

**Location**

- 25 La Madera Rd, Sandia Park, NM 87047



**School Leadership**

- Trey Smith, Principal
- Governing Board Members:
  - Brent McCall, Chair
  - James Salisbury
  - Doug Darner
  - Lieutenant General Bradley C. Hosmer
  - Michael Wismer
  - Susan Millsap
  - Karen Thompson
  - Harley McDaniel
  - Lindsay Schwebke

**Mission/Vision**

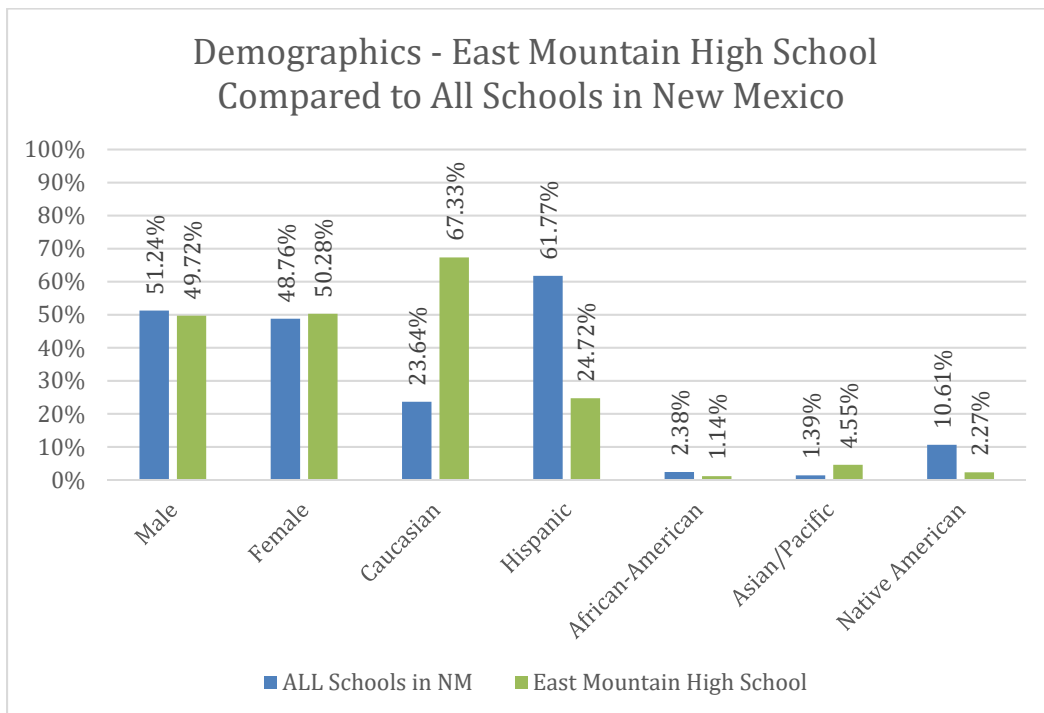
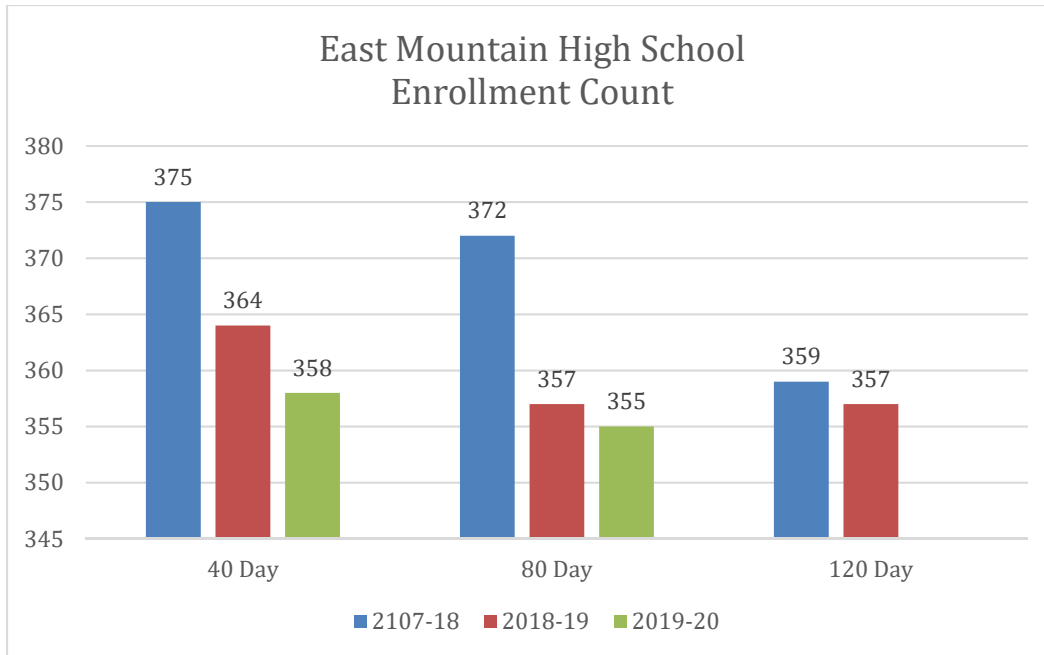
- Mission: As a small regional school, East Mountain High School uses best practices to engage students in curricular programs, involve students in the community, and prepare students for success after graduation, including college, career and citizenship.
- Vision: East Mountain High School is a model college-preparatory school that provides outstanding learning experiences which engage, challenge and inspire each individual to achieve excellence.

