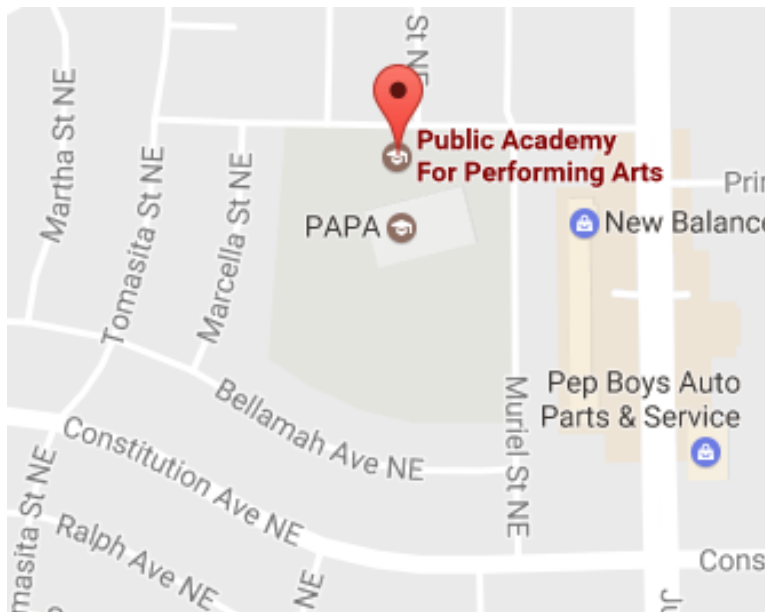


Location

- 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

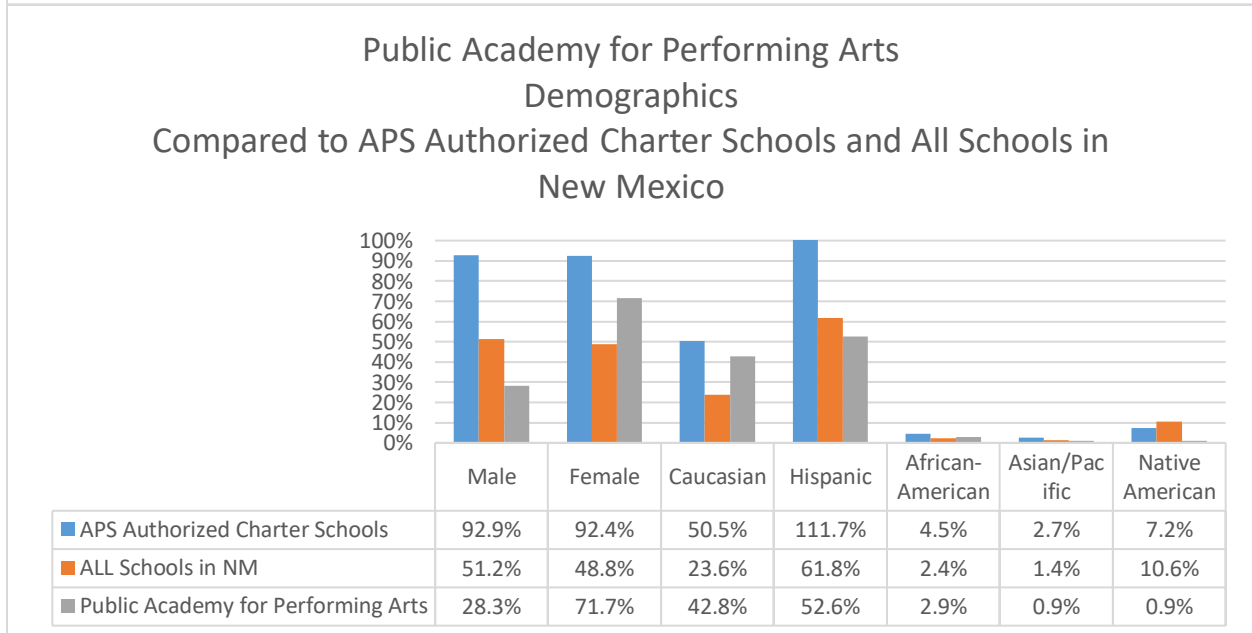
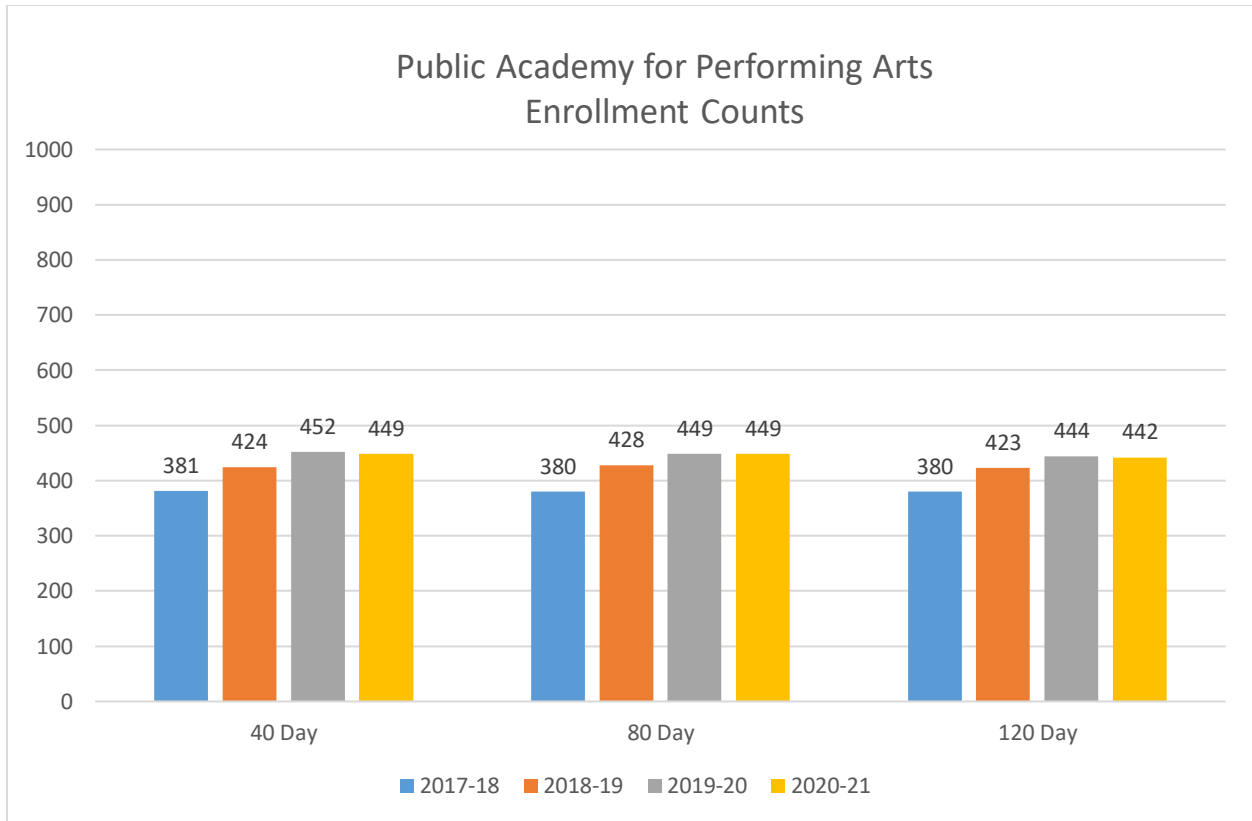
- Mission: The Public Academy for Performing Arts is a public charter school that integrates a rigorous college preparatory curriculum with the performing arts and prepares students to pursue their passions and talents.
- Vision: The Public Academy for Performing Arts will be a small, supportive educational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

