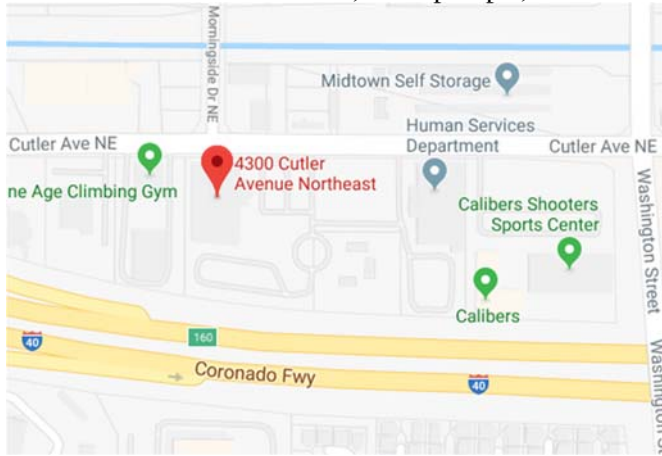


Location

- 4300 Cutler Ave. NE, Albuquerque, NM 87109



School Leadership

- Mary Tarango, COO
- Bianca Sapien, Principal
- Governing Board Members:
 - Virginia Trujillo, President
 - Art Silva, Vice-President
 - Kathleen Webb, Secretary
 - Evelyn Dow
 - Victoria Tafoya

Mission/Vision

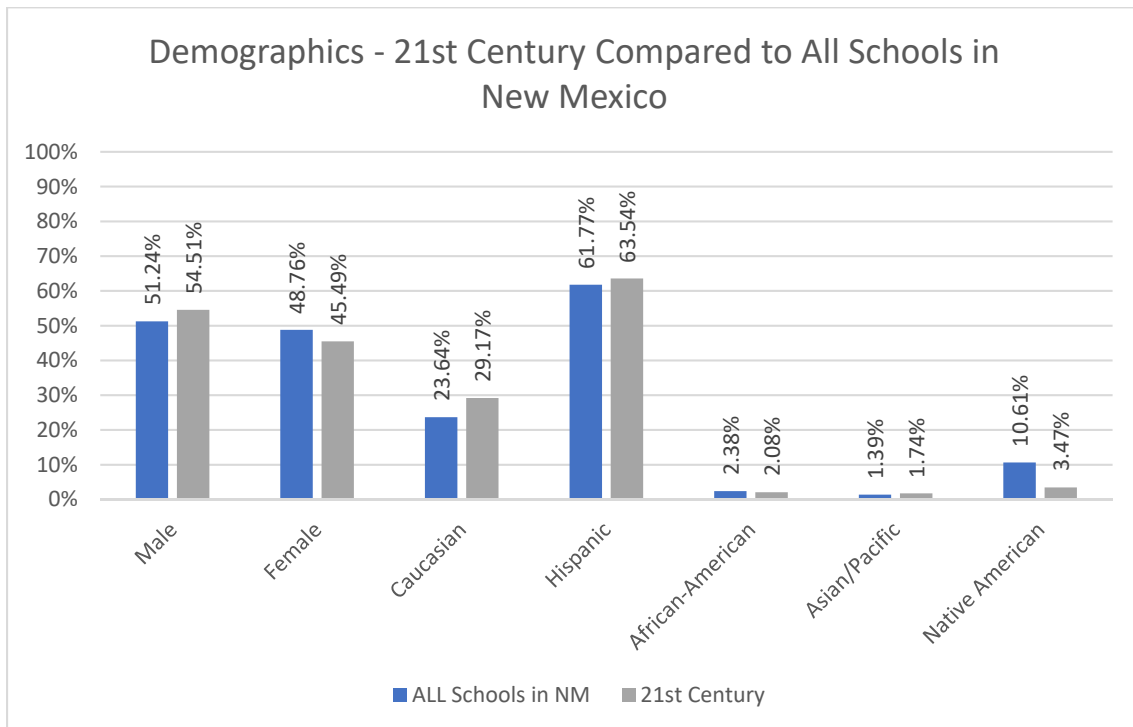
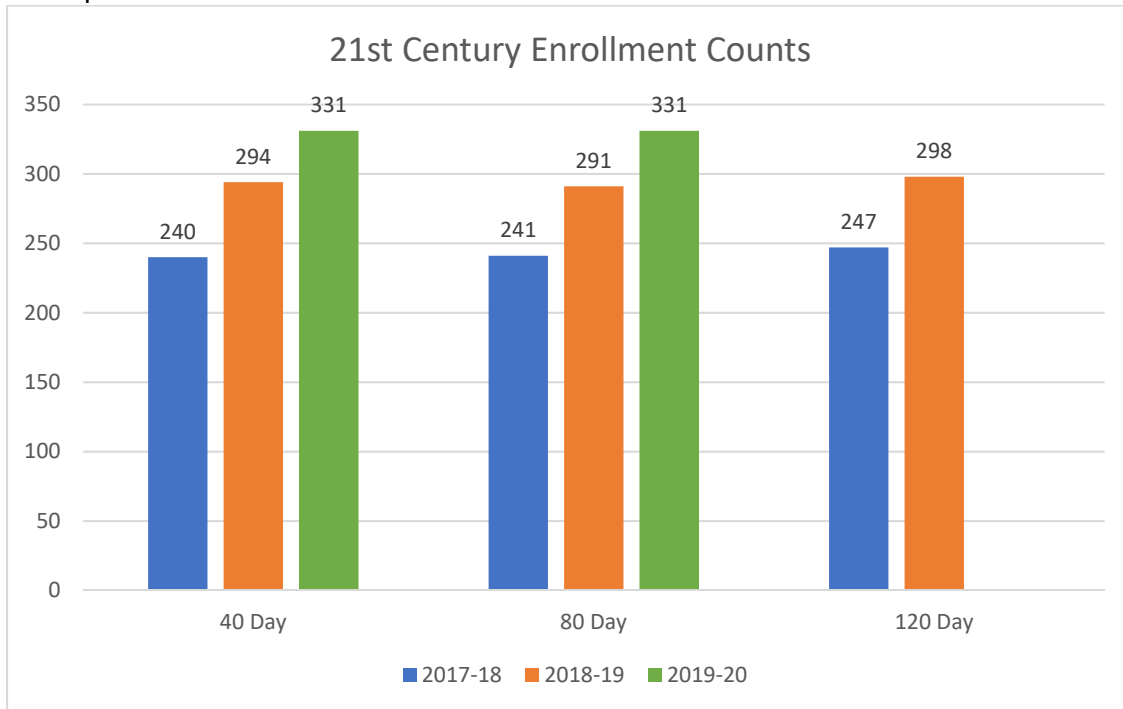
- It is the mission of 21st Century Public Academy to continually search for positive learning experiences that enrich students and staff. Whenever possible, these lessons will take place in the arena in which they are practiced.
- 21st Century Public Academy will provide experiences, situations, and opportunities for students to develop talents and to understand their role in the community. The body, mind, and spirit of each person will grow through lessons learned at school. Students will acquire a sense of personal responsibility, independence, and community interdependence.