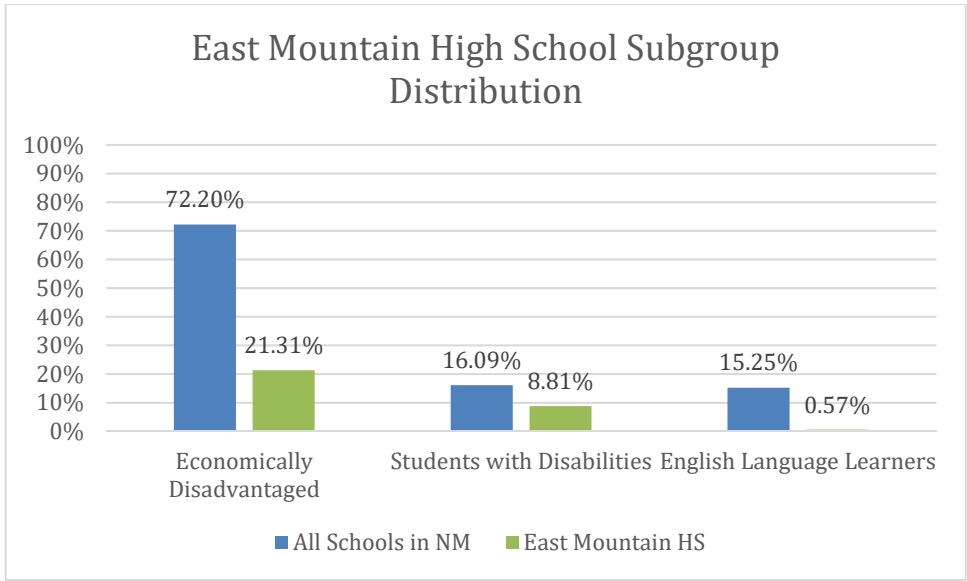
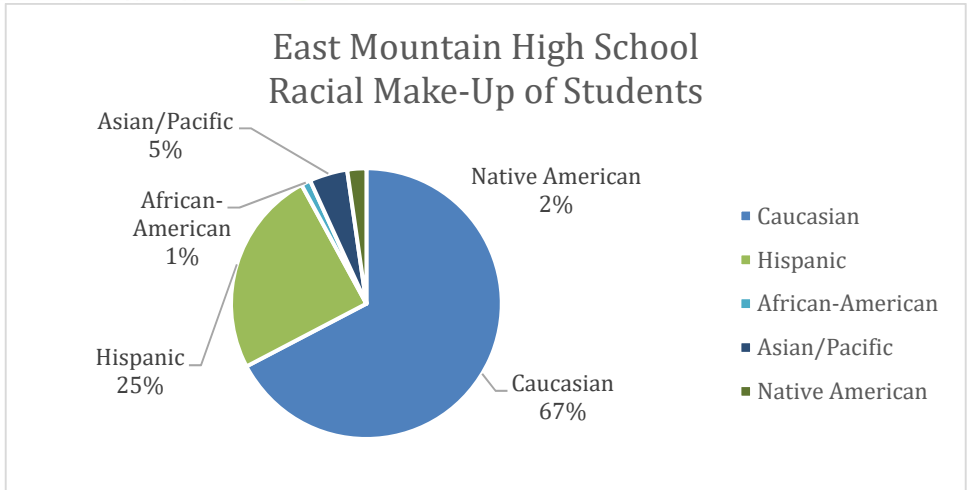
**History**

- Originally Chartered by the Public Education Commission in 1999
- Renewed by APS in 2015
  - Contract: July 1, 2015-June 30, 2020
    - Renewal due: October 1, 2019
- Received Blue Ribbon in 2018
- Received Early College status in 2018

**Demographics**

- The school had 352 students enrolled at the end of year count. The enrollment cap is 390.



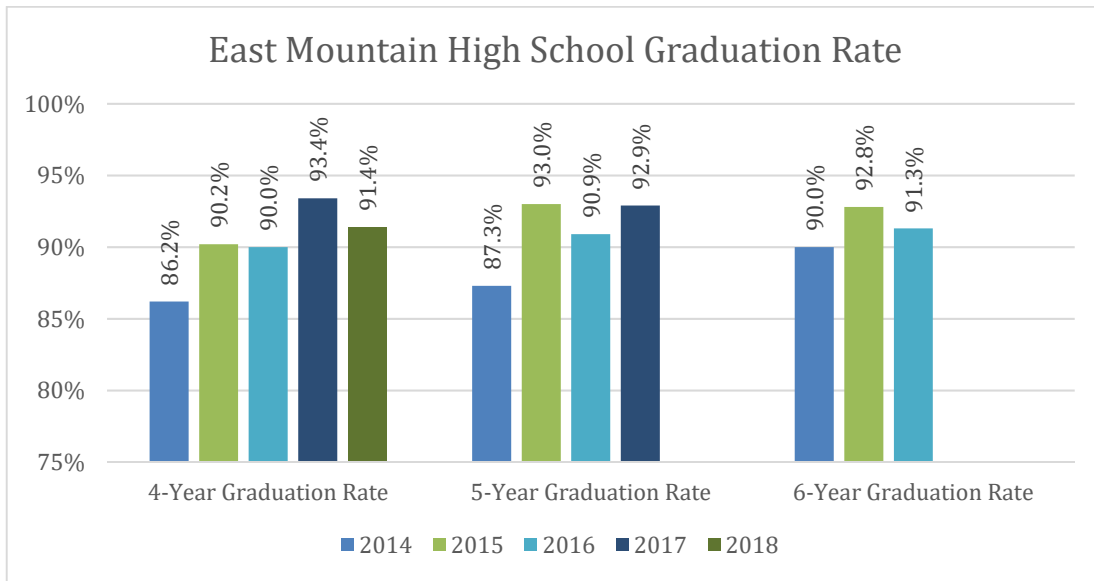
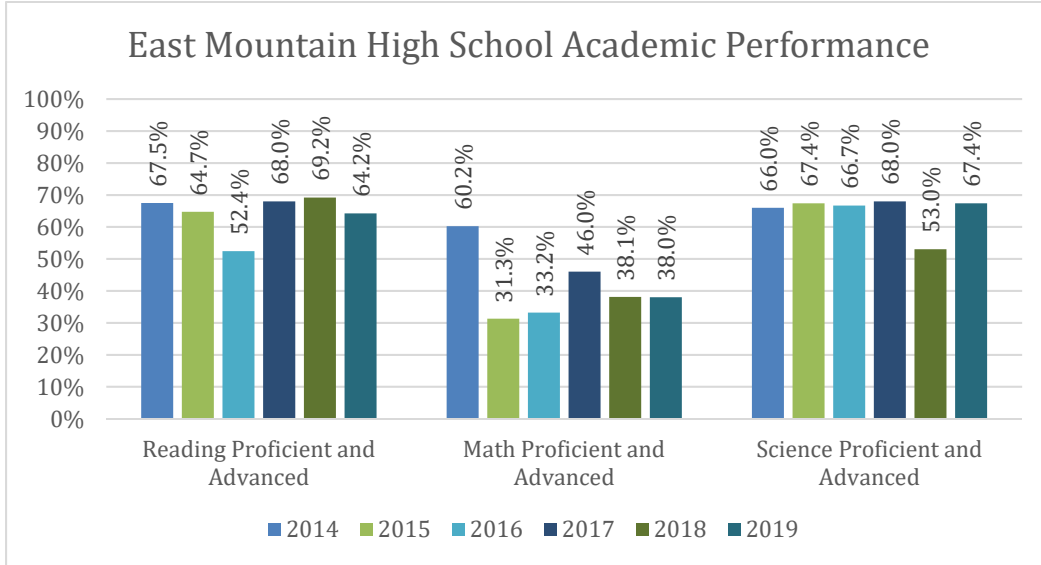