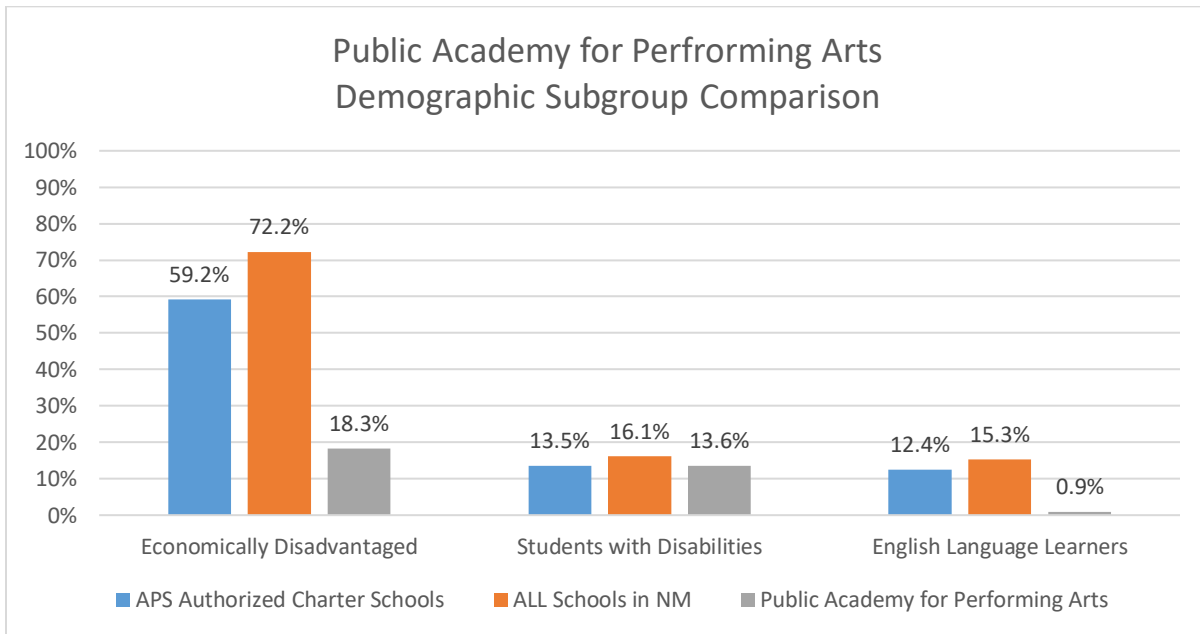
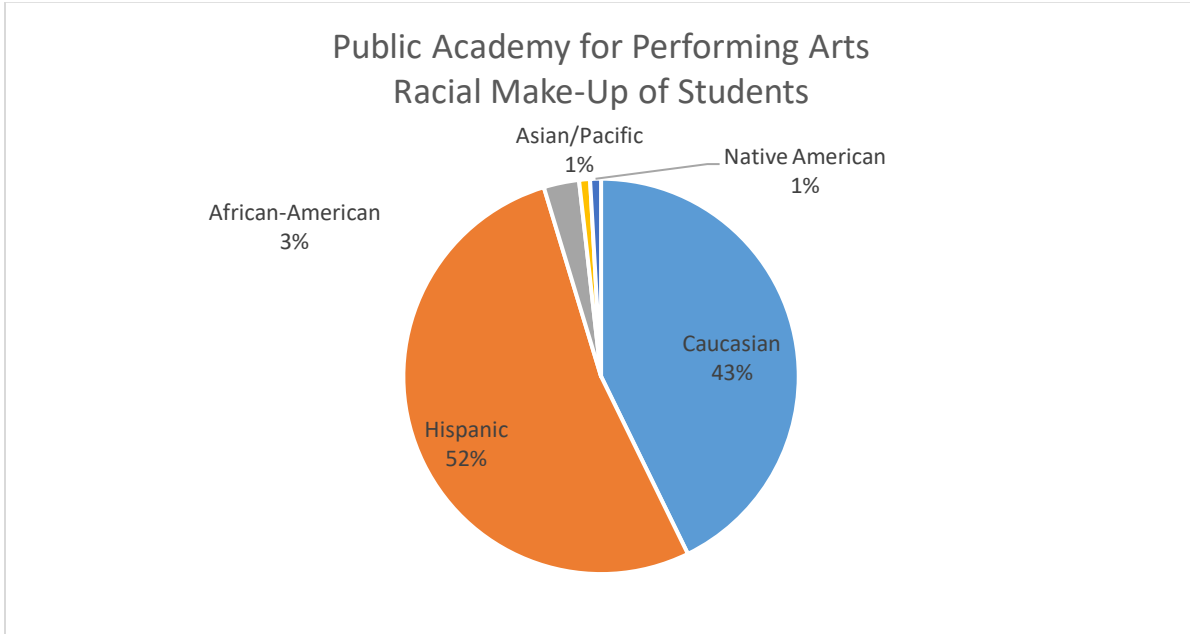
History

- 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.

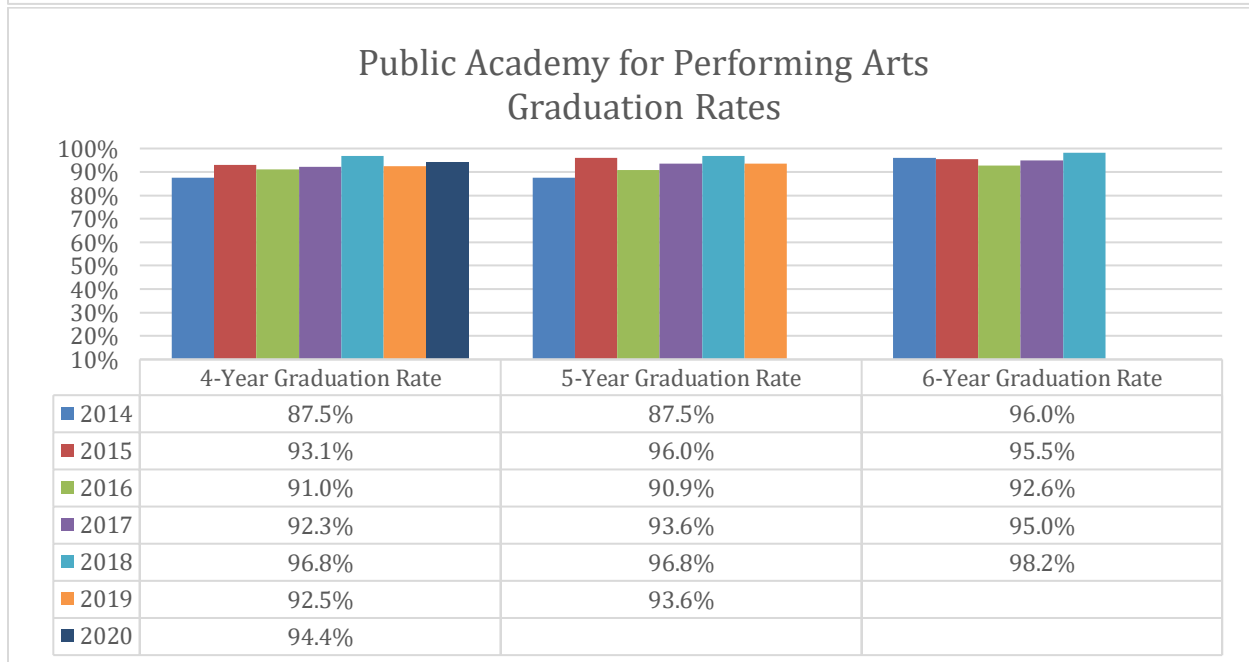
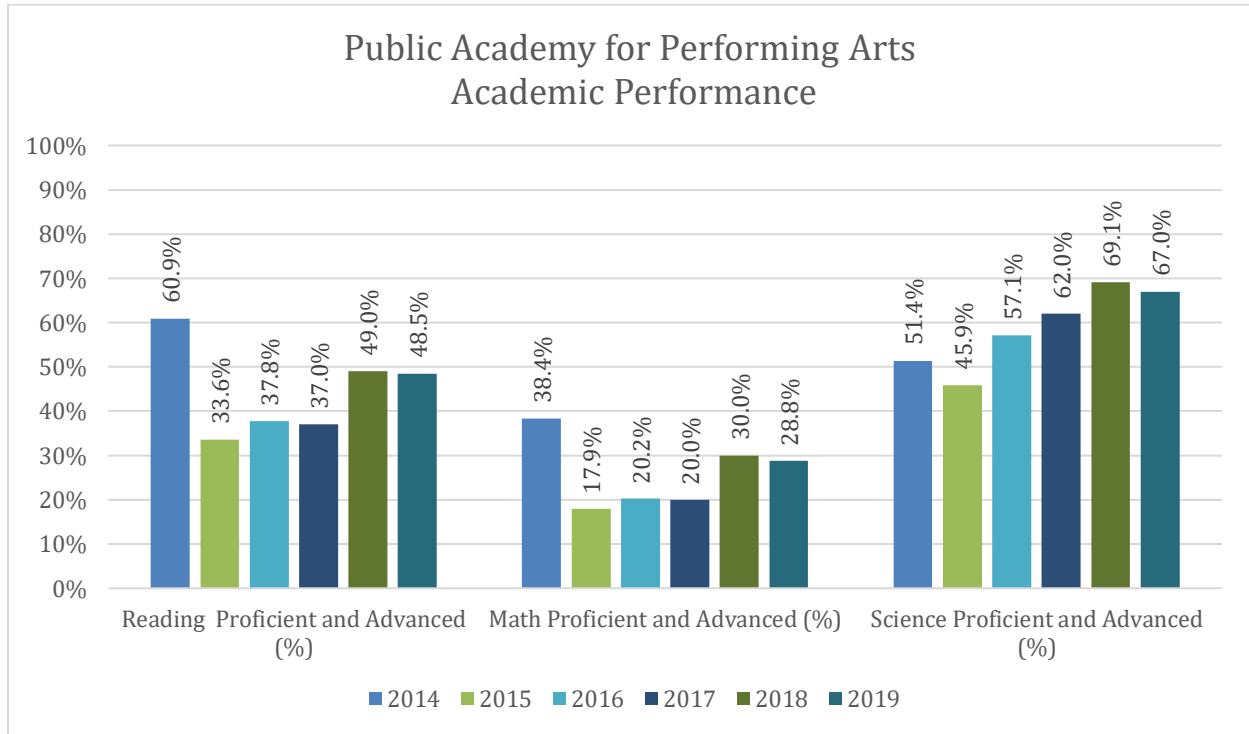




Academic Performance

School Report Card:

- 2014: A
- 2015: B
- 2016: B
- 2017: B
- 2018: A





Academic Performance	
	<p>Mission Specific Goals</p> <ol style="list-style-type: none"> 1) Provide goal statements for your current two mission specific goals. <ol style="list-style-type: none"> a) <i>If you don't have or know your two mission specific goals, go to step 3.</i> 2) Provide any data from the last calendar year if available. 3) Provide any new mission specific goals or revisions to your current goals.
	<p>Continuous Learning Plan</p> <ol style="list-style-type: none"> 1) Provide highlights of your Continuous Learning Plan 2) Provide data from your Continuous Learning Plan (ex. Engagement, etc.)
	<p>Re-Entry Plan (Fall)</p> <ol style="list-style-type: none"> 1) Provide highlights of your Re-Entry Plans 2) Where are you now in the re-entry plan (ex. Virtual for semester/year vs. Hybrid) 3) What are your plans for instruction in the Spring? 4) Successes from first part of the fall semester? 5) Concerns from first part of the fall semester? 6) Provide any data from your Re-Entry Plan (ex. Engagement, enrollment, surveys, etc.)
<i>For Spring Site Visit</i>	<p>Re-Entry Plan (Spring)</p> <ul style="list-style-type: none"> ⇒ <i>Section will be reviewed in the Spring.</i> ⇒ <i>Expectations will be updated and shared by February 2021</i>
	<p>Strategic Planning (90-Day Plan in New Mexico DASH – Fall)</p> <ol style="list-style-type: none"> 1) Provide highlights of your 90-day plans 2) How has the focus, on changing adult behavior for improvement in academic achievement, impacted your school?
<i>For Spring Site Visit</i>	<p>Strategic Planning (90-Day Plan in New Mexico DASH – Spring)</p> <ol style="list-style-type: none"> 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?
Educational Plan	
<i>For Spring Site Visit</i>	<p>Mission of the School</p> <ol style="list-style-type: none"> 1) Describe how you have been able to maintain your mission during virtual/hybrid education.
<i>For Spring Site Visit</i>	<p>Teaching Aligned to Mission</p> <ul style="list-style-type: none"> • <i>Possible virtual classroom observation in the Spring</i>
	<p>Education Law Compliance</p> <ol style="list-style-type: none"> 1) Describe how you have measured engagement with students during virtual/hybrid education. 2) Describe any changes you have made to your attendance policy.
	<p>Social/Emotional Support of Students</p> <ol style="list-style-type: none"> 1) Describe how you have supported students social/emotional needs.
<i>For Spring Site Visit</i>	<p>Discipline Policies and Practices</p> <ol style="list-style-type: none"> 1) Describe or Provide a copy of the data that you used to analyze discipline. 2) Describe any changes you have made to your discipline policy or practice as a result of analyzing that data.