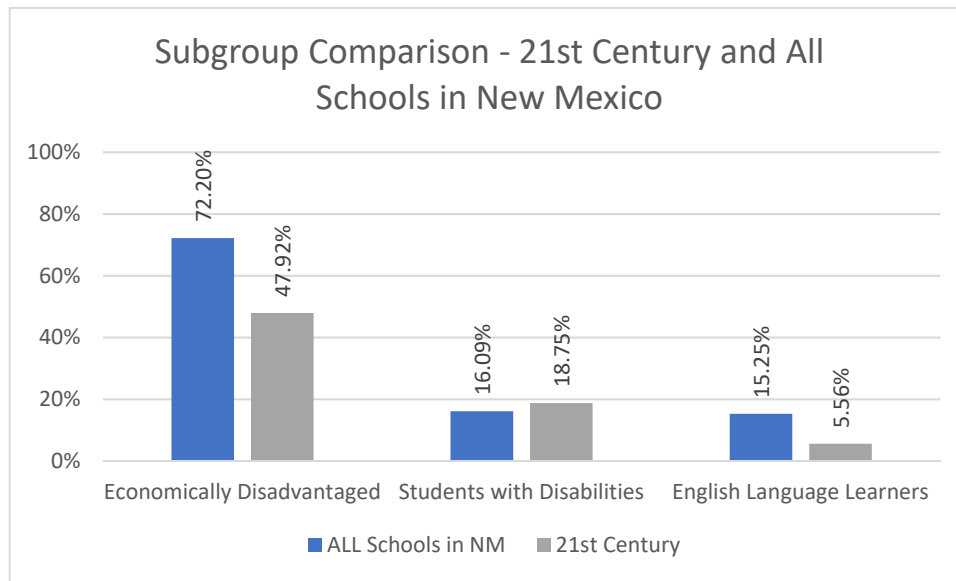
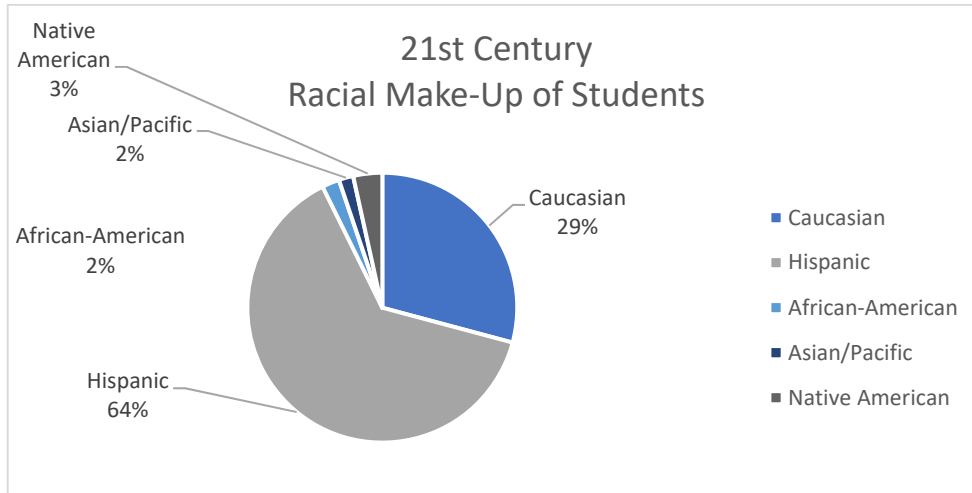
History

- 21st Century Public Academy was declared an official charter in 1999 by the Board of the Albuquerque Public Schools and State Department of Education. 40 6th grade students were permitted to enter the doors for the first time in September, 2000, making it officially the first charter middle school in Albuquerque, New Mexico. The school's first 8th grade graduation was held in May, 2003.
- The school was started by teachers who had worked together under a charter at Taylor Middle School: Art Silva, Math; Kitty Krivitzky, Science; Darlene Arias, Social Studies; Heather Sickenger, Language Arts. Donna Eldredge joined the team as a Special Ed teacher and principal.
- Originally Chartered by Albuquerque Public Schools in 1999.
- Renewed by APS in 2015
- Contract: July 1, 2015-June 30, 2020
 - Renewal Due: October 1, 2019