**Academic Performance**

School Report Card:

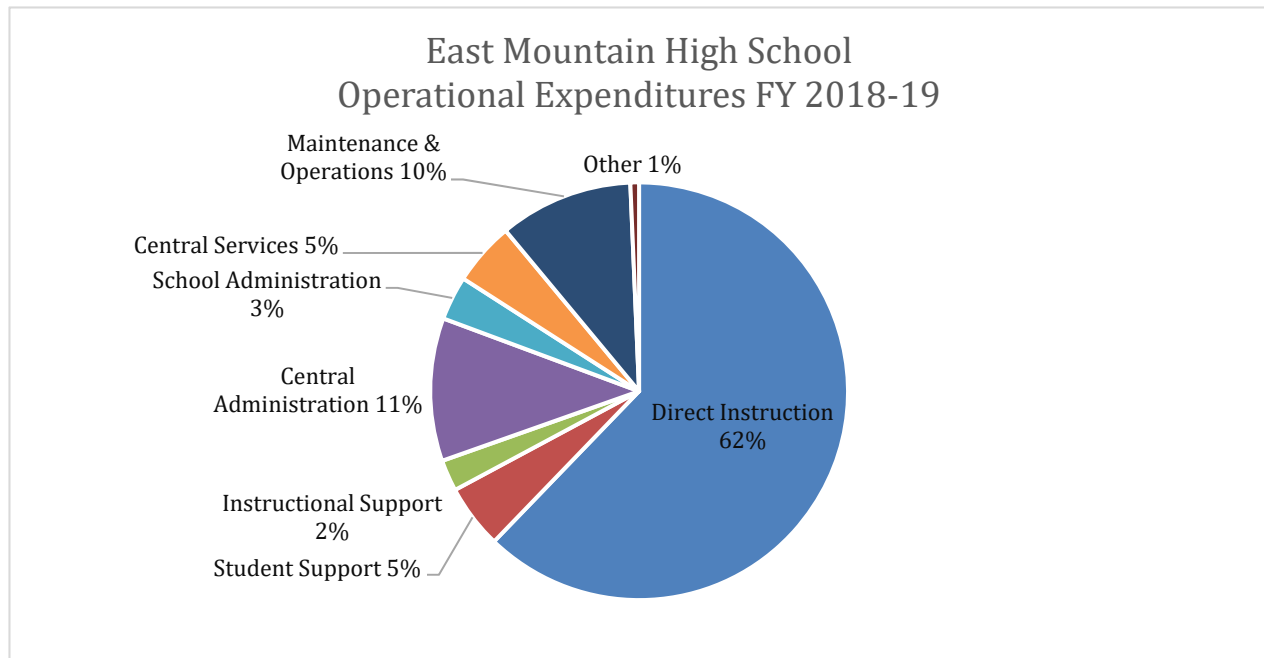
- 2014: A
- 2015: A
- 2016: A
- 2017: A
- 2018: A



**Financial Information**

Operational Expenditures by Function

		%	Amount	Example of Expenditures by Fund
1000	Direct Instruction	62%	\$1,988,691.90	Teachers, EAs, instructional coaches, etc.
2100	Student Support	5%	\$158,014.89	Social workers, counseling, ancillary services, etc.
2200	Instructional Support	2%	\$77,771.27	Library/Media services, instruction-related technology, academic student assessment, etc.
2300	Central Administration	11%	\$353,872.25	Governance Council, executive administration, community relations, etc.
2400	School Administration	3%	\$108,814.49	School Administrator, etc.
2500	Central Services	5%	\$156,358.21	Business Manager, human resources, printing, technology services, etc.
2600	Maintenance and Operations	10%	\$331,413.92	M&O of buildings, upkeep of grounds and vehicles, security, safety, etc.
	Other	1%	\$21,341.85	Miscellaneous (Student Transportation \$21,023, Other Support Services \$319)
	<b>GRAND TOTAL</b>		<b>\$3,196,278.78</b>	



A total of 73% of Operational dollars go directly to supporting student success, including expenditures in Direct Instruction, Student Support, Instructional Support and School Administration.



