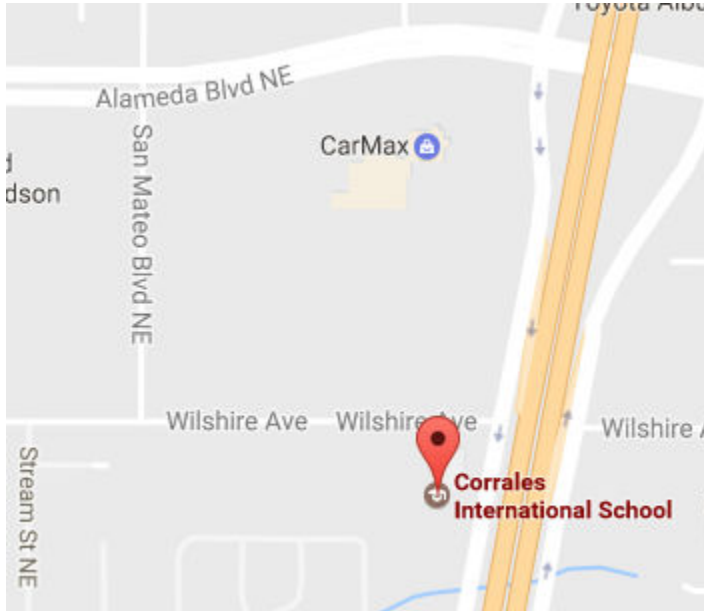


**Location**

- 5500 Wilshire, Albuquerque, NM 87113



**School Leadership**

- Mark Tolley, Head of School
- Governing Board Members:
  - Stacy Blackwell, Co-Chair
  - Justin R. Sawyer, Co-Chair
  - Rhonda Ledbetter
  - Raj Shethia
  - Nicole Palacios

**Mission/Vision**

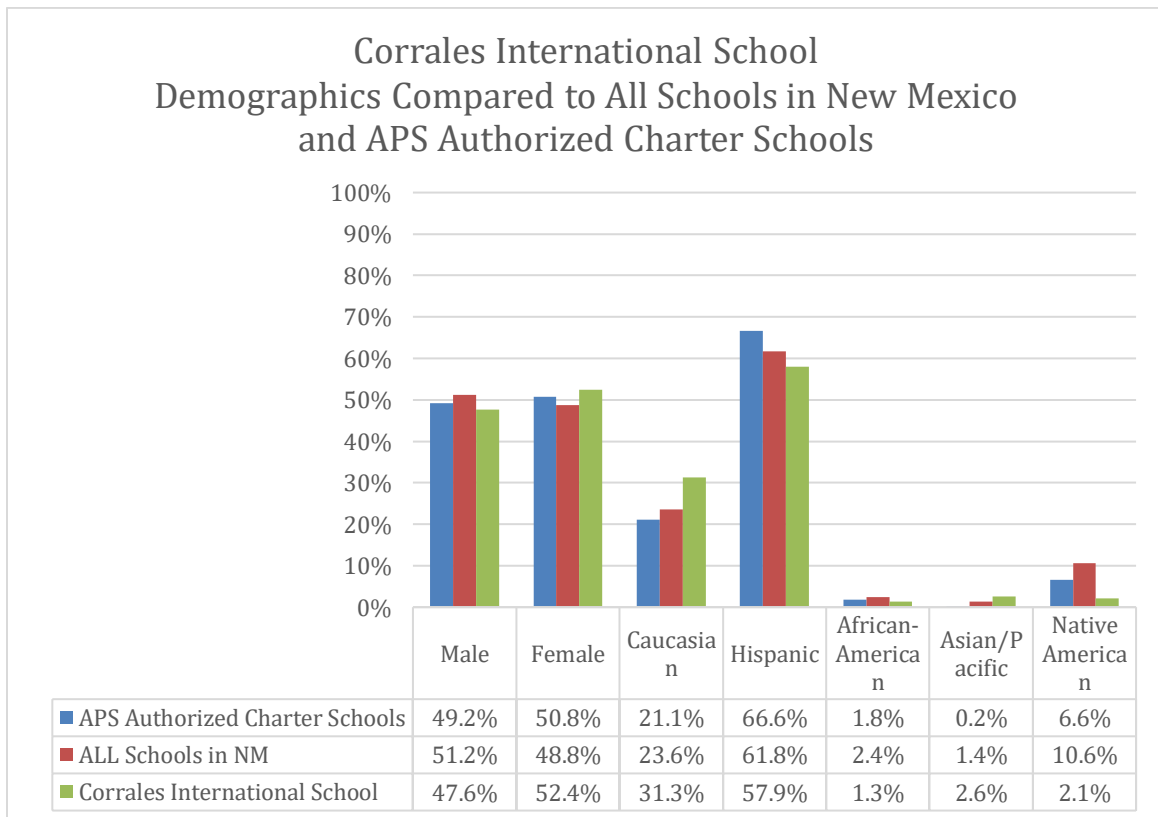
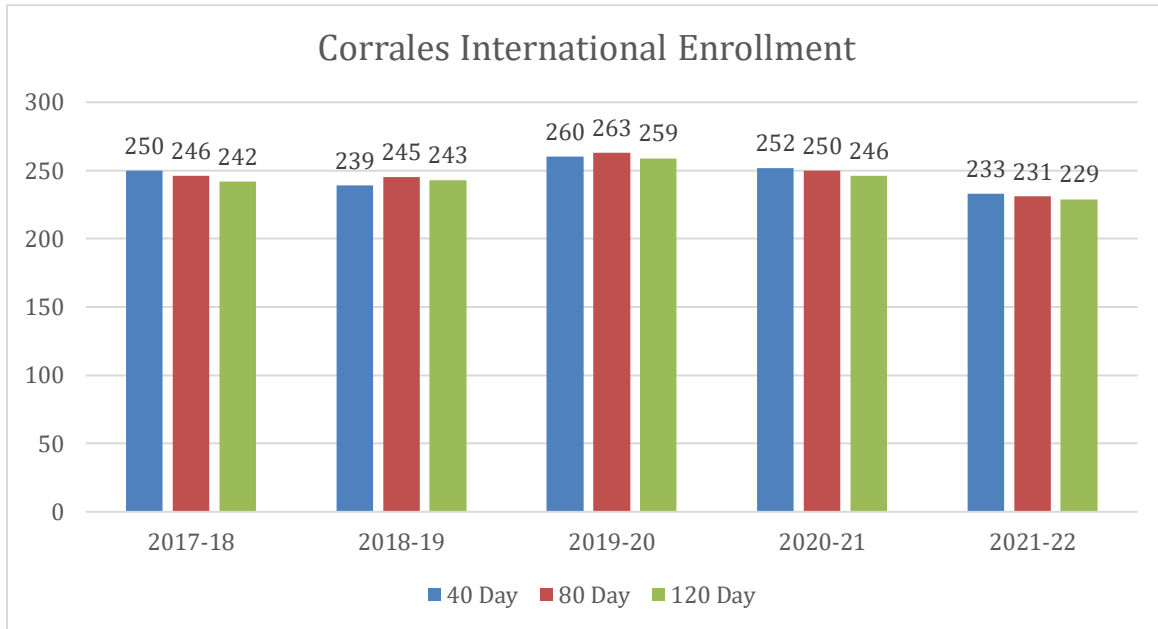
- The mission of Corrales International School (CIS) is to achieve, within the framework of the International Baccalaureate curriculum, excellence in multilingual education, promote international understanding and model its core values of respect, responsibility, connection with the environment, and the joy of learning.
- Core Values: CIS introduces students to the world's cultural heritage through a rigorous curriculum, international in its approach to people, values, and skills. Commitment to immersion language learning is fundamental to the program. We strive to instill in students a commitment to active service and a sense of responsibility.

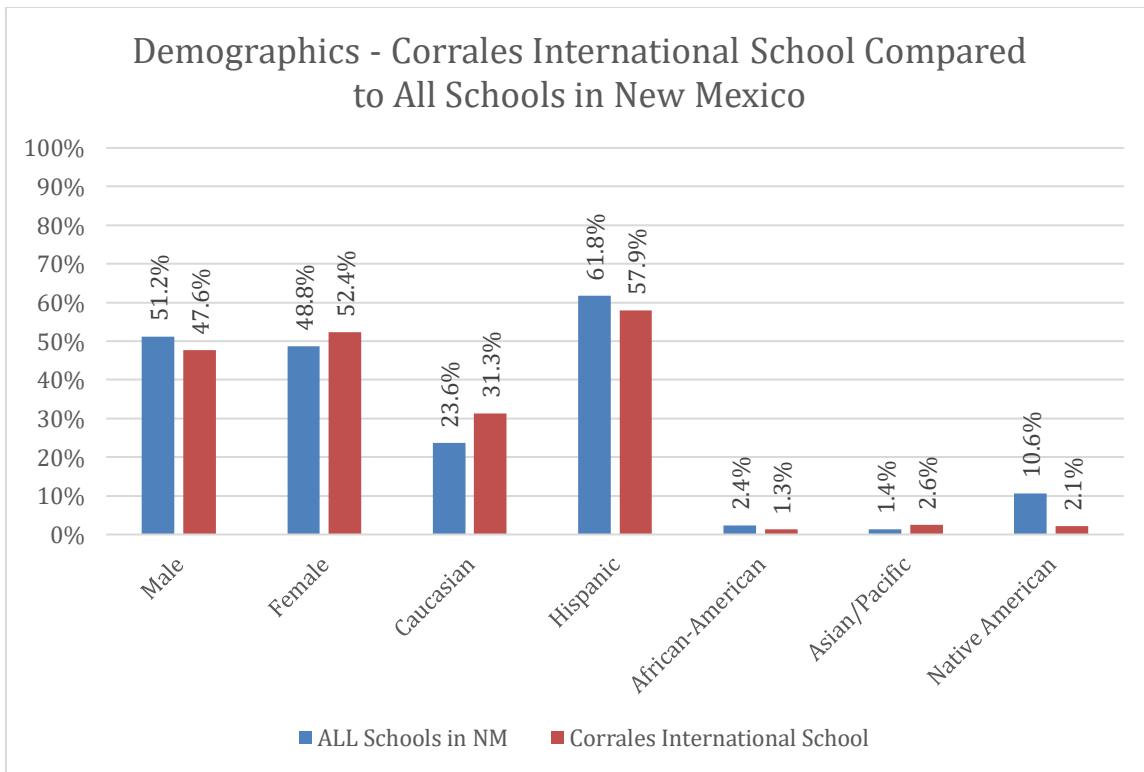
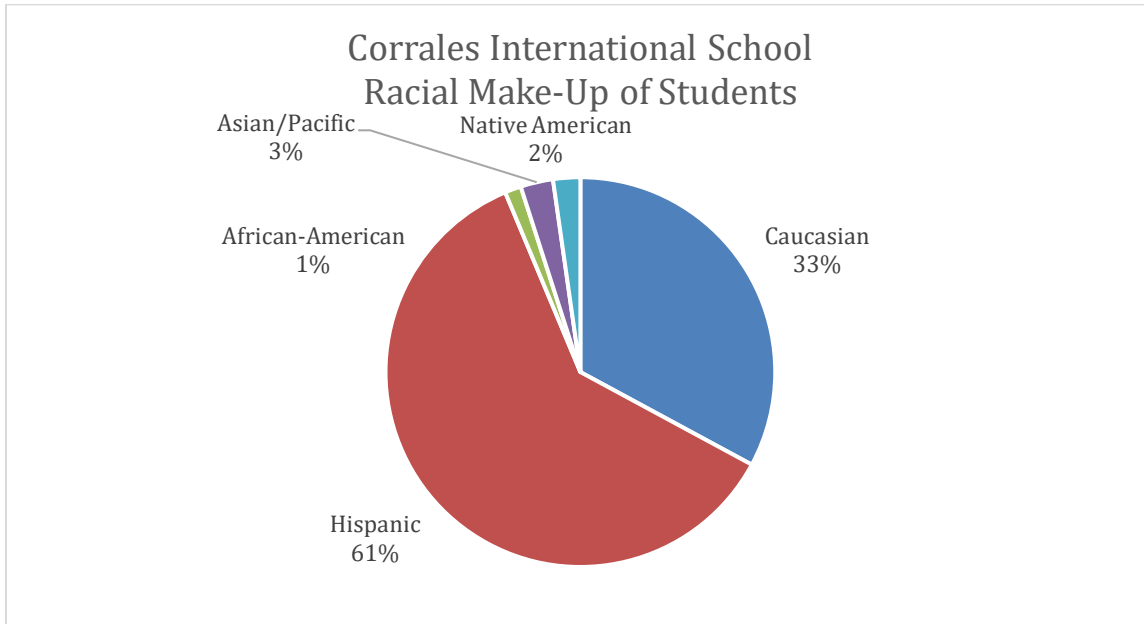
**History**

