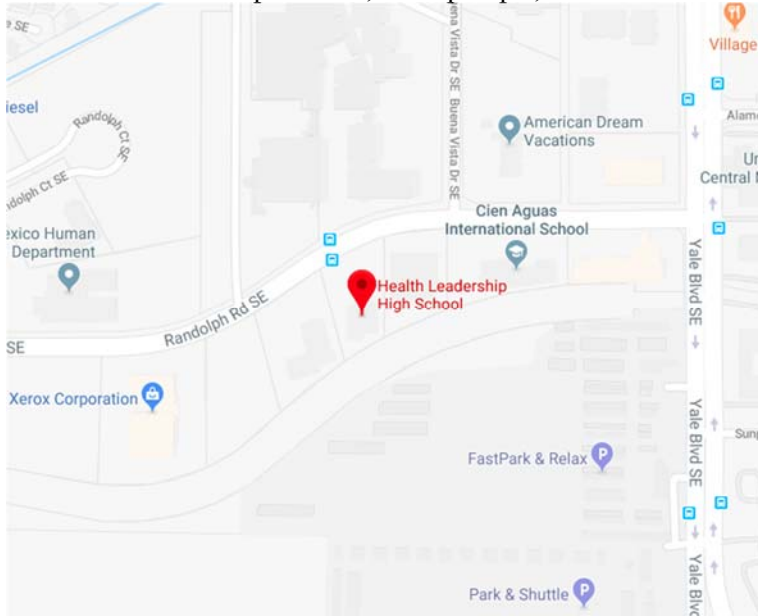


Location

- 1900 Randolph Rd SE, Albuquerque, NM 87106



School Leadership

- Leticia Archuleta, Executive Director
- Governing Board Members:
 - Adrian Barboa, President
 - Abukko Estrada, Member
 - Terri Hogan, Member
 - Dr. Alexander Rankin, Member
 - Dr. Arthur Kaufman, Member
 - Gilbert Ramirez, Member