Demographics

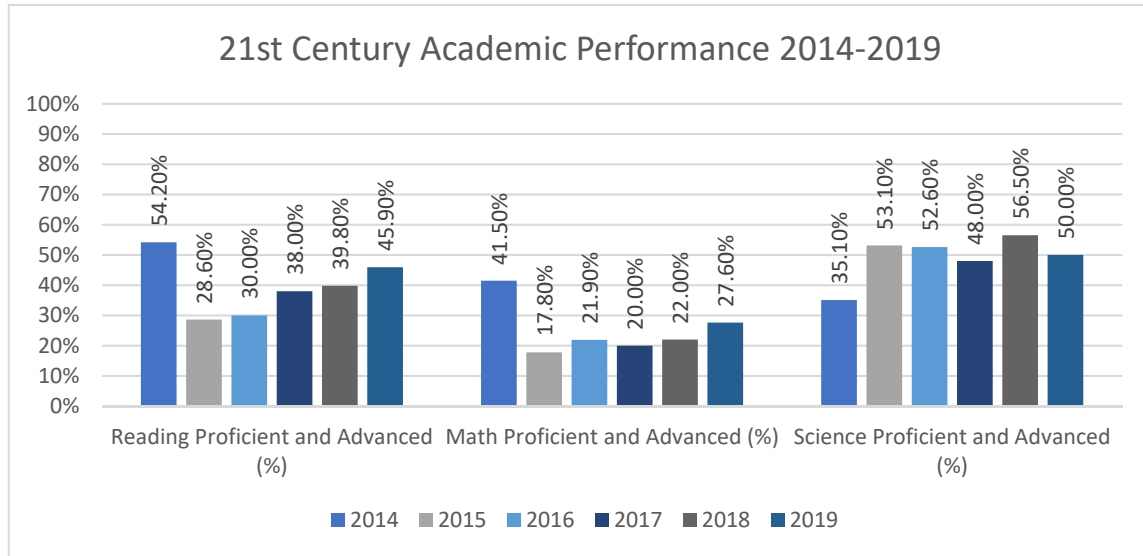
- The school currently has 288 students enrolled at the end of year count. The school's cap is 400 students.





Academic Performance

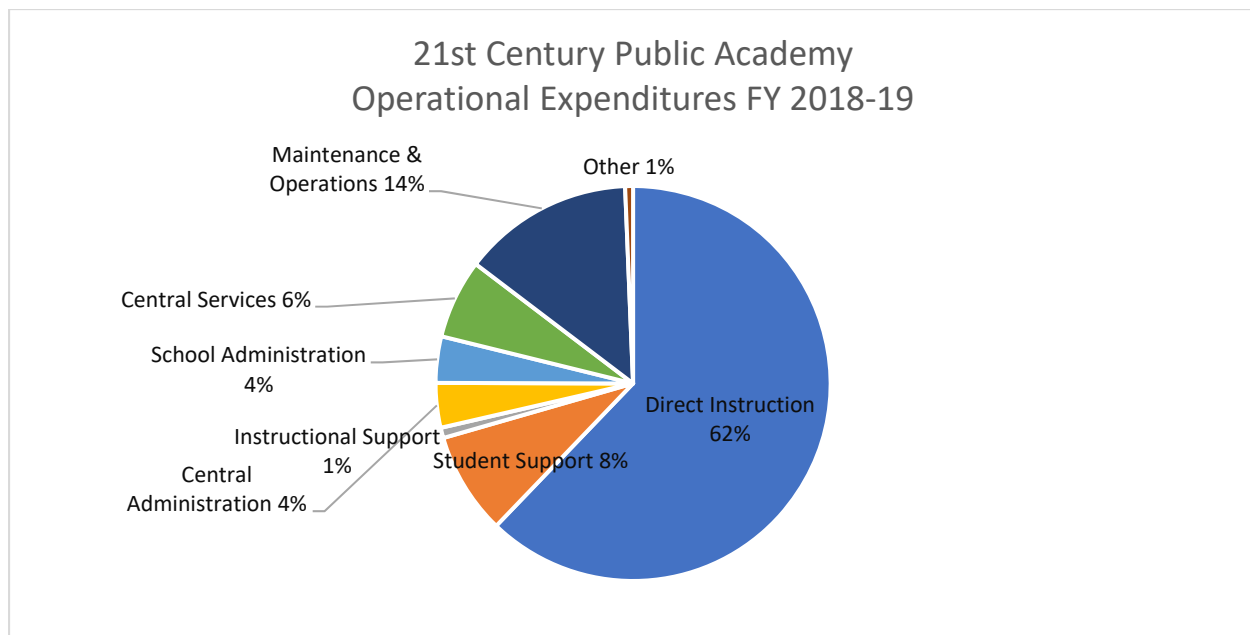
- School Grading Report
 - 2014: C
 - 2015: A
 - 2016: B
 - 2017: B
 - 2018: C



Financial Information

Operational Expenditures by Function

Operational	Expenditures by Function	%	Amount	Example of Expenditures by Fund
1000	Direct Instruction	66%	\$1,417,983.04	Teachers, EAs, Instructional Coaches, etc.
2100	Student Support	10%	\$190,737.75	Social workers, counseling, ancillary services, etc.
2200	Instructional Support	1%	\$19,356.19	Library/Media services, instruction-related technology, academic student assessment, etc.
2300	Central Administration	5%	\$83,335.45	Governance Council, executive administration, community relations, etc.
2400	School Administration	5%	\$86,482.41	School Administrator, etc.
2500	Central Services	7%	\$148,104.99	Business Manager, human resources, printing technology services, etc.
2600	Maintenance and Operations	5%	\$319,641.24	M&O of buildings, upkeep of grounds and vehicles, security, safety, etc.
	Other	1%	\$14,677.35	Miscellaneous (Community Services)
	GRAND TOTAL		\$2,280,318.42	



A total of 75% of Operational dollars go directly to supporting student success, including expenditures in Direct Instruction, Student Support, Instructional Support and School Administration.