- Originally Chartered by APS in 2007.
- Renewed by APS in 2012 and 2017.
- Contract July 1, 2018 through June 30, 2023
  - Renewal Due: October 1, 2022

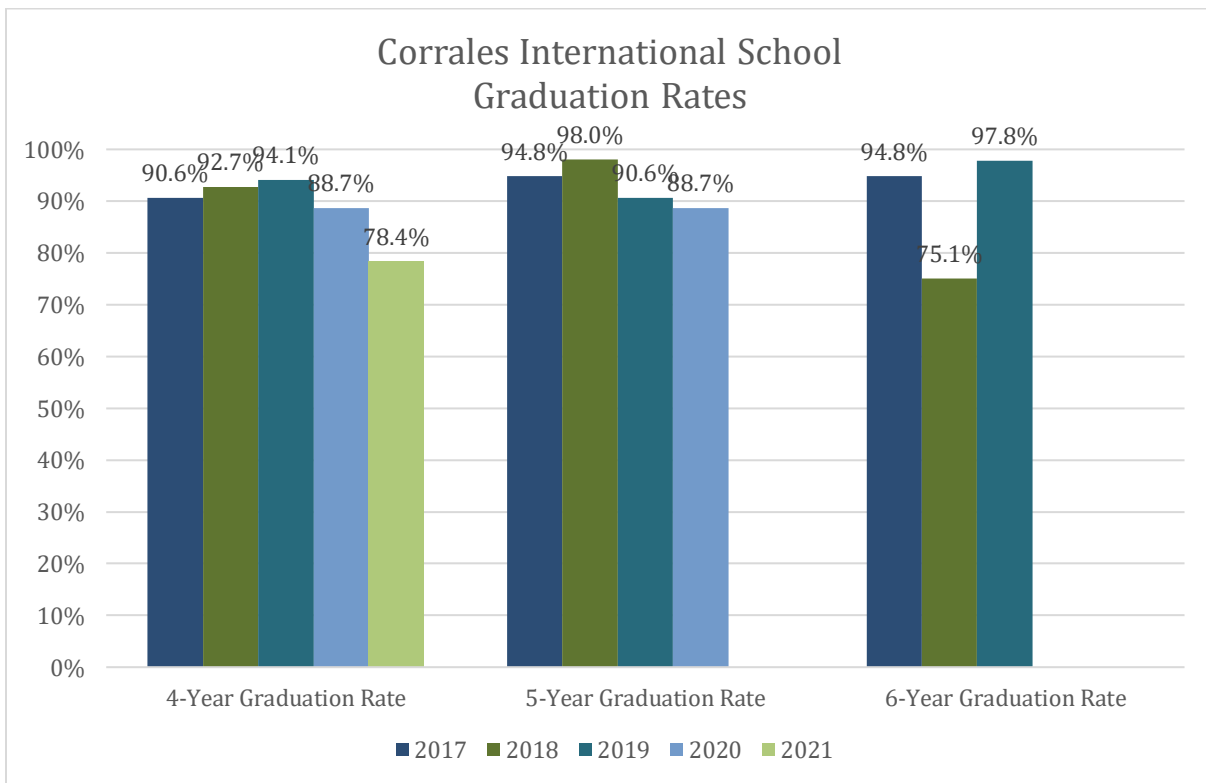
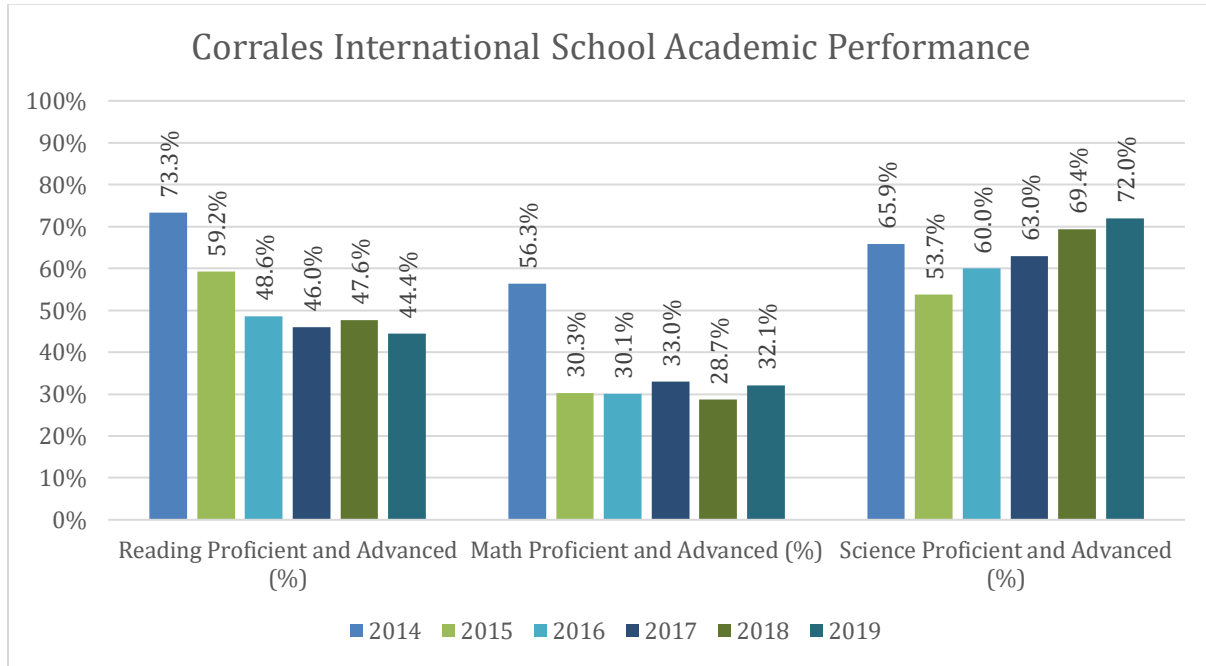
**Demographics**

- Enrollment cap is 300. FY 22 Budget built off of 243 students.





**Academic Performance**





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<b>Academic Performance</b>	
	<p><b>Mission Specific Goals</b></p> <ol style="list-style-type: none"> <li>1) Provide goal statements for your current two mission specific goals.               <ol style="list-style-type: none"> <li>a) <i>If you don't have or know your two mission specific goals, go to step 3.</i></li> </ol> </li> <li>2) Provide any data from the last calendar year if available.</li> <li>3) Provide any new mission specific goals or revisions to your current goals.</li> </ol>
	<p><b>2020-21 Evidence of Knowledge Gained</b></p> <ol style="list-style-type: none"> <li>1) How did you measure knowledge gained during the 2020-21?</li> <li>2) Provide data from the 2020-21?</li> <li>3) What strategic changes have you made from the data analysis?</li> <li>4) During the start of the 2021-22 School Year, what did you measure student's levels of academic performance?</li> <li>5) Are there any major changes to your use of assessments and how you will analyze and respond to the data?</li> </ol>
	<p><b>Staff and Student Support</b></p> <ol style="list-style-type: none"> <li>1) How did you support staff and students during the start of this school year?</li> <li>2) Describe any strategic initiatives you did for staff, including professional development to help them prepare for the year.</li> </ol>
For Spring Site Visit	<p><b>Re-Entry Plan (Spring)</b></p> <ul style="list-style-type: none"> <li>⇒ <i>Section will be reviewed in the Spring.</i></li> <li>⇒ <i>Expectations will be updated and shared by February 2021</i></li> </ul>
	<p><b>Strategic Planning (90-Day Plan in New Mexico DASH – Fall)</b></p> <ol style="list-style-type: none"> <li>1) Provide highlights of your 90-day plans</li> <li>2) How has the focus, on changing adult behavior for improvement in academic achievement, impacted your school?</li> <li>3) How is this related to your strategic plan and mission?</li> </ol>
For Spring Site Visit	<p><b>Strategic Planning (90-Day Plan in New Mexico DASH – Spring)</b></p> <ol style="list-style-type: none"> <li>1) Provide highlights of your 90-day plans</li> <li>2) How has the focus, on changing adult behavior for improvement in academic achievement, impacted your school?</li> <li>3) How is this related to your strategic plan and mission?</li> </ol>
<b>Educational Plan</b>	
For Spring Site Visit	<p><b>Mission of the School</b></p> <ol style="list-style-type: none"> <li>1) Describe how you have been able to maintain your mission during virtual/hybrid education.</li> </ol>
For Spring Site Visit	<p><b>Teaching Aligned to Mission</b></p> <ul style="list-style-type: none"> <li>• <i>Possible virtual classroom observation in the Spring</i></li> </ul>
	<p><b>Education Law Compliance</b></p> <ol style="list-style-type: none"> <li>1) Describe how you are supporting students in improving attendance.</li> <li>2) Describe any improvements you have made to your attendance policy.</li> </ol>
	<p><b>Social/Emotional Support of Students</b></p> <ol style="list-style-type: none"> <li>1) Describe how you have supported students social/emotional needs.</li> </ol>
For Spring Site Visit	<p><b>Discipline Policies and Practices</b></p> <ol style="list-style-type: none"> <li>1) Describe or Provide a copy of the data that you used to analyze discipline.</li> </ol>