APS Charter School Site Visit 2019 – 20

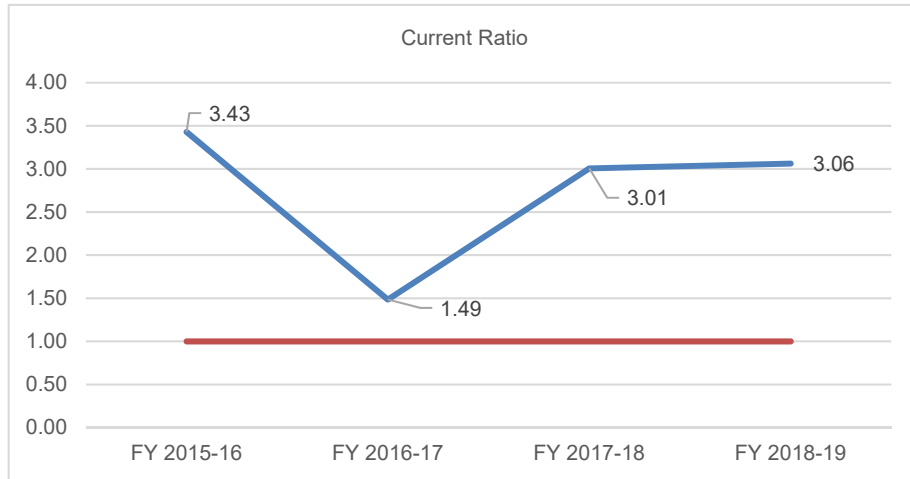
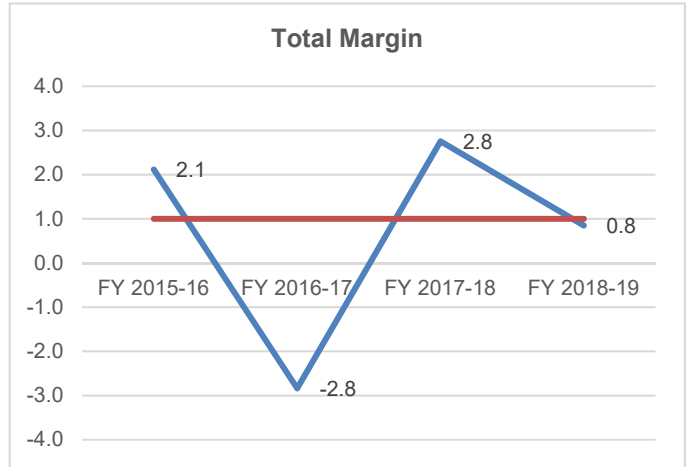
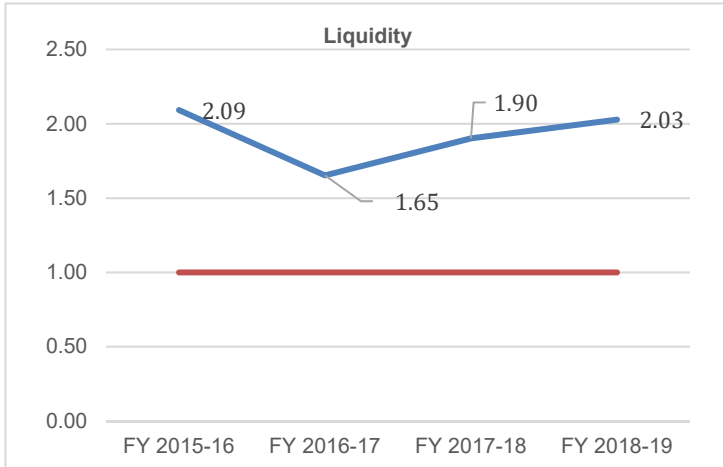
**Financial Cap Site Visit**

School: East Mountain High School

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  
**Fixed Asset finding not cleared. Remainder of previous year findings cleared per status update by Moss Adams on September 23, 2019.**

**Financial Compliance**

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

Compliant	Non-compliant	Comments
<b>Chief Procurement Officer Compliance</b>		
<ul style="list-style-type: none"> <li>• Provide Chief Procurement Officer certificate</li> </ul>		
X		James Trey Smith, issued 7/31/19
<b>Finance and Audit Subcommittee</b>		
<ul style="list-style-type: none"> <li>• List of Finance Committee members</li> <li>• List of Audit Committee members</li> </ul>		
X		Finance committee – Karen Thompson and Michael Wismer Audit committee –Karen Thompson (GC), Angela Davis (Parent), Michael Wismer (GC), Merritt Allen (Business Owner)
<b>Status of 218 Agreement</b>		
<ul style="list-style-type: none"> <li>• Provide the Modification approval letter</li> </ul>		
X		Modification letter not provided at site visit. Not received as of September 27, 2019
<b>Financial Documents listed on Website</b>		
	X	Financial documents presented to GC not being posted on website. PSAB 7, page 4, Cash Controls. No disbursement report being presented for approval by the board and documented in minutes. All



		documents being presented in an open meeting are not being posted on website.
<b>Employment Documents</b>		
<ul style="list-style-type: none"> <li>• I-9 for employees hired in the last 12 months or newest employee hired (minimum of 2)</li> <li>• W-4 for same employee</li> </ul>		
X		

### Financial Audit

Yes	No	Comments
<b>Financial Reporting</b>		
<ul style="list-style-type: none"> <li>• GC minutes from most recent GC meeting</li> <li>• Financial reports provided to Governing Council</li> </ul>		
	X	Governing Council receiving encumbrances but not disbursement reports as required by PSAB 7, Cash Controls, page 4.
<b>Bank Reconciliation</b>		
<ul style="list-style-type: none"> <li>• Most recent approved bank reconciliation.</li> <li>• Most recent prepared bank reconciliation if reconciliation has not been approved</li> </ul>		
X		Reviewed March 2020 bank reconciliation
<b>Inventory</b>		
<ul style="list-style-type: none"> <li>• All purchasing documentation for any capital asset purchased after July 1 of current fiscal year</li> <li>• Documentation for any assets purchased with Federal funding (Object codes: 57331 and 57332)</li> </ul>		
X		Air conditioner and heater should be on YE Capital Asset Schedule