Mission/Vision

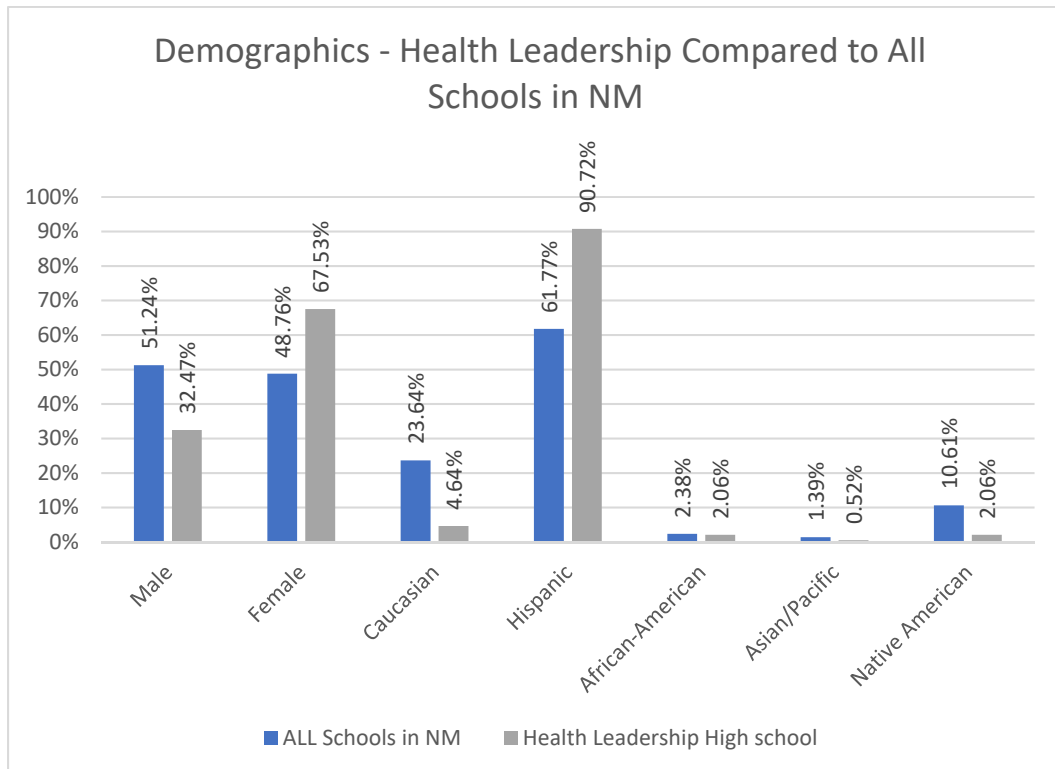
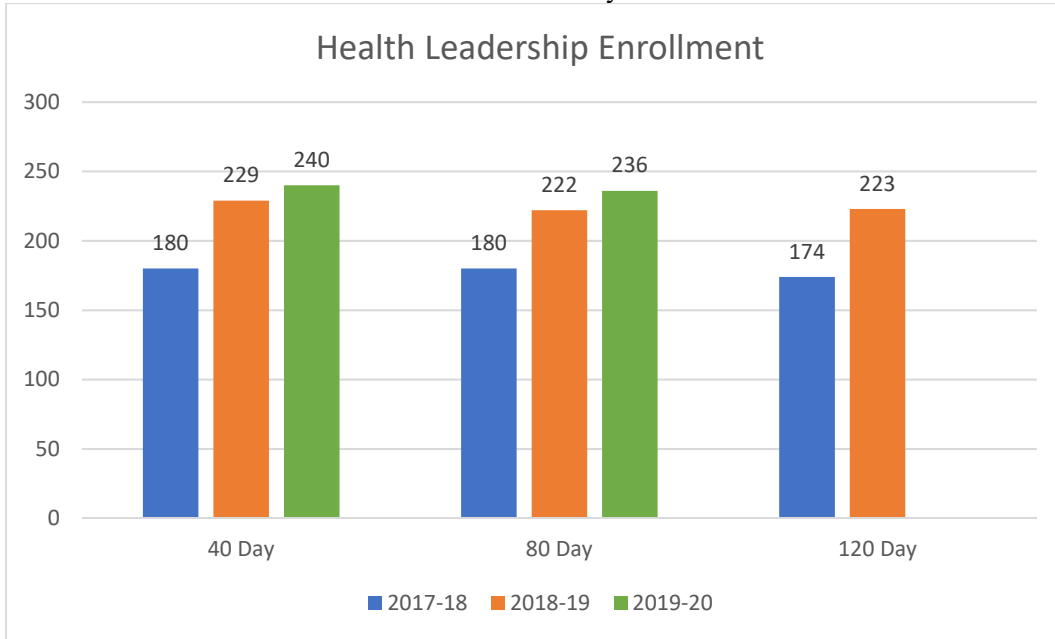
- The Mission of Health Leadership High School is to equip young people who are interested in the health industry with the skills they need to become leaders in developing healthier communities. This requires students to have a deep understanding of the social, economic, and physical conditions of our communities and the people who live there. We develop students as deep and complex thinkers, specifically serving young people who have limited means to have successful careers by caring for their intellectual, physical and emotional well-being as students.