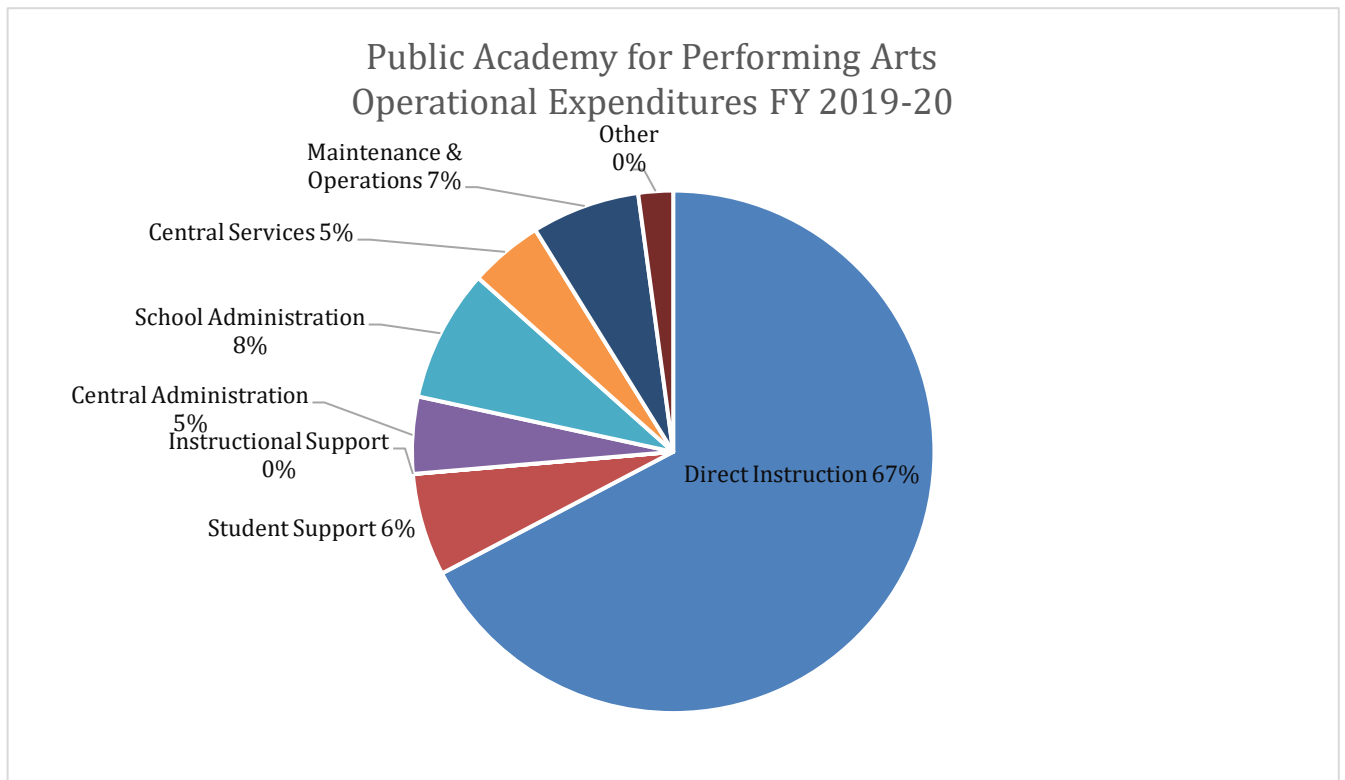
<i>For Spring Site Visit</i>	Controversial Issues 1) Provide a copy of your instruction of controversial issues policy
	English Learners 1) Describe how you have supported English Learners during virtual/hybrid education.
Governing Council - <i>For the following items please provide the information in the Google Document, located on the Google Drive titled "Governing Council Information."</i>	
	Bylaws/Policies
	Controversial Issues
	Membership/Regular Meetings
	Training
	Oversight of School Management
Employees	
<i>For Spring Site Visit</i>	Licensure <ul style="list-style-type: none"> Will be measured through STARS Report
<i>For Spring Site Visit</i>	Employee Rights <ul style="list-style-type: none"> Provide a link to your employee handbook.
<i>For Spring Site Visit</i>	Background Checks <ul style="list-style-type: none"> Provide your Background Check Policy
	Professional Development Plan <ul style="list-style-type: none"> Describe your professional development plan for teachers, staff, and school leaders.
Operations	
	Admissions/Lottery/Wait Lists Describe how your admission/lottery/wait list process was changed or improved because of the Pandemic.
<i>For Spring Site Visit</i>	Facilities <ul style="list-style-type: none"> Provide an update on your facility. (ex. Renovating an area, upgrades, improvements, or expansion)
<i>For Spring Site Visit</i>	Safe School Plan <ul style="list-style-type: none"> Will be measured as schools turn in their site safety plan on December 4.
<i>For Spring Site Visit</i>	Transparency <ul style="list-style-type: none"> Provide a link to the sunshine portal on your website. Provide a link to the 2019-20 performance framework on your website.
<i>For Spring Site Visit</i>	Education Technology Plan <ul style="list-style-type: none"> Describe your education technology plan to support student learning.

	Meets
	Working to Meet
	Does Not Meet

Financial Information

Operational Expenditures by Function

		%	Amount	Example of Expenditures by Fund
1000	Direct Instruction	67%	\$2,211,463.42	Teachers, EAs, instructional coaches, etc.
2100	Student Support	6%	\$208,670.59	Social workers, counseling, ancillary services, etc.
2200	Instructional Support	0%	\$160.00	Library/Media services, instruction-related technology, academic student assessment, etc.
2300	Central Administration	5%	\$156,236.79	Governance Council, executive administration, community relations, etc.
2400	School Administration	8%	\$269,151.44	School Administrator, etc.
2500	Central Services	5%	\$149,830.70	Business Manager, human resources, printing, technology services, etc.
2600	Maintenance and Operations	7%	\$220,131.46	M&O of buildings, upkeep of grounds and vehicles, security, safety, etc.
	Other	2%	\$70,576.03	Miscellaneous - Food Service
	GRAND TOTAL		\$3,286,220.43	



A total of 82% of Operational dollars go directly to supporting student success, including expenditures in Direct Instruction, Student Support, Instructional Support and School Administration.

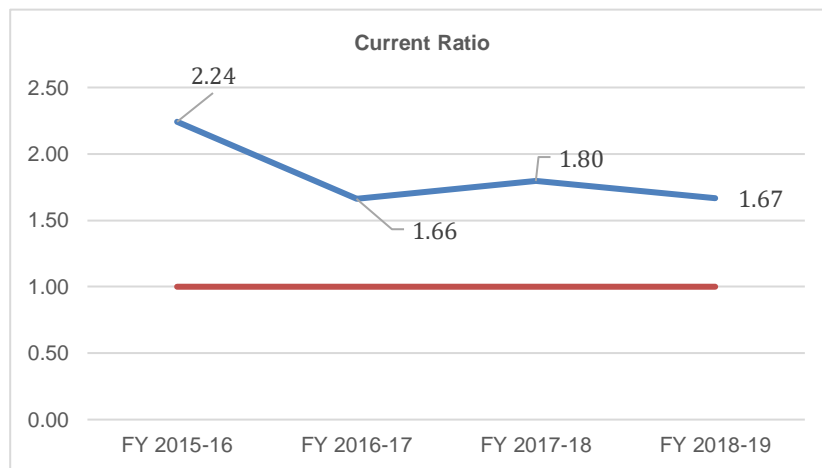
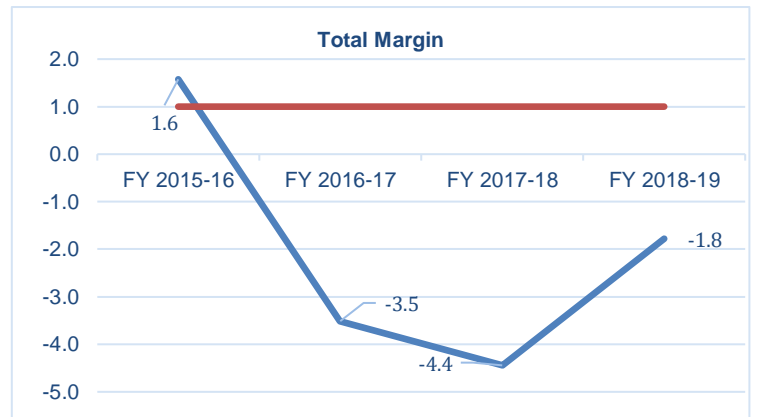
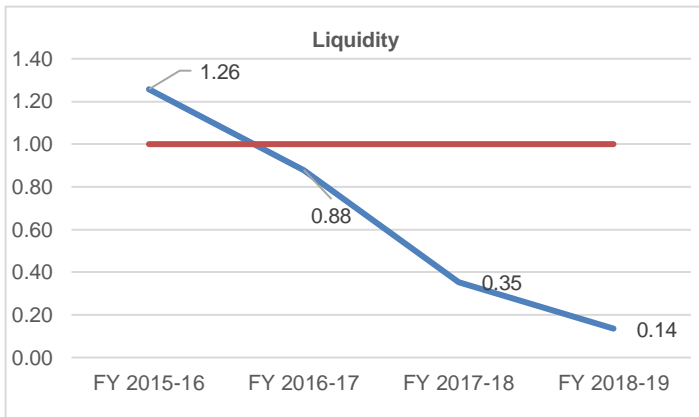
Charter School Name: Public Academy for Performing Arts
Date of Site Visit: November 17, 2020
Name of Reviewer: Roberta Velasquez