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	2) Describe any changes you have made to your discipline policy or practice as a result of analyzing that data.
<i>For Spring Site Visit</i>	<b>Controversial Issues</b> 1) Provide a copy of your instruction of controversial issues policy
<i>For Spring Site Visit</i>	<b>English Learners</b> 1) Describe how you have supported English Learners. 2) Updated Protocol for the Spring
<b>Governing Council - For the following items please provide the information in the Google Document, located on the Google Drive titled "Governing Council Information."</b>	
	<b>Bylaws/Policies</b>
	<b>Controversial Issues</b>
	<b>Membership/Regular Meetings</b>
	<b>Training</b>
	<b>Oversight of School Management</b>
<b>Employees</b>	
<i>For Spring Site Visit</i>	<b>Licensure</b> • Will be measured through STARS Report
<i>For Spring Site Visit</i>	<b>Employee Rights</b> • Provide a link to your employee handbook.
<i>For Spring Site Visit</i>	<b>Background Checks</b> • Provide your Background Check Policy
	<b>Professional Development Plan</b> • Describe your professional development plan for teachers, staff, and school leaders.
<b>Operations</b>	
	<b>Lottery Processes</b> Provide links/documents of any marketing material used for recruiting, any marketing videos used for recruiting, lottery application, and school enrollment.
<i>For Spring Site Visit</i>	<b>Facilities</b> • Provide an update on your facility. (ex. Renovating an area, upgrades, improvements, or expansion)
<i>For Spring Site Visit</i>	<b>Safe School Plan</b> • Will be measured as schools turn in their site safety plan on December 4.
<i>For Spring Site Visit</i>	<b>Transparency</b> • Provide a link to the sunshine portal on your website. • Provide a link to the 2019-20 performance framework on your website.
<i>For Spring Site Visit</i>	<b>Education Technology Plan</b> • Describe your education technology plan to support student learning.

	Meets
	Working to Meet
	Does Not Meet

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**Finance**

Charter School Name: Corrales International  
Date of Site Visit: September 29, 2021

	Meets
	Working to meet
	Does not meet

**Financial Performance**

<p>This portion will contain data calculated by Charter School Business Manager after the FY 20-21 audit is approved by the State Auditor's office.</p> <ol style="list-style-type: none"> <li>1. Current Ratios - Measures the school's ability to pay its debt as they come due. Ratio should be greater than 1:1 and not less than or equal to 0.9</li> <li>2. Liquidity - Measures the school's ability to pay its obligations over the next 12 months. School should have at least 1 month and not less than .5 months</li> <li>3. Total Margin - Measures the deficit or surplus a school yields out of its total revenues. Three year should be positive and most recent year is positive</li> <li>4. Special Education Maintenance Of Effort (MOE) - School YTD expenditures must be equal to or greater than previous year or meet one of the three allowable exceptions</li> </ol>
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**Financial Compliance**

	<p><b>Audit Findings</b></p> <ul style="list-style-type: none"> <li>• Upload current approved Correction Action Plan <ul style="list-style-type: none"> <li>○ FY2019-20 CAP</li> <li>○ Is number of audit finding 2 or less - <b>Yes</b></li> <li>○ Have repeat audit findings been cleared from previous year - <b>None</b></li> <li>○ Are there any significant deficiencies or material weakness audit findings - <b>No</b></li> </ul> </li> </ul>
	<p><b>Internal Control Policies and Procedures</b></p> <ul style="list-style-type: none"> <li>• Upload updated Internal Control Policies and Procedures</li> </ul>
	<p><b>Chief Procurement Officer Compliance</b></p> <ul style="list-style-type: none"> <li>• Upload current CPO certificate. <ul style="list-style-type: none"> <li>○ <b>Mark Tolley, license expires May 6, 2023</b></li> <li>○ Is CPO registered with NM General Services Department - <b>Yes</b></li> </ul> </li> <li>• Upload PO list (to date) for FY 21-22 <ul style="list-style-type: none"> <li>○ Reviewed <b>PO PO22-00039 Brady Industries of NM, PO22-00046 CR Refrigeration, and PO22-00061 Learning AtoZ</b></li> <li>○ Are PO's being signed by CPO - <b>Yes</b></li> </ul> </li> </ul>



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	<ul style="list-style-type: none"> <li>○ Are internal control policies and procedures being followed - <b>Yes</b></li> </ul>
	<p><b>Business Official License</b></p> <ul style="list-style-type: none"> <li>● <b>Rebekah Runyan, license expires June 30, 2026</b></li> </ul>
	<p><b>Audit and Finance Committee</b></p> <ul style="list-style-type: none"> <li>● Audit committee – two members of GC, <b>RLedbetter, NPalacios</b>, one parent, <b>TMathena</b>, volunteer with financial expertise, <b>SCollins</b></li> <li>● Finance committee – at least two members of the GC, <b>RLedbetter, LPerez</b></li> </ul>
	<p><b>Financial Reports posted on Website-September 2021 meeting posted</b></p> <ul style="list-style-type: none"> <li>● Charter School Business Manager to review independently: <ul style="list-style-type: none"> <li>○ Link to Sunshine portal present – <b>Yes located on GC page</b></li> <li>○ Governing Council minutes from most recent GC meeting posted - <b>Yes</b></li> <li>○ Financial Reports presented to GC posted on website - <b>Yes</b></li> <li>○ BARS have been approved by GC and noted in minutes - <b>Yes</b></li> <li>○ Disbursements have been approved by GC and noted in minutes - <b>Yes</b></li> </ul> </li> </ul>

**Financial Audit**

	<p><b>Bank Reconciliation</b></p> <ul style="list-style-type: none"> <li>● Upload most recent approved bank reconciliation and balance sheet <ul style="list-style-type: none"> <li>○ Verify Bank Reconciliation and Balance Sheet Reviewed <b>August 2021</b></li> <li>○ Are outstanding items on bank reconciliation stale dated per school policy or one year? <b>Checks are valid for one year, no stale dated checks noted</b></li> <li>○ Are bank reconciliations being reviewed and approved by independent person? <b>Reviewed by Board and Finance Committee</b></li> </ul> </li> </ul>
	<p><b>Federal Funds</b> - File name: <i>[School Name]</i> – Federal Fund Report (LTD)</p> <ul style="list-style-type: none"> <li>● Upload detailed list of expenditures for funds 24301, 24308, and 24330 <ul style="list-style-type: none"> <li>○ Have RfR's for each fund been submitted - <b>Yes</b></li> <li>○ What is % expended life to date <b>CARES 100%, CRRSA 19%, ARP funds not available as of date of site visit. Expenses being coded but no RfR's are able to be submitted yet.</b></li> <li>○ What has been purchased with funding – <b>List provided</b></li> </ul> </li> </ul>
	<p><b>Cash Balances</b></p> <ul style="list-style-type: none"> <li>● Upload document detailing the following: <ul style="list-style-type: none"> <li>○ Total Revenue</li> <li>○ Historical Trend</li> <li>○ Intended use - <b>Facility</b></li> <li>○ Resolution from Governing Council –<b>Yes dated September 14, 2021</b></li> </ul> </li> </ul>
	<p><b>Payroll Reports</b></p> <ul style="list-style-type: none"> <li>● Upload reports submitted for same month as bank reconciliation for verification of date of submission and amounts <ul style="list-style-type: none"> <li>○ CRS-1 report due 25<sup>th</sup> of the following month – <b>Paid 9/3/21</b></li> </ul> </li> </ul>

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	<ul style="list-style-type: none"><li>○ Educational Retirement Board (ERB) due 15<sup>th</sup> of each month – <b>Paid 9/3/21</b></li><li>○ Retiree Health Care (RHC) due 10<sup>th</sup> of each month – <b>Paid 9/7/21</b></li><li>○ New Mexico Public School Insurance Authority (NMPSIA) due 10<sup>th</sup> of each month – <b>Paid 9/3/21</b></li></ul>
	<p><b>Cash Receipts</b></p> <ul style="list-style-type: none"><li>● Upload Cash receipt journal from accounting system (to date of upload)<ul style="list-style-type: none"><li>○ <b>Reviewed cash receipts for July 13 and July 27, 2021. All other deposits were electronic</b></li><li>○ Upload cash receipt, bank deposit receipt, and corresponding bank statement</li><li>○ Are deposits being made within 24 hours of receipt - <b>Yes</b></li></ul></li></ul>
	<p><b>Vendor Listing</b></p> <ul style="list-style-type: none"><li>● Upload current vendor listing, to include address and YTD amounts paid to vendor for FY 20-21<ul style="list-style-type: none"><li>○ Provide vendor name(s) and account listing of invoices paid for janitorial services including Covid cleaning/disinfecting services for FY 20-21 <b>Paid Extreme Cleaning Services \$27,482.02. Students returned in April 2021, teachers were working from their classroom, admin also coming in FY 20-21</b></li></ul></li></ul>

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**Special Education Review**

0-59% - Does not Meet	60-79% - Working to Meet	80-100% - Meets
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<b>1. Processes and Accountability</b>	Total points= 18.8 / 18.8 = 100%
<b>2. IEP Compliance</b>	Total points= 26.5 / 28.0 = 95%
<b>3. Transition Compliance</b>	Total points= 9.0 / 10.0 = 90%
<b>4. Evaluation Compliance</b>	Total points= 18.0 / 19.0 = 95%

Follow-up to previous site visit from Spring 2021		
Site visit - 4/20/21	Recommendations	Evidence of Improvement During Current visit
<b>School has no pending previously identified concerns.</b>		

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

**Current site visit - Fall 2021**

Reviewer: **Patricia Espinoza** Date: **11/8/21**  
 Grades: **K-10th** Total Enrollment: **231** SWD: **17** GI: **8**  
 Sp. Ed. Providers: **2-SE Teachers & 1-SEEA**  
 Contracted: **OT, SLP, SW, VI&M, School Psychologist, Diagnostician, Transition Specialist**

**1. Processes and Accountability**  
*\*See links to state and federal regulations for additional guidance.* **20 points**

**1.a. The school has Special Education Policies and procedures that address implementation of IDEA and New Mexico Special Education Rules** - Each New Mexico public agency, within the scope of its authority, shall develop and implement appropriate policies, procedures, programs and services to ensure that all children with disabilities who reside within the agency’s educational jurisdiction, ... are identified and evaluation and have access to a free appropriate public education (FAPE) in compliance with all applicable requirements of state and federal laws and regulations. If the public charter school is an LEA, that charter school is responsible for ensuring that the requirements are met 6.31.2.9(A), 6.31.2.11(I)(3)  
**The school has a policy that states their provision of a free appropriate public education for all students with disabilities – 2 points** Total points= 2 / 2