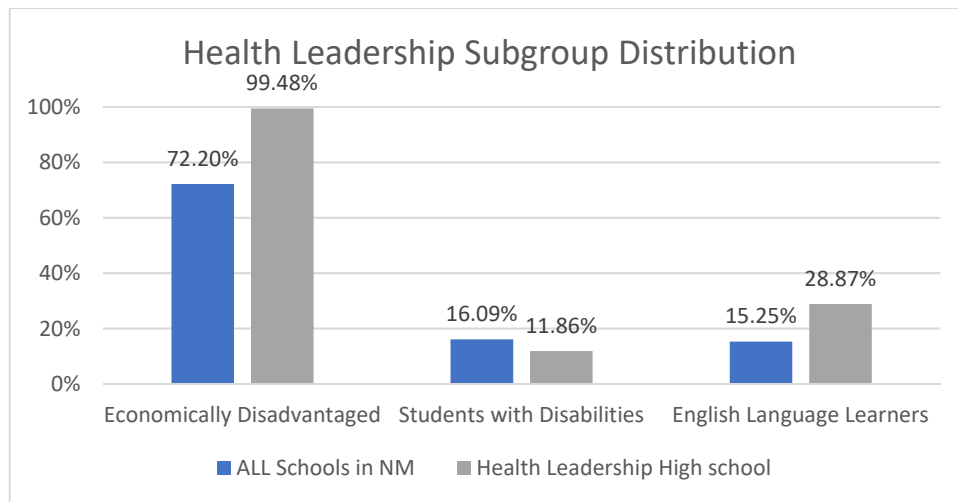
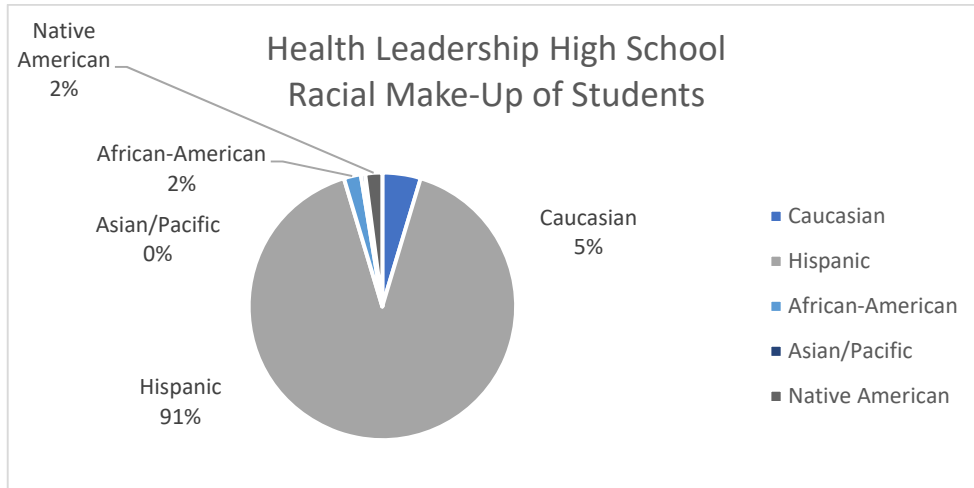
History

- School was founded in 2011 – first year was 2012.
- Renewed by APS in 2017
- Contract: July 1, 2018-June 30, 2021
 - Renewal due October 1, 2020

Demographics

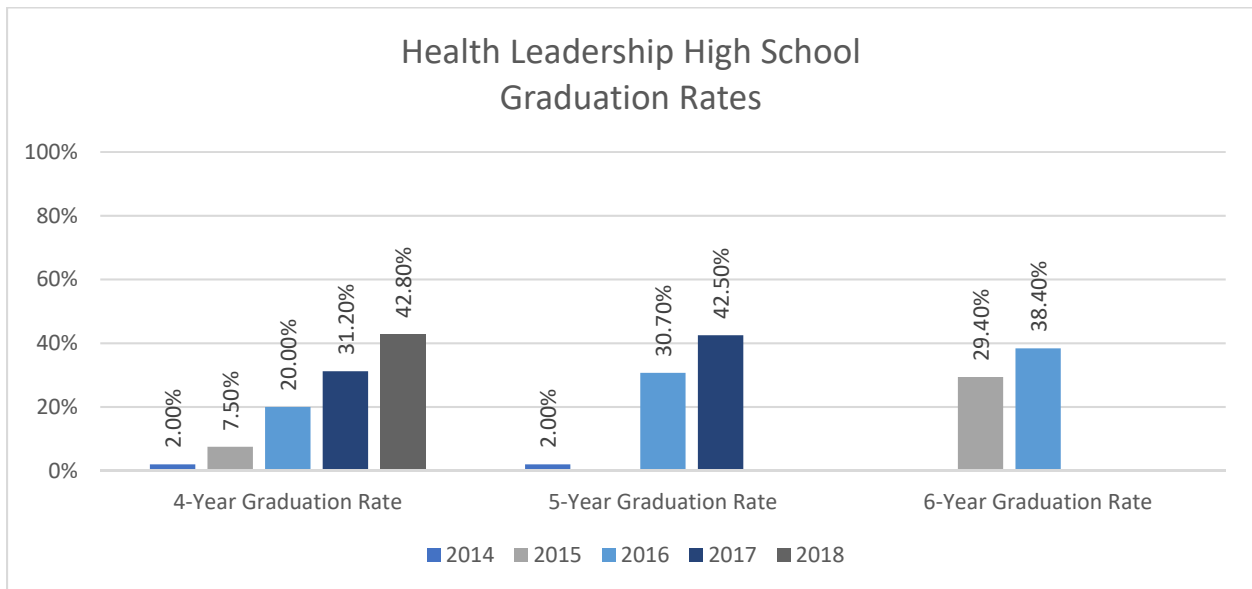
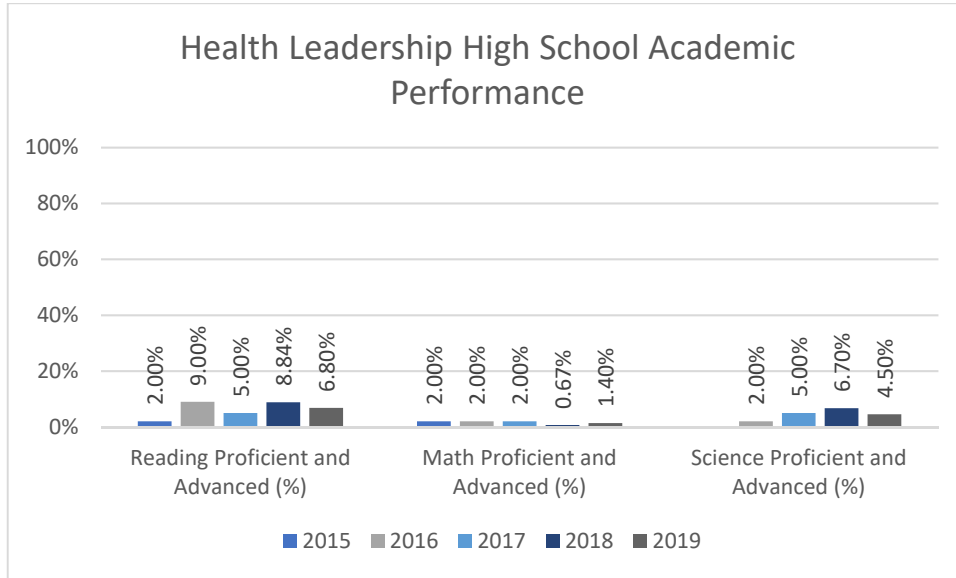
- The school had 194 students enrolled at the end of year count.