	Meets
	Working to Meet
	Does Not Meet

Financial Performance

This portion will contain data calculated by Charter School Business Manager

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

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

	Audit Findings <ul style="list-style-type: none"> • Upload updated Internal Control Policies and Procedures <ul style="list-style-type: none"> ○ Last reviewed/revised July 2019
	<ul style="list-style-type: none"> • Upload current approved Correction Action Plan <ul style="list-style-type: none"> ○ No findings for 2018-19
	Chief Procurement Officer Compliance <ul style="list-style-type: none"> • Melanie Dunn-Chavez license expires July 2021
	Business Official License <ul style="list-style-type: none"> ○ Rhonda Cordova license expires June 30, 2025
	Finance and Audit Committee Members <ul style="list-style-type: none"> • List provided, both committees have required members
	Financial Reports posted on Website <ul style="list-style-type: none"> • Charter School Business Manager to review independently: <ul style="list-style-type: none"> ○ Link to Sunshine portal present ○ Governing Council minutes from most recent GC meeting posted ○ Financial Reports presented to GC posted on website ○ BARS have been approved by GC and noted in minutes ○ Disbursements have been approved by GC and noted in minutes
	Special Ed Maintenance of Effort <ul style="list-style-type: none"> • Charter School Business Manager to review SPED MOE to determine if school is on target for FYE compliance

Financial Audit

	Bank Reconciliation <ul style="list-style-type: none"> • Upload most recent approved bank reconciliation. <ul style="list-style-type: none"> ○ Reviewed August 2020. Board is reviewing September and October 2020
	Journal Entries <ul style="list-style-type: none"> • Must be approved by second party • Upload all JE's and supporting documentation posted in previous month <ul style="list-style-type: none"> ○ Reviewed JE 49051, 49609, and 49612
	Cash Receipts <ul style="list-style-type: none"> • Upload Cash receipt journal from accounting system • Upload cash receipt, bank deposit receipt, and corresponding bank statement (samples will be asked for in advance of site visit based on bank statement)

	<ul style="list-style-type: none"> ○ Reviewed 10/1/2020 \$200.00, 10/6/20 \$40.00 and 10/16/20 \$70.00
	<p>Payroll Reports</p> <ul style="list-style-type: none"> • Charter School Business Manager will review bank reconciliation to ensure timely submission <ul style="list-style-type: none"> ○ CRS-1 report due 25th of the following month submitted 11/17/20 ○ Educational Retirement Board (ERB) due 15th of each month submitted 11/13/20 ○ Retiree Health Care (RHC) due 10th of each month submitted 11/10/20 ○ New Mexico Public School Insurance Authority (NMPSIA) due 10th of each month submitted 11/10/20
	<p>Purchase Orders</p> <ul style="list-style-type: none"> • Upload a purchase order report. Samples will be asked for in advance of the site visit based on the report. Upload payment voucher packet for those samples. <ul style="list-style-type: none"> ○ Reviewed PO 2021-040 Staples \$476.59, 2021-050 Shamrock Supply \$1,185.05 and 2021-062 Britany Brinter \$200.00
	<p>Request for Reimbursement – must be submitted quarterly for all funds that run through APS</p> <ul style="list-style-type: none"> • Upload RfR Summary Report • RFR’s submitted quarterly.

Special Education Review

0-59% - Does not Meet
60-79% - Working to Meet
80-100% - Meets

1. Processes and Accountability	Total points= <u>18.33</u> / <u>18.83</u> points = <u>97</u> %
2. IEP Compliance	Total points= <u>37.5</u> / <u>47</u> points = <u>80</u> %
3. Transition Compliance	Total points= <u>19</u> / <u>27</u> points = <u>70</u> %
4. Evaluation Compliance	Total points= <u>14</u> / <u>19</u> points = <u>74</u> %

Follow-up to previous site visit from Spring 2020		
Site Visit – 4/21/20	Recommendations	Evidence of Improvement During Current Visit
2.h. IEP Compliance - PWN – Prior Written Notice – IEP #1 – Missing a proposal for the level of services that will be provided for this year and next.	Ensure all IEPs include a complete and accurate Prior Written notice of all proposed actions. With detailed description of the services to be provided and the setting. It is recommended to hold an amendment to add the missing level of services by 40th day 2020-2021 school year. <i align="right">Review fall 2020-21 SY</i>	PAPA did not complete this recommendation before the 40th day. The student has now disenrolled as of 11/4/20. <u>No Additional Follow-up.</u>

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

<u>Current site visit - Fall 2020</u>	
Date: <u>11/17/20</u>	Reviewer: <u>Patricia Espinoza</u>
Grades: <u>6th – 12th</u>	Total Enrollment: <u>450</u> SWD: <u>61</u> GI: <u>0</u>
SPED providers: <u>5 – Sp. Ed. Teachers, 1 – Sp. Ed. Director, 1 – Social Worker</u>	
Contracted: <u>SLP, OT, Diagnostician, School Psychologist</u>	
Documents due date: <u>11/13/20</u>	Date documents were uploaded: <u>11/11/20</u>

1. Processes and Accountability		18.83 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 – Each New Mexico public agency, within the scope of its authority, shall develop and implement appropriate policies, procedures, programs and services to ensure that all children with disabilities who reside within the agency’s educational jurisdiction, ... are identified and evaluation and have access to a free appropriate public education (FAPE) in compliance with all applicable requirements of state and federal laws and regulations. If the public charter school is an LEA, that charter school is responsible for ensuring that the requirements are met 6.31.2.9(A), 6.31.2.11(I)(3) The school has a policy that states their provision of a free appropriate public education for all students with disabilities – 2 points		
		Total points = <u>2</u> /2
1.b. The school has a written process that documents how they keep track of IEPs and Re-evaluations.		
a) The school has a written description for completing IEPs – 2 points - <u>1.5</u>		
b) The school has a written description for completing Reevaluations – 2 points - <u>2</u>		
c) The school has an updated master spreadsheet with student demographics, IEP and Reevaluation due dates – 3 points - <u>3</u>		
		Total points = <u>6.5</u> /7
<i>IEP process missing some details.</i>		
1.c. The School has Discipline plan that outlines implementation of school wide discipline policy for Students with Disabilities. Discipline policy includes specific provisions for students with disabilities and plan for the school to utilize IEP in discipline of students with disabilities – 3 points		
		Total points = <u>3</u> /3
1.d. School has a plan for the provision of an Alternative Education Setting (AES) and a written manifestation process. A removal of a child with a disability from the child’s current educational placement is a change of placement if: The removal is for more than 10 school days in a row; or The child has been subjected to a series of removals that constitute a pattern (34 CFR §300.536) – 2 points		
		Total points = <u>3</u> /3
1.e. The school has a written document explaining their continuum of services. The school shall ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. 34 C.F.R. 300.115(a) – 3 points		
		Total points = <u>3</u> /3
1.f. Special Education Coordinator Training Attendance – APS sponsored – Each item - .25 points Sep. 2019 <u>YES</u> Nov. 2019 <u>YES</u> Jan. 2020 ___ March 2020 ___		
		Total points = <u>.5</u> /.5
1.g. 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		
40 th <u>YES</u> 80 th ___ 120 th ___		
		Total points = <u>.33</u> /.33
1. Processes and Accountability		Total points= <u>18.33</u> / <u>18.83</u> points

<p>2. IEP Compliance The following parts of the IEP reviewed are in compliance. <i>See links to state and federal regulations for additional guidance.</i></p> <p align="right">36 - 50 possible points* <i>*Points will be adjusted to reflect all areas reviewed</i></p>	
<p>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</p> <p>40th <u>YES</u> 80th _____ 120th _____</p>	<p>Total points = <u>2</u>/2</p>
<p>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</p> <p>IEP #2 - Very limited information in several areas. No scores for functional performance. (1 point) IEP #3 - Evaluation summary is outdated, missing some descriptions of student's proficiency level and data for changing functional goal (1.5 points)</p>	<p>Total points = <u>4.5</u>/6</p>
<p>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</p>	<p>Total points = <u>6</u>/6</p>
<p>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</p>	<p>Total points = <u>6</u>/6</p>
<p>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</p> <p>IEP #1 - Missing the location of Sp. Ed. Services. (1.5 points) #2 - Some dates are incorrect, SLP was included as supplementary when it should be in the services section. (1 point) #3 Some dates are incorrect. (1.5 points)</p>	<p>Total points = <u>4</u>/6</p>
<p>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 points</p> <p>IEP #1, #2 & #3 - Missing detailed explanation why the student is not being served 80% or more in Reg. Ed. (.5 points each)</p>	<p>Total points = <u>1.5</u>/3</p>
<p>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</p> <p>IEP #1 - Proposals need more details and how instruction will be provided during the pandemic (1.5 points), IEP #2 & #3 Missing a proposal for the level of services and how instruction will be provided during the pandemic (1 point each)</p>	<p>Total points = <u>3.5</u>/6</p>