Qualitative Site Visits

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

- **Leadership** - 45 Minutes (*School Administration and at least 1 Governing Board Member*):
 - Mission Specific Goals
 - School should provide goal statement and data supporting the goal statement provided in an illustrative format (ex. Graph etc.)
 - *Outside School Instruction*
 - Admissions/Lottery/Wait Lists
 - School provides a copy of the lottery process
 - School describes how the following processes are executed
 - Admissions
 - Lottery
 - Wait list
 - *Strong Process*
 - Discipline Policies and Practices
 - Discussion on how the school looks at discipline data
 - *Where and when, are they issues of social emotional need. We are looking at adult patterns of behavior. We are seeing an increase of issues with the 5th grade.*
 - Governing Council's Role
 - Updated Governing Council Membership List
 - Policy and/or process for written annual evaluation of the Head of the School.
 - *We have a process that was developed.*
 - *We are looking at the data.*
 - *The head administrator presents an annual performance review to be considered as part of the review in late May or early June.*
 - *Recommendation to add a cyclical process.*
 - *Updated and reviewed during Spring Site Visit*
 - Process for Strategic Planning
 - *We have not really established the strategic planning goals.*
 - *Recommendation to add a cyclical process.*
 - *Updated and reviewed during Spring Site Visit*
 - Top Priorities for Governing Council for Administration
 - *Recommendation to add a cyclical process.*
 - *Updated and reviewed during Spring Site Visit*
 - Review of Open Meetings Act Compliance and Overall Transparency
 - <http://21stcenturypa.com/wp/?cat=13,9>
 - Sharing of Best Practices
 - Identification of best practices the school demonstrates strong competency on that can be shared with others.
 - *Outside School Instructions*
- **Students** – 15 Minutes (*School identifies 3-5 students that represent the diversity of the school*):
 - Discussion Topics
 - Best thing about the school
 - *The opportunities, The different type of sports and associated arts class. I like the people and everyone is very friendly.*
 - *I like the algebra class in 8th grade, a lot of extra curricular activities and the OSI's.*

- I feel like the teachers are very kind and committed.
- What can be improved
 - The lockdown lunch, it is where we are not allowed to go outside for break. We are not allowed to talk and it can last a few days and then we have assigned seats. The global punishment is not fair.
- Discipline Process
 - The new system of verbal warning, lunch detention, and then a phone call home, you get a lot of opportunities to fix your mistakes. Each grade has different systems of rewards and the 8th grade has puzzle wars.
- Social and Emotional Support
 - Whenever we don't feel right, they are more than willing to allow us to leave class and talk to someone.
 - The counselor really helps when you are struggling and support ourselves.
- **Teachers – 30 Minutes** (*School identifies 3-5 teachers that represent the diversity of the school*):
 - Discussion Topics
 - How is instruction aligned with the school's mission
 - We have the four core classes, we align with through the OSI's
 - Each core class has a learning goal and target, sometimes there is prep work to get them ready. It does align to prep work, each of us plan five OSI's.
 - There is always a goal for math and social studies. It will show what the learning goals.
 - Supports, accommodations, and modifications for students with diverse learning needs
 - We start with whatever data we get and place them in whatever appropriate place where they can get support. There is time for support and grade level information.
 - Friday we are going to wild life west, so we are going to take pictures from the field trip so we can support students who are struggling to learn or to be able to take notes.
 - We have the pull out study group inside of the study lab. It is amazing how full inclusion because everyone is getting the same content they are just small modifications that is working. This model is very successful and is working with the students.
 - We work very hard to collaborate and talk with each other, he knows exactly how to back each other up with that support.
 - We have clear expectations across the grade span. I support and help any one who may be struggling I am just an assistant teacher finish.
 - A lot of students don't have an IEP but they do need the support.
 - Curriculum development, alignment, and planning
 - We look at items grade and department pretty much every day. We have department meetings to correlate how we vertically align everything.
 - Because of the conversion to the Next Generation Science Standards, we have all been working on that to make sure we are aligned.
 - In the grade level we are meeting every day so we know what is going across the school work.
 - Professional Development including Mission Focus

- Professional Development plans are highly individualized. We are very data focused to identify the Professional Development needs that we have. We have a very supportive administration, so often times it is very individualized. We do a lot of data analysis and are sharing that from department to department and analyzes the work so that we can identify what they need to be supportive.
 - We know that our students need to be a whole person by the time they leave here.
- Support for students' social and emotional health
 - A lot of it is supporting students over a period of time. The bonding of students and staff during the OSI's you are building relationships. We are building relationships constantly, through homerooms and through other work.
 - We are also dealing with family issues and supporting them through whatever they are dealing with.
 - It is a strong close community
 - We focus on relationship building, what is appropriate and not appropriate. We are discussing what is being responsible and safe.
 - We have looked at it for a family type environment.
 - The students know what is expected of them and what is expected of us also.
 - They really gain the sense of ownership and family
- **Families – 30 Minutes** (*School identifies 3-5 parents that represent the diversity of the school*):
 - Discussion Topics
 - Implementation of the school's mission
 - Military families coming here and choosing on their own the school.
 - It was almost an accident, we were looking for charter schools outside of the home school because the home school was not a good fit. I went to the school choice fair and applied and he got in. The choice to move my student, she had been struggling with an IEP at a traditional school. When we had two parent teacher conferences on the same day. We realized that the special education teachers are not giving her what she needed. She was a year behind in reading but is now on grade level.
 - We transitioned from Coral Community Charter School. A lot of students come to 21st century because of the founders were the same. I came to the fall festival, and realized how small it was and it has a community oriented feel. I wanted to make sure we had a good transition. My oldest son is a smart individual, and I did not want to send him to a large comprehensive middle school. I thought this school would challenge him and go into high school with the credits so he could be advanced. We did look at other schools but the curriculum is over the top at other schools and here it is a good balance. The 5th grade program is really strong here.
 - We picked the school because of the outside school instruction, the other thing that matter is that the school secretary answered the phone and was super friendly. We liked that the utilize the resources from this area.
 - When my son came here I liked the idea about the Outside School Instruction, it could get boring with kids and learning. When I brought my daughter we loved Coral Community Charter School. I was able to

see the experience of my nephew who had already been here. When I moved her for 5th grade it was a good transition, I am happy that we did make the move.