Academic Performance

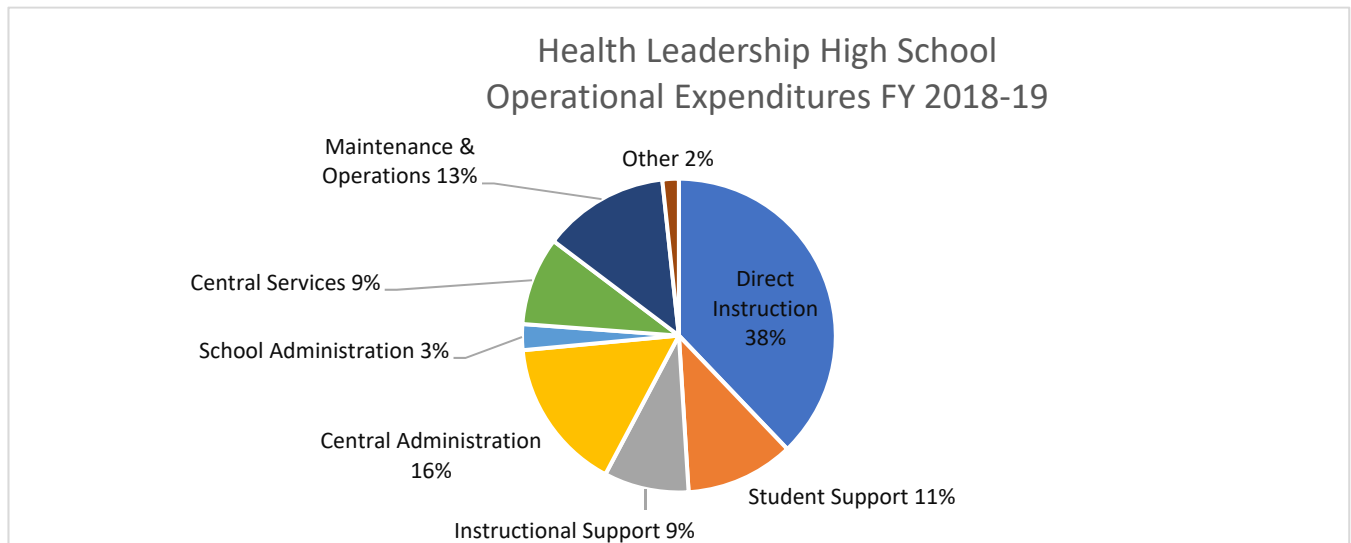
- School Grading Report
 - 2015: F
 - 2016: D
 - 2017: F
 - 2018: F