<p>2.h. IEP Team Participants-The <i>IEP Team Meeting Participants</i> signature page of the IEP shall reflect the members of the IEP Team who were present and participated in the IEP Team meeting, and shall further provide the necessary documentation that the IEP Team meeting was duly constituted. The names of the IEP Team meeting participants shall be typed as well as their participation reflected by their signature. (34 C.F.R. § 300.321(a))</p> <p>Must meet all requirements per IEP – Each IEP – 1 points Total points = <u>2</u>/3</p> <p>IEP #3 – Missing the General Ed. Teacher, no person can serve two roles for the required team members. (0 points)</p>
<p>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))</p> <p>Must meet all requirements per IEP – Each IEP – 1 points Total points = <u>2</u>/3</p> <p>IEP #2 – There is no documentation of parent participation. (0 points)</p>
<p>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))</p> <p>Must meet all requirements per IEP – Each IEP – 1 points Total points = <u>3</u>/3</p>
<p><i>The following items will be reviewed only for IEPs that include data indicating these items should be addressed by the IEP team.</i></p> <p align="right"><i>Total points will be adjusted accordingly.</i></p>
<p>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)</p> <p>Must meet all requirements per IEP – Each IEP – 1 points Total points = <u>3</u>/3</p>
<p>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)</p> <p>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.</p> <p>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))</p> <p>Each item per IEP – 1 point Total points = <u>N/A</u>/1</p>
<p><u>2. IEP Compliance</u> Total points= <u>37.5</u> / <u>47</u> points</p>

<p>3. Transition Compliance</p> <p>The transition plans for students with disabilities (age 14+) are in compliance with Indicator 13. Schools shall integrate transition planning into the IEP process. The <i>Transition Services</i> section of the IEP includes the results of transition assessment, the student’s post-secondary goals and course of study, and coordinated set of activities. However, transition services also shall be incorporated throughout the IEP including in the annual goals, special education and related services. 34 CFR 300.320(b), (6.31.2.11(G) (2) NMAC)</p>	
	9 – 27 points
<p>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 <i>Where appropriate</i>, independent living skills. (34 C.F.R. § 300.320(b) (1); 6.31.2.11(G) (3) (a) NMAC)</p>	
<p>Must meet all requirements per IEP – Each IEP – 1 points</p> <p>IEP #2 & #3 - Post-Secondary Goals do not meet NMPED goal format requirements. Goals must be outcome oriented and occur after the student leaves High School. (0 points each)</p>	<p>Total points = <u>1</u>/3</p>
<p>3.b. Post-secondary goals updated annually – IEP must be current and contain Measurable post-secondary goals. Goals should be reviewed/updated annually.</p>	
<p>Must meet all requirements per IEP – Each IEP – 1 points</p>	<p>Total points = <u>3</u>/3</p>
<p>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.</p>	
<p>Must meet all requirements per IEP – Each IEP – 1 points</p>	<p>Total points = <u>3</u>/3</p>
<p>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.</p>	
<p>Must meet all requirements per IEP – Each IEP – 1 points</p> <p>IEP #2 – Course of Study is missing the school year the student will complete each grade level. (0 points)</p>	<p>Total points = <u>2</u>/3</p>
<p>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)</p>	
<p>Must meet all requirements per IEP – Each IEP – 1 points</p> <p>IEP #1 – Missing some Coordinated Transition Activities. At least 2 Coordinated Transition Activities per Post-Secondary goal is required. (0 points)</p>	<p>Total points = <u>2</u>/3</p>
<p>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.</p>	
<p>Must meet all requirements per IEP – Each IEP – 1 points</p>	<p>Total points = <u>3</u>/3</p>

<p>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.</p>	
<p>Must meet all requirements per IEP – Each IEP – 1 points IEP #1, #2 & #3 – Content of Student’s invitation letters is addressed to the parent, not the student. (0 points each)</p>	<p>Total points = <u>0</u>/3</p>
<p>3.h. Participating agency – If appropriate, the IEP must include evidence that a representative of any participating agency was invited to the IEP meeting with the prior consent of the parent or student who has reached the age of majority.</p>	
<p>Must meet all requirements per IEP – Each IEP – 1 points</p>	<p>Total points = <u>3</u>/3</p>
<p>3.i. All students by the age of 14 have been informed of Rights That Will Transfer at Age of Majority. Beginning no later than the first IEP to be in effect when the child turns fourteen (14), or younger, if determined appropriate by the IEP team, and updated annually thereafter; the IEP shall include a statement that the child has been informed of the child’s rights under the IDEA that will transfer to the child on reaching the age of majority. (34 C.F.R. § 300.320(c); 6.31.2.11(G) (3) (c) NMAC).</p>	
<p>Must meet all requirements per IEP – Each IEP – 1 points IEP #2 – Annual notification of the transfer of rights date is incorrect (0 points)</p>	<p>Total points = <u>2</u>/3</p>
<p>3.j. Special Education IEPs submitted on time for SPP 13 upload – 1.5 points</p>	
<p>SPP 13 IEP file upload due date _____ File upload date completed _____</p>	<p>Total points = <u>N/A</u>/1.5</p>
<p>Will complete after SPP-13 upload</p>	
<p>3.k. All districts are required to administer and report Post-School Outcomes Survey, even if they had no high school students that exited in the reporting year. The Public Education Department, Special Education Bureau conducts an annual State-Wide Follow-up Study, as a mandated requirement of the State Performance Plan, to provide post school follow-up information to OSEP to address SPP Indicator 14.</p>	
<p>PSO surveys completed and uploaded by September 30, 2020 – 1.5 points</p>	<p>Total points = <u>N/A</u>/1.5</p>
<p>Will complete in the spring 2021</p>	
<p><u>3. Transition Compliance</u></p>	
<p align="right">Total points= <u>19</u> / <u>27</u> points</p>	

<p>4. Evaluation Compliance The following parts of the Evaluation reviewed are in compliance <i>* See links to state and federal regulations for additional guidance.</i></p>		<p>10 - 20 possible points* <i>*Points will be adjusted to reflect all areas reviewed</i></p>
<p>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</p>		
40 th <u>YES</u>	80 th _____	120 th _____
		Total points= <u>1</u>/1
<p>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</p>		
40 th <u>YES</u>	80 th _____	120 th _____
		Total points= <u>2</u>/2
<p>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</p>		
<p>IEP # 1- REED is incomplete, missing documentation in several sections.</p>		Total points= <u>2</u>/5
<p>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) Each evaluation's PWN - 2 point</p>		
		Total points= <u>2</u>/2
<p>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) Each evaluation's consent - 3 points</p>		
<p>IEP #1 - Consent to evaluate is missing the cover page indicating the type of assessments that will be administered</p>		Total points= <u>1</u>/3

<p>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)</p> <p>Each evaluation's report - 3 points</p> <p align="right">Total points= <u>3</u>/3</p>
<p>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)</p> <p>Complete EDT forms per evaluation - 3 points</p> <p align="right">Total points= <u>3</u>/3</p>
<p>4.h. Initial IEPs - provision of services. Each public agency must ensure that - A meeting to develop an IEP for a child is conducted <u>within 30 days</u> of a determination that the child needs special education and related services; 34 CFR 300.323(c)(1)</p> <p>30 days initial placement timeline - 2 points</p> <p align="right">Total points= <u>N/A</u>/2</p> <p>File reviewed included a Reevaluation</p>
<p>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)</p> <p>Consent for initial placement - 2 points</p> <p align="right">Total points= <u>N/A</u>/2</p> <p>File reviewed included a Reevaluation</p>
<p><u>4. Evaluation Compliance</u></p> <p align="right">Total points= <u>14</u> / <u>19</u> points</p>

Concerns from Current Visit – 11/17/20	Recommendations	Action Plan (with completion dates)
<p>2.b. IEP Compliance - PLPs – Present Levels of Performance IEP #2 – Very limited information in several areas. No scores for functional performance. IEP #3 – Evaluation summary is outdated, missing some descriptions of student’s proficiency level and data for changing functional goal.</p>	<p>All IEPs must include a statement of the child’s present levels of academic achievement and functional performance. Including scores, data and narrative that clearly describes the area of need. Present levels must also include all related services.</p> <p>Review NMPED IEP Manual, Writing the IEP section - “<i>Tips on Present Levels of Academic Achievement and Functional Performance</i>” for detailed guidance.</p>	<p>Ensure all IEPs include complete present levels of performance.</p> <p>Review spring 2021</p>
<p>2.e. IEP Compliance - Service Schedule IEP #1 – Missing the location of Sp. Ed. Services. #2 – Some dates are incorrect, SLP was included as supplementary services when it should be in the Special Education and Related Services section. #3 Some dates are incorrect.</p>	<p>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.</p> <p>The Special Education & Related Services section is for All Special Education services. This section must also include information of the Location of where the services are to take place – Regular Education or Special Education settings.</p>	<p>Ensure all IEPs have a correct service schedule.</p> <p>Review spring 2021</p>
<p>2.f. IEP Compliance - LRE – Least Restrictive Environment IEP #1, #2 & #3 – Missing detailed explanation why the student is not being served 80% or more in Reg. Ed.</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 will not be include in the general education setting for more than 80%.</p>	<p>Ensure all IEPs include documentation explaining their integration in the Reg. Ed. setting.</p> <p>Review spring 2021</p>
<p>2.g. IEP Compliance - PWN – Prior Written Notice – IEP #1 – Proposals need more details and how instruction will be provided during the pandemic IEP #2 & #3 Missing a proposal for the level of services and how instruction will be provided during the pandemic.</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)</p> <ul style="list-style-type: none"> -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>Ensure all IEPs include a complete and accurate PWN of all proposed actions. Proposals must include proper justification based on data that provides a reason for acceptance or rejection.</p> <p>Review spring 2021</p>