<b>Journal Entries</b>		
<ul style="list-style-type: none"> <li>All Journal entries made in current fiscal year. Must be approved by second party and have all supporting documentation.</li> </ul>		
X		
<b>Cash Receipts</b>		
<ul style="list-style-type: none"> <li>Copy of Internal controls policy regarding cash receipts</li> <li>Cash receipts log or receipt books</li> <li>Documentation for bank deposit of cash receipts for previous month</li> </ul>		
X		Receptionist receipts, Office manager prepares the deposit and takes to the bank, Business manager verifies and posts deposit into accounting software
<b>Payroll Reports</b>		
<ul style="list-style-type: none"> <li>CRS-1 report (due 25<sup>th</sup> of following month)</li> <li>ERB-Educational Retirement Board report (due 15<sup>th</sup> of each month)</li> <li>RHC- Retiree Health Care report (due 10<sup>th</sup> of each month)</li> <li>NMPSIA-New Mexico Public School Insurance Authority report (due 10<sup>th</sup> of each month)</li> </ul>		
X		CRS submitted 9/4/19, ERB 9/5/19, RHC 8/30/19, NMPSIA 9/4/19 Noted that NMPSIA is not being reviewed or approved by independent party before submission to bank for payment.

Comments/Recommendations:

School leadership should review all internal controls and policies and have them reviewed and approved by Governing Council to reflect current practices. School is currently working on this.



**Special Education review**    Date: 4/29/20    Reviewer: Patricia Espinoza  
**Grades:** 9-12    **Total Enrollment:** 390    **SWD:** 35    **GI:** 80  
**SPED providers:** 2.25-Sp. Ed. & 3- GI Teachers, 2- Sp. Ed E. A.s., 5- Social Workers  
**Contracted:** Diagnostician, SLP, & OT

**Follow-up to Fall 2019 site visit**

<b>Concerns from 2018-2019 School Year</b>	<b>Recommendations</b>	<b>Evidence of Improvement During Current Visit</b>
<p><b><u>11/15/18</u></b>  <b>Student #1 (J.S.) – Areas of concern</b>  <b>Goals</b> – Missing expected proficiency levels, also missing benchmarks or short term objectives.  <b>PWN</b> – Missing a proposal for the service level and transition components, several items were not accepted or rejected.  <b>Annual Goals related to post school goals</b> – Annual goals are not related to post school goals.  <b>Participating agency invited</b> - There is no evidence indicating consideration was given to inviting a representative of a Participating Agency. <b>ESY</b> – Missing ESY Addendum that demonstrates the substantial regression and recoupment periods.  <b>Alternate Assessment</b> – Missing Alternate Assessment Addendum and supporting documents.</p>	<p><b><u>4/18/19</u></b>  <b>It is recommended</b> that the school hold an addendum IEP or a full IEP meeting to complete or correct all areas before the end of the 2018-2019 school year.  <i>Review 2019-20 SY</i></p> <p><b><u>9/9/19 - Fall 2019 Review</u></b>            There is documentation that an IEP meeting was held, however only <b>goals and ESY</b> were addressed. It is recommended to hold an IEP meeting to make all the necessary corrections <b>by the 80<sup>th</sup> day.</b>  <i>Review spring 2020</i></p>	<p>East Mountain conducted an Addendum IEP on 2/7/20 and an IEP on 5/7/20.            All recommendations were addressed.</p> <p align="center"><b><u>No Additional Follow-up</u></b></p>
<p><b><u>11/15/18</u></b>  <b>Student #2 (G.H.) – Areas of concern</b>  <b>Service Schedule</b> – Service schedule does not accurately document when the start and end date of services will be for reading. A second schedule should be included to separate services for fall and spring semesters. <b>PWN</b> – Missing a proposal for the level of service and transition components. <b>Annual Goals related to post school goals</b> – Annual goals are not related to post school goals.  <b>Participating agency invited</b> - There is no evidence indicating consideration was given to inviting a representative of a Participating Agency.</p>	<p><b><u>4/18/19</u></b>  <b>It is recommended</b> that the school hold an addendum IEP or a full IEP meeting to complete or correct all areas before the end of the 2018-2019 school year.  <i>Review 2019-20 SY</i></p> <p><b><u>9/9/19 - Fall 2019 Review</u></b>            East mountain <b>did not</b> hold an addendum IEP. The school has an IEP scheduled before the end of the month.  <i>Review spring 2020</i></p>	<p>East Mountain conducted an IEP on 9/20/20.            All recommendations were addressed.</p> <p align="center"><b><u>No Additional Follow-up</u></b></p>



**East Mountain High School**  
2019-20 Spring Site Visit Report

Concerns from Fall Site Visit – 9/9/19	Recommendations	Evidence of Improvement During Current Visit
<b>IEP-Goals</b> IEP #1 – Goals missing objectives and/or benchmarks. IEP #2, Goals missing proficiency levels.	It is recommended to hold addendum meeting to add missing benchmarks <b>before the 80<sup>th</sup> count day</b> .  <p align="center"><i>Review spring 2020</i></p>	East Mountain conducted an Addendum IEP on 2/7/20 for student #1 and an Addendum IEP on 9/17/19 for student #2. <b>Goals</b> were completed.  <u><b>No Additional Follow-up</b></u>
<b>IEP-Service Schedule</b> IEP #2 & #3 – Service schedule included SW under Supp. Aids & Services; the service should be under Sp. Ed. & Related Services.	It is recommended to hold addendum meeting to correct the service schedule <b>before the 80<sup>th</sup> count day</b> .  <p align="center"><i>Review spring 2020</i></p>	East Mountain conducted an Addendum IEP on 9/17/19 for student #2 and an Addendum IEP on 9/16/19 for student #2. <b>Service Schedules</b> were corrected.  <u><b>No Additional Follow-up</b></u>
<b>IEP-Alternate Assessment</b> IEP #1 – Student qualifies for Alternate Assessment, IEP is missing addendum.	It is recommended to hold addendum IEP meeting to add required Alternate Assessment addendum <b>before the 80<sup>th</sup> count day</b> .  <p align="center"><i>Review spring 2020</i></p>	East Mountain conducted an IEP on 5/7/20. <b>Alternate Assessment Addendum</b> was included.  <u><b>No Additional Follow-up</b></u>
<b>Evaluation – Consent for Testing</b> IEP # 1 – Consent to evaluate is missing	It is recommended the school contact parents and acquire the required consent <b>before the 80<sup>th</sup> count day</b> .  <p align="center"><i>Review spring 2020</i></p>	East Mountain provided a signed copy of the consent to evaluate.  <u><b>No Additional Follow-up</b></u>
<b>Evaluation – EDT – Eligibility Determination Team</b> IEP # 1 – EDT document used does not meet NMTEAM 2017 requirements	It is recommended that the Eligibility Determination Team complete the required NMTEAM 2017 forms and reconvene <b>before the 80<sup>th</sup> count day</b> . to ensure the student meets eligibility in accordance the NM requirements.  <p align="center"><i>Review spring 2020</i></p>	East Mountain conducted an EDT meeting on 5/4/20. All recommendations were addressed.  <u><b>No Additional Follow-up</b></u>