Financial Information

Operational Expenditures by Function

		%	Amount	Example of Expenditures by Fund
1000	Direct Instruction	38%	\$809,079.07	Teachers, EAs, instructional coaches, etc.
2100	Student Support	11%	\$238,202.74	Social workers, counseling, ancillary services, etc.
2200	Instructional Support	9%	\$186,810.80	Library/Media services, instruction-related technology, academic student assessment, etc.
2300	Central Administration	16%	\$336,778.99	Governance Council, executive administration, community relations, etc.
2400	School Administration	3%	\$57,074.68	School Administrator, etc.
2500	Central Services	9%	\$194,545.02	Business Manager, human resources, printing, technology services, etc.
2600	Maintenance and Operations	13%	\$278,063.86	M&O of buildings, upkeep of grounds and vehicles, security, safety, etc.
	Other	2%	\$36,273.76	Miscellaneous (Food Services \$19,671, Facilities, supplies and materials \$16,600)
	GRAND TOTAL		\$2,136,828.92	



A total of 60% 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.)
 - **On Track Graduation**
 - 81% of those students graduated by the end of 18-19
 - 74% of those students graduating on-track or early as calculated by the number of credits they have.
 - **Four health/medical related certifications**
 - 76% of students received four related certifications
 - Admissions/Lottery/Wait Lists
 - School provides a copy of the lottery process
 - **Admissions Policy Included**
 - School describes how the following processes are executed
 - Admissions
 - Lottery
 - Wait list
 - Recommendation to improve admissions policy on the time line for enrollment.
 - *Reviewed*
 - Discipline Policies and Practices
 - Discussion on how the school looks at discipline data
 - Looking at what was in place and what I want to put into place.
 - Straight data to see what students need for support, looking at data at students who are suspended. What the reasoning for expulsion.
 - Restorative Justice Practices need to be examined.
 - Discipline is paralleled disrespect/leaving class early.
 - Governing Council's Role
 - Updated Governing Council Membership List
 - **Updated**
 - Policy and/or process for written annual evaluation of the Head of the School.
 - **Strong Process in Place**
 - Process for Strategic Planning
 - **Strategic Planning financially, board and priorities.**
 - Top Priorities for Governing Council for Administration
 - **Turnover from staff**
 - Focusing on culture of the school
 - **Increasing student population**
 - **How do we have a school that moves toward students who are here for first choice and population of re-engagement**
 - Review of Open Meetings Act Compliance and Overall Transparency
 - **Recommendation to have board member contact information.**
 - *Updated*
 - Sharing of Best Practices

- Identification of best practices the school demonstrates strong competency on that can be shared with others.
 - 3-Pillar Model
 - Moving to be proactive instead of reactionary to issues.
 - Students have not had clear expectations.
- **Students – 15 Minutes** (*School identifies 3-5 students that represent the diversity of the school*):
 - Discussion Topics
 - Best thing about the school
 - The caring teachers that we have.
 - The opportunities that are given.
 - The teachers are hands on and very kind
 - Everyone is helpful
 - The school in general has a very home vibe.
 - What can be improved
 - Some students are tagging and destroying things
 - If we had a bus it would be help more students to get here.
 - I would like to see more access to books or literature.
 - Transportation would really help us
 - More field trips
 - Discipline Process
 - Discipline should be improved
 - If you get sent to your advisor there should be a middle ground, if you are getting reflections. There is a quick path to getting students out of school.
 - Social and Emotional Support
 - The teachers are always there for us, someone to talk to and some quiet place for us to be alone. A lot of social workers are very helpful. They notice if you are having a bad day.
 - A lot of teachers have the remind app to send out students to see if you are ok.
 - Students and staff are super caring.
 - Everyone gets along, there is little drama and no fights/bullying.
- **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
 - One of the things that we do when we are developing projects, we design the collab café from all facets of healthcare, they pitch ideas because those ideas become the anchors to those projects.
 - Vision clinic – partnership from California to do 39 eye screenings and glasses. 90 families impacted.
 - Supports, accommodations, and modifications for students with diverse learning needs
 - Full inclusion model, where everybody has access to general ed and special edu teachers throughout the day. Will have more small group or one on one.
 - The co-teaching model helps to provide the extra support that students may need one on one.