**1.b. The school has a written process that documents how they complete annual IEPs – 2 points** Total points= 2 / 2

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<p><b>1.c. The school has a written process that documents how they complete Tri-annual Re-evaluations. – 2 points</b></p> <p style="text-align: right;"><b>Total points= 2 / 2</b></p>
<p><b>1.d. The school has an updated roster for Students with disabilities. Including: name, state ID, grade, Eligibility(ies), last IEP date and last Evaluation date – 3 points</b></p> <p style="text-align: right;"><b>Total points= 3 / 3</b></p>
<p><b>1.e. The School has Discipline plan that outlines implementation of school wide discipline policy for Students with Disabilities. Discipline policy includes specific provisions for students with disabilities and plan for the school to utilize IEP in discipline of students with disabilities – 3 points</b></p> <p style="text-align: right;"><b>Total points= 3 / 3</b></p>
<p><b>1.f. School has a plan for the provision of an Alternative Education Setting (AES) and a written manifestation process.</b> A removal of a child with a disability from the child’s current educational placement is a change of placement if: The removal is for more than 10 school days in a row; or The child has been subjected to a series of removals that constitute a pattern (34 CFR §300.536) – <b>3 points</b></p> <p style="text-align: right;"><b>Total points= 3 / 3</b></p>
<p><b>1.g. The school has a written document explaining their continuum of services.</b> The school shall ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. 34 C.F.R. 300.115(a) – <b>3 points</b></p> <p style="text-align: right;"><b>Total points= 3 / 3</b></p>
<p><b>1.h. Special Education Coordinator Training Attendance – APS sponsored – Each item - .25 points</b></p> <p>Sep. 2021 <u>YES</u>      Nov. 2021 <u>YES</u>      Jan. 2022 <u>  </u>      Mar. 2022 <u>  </u></p> <p style="text-align: right;"><b>Total points= 0.5 / 0.5</b></p>
<p><b>1.i. Special education caseloads are balanced and with a licensed special education teacher per STARS report. Caseload waivers are appropriate for school size – Each reporting period - .33 points</b></p> <p>40th <u>YES</u>      80th <u>  </u>      120th <u>  </u></p> <p style="text-align: right;"><b>Total points= 0.3 / 0.3</b></p>
<p><b>1. Processes and Accountability</b> <span style="float: right;"><b>Total 18.8 /18.8</b></span></p>

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**2. IEP Compliance**

**The following parts of the IEP reviewed are in compliance.**

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

**32 - 50 possible points\***

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

**2.a. The IEPs reviewed are current per STARS report.** An IEP Team meeting must be held to review the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved. (34 C.F.R. § 300.324(b)(1)(i)). - **Each reporting period - 2 points**

40th YES                      80th                         120th   

**Total points= 2 / 2**

No overdue IEPs for the 40th day

**2.b. PLPs-Present levels of performance- Includes scores, data and narratives.** Must include all related services. The IEP shall include a statement of the child's present levels of academic achievement and functional performance. 34 CFR 300.320(a)(1) -

**Must meet all requirements per IEP - Each IEP - 2 points**

**Total points= 4 / 4**

IEP #1 - Missing description of content based strengths and needs (academics). (1.5 points)

**2.c. Goals- Must be measurable.** Must include all related services. An IEP shall include both academic and functional goals. The IEP shall include a statement of measurable annual goals, including academic and functional goals. 34 C.F.R. § 300.320(a)(3) and 71 Fed. Reg. 46662 (August 14, 2006) -

**Must meet all requirements per IEP - Each IEP - 2 points**

**Total points= 4 / 4**

**2.d. PTGs-Goals must include measurable progress towards goals.** The IEP shall include a description of how the child's progress toward meeting the annual goals will be measured; and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided to the parent. (34 C.F.R. § 300.320(a)(2)(ii))

**Must meet all requirements per IEP - Each IEP - 2 points**

**Total points= 0 / 0**

IEP #1 & #2 - N/A - Newly enrolled and newly eligible.

**2.e. Service Schedule- Accurately reflects beginning date, frequency, duration and location of services, including related services.** The IEP shall include a statement of the special education and related services to be provided to the child, or on behalf of the child. (34 C.F.R. § 300.39(b)(3))

**Must meet all requirements per IEP - Each IEP - 2 points**

**Total points= 4 / 4**

**2.f. LRE- data based and reflects how the student is placed within the continuum of service. The Least Restrictive Environment** section of the IEP provides the necessary documentation that the IEP Team determined placement in the least restrictive environment according to the IDEA requirements and this procedural directive. (20 U.S.C. §1412(a)(5)(A); also, 34 C.F.R. §300.114(a)(2))

**Must meet all requirements per IEP - Each IEP - 1 point**

**Total points= 2 / 2**

**2.g. PWN- Prior Written Notice - Records all proposals by school and parents- documents what was discussed including the continuum of services.** Special education and related services are included in a child's FAPE; and therefore, a proposal to revise a child's IEP, which typically involves a change to the type, amount, or location of the special education and related services being provided to a child, would trigger requirements to provide prior written notice. (34 CFR § 300.503)

**Must meet all requirements per IEP - Each IEP - 2 points**

**Total points= 3 / 4**

IEP #1 & #2 - Both PWNs are missing some proposals. (1.5 points each)

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**2.h. IEP Team Participants-**The IEP Team Meeting Participants signature page of the IEP shall reflect the members of the IEP Team who were present and participated in the IEP Team meeting, and shall further provide the necessary documentation that the IEP Team meeting was duly constituted. The names of the IEP Team meeting participants shall be typed as well as their participation reflected by their signature. (34 C.F.R. § 300.321(a))

**Must meet all requirements per IEP – Each IEP – 1 point**

**Total points= 2 / 2**

**2.i. Parent Involvement:** Schools shall afford parents of a child with a disability an opportunity to participate in meetings with respect to the identification, evaluation, and educational placement of the child and the provision of FAPE to the child. (34 C.F.R. § 300.501(b)(1))

**Must meet all requirements per IEP – Each IEP – 1 point**

**Total points= 2 / 2**

**2.j. Parent notification:** The steps Schools shall take to ensure parent participation in EDT and/or IEP Team meetings shall include notifying parents of the meeting early enough to ensure that they will have an opportunity to attend and scheduling the meeting at a mutually agreed on time and place. (34 C.F.R. § 300.322(a))

**Must meet all requirements per IEP – Each IEP – 1 points**

**Total points= 2 / 2**

*The following items will be reviewed only for IEPs that include data indicating these items should be addressed by the IEP team.*

*Total points will be adjusted accordingly.*

**2.k. Testing Accommodations** – A statement of accommodations necessary to measure the academic achievement and functional performance of the child on state and districtwide assessment. 34 CFR 300.320(a)(6)(i)

**Must meet all requirements per IEP – Each IEP – 1 point**

**Total points= 2 / 2**

**2.l. FBA/BIP if appropriate-** The IEP team must, in the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior. Including conducting Functional Behavior Assessments (FBAs) and integration of Behavioral Intervention Plans (BIPs) into the IEPs. 34 CFR 300.324(a)(2)(i), (6.31.2.11(F) (1) NMAC)

**Alternate Assessment** – If the IEP team determines that a child must take an alternate assessment, the IEP must contain a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child. 34 CFR 300.320(a)(6)(ii). Alternate Assessment must be included in the IEP.

**ESY - The school has ESY eligibility data recorded for every student receiving Extended School Year services.**

ESY services may be provided only if a child's IEP Team determines, on an individual basis, that the services are necessary for the provision of FAPE to the child. (34 C.F.R. § 300.106(a)(1-2))

**Each item per IEP – 1 point**

**Total points= 0 / 0**

**2. IEP Compliance**

**Total points= 26.5 / 28 Points**

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**3. Transition Compliance**

**The transition plans for students with disabilities (age 14+) are in compliance with Indicator 13.**

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

**10 - 30 possible points\***

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

**3.a. Measurable post-secondary goals:** The IEP must include appropriate measurable post-secondary goals based upon age-appropriate transition assessments related to Training, Education, Employment, and **where appropriate**, independent living skills. (34 C.F.R. § 300.320(b) (1); 6.31.2.11(G) (3) (a) NMAC

**Must meet all requirements per IEP - Each IEP - 1 point**

**Total points= 1 / 1**

**3.b. Post-secondary goals updated annually** - IEP must be current and contain Measurable post-secondary goals. Goals should be reviewed/updated annually.

**Must meet all requirements per IEP - Each IEP - 1 point**

**Total points= 1 / 1**

**3.c. Transition assessment** - The IEP must include evidence that the measurable post-secondary goals were based on age-appropriate transition assessment(s). Age-appropriate transition assessments from multiple sources providing information on strengths, needs, preferences, and interests.

**Must meet all requirements per IEP - Each IEP - 1 point**

**Total points= 1 / 1**

**3.d. Course of study** - The IEP must include a course of study that will reasonably enable the student to meet his or her post-secondary goals. Included in the course of study: A multi-year description, current school year through anticipated exit year, credits to be earned for all years, and specific electives identified by course name.

**Must meet all requirements per IEP - Each IEP - 1 point**

**Total points= 0 / 1**

**IEP #1 Cause of study has incorrect school years. (0 points)**

**3.e. Coordinated Transition activities** - The IEP must include coordinated transition activities that will reasonably enable the student to meet his/her postsecondary goals related to: Instruction, Related service(s), Community experience(s), Development of employment and post-school objectives, Acquisition of daily living skills (if appropriate) and Functional evaluation (if appropriate)

**Must meet all requirements per IEP - Each IEP - 1 point**

**Total points= 1 / 1**

**3.f. Annual goals related to post school goals** - The IEP must include annual IEP goal(s) related to the student's transition services needs.

**Must meet all requirements per IEP - Each IEP - 1 point**

**Total points= 1 / 1**

**3.g. Student invited to IEP Team meeting** - The student's file must include documented evidence that the student was invited to participate in his/her IEP meeting prior to the date the meeting was held.

**Must meet all requirements per IEP - Each IEP - 1 point**

**Total points= 1 / 1**

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**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 – 1 point**

**Total points= 1 / 1**

**3.i. All students by the age of 14 have been informed of Rights That Will Transfer at Age of Majority.** Beginning no later than the first IEP to be in effect when the child turns fourteen (14), or younger, if determined appropriate by the IEP team, and updated annually thereafter; the IEP shall include a statement that the child has been informed of the child’s rights under the IDEA that will transfer to the child on reaching the age of majority. (34 C.F.R. § 300.320(c); 6.31.2.11(G) (3) (c) NMAC).