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



<b>Current Site Visit - 4/1/20</b>	
<b>1. Processes and Accountability</b>	<b>25 points</b>
<i>*See links to state and federal regulations for additional guidance</i>	
<p><b>1.a. The school has documentation of a properly-constituted SAT at each school</b>, 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"> <li>a. The school has a written policy and procedure for the SAT Process - 1 point <u>1</u></li> <li>b. The school provided documentation for SAT chair training (certificate, sign in document) - .5 points <u>.5</u></li> <li>c. The school provided documentation for Staff training on SAT process (agenda &amp; sign in doc) - 1.5 points <u>1.5</u></li> <li>d. The school provided a copy of the SAT student log - .5 points <u>.5</u></li> <li>e. SAT file reviewed contained documentation for parent invitation/participation, SAT meeting notes, Tier I documentation and Tier II interventions - 1.5 points <u>1.5</u></li> </ul> <p style="text-align: right;">Total points = <u>5</u>/5</p>	
<p><b>1.b. The school has Special Education Policies and procedures that address implementation of IDEA and New Mexico Special Education Rules</b> - 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><b>1.c. The school has a written process that documents how they keep track of IEPs and Re-evaluations.</b></p> <ul style="list-style-type: none"> <li>a) The school has a written description for completing IEPs - 2 points <u>2</u></li> <li>b) The school has a written description for completing Reevaluations - 2 points <u>2</u></li> <li>c) The school has an updated master spreadsheet with student demographics, IEP and Reevaluation due dates - 3 points <u>3</u></li> </ul> <p style="text-align: right;">Total points = <u>7</u>/7</p>	
<p><b>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</b> - 3 points</p> <p style="text-align: right;">Total points = <u>3</u>/3</p>	



<p><b>1.e. School has a plan for the provision of an Alternative Education Setting (AES) and a written manifestation process.</b> A removal of a child with a disability from the child’s current educational placement is a change of placement if: The removal is for more than 10 school days in a row; or The child has been subjected to a series of removals that constitute a pattern (34 CFR §300.536) – <b>2 points</b></p> <p style="text-align: right;"><b>Total points = <u>3</u>/3</b></p>
<p><b>1.f. The school has a written document explaining their continuum of services.</b> The school shall ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. 34 C.F.R. 300.115(a) – <b>3 points</b></p> <p style="text-align: right;"><b>Total points = <u>3</u>/3</b></p>
<p><b>1.g. Special Education Coordinator Training Attendance – APS sponsored – Each item - .25 points</b></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;"><b>Total points = <u>.75</u>/1</b></p>
<p><b>1.h. Special education caseloads are balanced and with a licensed special education teacher per STARS report.</b> Caseload waivers are appropriate for school size – <b>Each reporting period - .33 points</b></p> <p>40<sup>th</sup> <u>Yes</u>      80<sup>th</sup> <u>Yes</u>      120<sup>th</sup> <u>Yes</u></p> <p style="text-align: right;"><b>Total points = <u>1</u>/1</b></p>
<p><b><u>1. Processes and Accountability</u></b> <span style="float: right;"><b>Total points= <u>24.75</u> / 25 points = <u>99%</u></b></span></p>



<p><b>2. IEP Compliance</b></p> <p><b>For every special education site visit, <u>ONE IEP</u> for students with disabilities will be reviewed. The following parts of the IEPs reviewed are in compliance.</b></p> <p><i>See links to state and federal regulations for additional guidance.</i></p> <p align="right"><b>17 points*</b></p> <p align="right"><i>*Points will be adjusted to reflect all areas reviewed</i></p>	
<p><b>2.a. The IEPs reviewed are current per STARS report.</b> 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)). - <b>Each reporting period - 1 point</b></p> <p>40<sup>th</sup> <u>No</u>      80<sup>th</sup> <u>Yes</u>      120<sup>th</sup> <u>No</u></p> <p>40<sup>th</sup> - 1 overdue IEP.      120<sup>th</sup> - 2 overdue IEPs</p>	<p><b>Total points = <u>1</u>/3</b></p>
<p><b>2.b. Primary and Secondary (if applicable) Eligibility are identified correctly in the IEP.</b></p> <p><b>Each IEP - .33 points</b></p>	<p><b>Total points = <u>.33</u>/.33</b></p>
<p><b>2.c. PLPs-Present levels of performance- Includes scores, data and narratives.</b> 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><b>Total points = <u>1.67</u>/1.67</b></p>
<p><b>2.d. Goals- Must be measurable.</b> 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><b>Total points = <u>1.67</u>/1.67</b></p>
<p><b>2.e. PTGs-Goals must include measurable progress towards goals.</b> 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><b>Total points = <u>N/A</u>/1.67</b></p>
<p><b>2.f. Service Schedule- Accurately reflects beginning date, frequency, duration and location of services, including related services.</b> The IEP shall include a statement of the special education and related services to be provided to the child, or on behalf of the child. (34 C.F.R. § 300.39(b)(3))</p>	<p><b>Total points = <u>1.67</u>/1.67</b></p>
<p><b>2.g. LRE- data based and reflects how the student is placed within the continuum of service. The Least Restrictive Environment</b> section of the IEP provides the necessary documentation that the IEP Team determined placement in the least restrictive environment according to the IDEA requirements and this procedural directive. (20 U.S.C. §1412(a)(5)(A); also, 34 C.F.R. §300.114(a)(2))</p>	<p><b>Total points = <u>1.33</u>/1.33</b></p>
<p><b>2.h. PWN- Prior Written Notice - Records all proposals by school and parents- documents what was discussed including the continuum of services.</b> Special education and related services are included in a child's FAPE; and therefore, a proposal to revise a child's IEP, which typically involves a change to the type, amount, or location of the special education and related services being provided to a child, would trigger requirements to provide prior written notice. (34 CFR § 300.503)</p>	<p><b>Total points = <u>1.67</u>/1.67</b></p>