- Thursday's we meet as an entire staff to discuss what can be done to support students who are struggling.
- Curriculum development, alignment, and planning
 - Full weeks of professional development between tri-mesters. Every Friday we have professional development time where we can dive in and not just do lesson planning.
 - On the Friday collaborations, we discuss what does mastery grading look like. How do we do this and how do we do it well.
 - The collaborative nature of the work is very apparent. Supporting students to make the connections to what they are working on.
 - In advisory we are able to differentiate or do the same across the board. It helps with skill administration.
 - When we meet as a collective staff, all of our collaboration is not just content specific, it is across the board. They are really able to shine a light to see what the students need to support.
- Professional Development including Mission Focus
 - The director of curriculum and instructional coach meet once a week to plan out all that we are doing.
 - We are going to have an exhibition PD to see how we do the final exhibitions.
- Support for students' social and emotional health
 - Every day and every minute of the day
 - Most of the administration team are social workers, it is really about that umbrella protecting students to see how they are doing.
 - Embedding the community health worker program, so CNM teachers will get the certification, we are embedding a project that could work.
- **Families** – 30 Minutes (*School identifies 3-5 parents that represent the diversity of the school*):
 - Discussion Topics
 - Implementation of the school's mission
 - Daughter has a medical/health condition that helps them. I got the post card for health leadership, she looked at everything online can you put me in. It has been a good fit for her, she has been able to stay on track in the classroom. If she is out, she is able to catch up quickly. She can access her homework and get on track. She is totally engaged in all of her classes. I can tell she is learning things from it.
 - Cien Aguas, she is used to small school. I thought she wouldn't like coming here since I work here. She is on track in every single class. She likes the teachers, she likes the work here. 9th grade.
 - My daughter is a 10th grade, she has been here since 9th grade. I have my niece who also attended school on Rio Bravo. They have done well in the school and they are on track to go to CNM. She likes Soccer, it has been a huge change.
 - Supports, accommodations, and modifications for students with diverse learning needs
 - My daughter is on the gifted end, that does impact her. They have been very accommodating, and the teachers compared to middle school they are very accommodating and get return feedback.
 - Support for students' social and emotional health



Health Leadership High School

2019-20 Spring Site Visit Report

- There are social workers that help
- Socially from the interactions, they just had homecoming and she just went and was able to speak out.
- School Safety
 - Everyone helps each other, so students support each other. If something is going to happen we know right away.
- Family communication and engagement
 - We get the remind newsletter, I have not had any problems with communication, it has been on going.
 - It is good, it is really good, anything that happens immediately she will call and let us know.
 - Parents know that we have staff that can answer questions at any time.