<p>2.h. IEP Compliance – Team Participants – IEP #3 – Missing the General Ed. Teacher, no person can serve two roles for the required team members.</p>	<p>Signature page shall reflect who were present and participated in the IEP Team meeting. This provides necessary documentation that the IEP Team meeting was duly constituted with the required members (at least 1-Regular Education Teacher, 1-Special Education Teacher, and 1-LEA representative) in addition to parent participation.</p>	<p>Ensure all required members of a properly constituted IEP attend every IEP meeting. Review spring 2021</p>
<p>2.i. IEP Compliance – Parent Involvement – IEP #2 – There is no documentation of parent participation.</p>	<p>Each public agency must take steps to ensure that one or both of the parents of a child with disability are present at each IEP Team meeting or are <u>afforded the opportunity to participate</u></p>	<p>Ensure IEP team encourages and support parent participation in the development of the IEP. Review spring 2021</p>
<p>3.a. & 3.b. Transition – Post-secondary goals / updated annually IEP #2 & #3 - Post-Secondary Goals do not meet NMPED goal format requirements. Goals must be outcome oriented and occur after the student leaves High School.</p>	<p>Transition IEPs must include measurable postsecondary goals that address training after high school, Education after high school, and Employment after high school, and (where appropriate) independent living Skills after high school and goals must be updated annually.</p>	<p>Train staff to ensure this section is completed accurately. Review spring 2021</p>
<p>3.d. Transition Plan – Course of Study IEP #2 – Course of Study is missing the school year the student will complete each grade level.</p>	<p>Transition IEPs must include a multi-year description of coursework from the student’s current to anticipated exit year that is designed to help achieve the student’s desired post-school goals.</p>	<p>Train staff to ensure this section is completed accurately. Review spring 2021</p>
<p>3.e. Transition Plan – Coordinated Transition Activities IEP #1 – Missing some Coordinated Transition Activities. At least 2 Coordinated Transition Activities per Post-Secondary goal is required.</p>	<p>For each postsecondary goal, the IEP must include transitions services such as instruction, related service, community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skill(s), and provision of functional vocational evaluation, that will enable the student to meet the postsecondary goal.</p>	<p>Train staff to ensure this section is completed accurately. Review spring 2021</p>

<p>3.g. Transition Plans – Student invited IEP #1, #2 & #3 – Content of Student’s invitation letters is addressed to the parent, not the student.</p>	<p>When holding a transition IEP, Parents and students must be invited to the meeting. Sample invitations can be found at the Sp. Ed. website for charter schools, under APS documents.</p>	<p>Ensure an appropriate transition meeting notification is given to parents & students. Review spring 2021</p>
<p>3.i. Transition Plans – Age of Majority IEP #2 – Annual notification of the transfer of rights date is incorrect.</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. Review spring 2021</p>
<p>4.c. Evaluation – REED – Review of Existing Evaluation Data IEP # 1- REED is incomplete, missing documentation in several sections. Missing information from parent and student. Missing the review of 2014 & 2017 previous evals. Missing some information for current academic performance.</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. Review spring 2021</p>
<p>4.e. Evaluation – Consent for Testing IEP #1 – Consent to evaluate is missing the cover page indicating the type of assessments that will be administered</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>For upcoming evaluations, it is recommended the school fully informs parents of the assessments the school is planning on utilizing when acquiring consent. Review spring 2021</p>
<p>Student #2 & Student #3 – Based on all the findings outlined above. It is recommended the IEP team conducts an amendment or full IEP meeting to address all non-compliant areas by 120th day. Review spring 2021</p>		

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



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Academic Performance	
	<p>Mission Specific Goals</p> <p>4) Provide any new mission specific goals or revisions to your current goals.</p>
	<p>Virtual/Hybrid/Small Group Learning</p> <p>1) Successes from this school year? 2) Concerns from this school year? 3) What innovative practices that you have used in the virtual environment, will be used in long term success of the school?</p>
	<p>Strategic Planning (90-Day Plan in New Mexico DASH – Spring)</p> <p>3) Provide highlights of your 90-day plans 4) How has the focus, on changing adult behavior for improvement in academic achievement, impacted your school?</p>
Educational Plan	
	<p>Mission of the School</p> <p>2) Describe how you have been able to maintain your mission during virtual/hybrid education. Please give specific examples tied to your mission.</p>
	<p>Social/Emotional Support of Students</p> <p>2) Describe how you plan to support students social/emotional needs as we return to in-person instruction</p>
	<p>Equity</p> <p>1) Describe what your Equity Council has discussed along with any action items completed 2) How is their diverse representation/equity of voice on the council? 3) What are the top three equity issues at your school?</p>
Operations	
	<p>Facilities</p> <ul style="list-style-type: none"> Provide an update on your facility. (ex. Renovating an area, upgrades, improvements, or expansion)
	<p>Education Technology Plan</p> <ul style="list-style-type: none"> Describe your education technology plan to support student learning.
<p>Desk Audit - For the following items please provide the information in the Google Document, located on the Google Drive titled "Governing Council Information." Please make sure the document is up to date. If you need the link sent to you, please let us know.</p>	
Governing Council	
	<p>Bylaws/Policies</p> <ul style="list-style-type: none"> Make sure link is up to date and the links take you directly to Bylaws/Policies of the Governing Council.
	<p>Controversial Issues</p> <ul style="list-style-type: none"> Provide a link to the policy on the teaching of controversial issues (ex. Religion)
	<p>Governing Council Membership</p> <ul style="list-style-type: none"> Ensure that the list of Governing Council Membership is updated, and all relevant columns have the correct information for each member.
	<p>Audit Committee Membership</p> <ul style="list-style-type: none"> List members of the Audit Committee Include contact information for Parent/Finance Expert

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

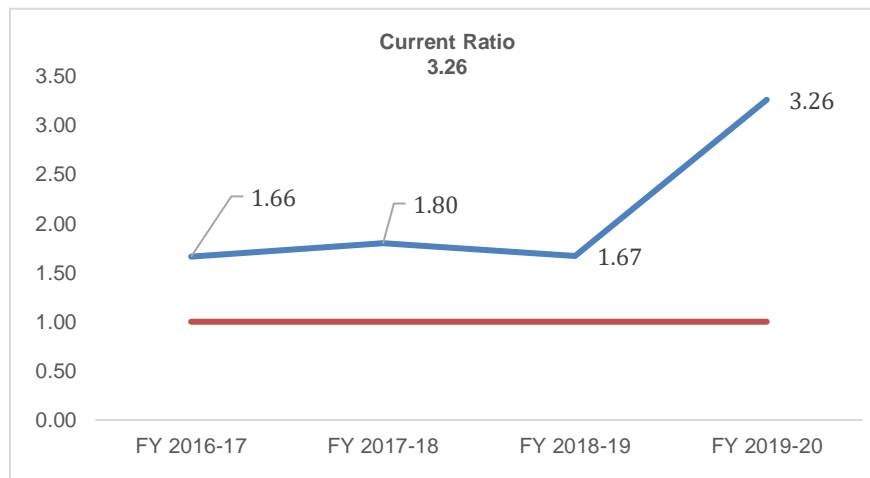
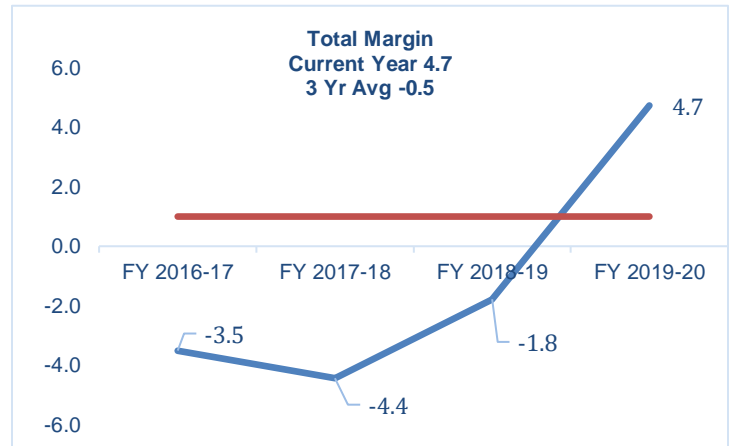
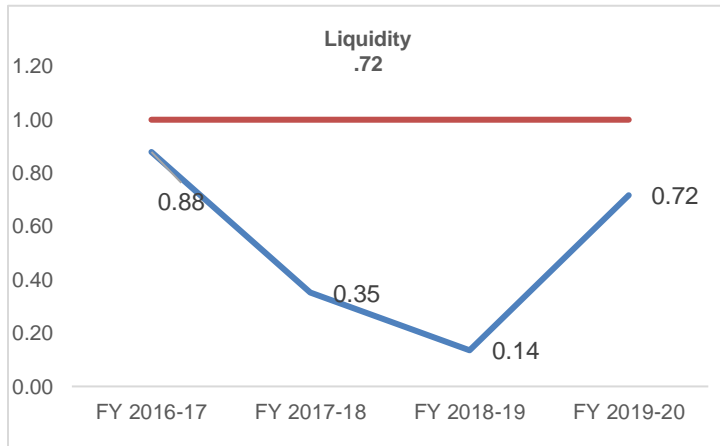
Charter School Name: Public Academy for Performing Arts
Date of Site Visit: April 16, 2021

	Meets
	Working to meet
	Does not meet

Financial Performance

This portion will contain data calculated by Charter School Business Manager

5. 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
6. 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
7. 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
8. Special Education Maintenance Of Effort (MOE) - School YTD expenditures must be equal to or greater than previous year or meet one of the three allowable exceptions