**Must meet all requirements per IEP – Each IEP – 1 point**

**Total points= 1 / 1**

**3.j. Special Education IEPs submitted on time for SPP 13 upload – 2 points**

SPP 13 IEP file upload due date: \_\_\_

File upload date completed: \_\_\_

**Total points= 0 / 0**

[Corrales International was not selected for review](#)

**3.k. Special Education IEPs submitted for SPP13 upload are compliant – 2 points each file**

Number of compliant IEPs \_\_\_ out of \_\_\_

**Total points= 0 / 0**

[Corrales International was not selected for review](#)

**3.1.** All districts are required to administer and report **Post-School Outcomes Survey**, even if they had no high school students that exited in the reporting year. The Public Education Department, Special Education Bureau conducts an annual State-Wide Follow-up Study, as a mandated requirement of the State Performance Plan, to provide post school follow-up information to OSEP to address **SPP Indicator 14**.

**PSO surveys completed and uploaded by September 30, 2021 – 1 point**

**Total points= 1 / 1**

[Yes - Surveys were uploaded](#)

**3. Transition Compliance**

**Total points= 9 / 10 Points**





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**4.f. Initial Evaluation/Reevaluation Report - Initial evaluations.** Each public agency must conduct a full and individual initial evaluation, in accordance with §§ 300.304 through 300.306, before the initial provision of special education and related services to a child with a disability under this part. **Reevaluations.** A public agency must ensure that a reevaluation of each child with a disability is conducted in accordance with §§ 300.304 through 300.311 - If the public agency determines that the educational or related services needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or If the child's parent or teacher requests a reevaluation. The public agency provides a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent. 34 CFR 300.301(a), 34 CFR 300.303(a)(1-2), 34 CFR 300.306(a)(2)

**Evaluation's report - 3 points**

**Total points= 3 / 3**

**4.g. Eligibility Determination Team Meeting (Initial/Reevaluation) - Determination of eligibility.** Upon completion of the administration of assessments and other evaluation measures, for each eligibility being considered - A group of qualified professionals and the parent of the child determines whether the child is a child with a disability, as defined in § 300.8, in accordance with paragraph (c) of this section and the educational needs of the child. In the case of a **reevaluation** of a child, whether the child continues to need special education and related services; 34 CFR 300.306(a)(1), 34 CFR 300.305 (a)(2)(iii)(B)

**Complete EDT forms per evaluation - 5 points**

**Total points= 5 / 5**

**4.h. Initial IEPs - provision of services.** Each public agency must ensure that - A meeting to develop an IEP for a child is conducted **within 30 days** of a determination that the child needs special education and related services; 34 CFR 300.323(c)(1)

**Meets 30 days initial placement timeline - 2 points**

**Total points= 2 / 2**

**4.i. Consent for Initial Placement - Parental consent for services.** A public agency that is responsible for making FAPE available to a child with a disability must obtain informed consent from the parent of the child before the initial provision of special education and related services to the child. 34 CFR 300.300 (b)(1)

**Consent for initial placement - 2 points**

**Total points= 1 / 2**

**IEP meeting held on 5/27/21, parental consent for the special education placement was signed on 11/4/21. There is no PWN proposal stating parent gave verbal consent. (1 point)**

**4. Evaluation Compliance**

**Total points= 18 / 19 Points**

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Concerns from current site visit <u>11/8/21</u>	Recommendations	Action Plan (with completion dates)
<p><b>2.b. IEP Compliance</b> - PLPs – Present Levels of Performance IEP #1 - Missing description of content based strengths and needs (academics). (1.5 points)</p>	<p>All IEPs must include a statement of the child’s present levels of <b>academic achievement</b> and <b>functional performance</b>. Including scores, data and narrative that clearly describes the area of need. Present levels must also include all related services.</p> <p>Review NMPED IEP Manual, Writing the IEP section - “<i>Tips on Present Levels of Academic Achievement and Functional Performance</i>” for detailed guidance.</p>	<p>Ensure all IEPs include complete present levels of performance.</p> <p><b>Review spring 2022</b></p>
<p><b>2.g. IEP Compliance</b> - PWN – Prior Written Notice IEP #1 &amp; #2 - Both PWNs are missing some proposals. (1.5 points each)</p>	<p>PWNs <b>must</b> include all items and options the <b>Public Agency</b> and/or <b>Parent/guardian</b> proposed during the IEP meeting. Proposals must include detailed documentation that supports the proposal. This page is a summary of the discussions held during the meeting. It includes information about: (but not limited to)</p> <ul style="list-style-type: none"> <li>-Provision of <b>services</b> and <b>setting</b></li> <li>-Provision of Related Services &amp; supports</li> <li>-Transition information (Transition services, goals, graduation path, outside agencies, transfer of rights)</li> <li>-State testing and accommodations</li> <li>Behavioral supports</li> </ul>	<p>Ensure all IEPs include a complete and accurate Prior Written notice of all proposed actions. Proposals must include proper justification based on data that describes the reason(s) for acceptance or rejection.</p> <p><b>Review spring 2022</b></p>
<p><b>3.d. Transition Plan</b> – Course of Study IEP #1 Course of study has incorrect school years. (0 points)</p>	<p>Transition IEPs must include a multi-year description of coursework from the student’s current to anticipated exit year that is designed to help achieve the student’s desired post-school goals.</p>	<p>Since it was a typo, it is recommended to correct the typo and create a PWN to address the correction. Provide a copy to the family. <b>By 11/19/21</b></p> <p>The school completed this recommendation. <b>No Additional Follow-</b></p>
<p><b>4.i. Consent for Initial Placement</b> IEP meeting held on 5/27/21, parental consent for the special education placement was signed on 11/4/21. There is no PWN proposal stating parent gave verbal consent. (1 point)</p>	<p>A public agency that is responsible for making FAPE available to a child with a disability must <b>obtain informed consent</b> from the parent of the child <b>before</b> the initial provision of special education and related services to the child.</p>	<p>For future initial evaluations, make sure to obtain consent from parents prior to placement in special education.</p> <p><b>Review spring 2022</b></p>

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

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Office of Innovation and School Choice

**Corrales International School**  
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<b>Academic Performance</b>	
	<p><b>Mission Specific Goals</b></p> <ul style="list-style-type: none"> <li>• Using the Google form, please upload your <a href="#">Mission-specific goals data</a> for evaluation. The beginning of the form includes a spreadsheet template for your mission-specific goals sheets.</li> <li>• Mission-Specific Goals Form - <a href="https://forms.gle/KuJZkHKKNUFCPtr5A">https://forms.gle/KuJZkHKKNUFCPtr5A</a></li> <li>• If you have any issues with uploading to the Google Drive, please contact Dr. Eleanor Andrews at <a href="mailto:eleonor.andrews@aps.edu">eleonor.andrews@aps.edu</a>.</li> </ul>
	<p><b>2020-21 Evidence of Knowledge Gained</b></p> <ol style="list-style-type: none"> <li>1) Show Data that you have analyzed using Beginning of Year Assessments Compared to Middle of Year Assessments</li> <li>2) What changes have you implemented in response to that data</li> </ol>
	<p><b>20% Set Aside from Stimulus Funds for Learning Loss</b></p> <ol style="list-style-type: none"> <li>1) What are your plans to use the required 20% of stimulus funds to address learning loss?</li> <li>2) What evidence-based interventions are using for students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student groups.</li> </ol>
	<p><b>Staff and Student Support</b></p> <ol style="list-style-type: none"> <li>1) How has social emotional support of staff and students evolved over the this year?</li> </ol>
	<p><b>Strategic Planning (90-Day Plan in New Mexico DASH – Spring)</b></p> <ol style="list-style-type: none"> <li>1) Provide highlights of your 90-day plans</li> <li>2) How has the focus, on changing adult behavior for improvement in academic achievement, impacted your school?</li> <li>3) How is this related to your strategic plan and mission?</li> </ol>
<b>Educational Plan</b>	
	<p><b>Mission of the School</b></p> <ol style="list-style-type: none"> <li>1) How have you seen your mission evolve over the past 3 years?</li> <li>2) What strategic changes will you make for next school year (2022-23)?</li> </ol>
	<p><b>English Learners</b></p> <ol style="list-style-type: none"> <li>1) How many TESOL endorsed teachers do you have to support English Learners?</li> <li>2) When you analyze student achievement data of English Learners what have you found?</li> <li>3) What changes do you plan to make to</li> </ol>
<p><b>Governing Council - For the following items please provide the information in the Google Document, located on the Google Drive titled "Governing Council Information."</b></p>	
	<p><b>Training</b></p> <ul style="list-style-type: none"> <li>• Document Training for Governing Council and Include Plan for Training if all training is not completed</li> </ul>
	<p><b>Discrimination Policy</b></p>

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	<ul style="list-style-type: none"> <li>Upload a link to your discrimination/discipline policy and ensure that the policy is updated to prohibit discrimination/discipline based on hair</li> </ul>
<b>Employees</b>	
	<b>Licensure</b> <ul style="list-style-type: none"> <li>Will be measured through STARS Report</li> </ul>
	<b>Employee Rights</b> <ul style="list-style-type: none"> <li>Provide a link to your employee handbook.</li> </ul>
	<b>Background Checks</b> <ul style="list-style-type: none"> <li>Provide your Background Check Policy</li> </ul>
<b>Operations</b>	
	<b>Lottery Processes</b> Provide links/documents of any marketing material used for recruiting, any marketing videos used for recruiting, lottery application, and school enrollment.
	<b>Facilities</b> <ul style="list-style-type: none"> <li>Provide an update on your facility. (ex. Renovating an area, upgrades, improvements, or expansion)</li> </ul>
	<b>Safe School Plan</b> <ul style="list-style-type: none"> <li>Will be measured as schools turn in their site safety plan on December 4.</li> </ul>
	<b>Transparency</b> <ul style="list-style-type: none"> <li>Provide a link to the sunshine portal on your website.</li> <li>Provide a link to the 2020-21 performance framework on your website.</li> </ul>
	<b>Education Technology Plan</b> <ul style="list-style-type: none"> <li>Describe your education technology plan to support student learning.</li> <li>How might you use technology in the future for hybrid learning.</li> </ul>