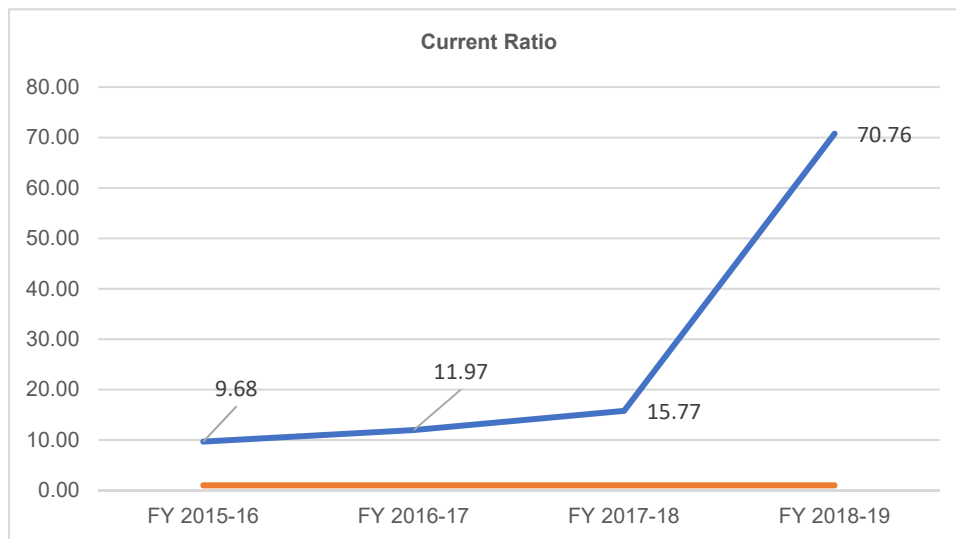
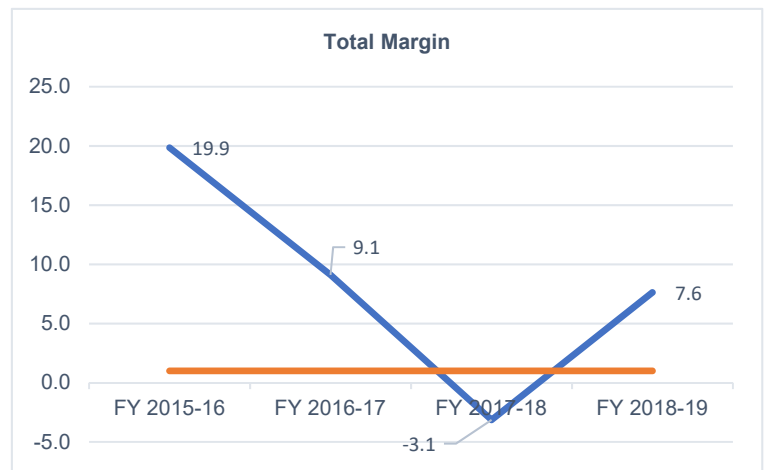
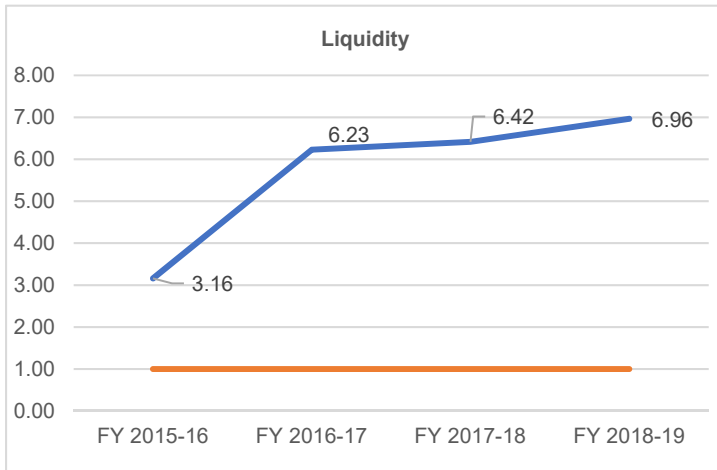
APS Charter School Site Visit 2019 - 20

Site Visit

School: Health Leadership High School **Date:** May 5, 2020

Name of Reviewer(s): Roberta Velasquez

Financial Performance





Financial Compliance

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

Compliant	Non-compliant	Comments
Chief Procurement Officer Compliance		
<ul style="list-style-type: none"> Provide Chief Procurement Officer certificate 		
X		David Vigil's CPO certification was issued May 28, 2019.
Finance and Audit Subcommittee		
<ul style="list-style-type: none"> List of Finance Committee members List of Audit Committee members 		
	X	Finance Committee – Only one member Audit Committee – Missing one GC member
Status of 218 Agreement		
<ul style="list-style-type: none"> Provide the Modification approval letter 		
X		The Resolution was approved in August 2019 and the Employee Election is scheduled for the week of October 14, 2019.
Financial Documents listed on Website		
X		The most recent financial documents posted on the website are for March 2020.
Employment Documents		
<ul style="list-style-type: none"> I-9 for employees hired in the last 12 months or newest employee hired (minimum of 2) W-4 for same employee 		
X		Two new employees (Elliott-Kramer and Shauger) were verified.



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		Minutes from the March 2020 GC meeting were posted on website. . Financial reports presented to the GC monthly are the Budget Expenditure Report by Function and Fund, Budget Revenue Report, Check Listing Report, Bank Statement and Bank Reconciliation.
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) 		
		N/A
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. 		
		No Journal Entries as of the date of the site visit.
Cash Receipts <ul style="list-style-type: none"> • 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 waiver until amount is \$50 or more.



Payroll Reports

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

X		CRS-1 for March 2020 was submitted 4/6/20, ERB for March 2020 was submitted 4/6/20, RHC for March 2020 was submitted 4/6/20 and NMPSIA for April was paid 4/6/20.
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Special Education review Date: 4/30/20 Reviewer: Patricia Espinoza

Grades: 9-12 Total Enrollment: 209 SWD: 30 GI: 2

SPED providers: 3-Sp. Ed. Teachers, including Sp. Ed. Director, 2-Social Workers

Contracted: Diagnostician, School Psychologist, and SLP

Follow-up to Fall 2019 site visit

Concerns from Fall Site Visit – 10/9/19	Recommendations	Evidence of Improvement During Current Visit
<ul style="list-style-type: none"> Health Leadership has no pending previously identified concerns. 		