Financial Compliance

	Audit Findings <ul style="list-style-type: none"> Financial CAP for FY 2019-20 uploaded
	<ul style="list-style-type: none"> Board policies uploaded. Will be revising by June 30, 2020
	Chief Procurement Officer Compliance <ul style="list-style-type: none"> Melanie Dunn-Chavez license expires July 2021
	Business Official License <ul style="list-style-type: none"> Rhonda Cordova license expires June 30, 2025
	Financial Reports posted on Website <ul style="list-style-type: none"> Charter School Business Manager to review independently: <ul style="list-style-type: none"> Link to Sunshine portal present Governing Council minutes from most recent GC meeting posted Financial Reports presented to GC posted on website BARS have been approved by GC and noted in minutes Disbursements have been approved by GC and noted in minutes
	Special Ed Maintenance of Effort <ul style="list-style-type: none"> On schedule to meet MOE by year end

Financial Audit

	Bank Reconciliation <ul style="list-style-type: none"> Reviewed February 2021. One stale dated check that was voided in March.
	Request for Reimbursement – must be submitted quarterly for all funds that run through APS <ul style="list-style-type: none"> RfR’s for Idea B and CARES both partially spent No RfR’s for Title III, Title II, HEPA filters
	Budget to Actual report – <ul style="list-style-type: none"> No funds as of date of site visit that exceed budgetary authority
	Finance Committee – meets monthly <ul style="list-style-type: none"> Reports are distributed by the 15th of each month Review JE’s Review bank reconciliation and stale dated checks Review Balance Sheet Budget expense report to know where they are PO listing for any PO greater than \$5,000 Budget comparison from year to year Review revenue and expense reports Review TB

Special Education Review

0-59% - Does not Meet
60-79% - Working to Meet
80-100% - Meets

1. Processes and Accountability	Total points= <u>20</u> / <u>20</u> points = <u>100</u> %
2. IEP Compliance	Total points= <u>47</u> / <u>52</u> points = <u>90</u> %
3. Transition Compliance	Total points= <u>15</u> / <u>21</u> points = <u>71</u> %
4. Evaluation Compliance	Total points= <u>13.5</u> / <u>14</u> points = <u>96</u> %

Follow-up to previous site visit from Fall 2020		
Site Visit – 11/17/20	Recommendations	Evidence of Improvement During Current Visit
Student #2 – Concerns with Present levels, goals, LRE, PWN, Parent Participation, Post-secondary goals, course of study, Student invitation & Age of majority notification, Student #3 – Concerns with present levels, goals, LRE, PWN, Participants, Post-secondary goals & Student invitation	Based on all the findings, it is recommended the IEP team conducts an amendment or full IEP meeting to address all non-compliant areas by 120th day. <i>Review spring 2021</i>	PAPA conducted an IEP on 12/10/20 for Student #2 and an amendment IEP on 12/14/20 for student #3 to address all concerns. All items have been addressed. <u>No additional follow-up</u>

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

<u>Current site visit - Spring 2021</u>	
Date: <u>4/16/21</u>	Reviewer: <u>Patricia Espinoza</u>
Grades: <u>6th - 12th</u>	Total Enrollment: <u>450</u> SWD: <u>61</u> GI: <u>0</u>
SPED providers: <u>5 - Sp. Ed. Teachers, 1 - Sp. Ed. Director, 1 - Social Worker</u>	
Contracted: <u>SLP, OT, Diagnostician, School Psychologist</u>	
Documents due date: <u>4/8/21</u>	Date documents were uploaded: <u>4/6/21</u>

1. Processes and Accountability		20 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 – Each New Mexico public agency, within the scope of its authority, shall develop and implement appropriate policies, procedures, programs and services to ensure that all children with disabilities who reside within the agency’s educational jurisdiction, ... are identified and evaluation and have access to a free appropriate public education (FAPE) in compliance with all applicable requirements of state and federal laws and regulations. If the public charter school is an LEA, that charter school is responsible for ensuring that the requirements are met 6.31.2.9(A), 6.31.2.11(I)(3) The school has a policy that states their provision of a free appropriate public education for all students with disabilities – 2 points		
		Total points = <u>2</u> /2
1.b. The school has a written process that documents how they keep track of IEPs and Re-evaluations. a) The school has a written description for completing IEPs – 2 points b) The school has a written description for completing Reevaluations – 2 points c) The school has an updated master spreadsheet with student demographics, IEP and Reevaluation due dates – 3 points		
		Total points = <u>7</u> /7
1.c. The School has Discipline plan that outlines implementation of school wide discipline policy for Students with Disabilities. Discipline policy includes specific provisions for students with disabilities and plan for the school to utilize IEP in discipline of students with disabilities – 3 points		
		Total points = <u>3</u> /3
1.d. School has a plan for the provision of an Alternative Education Setting (AES) and a written manifestation process. A removal of a child with a disability from the child’s current educational placement is a change of placement if: The removal is for more than 10 school days in a row; or The child has been subjected to a series of removals that constitute a pattern (34 CFR §300.536) – 2 points		
		Total points = <u>3</u> /3
1.e. The school has a written document explaining their continuum of services. The school shall ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. 34 C.F.R. 300.115(a) – 3 points		
		Total points = <u>3</u> /3
1.f. Special Education Coordinator Training Attendance – APS sponsored – Each item - .25 points Sep. 2019 <u>YES</u> Nov. 2019 <u>YES</u> Jan. 2020 <u>YES</u> March 2020 <u>YES</u>		
		Total points = <u>1</u> /1
1.g. 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 40 th <u>YES</u> 80 th <u>YES</u> 120 th <u>YES</u>		
		Total points = <u>1</u> /1
1. Processes and Accountability		Total points= <u>20</u> / <u>20</u> points

<p>2. IEP Compliance The following parts of the IEP reviewed are in compliance. <i>See links to state and federal regulations for additional guidance.</i></p>		<p>36 - 55 possible points* <i>*Points will be adjusted to reflect all areas reviewed</i></p>
<p>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</p>		
<p>40th <u>YES</u> 80th <u>YES</u> 120th <u>YES</u></p>		<p>Total points = <u>6</u>/6</p>
<p>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) -</p>		
<p>Must meet all requirements per IEP - Each IEP - 2 points IEP #2- Missing data from the BIP (1.5 points)</p>		<p>Total points = <u>5.5</u>/6</p>
<p>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) -</p>		
<p>Must meet all requirements per IEP - Each IEP - 2 points</p>		<p>Total points = <u>6</u>/6</p>
<p>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))</p>		
<p>Must meet all requirements per IEP - Each IEP - 2 points IEPs #1, #2, & #3 - Some PTGs contained limited information; either no scores, or no description of the progress (#1 & #2 - 1.5 points) (#3 - 1 point)</p>		<p>Total points = <u>4</u>/6</p>
<p>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))</p>		
<p>Must meet all requirements per IEP - Each IEP - 2 points IEP #1 - Missing the location for SE services (1.5 points), IEP #2 - End dates are incorrect, Related services were included in the wrong section for supplemental services (1-point)</p>		<p>Total points = <u>4.5</u>/6</p>
<p>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))</p>		
<p>Must meet all requirements per IEP - Each IEP - 1 point</p>		<p>Total points = <u>3</u>/3</p>
<p>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)</p>		
<p>Must meet all requirements per IEP - Each IEP - 2 points</p>		<p>Total points = <u>6</u>/6</p>

<p>2.h. IEP Team Participants-The <i>IEP Team Meeting Participants</i> signature page of the IEP shall reflect the members of the IEP Team who were present and participated in the IEP Team meeting, and shall further provide the necessary documentation that the IEP Team meeting was duly constituted. The names of the IEP Team meeting participants shall be typed as well as their participation reflected by their signature. (34 C.F.R. § 300.321(a))</p> <p>Must meet all requirements per IEP – Each IEP – 1 point Total points = <u>3</u>/3</p>
<p>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))</p> <p>Must meet all requirements per IEP – Each IEP – 1 point Total points = <u>3</u>/3</p>
<p>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))</p> <p>Must meet all requirements per IEP – Each IEP – 1 point Total points = <u>3</u>/3</p>
<p><i>The following items will be reviewed only for IEPs that include data indicating these items should be addressed by the IEP team.</i></p> <p align="right"><i>Total points will be adjusted accordingly.</i></p>
<p>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)</p> <p>Must meet all requirements per IEP – Each IEP – 1 point Total points = <u>2.5</u>/3</p> <p>IEP #2 – IEP included Text to Speech for ELA allowable areas. The school could not explain what those are. (.5 points)</p>
<p>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)</p> <p>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.</p> <p>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))</p> <p>Each item per IEP – 1 point Total points = <u>.5</u>/1</p> <p>IEP #2 – BIP has not been updated since it was created on 11/21/19, no data was reported on its effectiveness. (.5 points)</p>
<p><u>2. IEP Compliance</u> Total points= <u>47</u> / <u>52</u> points</p>

<p>3. Transition Compliance</p> <p>The transition plans for students with disabilities (age 14+) are in compliance with Indicator 13. Schools shall integrate transition planning into the IEP process. The <i>Transition Services</i> section of the IEP includes the results of transition assessment, the student’s post-secondary goals and course of study, and coordinated set of activities. However, transition services also shall be incorporated throughout the IEP including in the annual goals, special education and related services. 34 CFR 300.320(b), (6.31.2.11(G) (2) NMAC)</p>		<p>12 – 30 points</p>
<p>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 <i>Where appropriate</i>, independent living skills. (34 C.F.R. § 300.320(b) (1); 6.31.2.11(G) (3) (a) NMAC)</p>		
<p>Must meet all requirements per IEP – Each IEP – 1 point</p> <p>IEP #2 & #3 – Post-Secondary goals do not meet NMPED requirements. #3 - Missing Employment Post-Secondary Goal.</p>	<p>Total points = <u>0</u>/2</p>	
<p>3.b. Post-secondary goals updated annually – IEP must be current and contain Measurable post-secondary goals. Goals should be reviewed/updated annually.</p>		
<p>Must meet all requirements per IEP – Each IEP – 1 point</p>	<p>Total points = <u>2</u>/2</p>	
<p>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.</p>		
<p>Must meet all requirements per IEP – Each IEP – 1 point</p>	<p>Total points = <u>2</u>/2</p>	
<p>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.</p>		
<p>Must meet all requirements per IEP – Each IEP – 1 point</p> <p>IEP #2 – Course of Study is missing the name of the “Online College class”</p>	<p>Total points = <u>1</u>/2</p>	
<p>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)</p>		
<p>Must meet all requirements per IEP – Each IEP – 1 point</p> <p>IEP #2 & #3 - Missing Coordinated Transition Activities.</p>	<p>Total points = <u>0</u>/2</p>	
<p>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.</p>		
<p>Must meet all requirements per IEP – Each IEP – 1 point</p>	<p>Total points = <u>2</u>/2</p>	