- Supports, accommodations, and modifications for students with diverse learning needs
 - My daughter has had an IEP since 3rd grade, at first when she started here in 5th grade it was full inclusion and that it worked a lot better than a pull out. It really made a difference in her self-confidence and getting things done. Having the study lap has been very beneficial this year. It really helps keep her on task and on level as her peers.
 - My oldest son needs to be challenged because he is too good for his own good. He is the type of kid who wants an A+ and not just an A. Sometimes I have to remind the teachers that he is not having homework so he can continue to be challenged. Kahn Academy will help him be in Algebra 1 for 8th grade.
- Support for students' social and emotional health
 - There are a tons of programs.
 - The counselor is fantastic, they started chess club this year. The sports are nice. My other son is on the gold team.
 - Athletics are big here
 - Japanese Anime (JAM) club to get all of the students engaged.
 - I was diagnosed with breast cancer and my daughter felt like she had some people to talk to. She feels like she has people to talk to when there is an issue.
 - My daughter had a bullying incident here last year, I never heard another thing after we discussed it. Once I brought it to my team and watched for it. It was resolved and it didn't come up. What was your day and I saw it dominated the conversation and then once they dealt with it there was.
- School Safety
 - I was so concerned with Outside School Instructions because of public transportation.
 - They have had experiences with people who may have had mental issues. The way they handled it, the police were having to come and they took all of the students exit to exit to make sure they were safe.
 - I wish that there was a vestibule where people had to be buzzed in, and if you wanted to go anywhere in the school then they had to run.
- Family communication and engagement
 - It is very easy to communicate. It is very easy for us to have access to the teachers and it is a click away to respond and they are really good to give phone numbers but they are really easy to get a hold of.



21st Century Public Academy
2019-20 Spring Site Visit Report

APS Charter School Site Visit 2019 - 20

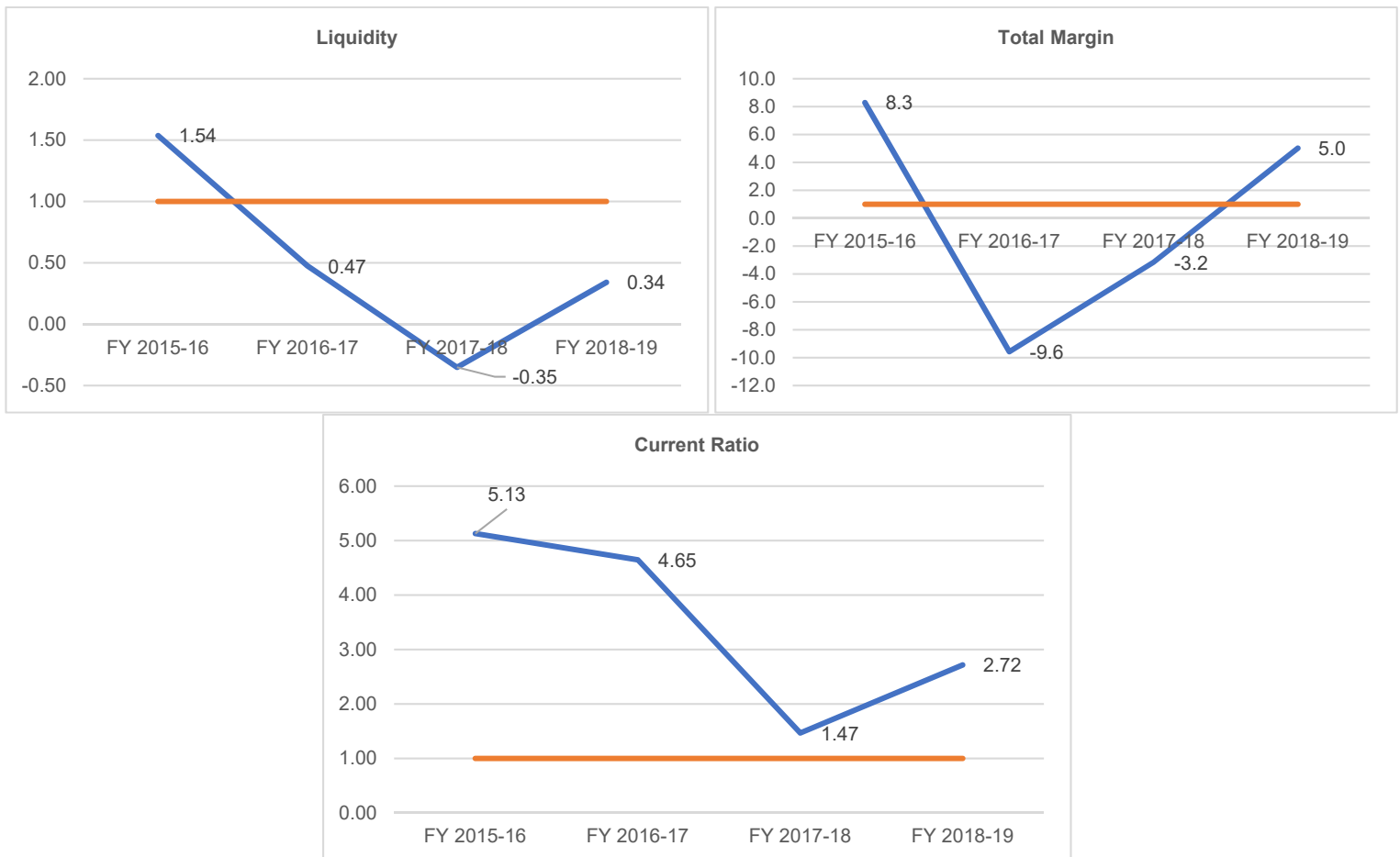
Financial Cap Site Visit

School: 21st Century

Date: April 23, 2020

Name of Reviewer(s): Roberta Velasquez

Financial Performance





Financial Corrective Action Plan (CAP)

- Provide copy of approved Correction Action Plan
- Provide copy of updated Internal Control Policies and Procedures