<p><b>2.i. IEP Team Participants-</b>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><b>Must meet all requirements per IEP – Each IEP – .67 points</b></p>	<p><b>Total points = <u>.67</u>/.67</b></p>
<p><b>2.j. Parent Involvement:</b> Schools shall afford parents of a child with a disability an opportunity to participate in meetings with respect to the identification, evaluation, and educational placement of the child and the provision of FAPE to the child. (34 C.F.R. § 300.501(b)(1))</p> <p><b>Must meet all requirements per IEP – Each IEP – .67 points</b></p>	<p><b>Total points = <u>.67</u>/.67</b></p>
<p><b>2.k. Parent notification:</b> The steps Schools shall take to ensure parent participation in EDT and/or IEP Team meetings shall include notifying parents of the meeting early enough to ensure that they will have an opportunity to attend and scheduling the meeting at a mutually agreed on time and place. (34 C.F.R. § 300.322(a))</p> <p><b>Must meet all requirements per IEP – Each IEP – .67 points</b></p>	<p><b>Total points = <u>.67</u>/.67</b></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><b>2.l. Testing Accommodations</b> – 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><b>Must meet all requirements per IEP – Each IEP – .66 points</b></p>	<p><b>Total points = <u>.66</u>/.66</b></p>
<p><b>2.m. Alternate Assessment</b> – 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><b>Must meet all requirements per IEP – Each IEP – .33 points</b></p>	<p><b>Total points = <u>N/A</u>/.33</b></p>
<p><b>2.n. FBA/BIP if appropriate-</b> 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><b>Must meet all requirements per IEP – Each IEP – .66 points</b></p>	<p><b>Total points = <u>N/A</u>/.66</b></p>
<p><b>2.o. ESY - The school has ESY eligibility data recorded for every student receiving Extended School Year services.</b> 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><b>Must meet all requirements per IEP – Each IEP – .33 points</b></p>	<p><b>Total points = <u>N/A</u>/.33</b></p>
<p><b><u>2. IEP Compliance</u></b></p>	<p><b>Total points= <u>12.01</u> /14.01 points = <u>86%</u></b></p>



<p><b>3. Transition Compliance</b>  <b>The transition plans for students with disabilities (age 14+) are in compliance with Indicator 13.</b> 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)  <b>Only ONE TRANSITION IEP will be reviewed during the current site visit,</b></p>		<p><b>8 points</b></p>
<p><b>3.a. Measurable post-secondary goals:</b> 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><b>Must meet all requirements per IEP – Each IEP – .67 points</b></p>	<p><b>Total points = <u>.67</u>/.67</b></p>
<p><b>3.b. Post-secondary goals updated annually</b> – IEP must be current and contain Measurable post-secondary goals. Goals should be reviewed/updated annually.</p>	<p><b>Must meet all requirements per IEP – Each IEP – .67 points</b></p>	<p><b>Total points = <u>.67</u>/.67</b></p>
<p><b>3.c. Transition assessment</b> – 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><b>Must meet all requirements per IEP – Each IEP – .67 points</b></p>	<p><b>Total points = <u>.67</u>/.67</b></p>
<p><b>3.d. Course of study</b> – 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><b>Must meet all requirements per IEP – Each IEP – .66 points</b></p>	<p><b>Total points = <u>.66</u>/.66</b></p>
<p><b>3.e. Coordinated Transition activities</b> – 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><b>Must meet all requirements per IEP – Each IEP – .67 points</b></p>	<p><b>Total points = <u>.67</u>/.67</b></p>
<p><b>3.f. Annual goals related to post school goals</b> – The IEP must include annual IEP goal(s) related to the student’s transition services needs.</p>	<p><b>Must meet all requirements per IEP – Each IEP – .67 points</b></p>	<p><b>Total points = <u>.67</u>/.67</b></p>