<p>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.</p> <p>Must meet all requirements per IEP – Each IEP – 1 point Total points = <u>2</u>/2</p>
<p>3.h. Participating agency – If appropriate, the IEP must include evidence that a representative of any participating agency was invited to the IEP meeting with the prior consent of the parent or student who has reached the age of majority.</p> <p>Must meet all requirements per IEP – Each IEP – 1 point Total points = <u>2</u>/2</p>
<p>3.i. All students by the age of 14 have been informed of Rights That Will Transfer at Age of Majority. Beginning no later than the first IEP to be in effect when the child turns fourteen (14), or younger, if determined appropriate by the IEP team, and updated annually thereafter; the IEP shall include a statement that the child has been informed of the child’s rights under the IDEA that will transfer to the child on reaching the age of majority. (34 C.F.R. § 300.320(c); 6.31.2.11(G) (3) (c) NMAC).</p> <p>Must meet all requirements per IEP – Each IEP – 1 point Total points = <u>1</u>/2 IEP #2 – Missing date indicating when annual notification of the transfer of rights was provided.</p>
<p>3.j. Special Education IEPs submitted on time for SPP 13 upload – 2 points</p> <p align="center">SPP 13 IEP file upload due date <u>12/14/2020</u> File upload date completed <u>12/8/20</u></p> <p align="right">Total points = <u>2</u>/2</p>
<p>3.k. All districts are required to administer and report Post-School Outcomes Survey, even if they had no high school students that exited in the reporting year. The Public Education Department, Special Education Bureau conducts an annual State-Wide Follow-up Study, as a mandated requirement of the State Performance Plan, to provide post school follow-up information to OSEP to address SPP Indicator 14.</p> <p>PSO surveys completed and uploaded by September 30, 2020 – 1 point Total points = <u>1</u>/1</p> <p>YES</p>
<p><u>3. Transition Compliance</u> Total points= <u>15</u> / <u>21</u> points</p>

<p>4. Evaluation Compliance The following parts of the Evaluation reviewed are in compliance <i>* See links to state and federal regulations for additional guidance.</i></p>		<p>16 - 25 possible points* <i>*Points will be adjusted to reflect all areas reviewed</i></p>
<p>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</p>		
<p>40th <u>YES</u> 80th <u>N/A</u> 120th <u>N/A</u></p>	<p>Total points= <u>1</u>/1</p>	
<p>No Initial Evaluations were conducted for 80th & 120th.</p>		
<p>4.b. The Re-evaluations are current per STARS report. Schools shall reevaluate a child with a disability at least once every three (3) years, unless the parent and the district agree that a reevaluation is unnecessary. (34 C.F.R. § 300.303(b)(2)) - Each reporting period - 1 point</p>		
<p>40th <u>YES</u> 80th <u>YES</u> 120th <u>YES</u></p>	<p>Total points= <u>3</u>/3</p>	
<p>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)</p>		
<p>REED document - 5 points</p>		<p>Total points= <u>5</u>/5</p>
<p>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)</p>		
<p>Each evaluation's PWN - 2 point</p>		<p>Total points= <u>2</u>/2</p>
<p>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)</p>		
<p>Each evaluation's consent - 3 points</p>		<p>Total points= <u>N/A</u>/3</p>
<p>N/A - Reevaluation conducted with no formal testing.</p>		

<p>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)</p> <p>Each evaluation's report - 3 points Total points= <u>N/A</u> /3</p> <p><u>N/A - Reevaluation conducted with no formal testing.</u></p>
<p>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)</p> <p>Complete EDT forms per evaluation - 3 points Total points= <u>2.5</u> /3</p> <p><u>IEP #1 - EDT document is incomplete, missing date and data justifying eligibility decisions.</u></p>
<p>4.h. Initial IEPs - provision of services. Each public agency must ensure that - A meeting to develop an IEP for a child is conducted <u>within 30 days</u> of a determination that the child needs special education and related services; 34 CFR 300.323(c)(1)</p> <p>30 days initial placement timeline - 2 points Total points= <u>N/A</u> /2</p> <p><u>File reviewed included a Reevaluation</u></p>
<p>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)</p> <p>Consent for initial placement - 2 points Total points= <u>N/A</u> /2</p> <p><u>File reviewed included a Reevaluation</u></p>
<p><u>4. Evaluation Compliance</u> Total points= <u>13.5</u> / <u>14</u> points</p>

Concerns from Current Visit – 4/16/21	Recommendations	Action Plan (with completion dates)
<p>2.b. IEP Compliance - PLPs – Present Levels of Performance IEP #2- Missing data from the BIP</p>	<p>All IEPs must include a statement of the child’s present levels of academic achievement and functional performance. Including scores, data and narrative that clearly describes the area of need. Present levels must also include all related services.</p>	<p>Ensure all IEPs include complete present levels of performance.</p> <p>Review fall 2021</p>
<p>2.d. IEP Compliance - PTGs – Progress Towards Goals IEPs #1, #2, & #3 – Some PTGs contained limited information; either no scores, or no description of the progress</p>	<p>Periodic reports on the progress the student is making toward meeting the annual goal (such as through the use of quarterly or other periodic reports, concurrent with the issuance of regular education report cards) needs to be provided to the parent. Refer to “IEP Manual October 2011” Technical Manual from NMPED.</p>	<p>Ensure all IEPs include measurable and descriptive academic and functional progress towards goals. Including Ancillary services.</p> <p>Review fall 2021</p>
<p>2.e. IEP Compliance - Service Schedule – IEP #1 – Missing the location for SE services IEP #2 – End dates are incorrect, Related services were included in the wrong section for supplemental services</p>	<p>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. Related services are to be included in the section labeled Special Education & Related Services.</p>	<p>Ensure all IEPs have a correct service schedule.</p> <p>Review fall 2021</p>
<p>2.k. IEP Compliance – Testing Accommodations - IEP #2 – IEP included Text to Speech for ELA allowable areas. The school could not explain what those are</p>	<p>IEPs must contain a statement of “any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state and districtwide assessments. When determining appropriate testing accommodations, the IEP team must research the allowable accommodations for the specific state assessment such as PARCC, SBA, ACCESS, etc. Review testing accommodation manuals for state required assessments to make sure IEP teams are considering the allowable accommodations for students with disabilities.</p>	<p>Ensure IEPs contain allowable accommodations that are appropriate to the student needs.</p> <p>Review fall 2021</p>

<p>2.i. IEP Compliance - FBA/BIP – IEP #2 – BIP has not been updated since it was created on 11/21/19, no data was reported on its effectiveness</p>	<p>The IEP team must, in the case of a child whose behavior impedes the child’s learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior. Including conducting Functional Behavior Assessments (FBAs) and integration of Behavioral Intervention Plans (BIPs) into the IEPs. 34 CFR 300.324(a)(2)(i), (6.31.2.11(F) (1) NMAC).</p>	<p>Ensure BIP data is gathered and used in updating or continuing with the current BIP.</p> <p>Review fall 2021</p>
<p>3.a. & 3.b. Transition – Post-secondary goals / updated annually IEP #2 & #3 – Post-Secondary goals do not meet NMPED requirements. #3 - Missing Employment Post-Secondary Goal.</p>	<p>Transition IEPs must include measurable postsecondary goals that address training after high school, Education after high school, and Employment after high school, and (where appropriate) independent living Skills after high school and goals must be updated annually.</p>	<p>Train staff to ensure this section is completed accurately.</p> <p>Review fall 2021</p>
<p>3.d. Transition Plan – Course of Study IEP #2 – Course of Study is missing the name of the “Online College class”</p>	<p>Transition IEPs must include a multi-year description of coursework from the student’s current to anticipated exit year that is designed to help achieve the student’s desired post-school goals. Every course must be included with the official course’s name.</p>	<p>Train staff to ensure this section is completed accurately.</p> <p>Review fall 2021</p>
<p>3.e. Transition Plan – Coordinated Transition Activities IEP #1 - Missing Coordinated Transition Activities.</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>Review fall 2021</p>

<p>3.i. Transition Plans – Age of Majority IEP #2 – Missing date indicating when annual notification of the transfer of rights was provided.</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>For more information on all the components of a transition IEP, refer to “IEP Manual October 2011” Technical Manual from NMPED.</p>	<p>Train staff to ensure this section is completed accurately.</p> <p>Review fall 2021</p>
<p>Student #1 & Student #2 Based on all the findings outlined above. It is recommended the IEP team conducts an amendment or full IEP meeting to address all non-compliant areas before the end of the current school year.</p> <p>PAPA conducted an amendment for both students before this report was completed and corrected all the findings. <u>No additional follow-up</u></p>		
<p>4.g. Evaluation – EDT – Eligibility Determination Team IEP #1 – EDT document is incomplete, missing date and data justifying eligibility decisions.</p>	<p>Upon completion of the administration of assessments and other evaluation measures, for each eligibility being considered - A group of qualified professionals and the parent of the child determines... In the case of a reevaluation of a child, whether the child continues to need special education and related services. The team must ensure evaluation procedures meet NMTEAM 2017 requirements.</p>	<p>Ensure EDTs include all the necessary documentation being considered when making eligibility determination decisions.</p> <p>Review fall 2021</p>

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