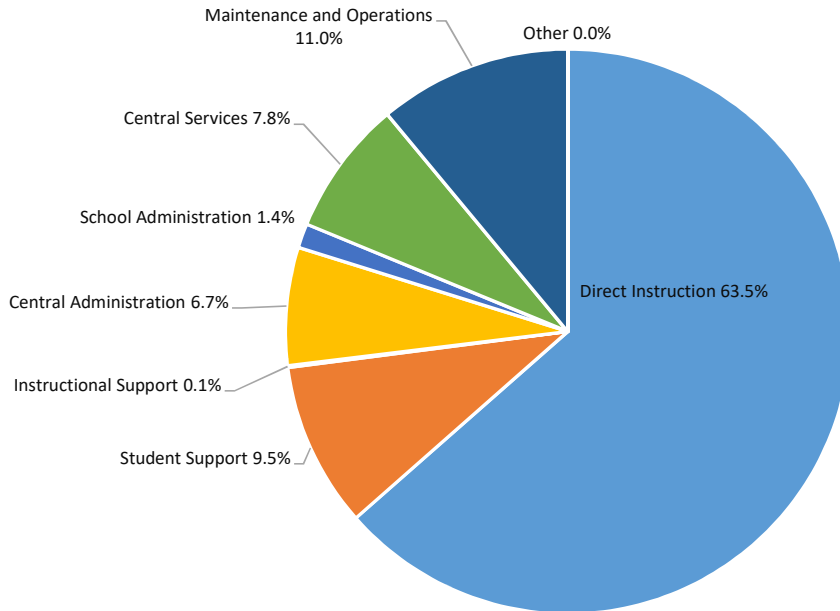
	Meets
	Working to Meet
	Does Not Meet

Meets
Working to meet
Does not meet

Operational Expenditures by Function

Function		APS Charter School Median %	Corrales %	Amount	Compliance Criteria
1000	<b>Direct Instruction</b> (Teachers, EAs, instructional coaches, etc.)	57%	63.5%	\$1,651,272.09	Meets =56% or above Working to Meet =51 to 56% Does Not Meet =Below 51%
2100	<b>Student Support</b> (Social workers, counseling, ancillary services, etc.)	9%	9.5%	\$245,944.60	Meets =12% or above Working to Meet =9 to 12% Does Not Meet =Below 9%
2200	<b>Instructional Support</b> ( Library/Media services, instruction-related technology, academic student assessment, etc.)	0%	0.1%	\$2,702.62	Meets =0 to 1% Working to Meet =1 to 3% Does Not Meet =Above 3%
2300	<b>Central Administration</b> (Governance Council, executive administration, community relations, etc.)	7%	6.7%	\$175,283.42	Meets =0 to 8% Working to Meet =8 to 11% Does Not Meet =Above 11%
2400	<b>School Administration</b> (School Administrator, etc.)	5%	1.4%	\$36,136.02	Meets =0 to 6% Working to Meet =6 to 9% Does Not Meet =Above 9%
2500	<b>Central Services</b> (Business Manager, human resources, printing, technology services, etc.)	7%	7.8%	\$201,637.07	Meets =0 to 7% Working to Meet 7 to 10% Does Not Meet =Above 10%
2600	<b>Maintenance and Operations</b> (M&O of buildings, upkeep of grounds and vehicles, security, safety, etc.)	9%	11.0%	\$286,962.13	Meets =0 to 10% Working to Meet =10 to 13% Does Not Meet =Above 13%
	<b>Other</b> (Construction services, lease to purchase)	0%	0.0%	\$0.00	Meets =0 to 1% Working to Meet =1 to 4% Does Not Meet =Above 4%
	<b>GRAND TOTAL</b>			<b>\$2,599,937.95</b>	
1000, 2100, 2200, 2400	<b>Student Success</b> (Direct Instruction, Student Support, Instructional Support, and School Administration )	76%	74.5%	\$1,936,055.33	Meets =76% or above Working to Meet=72 to 76% Does not Meet= Below 72%

Corrales International School  
 Operational Expenditures FY 2020-21

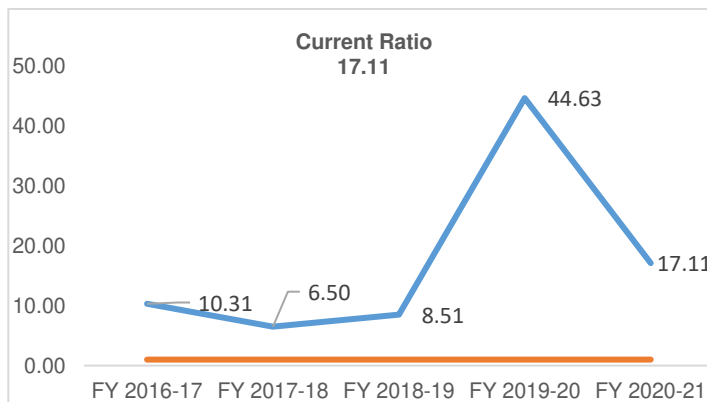
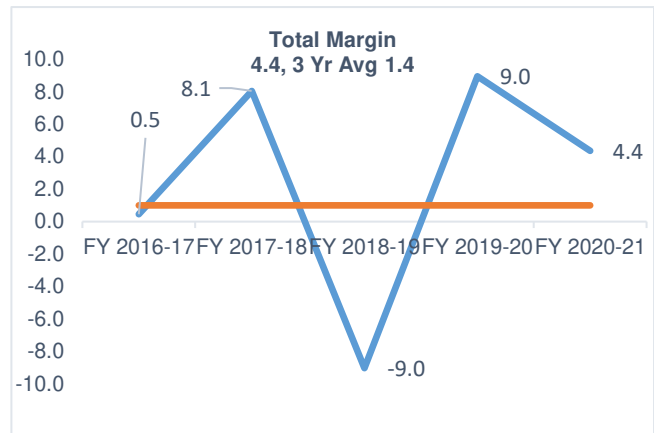
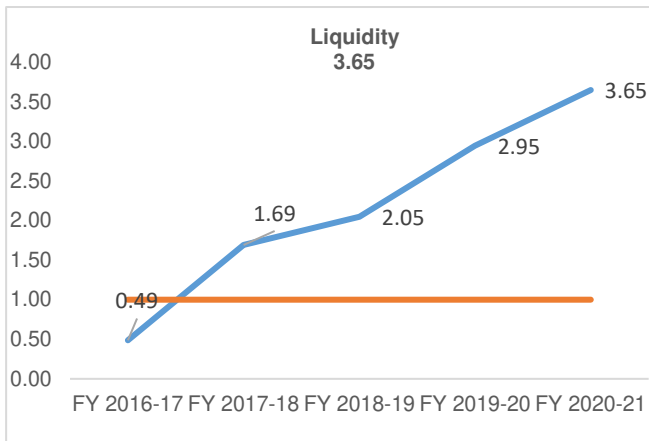


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2021-22 Spring Site Visit Report

Charter School Name: Corrales International  
Date of Site Visit: April 25, 2022

### Financial Performance

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





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### Financial Audit

	<p><b>Federal Funds – Federal Fund Report (Life To Date)</b></p> <ul style="list-style-type: none"> <li>• Upload detailed list of expenditures for funds <b>24301, 24308, and 24330</b> <ul style="list-style-type: none"> <li>○ Have RfR’s for each of the funds listed above been submitted - <b>Yes</b></li> <li>○ What is % expended life to date <b>24301 100%, 24308 43%, 24330 12%</b></li> <li>○ What has been purchased with funding <b>List provided</b></li> <li>○ What is the percentage of 20% evidence based funding spent life to date <b>12%</b></li> </ul> </li> </ul>
	<p><b>Vendors</b></p> <ul style="list-style-type: none"> <li>• Reviewed the following three vendors: <b>Best Buy, Extreme Cleaning, Julie Devlin</b> <ul style="list-style-type: none"> <li>○ W9 for each vendor selected – <b>Yes, Best Buy W9 not dated</b></li> <li>○ Contract and/or quotes received – <b>Yes</b></li> <li>○ Do not currently have a vendor conflict of interest form. BM will discuss with Charter Leader on whether or not they will begin using one.</li> </ul> </li> </ul>
	<p><b>Follow-up items from Fall 2021-22 site visit if necessary – no follow-up on below required from Fall site visit</b></p> <ul style="list-style-type: none"> <li>○ Bank Reconciliation</li> <li>○ Cash Balances</li> <li>○ Payroll Reports</li> <li>○ Cash Receipts</li> </ul>

### Financial Compliance

	<p><b>Audit Findings</b></p> <ul style="list-style-type: none"> <li>• Review current approved Correction Action Plan <ul style="list-style-type: none"> <li>• Is number of audit finding 2 or less – <b>Yes, No audit findings</b></li> <li>• Have repeat audit findings been cleared from previous year – <b>Yes</b></li> <li>• Are there any significant deficiencies or material weakness audit findings – <b>No</b></li> </ul> </li> </ul>
	<p><b>Internal Control Policies and Procedures</b></p> <ul style="list-style-type: none"> <li>• Review Internal Control Policies and Procedures</li> <li>• Have revisions been made as addressed in most current CAP – <b>N/A</b></li> <li>• If so have revised Internal Control policies and procedures been uploaded</li> </ul>
	<p><b>Chief Procurement Officer Compliance</b></p> <ul style="list-style-type: none"> <li>• <b>Mark Tolley, license expires May 6, 2023</b></li> <li>• Is CPO registered with NM General Services Department – <b>Yes</b></li> </ul>
	<p><b>Business Official License</b></p> <ul style="list-style-type: none"> <li>• <b>Rebekah Runyan, license expires June 30, 2026</b></li> </ul>

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	<b>Audit and Finance Committee</b> <ul style="list-style-type: none"><li>• Audit committee – two members of GC, <b>RLedbetter, NPalacios</b>, one parent, <b>TMathena</b>, volunteer with financial expertise, <b>SCollins</b></li><li>• Finance committee – at least two members of the GC, <b>RLedbetter, LPerez</b></li></ul>
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	Meets
	Working to Meet
	Does Not Meet

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Corrales International School  
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**Special Education Review**

0-59% - Does not Meet	60-79% - Working to Meet	80-100% - Meets
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<b>1. Processes and Accountability</b>	Total points= 20.0 / 20.0 = 100%
<b>2. IEP Compliance</b>	Total points= 30.5 / 32.0 = 95%
<b>3. Transition Compliance</b>	Total points= 9.0 / 10.0 = 90%
<b>4. Evaluation Compliance</b>	Total points= 22.0 / 23.0 = 96%

Follow-up to previous site visit from Fall 2021		
Site visit - <u>11/8/21</u>	Recommendations	Evidence of Improvement During Current visit
<b>Corrales International School has no pending previously identified concerns.</b>		

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

**Current site visit - Spring 2022**

Reviewer: **Patricia Espinoza** Date: **4/12/22**  
 Grades: **K- 12th** Total Enrollment: **229** SWD: **16** GI: **7**  
 Sp. Ed. Providers: **2-SE Teachers & 1-SE Educational Assistant**  
 Contracted: **OT, SLP, SW, VI&M, Transition Specialist, Diagnostician, School Psychologist**

**1. Processes and Accountability**  
*\*See links to state and federal regulations for additional guidance.* **20 points**

**1.a. The school has Special Education Policies and procedures that address implementation of IDEA and New Mexico Special Education Rules** - Each New Mexico public agency, within the scope of its authority, shall develop and implement appropriate policies, procedures, programs and services to ensure that all children with disabilities who reside within the agency’s educational jurisdiction, ... are identified and evaluation and have access to a free appropriate public education (FAPE) in compliance with all applicable requirements of state and federal laws and regulations. If the public charter school is an LEA, that charter school is responsible for ensuring that the requirements are met 6.31.2.9(A), 6.31.2.11(I)(3)  
**The school has a policy that states their provision of a free appropriate public education for all students with disabilities – 2 points**