Testing will be done during the financial audit portion of the site visit to ensure compliance
Status review done by Moss Adams on September 23, 2019 indicates 7 audit findings from previous year repeated and modified, 7 audit findings cleared

Financial Compliance

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

Compliant	Non-compliant	Comments
Chief Procurement Officer Compliance		
<ul style="list-style-type: none">• Provide Chief Procurement Officer certificate		
X		Jeremy Perkins, April 10, 2019
Finance and Audit Subcommittee		
<ul style="list-style-type: none">• List of Finance Committee members• List of Audit Committee members		
X		Angela Lerner now on Audit Committee
Status of 218 Agreement		
<ul style="list-style-type: none">• Provide the Modification approval letter		
X		Modification approval letter dated 3/26/13
Financial Documents listed on Website		
	X	Last posted financials are December 2019, Current GC meeting minutes

Employment Documents

- I-9 for employees hired in the last 12 months or newest employee hired (minimum of 2)
- W-4 for same employee

X		
---	--	--

Financial Audit

Yes	No	Comments
Financial Reporting <ul style="list-style-type: none"> • GC minutes from most recent GC meeting • Financial reports provided to Governing Council 		
X		Noted three outstanding checks on financial reports. Two were for payroll liabilities from July and August 2018
Bank Reconciliation <ul style="list-style-type: none"> • Most recent approved bank reconciliation. • Most recent prepared bank reconciliation if reconciliation has not been approved 		
x		Reviewed March 2020 bank reconciliation
Inventory <ul style="list-style-type: none"> • All purchasing documentation for any capital asset purchased after July 1 of current fiscal year • Documentation for any assets purchased with Federal funding (Object codes: 57331 and 57332) 		
x		Purchased Chromebooks, all documentation provided
Journal Entries <ul style="list-style-type: none"> • All Journal entries made in current fiscal year. Must be approved by second party and have all supporting documentation. 		
X		4 JE's for current year for bank fees. Business Manager will start presenting JE's to Governing Council



Cash Receipts

- Copy of Internal controls policy regarding cash receipts
- Cash receipts log or receipt books
- Documentation for bank deposit of cash receipts for previous month

X

Cash receipts log and receipt books indicate that controls are in place.

Payroll Reports

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

X

CRS report submitted 8/20/19 for July 2019, ERB submitted 8/15/19 for July 2019, RHC submitted 8/8/19 for July, NMPSIA submitted 8/8/19 for August 2019

Comments/Recommendations: School should review policies and procedures to ensure that procedure and practice are the same.

Special Education review Date: <u>4/22/20</u> Reviewer: <u>Patricia Espinoza</u>		
Grades: <u>5-8</u> Total Enrollment: <u>300</u> SWD: <u>61</u> GI: <u>22</u>		
SPED providers: <u>4- Sp. Ed. & 2-GI Teachers, 1-Sp. Ed. Coordinator, 1- Sp. Ed. EA, 1-SW</u>		
Contracted: <u>Diagnostician, SLP, OT, PT, APE</u>		
<u>Follow-up to Fall 2019 site visit</u>		
Concerns from Fall Site Visit – 9/12/19	Recommendations	Evidence of Improvement During Current Visit
<ul style="list-style-type: none"> 21st Century Public Academy has no pending previously identified concerns. 		

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

<u>Current Site Visit – 4/22/20</u>	
1. Processes and Accountability	
<i>*See links to state and federal regulations for additional guidance</i>	25 points
<p>1.a. The school has documentation of a properly-constituted SAT at each school, which includes the student's parents and the student (as appropriate), shall conduct the student study process and consider, implement and document the effectiveness of appropriate research-based interventions utilizing curriculum-based measures. 6.29.1.9(E)(2) NMAC <i>*Meeting can be conducted without parent</i></p> <ul style="list-style-type: none"> a. The school has a written policy and procedure for the SAT Process – 1 point <u>1</u> b. The school provided documentation for SAT chair training (certificate, sign in document) – .5 points <u>.5</u> c. The school provided documentation for Staff training on SAT process (agenda & sign in doc) –1.5 points <u>1.5</u> d. The school provided a copy of the SAT student log – .5 points <u>N/A</u> e. SAT file reviewed contained documentation for parent invitation/participation, SAT meeting notes, Tier I documentation and Tier II interventions – 1.5 points <u>N/A</u> <p style="text-align: right;">Total points = <u>3</u>/3</p>	
<p>1.b. 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)</p> <p>The school has a policy that states their provision of a free appropriate public education for all students with disabilities – 2 points</p> <p style="text-align: right;">Total points = <u>2</u>/2</p>	

<p>1.c. The school has a written process that documents how they keep track of IEPs and Re-evaluations.</p> <p>a) The school has a written description for completing IEPs – 2 points <u>2</u></p> <p>b) The school has a written description for completing Reevaluations – 2 points <u>2</u></p> <p>c) The school has an updated master spreadsheet with student demographics, IEP and Reevaluation due dates – 3 points <u>3</u></p> <p style="text-align: right;">Total points = <u>7</u> /7</p>	
<p>1.d. The School has Discipline plan that outlines implementation of school wide discipline policy for Students with Disabilities. Discipline policy includes specific provisions for students with disabilities and plan for the school to utilize IEP in discipline of students with disabilities – 3 points</p> <p style="text-align: right;">Total points = <u>3</u> /3</p>	
<p>1.e. 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</p> <p style="text-align: right;">Total points = <u>3</u> /3</p>	
<p>1.f. 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</p> <p style="text-align: right;">Total points = <u>3</u> /3</p>	
<p>1.g. Special Education Coordinator Training Attendance – APS sponsored – Each item - .25 points</p> <p>Sep. 2019 <u>Yes</u> Nov. 2019 <u>Yes</u> Jan. 2020 <u>No</u> March 2020 <u>Yes</u></p> <p style="text-align: right;">Total points = <u>.75</u> /1</p>	
<p>1.h. 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</p> <p>40th <u>No</u> 80th <u>No</u> 120th <u>No</u></p> <p style="text-align: right;">Total points = <u>1</u> /1</p> <p>There is a pattern that shows one Case Manager being significantly under their FTE by almost a .5, while the rest are at capacity or slightly over.</p>	
<p><u>1. Processes and Accountability</u></p> <p style="text-align: right;">Total points= <u>21.75</u> / 23 points = <u>95%</u></p>	