<p><b>3.g. Student invited to IEP Team meeting</b> - The student's file must include documented evidence that the student was invited to participate in his/her IEP meeting prior to the date the meeting was held.</p>	
<p><b>Must meet all requirements per IEP - Each IEP - .67 points</b></p>	<p><b>Total points = <u>.67</u>/.67</b></p>
<p><b>3.h. Participating agency</b> - If appropriate, the IEP must include evidence that a representative of any participating agency was invited to the IEP meeting with the prior consent of the parent or student who has reached the age of majority.</p>	
<p><b>Must meet all requirements per IEP - Each IEP - .66 points</b></p>	<p><b>Total points = <u>.66</u>/.66</b></p>
<p><b>3.i. Expected Diploma Type</b> - 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).</p>	
<p><b>Must meet all requirements per IEP - Each IEP - .33 points</b></p>	<p><b>Total points = <u>.33</u>/.33</b></p>
<p><b>3.j. All students by the age of 14 have been informed of Rights That Will Transfer at Age of Majority.</b> Beginning no later than the first IEP to be in effect when the child turns fourteen (14), or younger, if determined appropriate by the IEP team, and updated annually thereafter; the IEP shall include a statement that the child has been informed of the child's rights under the IDEA that will transfer to the child on reaching the age of majority. (34 C.F.R. § 300.320(c); 6.31.2.11(G) (3) (c) NMAC).</p>	
<p><b>Must meet all requirements per IEP - Each IEP - .33 points</b></p>	<p><b>Total points = <u>.33</u>/.33</b></p>
<p><b>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</b></p>	
<p>40<sup>th</sup> <u>Yes</u>      80<sup>th</sup> <u>Yes</u>      120<sup>th</sup> <u>Yes</u></p>	<p><b>Total points= <u>1</u>/1</b></p>
<p><b>3.l. Special Education IEPs submitted on time for SPP 13 upload - 1 point</b></p>	
<p>SPP 13 IEP upload <u>Yes</u></p>	<p><b>Total points = <u>1</u>/1</b></p>
<p><b>4. Transition Compliance</b></p>	
<p><b>Total points= <u>8</u>/ 8 points = <u>100%</u></b></p>	



<p><b>4. Evaluation Compliance</b>  <b>Only ONE REEVALUATION will be reviewed during the current site visit.</b>  <b>The following parts of the Evaluations reviewed are in compliance</b>  <i>* See links to state and federal regulations for additional guidance.</i></p> <p style="text-align: right;"><b>19 possible points*</b> <i>*Points will be adjusted to reflect all areas reviewed</i></p>	
<p><b>4.a. The school is in compliance with Indicator 11 per STARS report (60 day timeline: signed consent/date evaluation is complete)</b> 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))  <b>Each reporting period - 1 point</b></p> <p>40<sup>th</sup> <u>N/A</u>      80<sup>th</sup> <u>Yes</u>      120<sup>th</sup> <u>N/A</u>      <b>Total points= <u>1</u>/1</b>  <i>East Mountain did not have any initial evaluations for 40<sup>th</sup> or 120<sup>th</sup> count days.</i></p>	
<p><b>4.b. The Re-evaluations are current per STARS report.</b> 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)) - <b>Each reporting period - 1.33 points</b></p> <p>40<sup>th</sup> <u>Yes</u>      80<sup>th</sup> <u>Yes</u>      120<sup>th</sup> <u>No</u>      <b>Total points= <u>2.66</u>/4</b>          120<sup>th</sup> - 1 overdue Reevaluation</p>	
<p><b>4.c. PWN - Prior Written Notice of intent to Evaluate/Reevaluate - Notice.</b> 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)  <b>Each evaluation's PWN - 1 point</b></p> <p style="text-align: right;"><b>Total points= <u>1</u>/1</b></p>	
<p><b>4.d. Consent for Initial Evaluation/Reevaluation with testing - Parental consent for initial evaluation.</b> (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. <b>Parental consent for reevaluations.</b> 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) &amp;(c)(1)(i)  <b>Each evaluation's consent - 2 points</b></p> <p style="text-align: right;"><b>Total points= <u>1.5</u>/2</b>  <i>Student #1 - Consent to evaluate is missing information (received partial points)</i></p>	
<p><b>4.e. Initial Evaluation/Reevaluation Report - Initial evaluations.</b> 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. <b>Reevaluations.</b> 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)  <b>Each evaluation's report - 2 points</b></p> <p style="text-align: right;"><b>Total points= <u>2</u>/2</b></p>	



<p><b>4.f. Eligibility Determination Team Meeting (Initial/Reevaluation) - Determination of eligibility.</b> Upon completion of the administration of assessments and other evaluation measures, for each eligibility being considered - A group of qualified professionals and the parent of the child determines whether the child is a child with a disability, as defined in § 300.8, in accordance with paragraph (c) of this section and the educational needs of the child. In the case of a <b>reevaluation</b> of a child, whether the child continues to need special education and related services; 34 CFR 300.306(a)(1), 34 CFR 300.305 (a)(2)(iii)(B)  <b>Complete EDT forms per evaluation – 3 points</b></p>	<p><b>Total points= <u>3</u>/3</b></p>
<p><b>4.g. Initial IEPs – provision of services.</b> 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)  <b>30 days initial placement timeline - 2 points</b></p>	<p><b>Total points= <u>2</u>/2</b></p>
<p><b>4.h. Consent for Initial Placement - Parental consent for services.</b> A public agency that is responsible for making FAPE available to a child with a disability must obtain informed consent from the parent of the child before the initial provision of special education and related services to the child. 34 CFR 300.300 (b)(1)  <b>Consent for initial placement - 2 points</b></p>	<p><b>Total points= <u>2</u>/2</b></p>
<p><b>4.i. REED – Review of existing evaluation data.</b> 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)  <b>REED document – 4 points</b></p>	<p><b>Total points= <u>4</u>/4</b></p>
<p><b><u>4. Evaluation Compliance</u></b></p>	<p><b>Total points= <u>19.16</u> / 21 points = <u>91%</u></b></p>

Concerns from Current Visit – 4/28/20	Recommendations	Action Plan (with completion dates)
<p><b>2.a. IEPs are current per STARS report.</b> STARS report indicates: 40<sup>th</sup> day <u>1</u> overdue IEPs, 120<sup>th</sup> day <u>2</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><b>Review fall 2020-21 SY</b></p>
<p><b>4.b. Reevaluations are current per STARS report.</b> STARS report indicates: 120<sup>th</sup> day <u>1</u> overdue Reevaluation.</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 <b>all with ample time before the deadline.</b> 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><b>Review fall 2020-21 SY</b></p>
<p><b>4.d. Evaluation – Consent for Testing</b> Student #1 – Consent to evaluate is missing information letting parents know what assessments 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.</p> <p>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.</p> <p><b>Review fall 2020-21 SY</b></p>