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

Current Site Visit – 4/30/20

1. Processes and Accountability **25 points**

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

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 **Meeting can be conducted without parent*

- a. The school has a written policy and procedure for the SAT Process – 1 point 1
- b. The school provided documentation for SAT chair training (certificate, sign in document) – .5 points .5
- c. The school provided documentation for Staff training on SAT process (agenda & sign in doc) –1.5 points 1.5
- d. The school provided a copy of the SAT student log – .5 points .5
- e. SAT file reviewed contained documentation for parent invitation/participation, SAT meeting notes, Tier I documentation and Tier II interventions – 1.5 points N/A

Total points = 3.5 /3.5

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)

The school has a policy that states their provision of a free appropriate public education for all students with disabilities – 2 points

Total points = 2 /2



<p>1.c. 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> 2 </u> b) The school has a written description for completing Reevaluations – 2 points <u> 2 </u> c) The school has an updated master spreadsheet with student demographics, IEP and Reevaluation due dates – 3 points <u> 3 </u></p> <p style="text-align: right;">Total points = <u> 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 Sep. 2019 <u> Yes </u> Nov. 2019 <u> No </u> Jan. 2020 <u> Yes </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 40th <u> Yes </u> 80th <u> Yes </u> 120th <u> Yes </u></p> <p style="text-align: right;">Total points = <u> 1 </u>/1</p>
<p><u>1. Processes and Accountability</u> Total points= <u> 23.25 </u> / 23.5 points = <u> 99% </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>No</u> 120th <u>Yes</u></p> <p>40th - 2 overdue IEP 80th - 3 overdue IEP</p>	<p>Total points = <u>1</u> /3</p>
<p>2.b. Primary and Secondary (if applicable) Eligibility are identified correctly in the IEP.</p> <p>Each IEP - .33 points</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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 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 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 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 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 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 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 Total points = <u>N/A</u> / .33</p>
<p>2. IEP Compliance Total points= <u>13.68</u> /15.68 points = <u>87%</u></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>Only ONE TRANSITION IEP will be reviewed during the current site visit,</p>		<p>8 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 – .67 points</p>	<p>Total points = <u>.67</u> / .67</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 – .67 points</p>	<p>Total points = <u>.67</u> / .67</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 – .67 points</p>	<p>Total points = <u>.67</u> / .67</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 – .66 points</p>	<p>Total points = <u>.66</u> / .66</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 – .67 points</p>	<p>Total points = <u>.67</u> / .67</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 – .67 points</p>	<p>Total points = <u>.67</u> / .67</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.

Must meet all requirements per IEP – Each IEP – .67 points

Total points = .67 / .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 = .66 / .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 = .33 / .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 = .33 / .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

40th Yes 80th Yes 120th Yes

Total points= 1

/1

3.l. Special Education IEPs submitted on time for SPP 13 upload – 1 point

SPP 13 IEP upload Yes

Total points = 1 /1

4. Transition Compliance

Total points= 8 / 8 points = 100%



<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 <i>* See links to state and federal regulations for additional guidance.</i></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))</p> <p>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</p> <p><i>Health Leadership did not have any initial evaluations for 40th, 80th, or 120th count days.</i></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>Yes</u> 80th <u>Yes</u> 120th <u>Yes</u> Total points= <u>4</u> /4</p>	
<p>4.c. PWN – Prior Written Notice of intent to Evaluate/Reevaluate – Notice. The public agency must provide notice to the parents of a child with a disability, in accordance with § 300.503, that describes any evaluation procedures the agency proposes to conduct. 34 CFR 300.304(a)</p> <p>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 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 – 2 points</p> <p><i>Student #1 – Reevaluation conducted with no testing</i></p> <p style="text-align: right;">Total points= <u>N/A</u> /2</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 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 – 2 points</p> <p><i>Student #1 – Reevaluation conducted with no testing</i></p> <p style="text-align: right;">Total points= <u>N/A</u> /2</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 within 30 days 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>12</u> / 12 points = <u>100%</u></p>

Concerns from Current Visit – 4/30/20	Recommendations	Action Plan (with completion dates)
<p>2.a. IEPs are current per STARS report. STARS report indicates: 40th day <u>2</u> overdue IEPs, 80th day <u>3</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>Review fall 2020-21 SY</p>