**Total points= 2 / 2**

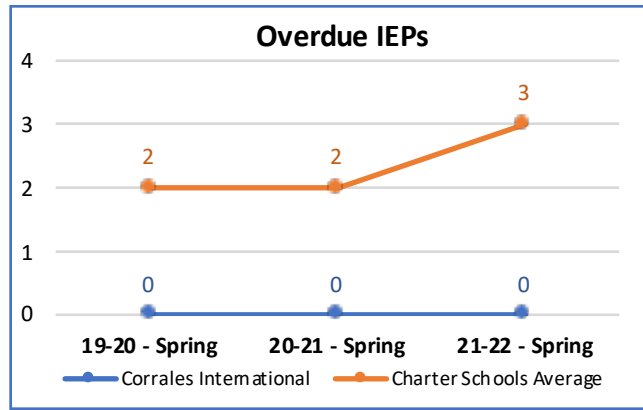
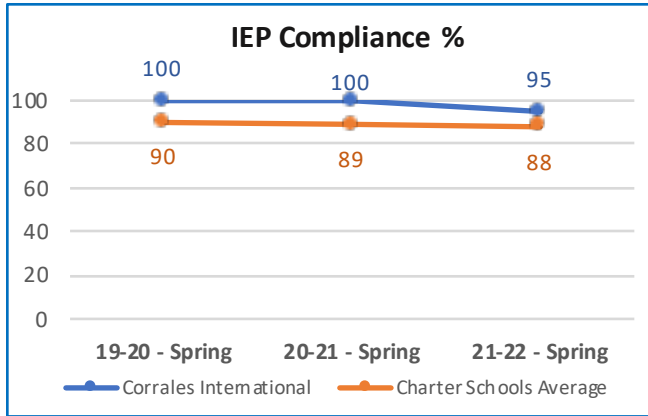
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Spring Site Visits 2021-22

<b>1.b. The school has a written process that documents how they complete annual IEPs – 2 points</b> Total points= 2 / 2
<b>1.c. The school has a written process that documents how they complete Tri-annual Re-evaluations. – 2 points</b> Total points= 2 / 2
<b>1.d. The school has an updated roster for Students with disabilities. Including: name, state ID, grade, Eligibility(ies), last IEP date and last Evaluation date – 3 points</b> Total points= 3 / 3
<b>1.e. The School has Discipline plan that outlines implementation of school wide discipline policy for Students with Disabilities. Discipline policy includes specific provisions for students with disabilities and plan for the school to utilize IEP in discipline of students with disabilities – 3 points</b> Total points= 3 / 3
<b>1.f. School has a plan for the provision of an Alternative Education Setting (AES) and a written manifestation process.</b> A removal of a child with a disability from the child’s current educational placement is a change of placement if: The removal is for more than 10 school days in a row; or The child has been subjected to a series of removals that constitute a pattern (34 CFR §300.536) – 3 points Total points= 3 / 3
<b>1.g. The school has a written document explaining their continuum of services.</b> The school shall ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. 34 C.F.R. 300.115(a) – 3 points Total points= 3 / 3
<b>1.h. Special Education Coordinator Training Attendance – APS sponsored – Each item - .25 points</b> Sep. 2021 <u>YES</u> Nov. 2021 <u>YES</u> Jan. 2022 <u>YES</u> Mar. 2022 <u>YES</u> Total points= 1 / 1
<b>1.i. Special education caseloads are balanced and with a licensed special education teacher per STARS report. Caseload waivers are appropriate for school size – Each reporting period - .33 points</b> 40th <u>YES</u> 80th <u>YES</u> 120th <u>YES</u> Total points= 1 / 1
<b>1. Processes and Accountability</b> <span style="float: right;">Total <b>20.0</b> /20.0 points</span>

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**2. IEP Compliance**

The following parts of the IEP reviewed are in compliance.

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

**32 - 50 possible points\***

Two IEPs reviewed

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

**2.a. The IEPs reviewed are current per STARS report.** An IEP Team meeting must be held to review the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved. (34 C.F.R. § 300.324(b)(1)(i)). - Each reporting period - 2 points, 1-2-overdue IEPs= 1 point; 3+ overdue IEPs= 0

40th YES                      80th YES                      120th YES

**Total points= 6 / 6**

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

**2.b. PLPs-Present levels of performance- Includes scores, data and narratives.** Must include all related services. The IEP shall include a statement of the child's present levels of academic achievement and functional performance. 34 CFR 300.320(a)(1) -

**Must meet all requirements per IEP - Each IEP - 2 points**

**Total points= 4 / 4**

IEP #1 - Missing description of content based strengths and needs (academics). (1.5 points)

**2.c. Goals- Must be measurable.** Must include all related services. An IEP shall include both academic and functional goals. The IEP shall include a statement of measurable annual goals, including academic and functional goals. 34 C.F.R. § 300.320(a)(3) and 71 Fed. Reg. 46662 (August 14, 2006) -

**Must meet all requirements per IEP - Each IEP - 2 points**

**Total points= 4 / 4**

**2.d. PTGs-Goals must include measurable progress towards goals.** The IEP shall include a description of how the child's progress toward meeting the annual goals will be measured; and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided to the parent. (34 C.F.R. § 300.320(a)(2)(ii))

**Must meet all requirements per IEP - Each IEP - 2 points**

**Total points= /**

IEP #1 - N/A - Newly enrolled student, IEP #2 - N/A - Initial IEP.

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<p><b>2.e. Service Schedule- Accurately reflects beginning date, frequency, duration and location of services, including related services.</b> The IEP shall include a statement of the special education and related services to be provided to the child, or on behalf of the child. (34 C.F.R. § 300.39(b)(3))</p> <p><b>Must meet all requirements per IEP – Each IEP – 2 points</b></p>	<p><b>Total points= 4 / 4</b></p>
<p><b>2.f. LRE- data based and reflects how the student is placed within the continuum of service. The Least Restrictive Environment</b> section of the IEP provides the necessary documentation that the IEP Team determined placement in the least restrictive environment according to the IDEA requirements and this procedural directive. (20 U.S.C. §1412(a)(5)(A); also, 34 C.F.R. §300.114(a)(2))</p> <p><b>Must meet all requirements per IEP – Each IEP – 1 point</b></p>	<p><b>Total points= 2 / 2</b></p>
<p><b>2.g. PWN- Prior Written Notice - Records all proposals by school and parents- documents what was discussed including the continuum of services.</b> Special education and related services are included in a child's FAPE; and therefore, a proposal to revise a child's IEP, which typically involves a change to the type, amount, or location of the special education and related services being provided to a child, would trigger requirements to provide prior written notice. (34 CFR § 300.503)</p> <p><b>Must meet all requirements per IEP – Each IEP – 2 points</b></p> <p><b>IEP #1 &amp; #2 - Both PWNs are missing proposals. (1.5 points each)</b></p>	<p><b>Total points= 3 / 4</b></p>
<p><b>2.h. IEP Team Participants-</b>The IEP Team Meeting Participants signature page of the IEP shall reflect the members of the IEP Team who were present and participated in the IEP Team meeting, and shall further provide the necessary documentation that the IEP Team meeting was duly constituted. The names of the IEP Team meeting participants shall be typed as well as their participation reflected by their signature. (34 C.F.R. § 300.321(a))</p> <p><b>Must meet all requirements per IEP – Each IEP – 1 point</b></p>	<p><b>Total points= 2 / 2</b></p>
<p><b>2.i. Parent Involvement:</b> Schools shall afford parents of a child with a disability an opportunity to participate in meetings with respect to the identification, evaluation, and educational placement of the child and the provision of FAPE to the child. (34 C.F.R. § 300.501(b)(1))</p> <p><b>Must meet all requirements per IEP – Each IEP – 1 point</b></p>	<p><b>Total points= 2 / 2</b></p>
<p><b>2.j. Parent notification:</b> The steps Schools shall take to ensure parent participation in EDT and/or IEP Team meetings shall include notifying parents of the meeting early enough to ensure that they will have an opportunity to attend and scheduling the meeting at a mutually agreed on time and place. (34 C.F.R. § 300.322(a))</p> <p><b>Must meet all requirements per IEP – Each IEP – 1 points</b></p>	<p><b>Total points= 2 / 2</b></p>

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*The following items will be reviewed only for IEPs that include data indicating these items should be addressed by the IEP team.*

*Total points will be adjusted accordingly.*

**2.k. Testing Accommodations** – A statement of accommodations necessary to measure the academic achievement and functional performance of the child on state and districtwide assessment. 34 CFR 300.320(a)(6)(i)

**Must meet all requirements per IEP – Each IEP – 1 point**

**Total points= 2 / 2**

**2.l. FBA/BIP if appropriate-** The IEP team must, in the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior. Including conducting Functional Behavior Assessments (FBAs) and integration of Behavioral Intervention Plans (BIPs) into the IEPs. 34 CFR 300.324(a)(2)(i), (6.31.2.11(F) (1) NMAC)

N/A

**Alternate Assessment** – If the IEP team determines that a child must take an alternate assessment, the IEP must contain a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child. 34 CFR 300.320(a)(6)(ii). Alternate Assessment must be included in the IEP.

N/A

**ESY - The school has ESY eligibility data recorded for every student receiving Extended School Year services.**

ESY services may be provided only if a child's IEP Team determines, on an individual basis, that the services are necessary for the provision of FAPE to the child. (34 C.F.R. § 300.106(a)(1-2))

N/A

**Each item per IEP – 1 point**

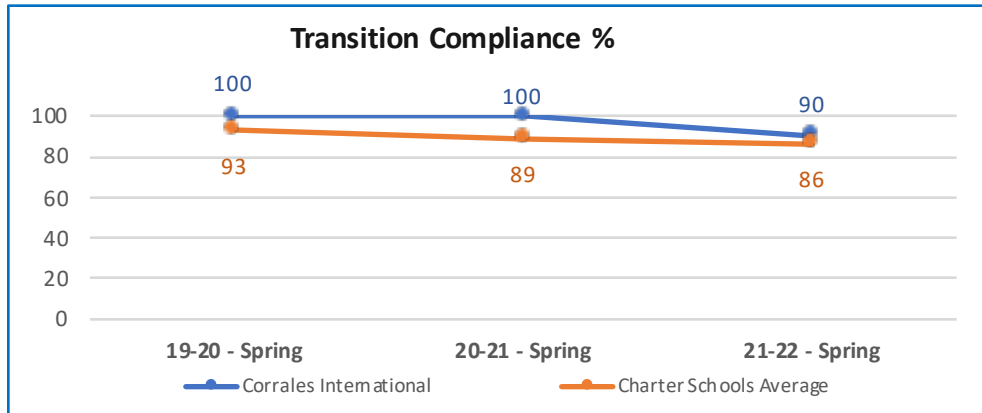
**Total points= /**

**2. IEP Compliance**

**Total points= 30.5 / 32 Points**

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**3. Transition Compliance**

**The transition plans for students with disabilities (age 14+) are in compliance with Indicator 13.**

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

**10 - 30 possible points\***

One Transition IEPs reviewed.