<p>2. IEP Compliance</p> <p>For every special education site visit, ONE IEP for students with disabilities will be reviewed. The following parts of the IEPs reviewed are in compliance.</p> <p><i>See links to state and federal regulations for additional guidance.</i></p> <p style="text-align: right;">17 points*</p> <p style="text-align: right;"><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 - 1 point</p> <p>40th <u>No</u> 80th <u>Yes</u> 120th <u>No</u> Total points = <u>1</u> /3</p> <p>40th – 1 overdue IEP 120th – 4 overdue IEPs</p>	
<p>2.b. Primary and Secondary (if applicable) Eligibility are identified correctly in the IEP.</p> <p>Each IEP - .33 points Total points = <u>.33</u> / .33</p>	
<p>2.c. 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 – 1.67 points Total points = <u>1.67</u> /1.67</p>	
<p>2.d. 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 – 1.67 points Total points = <u>1.67</u> /1.67</p>	
<p>2.e. 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 – 1.67 points Total points = <u>1.67</u> /1.67</p>	
<p>2.f. 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 – 1.67 points Total points = <u>1.67</u> /1.67</p>	
<p>2.g. 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 – 1.33 points Total points = <u>1.33</u> /1.33</p>	
<p>2.h. 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 – 1.67 points Total points = <u>1.67</u> /1.67</p>	

<p>2.i. 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 – .67 points</p> <p style="text-align: right;">Total points = <u>.67</u> / .67</p>	
<p>2.j. 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 – .67 points</p> <p style="text-align: right;">Total points = <u>.67</u> / .67</p>	
<p>2.k. 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 – .67 points</p> <p style="text-align: right;">Total points = <u>.67</u> / .67</p>	
<p><i>The following items will be reviewed only for IEPs that include data indicating these items should be addressed by the IEP team.</i></p> <p style="text-align: right;"><i>Total points will be adjusted accordingly.</i></p>	
<p>2.l. 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 – .66 points</p> <p style="text-align: right;">Total points = <u>.66</u> / .66</p>	
<p>2.m. 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>Must meet all requirements per IEP – Each IEP – .33 points</p> <p style="text-align: right;">Total points = <u>N/A</u> / .33</p>	
<p>2.n. 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>Must meet all requirements per IEP – Each IEP – .66 points</p> <p style="text-align: right;">Total points = <u>N/A</u> / .66</p>	
<p>2.o. 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>Must meet all requirements per IEP – Each IEP – .33 points</p> <p style="text-align: right;">Total points = <u>N/A</u> / .33</p>	
<p>2. IEP Compliance</p> <p style="text-align: right;">Total points= <u>13.68</u> /15.68 points = <u>87%</u></p>	

3. Transition Compliance 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) Only ONE TRANSITION IEP will be reviewed during the current site visit,	
	8 points
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 Must meet all requirements per IEP – Each IEP – .67 points	Total points = <u>.67</u> / .67
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 – .67 points	Total points = <u>.67</u> / .67
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 – .67 points	Total points = <u>.67</u> / .67
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 – .66 points	Total points = <u>.66</u> / .66
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 – .67 points	Total points = <u>.67</u> / .67
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 – .67 points	Total points = <u>.67</u> / .67



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 – .67 points	Total points = <u>.67</u> / .67
3.h. Participating agency – If appropriate, the IEP must include evidence that a representative of any participating agency was invited to the IEP meeting with the prior consent of the parent or student who has reached the age of majority.	
Must meet all requirements per IEP – Each IEP – .66 points	Total points = <u>.66</u> / .66
3.i. Expected Diploma Type - The IEP for each child with a disability in grades 8 through 12 is developed, implemented and monitored in compliance with all applicable requirements of the department's Standards for Excellence, (Chapter 29 of Title 6 of the NMAC), and these or other department rules and standards. The graduation plan shall be integrated into the transition planning and services provided in compliance with 34 CFR Secs. 300.320 NMAC NMAC(b), 300.324 NMAC NMAC(c).	
Must meet all requirements per IEP – Each IEP – .33 points	Total points = <u>.33</u> / .33
3.j. All students by the age of 14 have been informed of Rights That Will Transfer at Age of Majority. Beginning no later than the first IEP to be in effect when the child turns fourteen (14), or younger, if determined appropriate by the IEP team, and updated annually thereafter; the IEP shall include a statement that the child has been informed of the child’s rights under the IDEA that will transfer to the child on reaching the age of majority. (34 C.F.R. § 300.320(c); 6.31.2.11(G) (3) (c) NMAC).	
Must meet all requirements per IEP – Each IEP – .33 points	Total points = <u>.33</u> / .33
3.k. The school meets the PED target of at least 80% of their students are on a standard graduation option per STARS report. Each reporting period - .33 points	
40 th <u>Yes</u> /1	80 th <u>Yes</u> 120 th <u>Yes</u> Total points= <u>1</u>
3.l. Special Education IEPs submitted on time for SPP 13 upload – 1 point	
SPP 13 IEP upload <u>Yes</u>	Total points = <u>1</u> /1
4. Transition Compliance	
Total points= <u>8</u> / 8 points = <u>100%</u>	

