring Site Visits 2021-22

Concerns from current site visit <u>3/1/22</u>	Recommendations	Action Plan (with completion dates)
<b>2.b. IEP Compliance - PLPs—</b> Present Levels of Performance IEP #1 - SLP present levels are incomplete (1.5 points), IEP #2 - Present levels are incomplete, missing a description of needs. (1 point)	All IEPs must include a statement of the child's present levels of <b>academic achievement</b> and <b>functional performance</b> . Including scores, data and narrative that clearly describes the area of need. Present levels must also include all related services.	Ensure all IEPs include complete present levels of performance.  <b><i>Review fall 2022</i></b>
<b>2.e. IEP Compliance - Service Schedule</b> IEP #1 - Service schedule contains an error with ending date (1.5 points)	The IEP must include an accurate statement of the special education and related services to be provided. It must also accurately reflect where Special Education services, including related services, are taking place.  Review the State secondary IEP template, schedule of services page; to locate the section designed to outline All Special Education Services.	It is recommended to hold an amendment and address these areas <b><u>by 4/1/22.</u></b>  PAPA conducted an amendment on <b>3/10/22</b> to address all recommendations.
<b>2.f. IEP Compliance - LRE— Least Restrictive Environment</b> IEP #1 - LRE setting calculation formula contains an error (.5 points)	The LRE should reflect how the student is placed within the continuum of services; indicating the level of services and location to match the Service schedule.  The IEP team must also provide a detailed explanation for students who <b><u>will not</u></b> be include in the general education setting for more than <b><u>80%</u></b> .	<b><u>No additional follow-up</u></b>
<b>2.k. IEP Compliance – Testing Accommodations</b> IEP #3 - Indicated special education accommodations, none were included. (0 points)	IEPs must contain a statement of “any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state and districtwide assessments.	Ensure all IEPs include the appropriate testing accommodations if any are needed.  <b><i>Review fall 2022</i></b>
<b>3.a. &amp; 3.b. Transition Plan – Post-secondary goals / updated</b> IEP #1 - Post-Secondary Goals are not compliant.	Transition IEPs must include measurable postsecondary goals that address <b><i>Training</i></b> after high school, <b><i>Education</i></b> after high school, and <b><i>Employment</i></b> after high school, and (where appropriate) <b><i>Independent Living Skills</i></b> after high school <b><u>and</u></b> goals must be updated annually.	PAPA conducted an amendment on 3/10/22 to address this item.  <b><u>No additional follow-</u></b>
<b>3.c. Transition Plan – Transition Assessment</b> IEP #2 - Missing the name of the age appropriate transition assessment.	For each postsecondary goal, the IEP must include evidence that at least one age appropriate transition assessment was used to provide information on the student's needs, strengths, preferences and interests regarding postsecondary goals.	Train staff to ensure a transition assessment is administered as part of the Transition plan.  <b><i>Review fall 2022</i></b>

Albuquerque Public Schools  
Office of Innovation and School Choice

Public Academy for Performing Arts  
Spring Site Visits 2021-22

<p><b>3.e. Transition Plan – Coordinated Transition Activities</b></p> <p>IEP #2 - Missing Coordinated Transition Activities, only one is included.</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>Transition plan must include at least 2 Coordinated Transition Activities per Post-Secondary goal.</p> <p><b>Review fall 2022</b></p>
<p><b>4.c. Evaluation – REED – Review of Existing Evaluation Data</b></p> <p>IEP #3 - REED is incomplete, there is no clear indication why the team is considering adding a new eligibility.</p>	<p>As part of ... any reevaluation under this part, the IEP Team and other qualified professionals, as appropriate, must Review existing evaluation data on the child, including - Evaluations and information provided by the parents of the child; current classroom-based, local, or state assessments, and classroom-based observations; and observations by teachers and related services providers; to determine if additional data is needed.</p>	<p>For upcoming reevaluations, ensure the REED includes all the necessary data that will enable the Eligibility Determination Team to make the appropriate decisions as part of the Reevaluation process.</p> <p><b>Review fall 2022</b></p>
<p><b>4.g. Evaluation – EDT – Eligibility Determination Team</b></p> <p>IEP #3 - EDT Reevaluation document for current Eligibility (OHI) is compliant. EDT for Initial Eligibility (SLD) is not compliant. Missing significant pieces needed to determine Eligibility for SLD.</p>	<p>Upon completion of the administration of assessments and other evaluation measures, for each eligibility being considered - A group of qualified professionals and the parent of the child determines... In the case of a <b>reevaluation</b> of a child, whether the child continues to need special education and related services. The team must ensure evaluation procedures meet NMTEAM 2017 requirements.</p>	<p>It is recommended that the Eligibility Determination Team completes the initial evaluation EDT for Specific Learning Disability with guidance from their Diagnostician. <b><u>Before the end of the 21/22 SY.</u></b></p> <p>The evaluation team conducted a meeting on 4/18/22 to complete the recommendation. APS diagnostic team reviewed this evaluation on 5/5/22 and determined that this initial evaluation is non compliant. The team recommends a full Reevaluation to correct the non-compliance items <b><u>by 40th day 22/23 SY.</u></b></p>

\* **Highlighted** items have not been completed. Follow-up will be conducted in the **fall 2022**.