<p>4. Evaluation Compliance Only ONE REEVALUATION will be reviewed during the current site visit. The following parts of the Evaluations reviewed are in compliance * See links to state and federal regulations for additional guidance.</p> <p style="text-align: right;">19 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>N/A</u> 80th <u>N/A</u> 120th <u>N/A</u> Total points= <u>N/A</u> /3 21st Century did not have any initial evaluations for 40th, 80th, or 120th count days.</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 – 1.33 points</p> <p>40th <u>No</u> 80th <u>Yes</u> 120th <u>Yes</u> Total points= <u>2.66</u> /4 40th – 2 overdue Reevaluations</p>			
<p>4.c. PWN – Prior Written Notice of intent to Evaluate/Reevaluate – Notice. The <u>public agency</u> must provide <u>notice</u> to the <u>parents</u> of a <u>child with a disability</u>, in accordance with <u>§ 300.503</u>, that describes any <u>evaluation</u> procedures the agency proposes to conduct. 34 CFR 300.304(a) Each evaluation's PWN - 1 point</p> <p style="text-align: right;">Total points= <u>1</u> /1</p>			
<p>4.d. Consent for Initial Evaluation/Reevaluation with testing - Parental consent for initial evaluation. (1)(i) The <u>public agency</u> proposing to conduct an initial <u>evaluation</u> to determine if a child qualifies as a <u>child with a disability</u> under <u>§ 300.8</u> must, after providing <u>notice</u> consistent with <u>§§ 300.503</u> and 300.504, obtain informed <u>consent</u>, consistent with <u>§ 300.9</u>, from the <u>parent</u> of the child before conducting the <u>evaluation</u>. Parental consent for reevaluations. Must obtain informed parental <u>consent</u>, in accordance with <u>§ 300.300(a)(1)</u>, prior to conducting any reevaluation of a <u>child with a disability</u>. 34 CFR 300.300(a) &(c)(1)(i) Each evaluation's consent – 2 points</p> <p style="text-align: right;">Total points= <u>N/A</u> /2 Student #1 – N/A - Reevaluation without testing</p>			
<p>4.e. Initial Evaluation/Reevaluation Report - Initial evaluations. Each public agency must conduct a full and individual initial evaluation, in accordance with §§ 300.304 through 300.306, before the initial provision of special education and related services to a child with a disability under this part. Reevaluations. A <u>public agency</u> must ensure that a reevaluation of each <u>child with a disability</u> is conducted in accordance with <u>§§ 300.304</u> through 300.311 - If the <u>public agency</u> determines that the educational or <u>related services</u> needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or If the child's <u>parent</u> or teacher requests a reevaluation. The public agency provides a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent. 34 CFR 300.301(a), 34 CFR 300.303(a)(1-2), 34 CFR 300.306(a)(2) Each evaluation's report – 2 points</p> <p style="text-align: right;">Total points= <u>N/A</u> /2 Student #1 – N/A - Reevaluation without testing</p>			

<p>4.f. Eligibility Determination Team Meeting (Initial/Reevaluation) - Determination of eligibility. Upon completion of the administration of assessments and other evaluation measures, for each eligibility being considered - A group of qualified professionals and the parent of the child determines whether the child is a child with a disability, as defined in § 300.8, in accordance with paragraph (c) of this section and the educational needs of the child. In the case of a reevaluation of a child, whether the child continues to need special education and related services; 34 CFR 300.306(a)(1), 34 CFR 300.305 (a)(2)(iii)(B)</p> <p>Complete EDT forms per evaluation – 3 points</p> <p style="text-align: right;">Total points= <u>3</u> /3</p>
<p>4.g. 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>File reviewed included a Reevaluation</p> <p style="text-align: right;">Total points= <u>N/A</u> /2</p>
<p>4.h. Consent for Initial Placement - Parental consent for services. A public agency that is responsible for making FAPE available to a child with a disability must obtain informed consent from the parent of the child before the initial provision of special education and related services to the child. 34 CFR 300.300 (b)(1)</p> <p>Consent for initial placement - 2 points</p> <p>File reviewed included a Reevaluation</p> <p style="text-align: right;">Total points= <u>N/A</u> /2</p>
<p>4.i. REED – Review of existing evaluation data. As part of an initial evaluation (if appropriate) and as part of any reevaluation under this part, the IEP Team and other qualified professionals, as appropriate, must - Review existing evaluation data on the child, including - Evaluations and information provided by the parents of the child; Current classroom-based, local, or State assessments, and classroom-based observations; and Observations by teachers and related services providers; 34 CFR 300.305 (a)(1)(i,ii,iii)</p> <p>REED document – 4 points</p> <p style="text-align: right;">Total points= <u>4</u> /4</p>
<p>4. Evaluation Compliance</p> <p style="text-align: right;">Total points= <u>10.66</u> / 12 points = <u>89%</u></p>

Concerns from Current Visit – 4/22/20	Recommendations	Action Plan (with completion dates)
<p>2.a. IEPs are current per STARS report. STARS report indicates: 40th day <u>1</u> overdue IEP, 120th day <u>4</u> overdue IEPs.</p>	<p>Ensure arrangements are made in advance to hold IEP meetings on time. To first, notify parents with sufficient time to attend or re-schedule IEP meeting; and second, to allow a few extra days for unforeseen circumstances.</p> <p>If students are enrolling with overdue IEPs, then the school should develop a process that will promptly address newly enrolled students to bring them up to date on a timely manner.</p>	<p>Hold all IEPs due before the end of the current school year.</p> <p><i>Review fall 2020-21 SY</i></p>
<p>4.b. Reevaluations are current per STARS report. STARS report indicates: 40th day <u>2</u> overdue Reevaluations.</p>	<p>Ensure arrangements are made in advance to complete reevaluations on time. To gather all necessary information, review of REED, determination of needed testing and testing completed <u>all with ample time before the deadline.</u> Allowing extra time for unforeseen circumstances.</p> <p>If students are enrolling with overdue Reevaluations; then the school should develop a process that will promptly address newly enrolled students to bring them up to date on a timely manner.</p>	<p>Complete all Reevaluations due before the end of the current school year.</p> <p><i>Review fall 2020-21 SY</i></p>