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

**3.a. Measurable post-secondary goals:** The IEP must include appropriate measurable post-secondary goals based upon age-appropriate transition assessments related to Training, Education, Employment, and **where appropriate**, independent living skills. (34 C.F.R. § 300.320(b) (1); 6.31.2.11(G) (3) (a) NMAC

**Must meet all requirements per IEP - Each IEP - 1 point**

**Total points= 1 / 1**

**3.b. Post-secondary goals updated annually** - IEP must be current and contain Measurable post-secondary goals. Goals should be reviewed/updated annually.

**Must meet all requirements per IEP - Each IEP - 1 point**

**Total points= 1 / 1**

**3.c. Transition assessment** - The IEP must include evidence that the measurable post-secondary goals were based on age-appropriate transition assessment(s). Age-appropriate transition assessments from multiple sources providing information on strengths, needs, preferences, and interests.

**Must meet all requirements per IEP - Each IEP - 1 point**

**Total points= 1 / 1**

**3.d. Course of study** - The IEP must include a course of study that will reasonably enable the student to meet his or her post-secondary goals. Included in the course of study: A multi-year description, current school year through anticipated exit year, credits to be earned for all years, and specific electives identified by course name.

**Must meet all requirements per IEP - Each IEP - 1 point**

**Total points= 0 / 1**

**IEP #1 - Course of study has the incorrect school year.**

**3.e. Coordinated Transition activities** - The IEP must include coordinated transition activities that will reasonably enable the student to meet his/her postsecondary goals related to: Instruction, Related service(s), Community experience(s), Development of employment and post-school objectives, Acquisition of daily living skills (if appropriate) and Functional evaluation (if appropriate)

**Must meet all requirements per IEP - Each IEP - 1 point**

**Total points= 1 / 1**



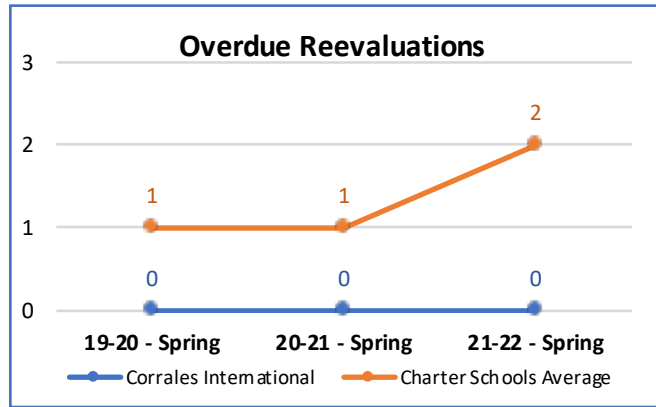
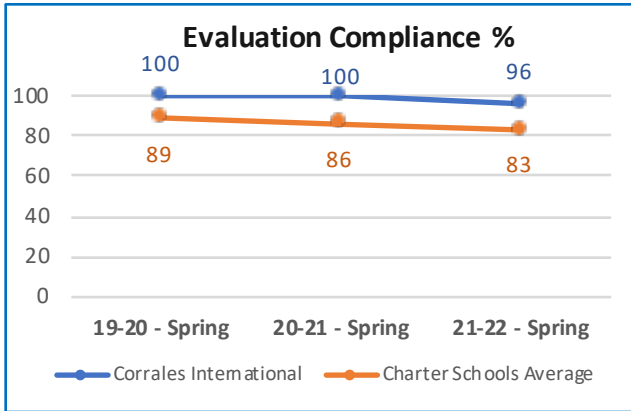
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<p><b>3.f. Annual goals related to post school goals</b> – The IEP must include annual IEP goal(s) related to the student’s transition services needs.</p> <p><b>Must meet all requirements per IEP – Each IEP – 1 point</b> <span style="float: right;"><b>Total points= 1 / 1</b></span></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 – 1 point</b> <span style="float: right;"><b>Total points= 1 / 1</b></span></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 – 1 point</b> <span style="float: right;"><b>Total points= 1 / 1</b></span></p>
<p><b>3.i. All students by the age of 14 have been informed of Rights That Will Transfer at Age of Majority.</b> Beginning no later than the first IEP to be in effect when the child turns fourteen (14), or younger, if determined appropriate by the IEP team, and updated annually thereafter; the IEP shall include a statement that the child has been informed of the child’s rights under the IDEA that will transfer to the child on reaching the age of majority. (34 C.F.R. § 300.320(c); 6.31.2.11(G) (3) (c) NMAC).</p> <p><b>Must meet all requirements per IEP – Each IEP – 1 point</b> <span style="float: right;"><b>Total points= 1 / 1</b></span></p>
<p><b>3.j. IEPs submitted for SPP13 upload are compliant – 1 point each file</b></p> <p style="text-align: center;">Number of compliant IEPs    <u>   </u>    out of    <u>   </u></p> <p style="text-align: right;"><b>Total points=    /   </b></p> <p><a href="#">N/A - Corrales International was not selected for review</a></p>
<p><b>3.k. Compliant IEPs submitted by APS internal deadline for SPP 13 upload – 1 point each file</b></p> <p>SPP 13 IEP file upload due date: <b>1/14/22</b>                      File upload date completed: <b>N/A</b></p> <p>Number of compliant IEPs submitted by the deadline    <u>   </u>    out of    <u>   </u>                      <b>Total points=    /   </b></p> <p><a href="#">N/A - Corrales International was not selected for review</a></p>
<p><b>3.1.</b> All districts are required to administer and report <b>Post-School Outcomes Survey</b>, even if they had no high school students that exited in the reporting year. The Public Education Department, Special Education Bureau conducts an annual State-Wide Follow-up Study, as a mandated requirement of the State Performance Plan, to provide post school follow-up information to OSEP to address <b>SPP Indicator 14</b>.</p> <p><b>PSO surveys completed and uploaded by September 30, 2021 – 1 point</b> <span style="float: right;"><b>Total points= 1 / 1</b></span></p> <p><a href="#">Yes, surveys were uploaded</a></p>
<p><b>3. Transition Compliance</b> <span style="float: right;"><b>Total points= 9 / 10 Points</b></span></p>

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**4. Evaluation Compliance**

The following parts of the Evaluation reviewed are in compliance

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

**20 - 30 possible points\***

One Evaluation reviewed

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

**4.a. The school is in compliance with Indicator 11 per STARS report (60-day timeline: signed consent/date evaluation is complete)** to comply with this regulation, the school shall conduct a full and individual initial evaluation, in accordance with §300.305 and §300.306, before the initial provision of special education and related services to a child with a disability. (34 C.F.R. § 300.301(a)) - **Each reporting period - 1 point**

40th N/A

80th N/A

120th N/A

**Total points= /**

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

**4.b. The Re-evaluations are current per STARS report.** Schools shall reevaluate a child with a disability at least once every three (3) years, unless the parent and the district agree that a reevaluation is unnecessary. (34 C.F.R. § 300.303(b)(2)) - **Each reporting period - 2 points**

40th YES

80th YES

120th YES

**Total points= 6 / 6**

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

**4.c. REED - Review of existing evaluation data.** As part of an initial evaluation (if appropriate) and as part of any reevaluation under this part, the IEP Team and other qualified professionals, as appropriate, must - Review existing evaluation data on the child, including - Evaluations and information provided by the parents of the child; Current classroom-based, local, or State assessments, and classroom-based observations; and Observations by teachers and related services providers; 34 CFR 300.305 (a)(1)(i,ii,iii)

**REED document - 5 points**

**Total points= /**

N/A - Initial Evaluation

**4.d. PWN - Prior Written Notice of intent to Evaluate/Reevaluate - Notice.** The public agency must provide notice to the parents of a child with a disability, in accordance with § 300.503, that describes any evaluation procedures the agency proposes to conduct. 34 CFR 300.304(a)

**Evaluation's PWN - 2 points**

**Total points= 2 / 2**

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**4.e. Consent for Initial Evaluation/Reevaluation with testing - Parental consent for initial evaluation.** (1)(i) The public agency proposing to conduct an initial evaluation to determine if a child qualifies as a child with a disability under § 300.8 must, after providing notice consistent with §§ 300.503 and 300.504, obtain informed consent, consistent with § 300.9, from the parent of the child before conducting the evaluation. **Parental consent for reevaluations.** Must obtain informed parental consent, in accordance with § 300.300(a)(1), prior to conducting any reevaluation of a child with a disability. 34 CFR 300.300(a) &(c)(1)(i)

**Evaluation's consent - 3 points**

**Total points= 3 / 3**

**4.f. Initial Evaluation/Reevaluation Report - Initial evaluations.** Each public agency must conduct a full and individual initial evaluation, in accordance with §§ 300.304 through 300.306, before the initial provision of special education and related services to a child with a disability under this part. **Reevaluations.** A public agency must ensure that a reevaluation of each child with a disability is conducted in accordance with §§ 300.304 through 300.311 - If the public agency determines that the educational or related services needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or If the child's parent or teacher requests a reevaluation. The public agency provides a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent. 34 CFR 300.301(a), 34 CFR 300.303(a)(1-2), 34 CFR 300.306(a)(2)

**Evaluation's report - 3 points**

**Total points= 3 / 3**

**4.g. Eligibility Determination Team Meeting (Initial/Reevaluation) - Determination of eligibility.** Upon completion of the administration of assessments and other evaluation measures, for each eligibility being considered - A group of qualified professionals and the parent of the child determines whether the child is a child with a disability, as defined in § 300.8, in accordance with paragraph (c) of this section and the educational needs of the child. In the case of a **reevaluation** of a child, whether the child continues to need special education and related services; 34 CFR 300.306(a)(1), 34 CFR 300.305 (a)(2)(iii)(B)

**Complete EDT forms per evaluation - 5 points**

**Total points= 5 / 5**

**4.h. Initial IEPs - provision of services.** Each public agency must ensure that - A meeting to develop an IEP for a child is conducted **within 30 days** of a determination that the child needs special education and related services; 34 CFR 300.323(c)(1)

**Meets 30 days initial placement timeline - 2 points**

**Total points= 2 / 2**

**4.i. Consent for Initial Placement - Parental consent for services.** A public agency that is responsible for making FAPE available to a child with a disability must obtain informed consent from the parent of the child before the initial provision of special education and related services to the child. 34 CFR 300.300 (b)(1)

**Consent for initial placement - 2 points**

**Total points= 1 / 2**

**IEP meeting held on 5/27/21, parental consent for the special education placement was signed on 11/4/21. There is no PWN proposal stating parent gave verbal consent. (1 point)**

**4. Evaluation Compliance**

**Total points= 22 / 23 Points**

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Concerns from current site visit <u>11/8/21 &amp; 4/12/22</u>	Recommendations	Action Plan (with completion dates)
<p><b>2.b. IEP Compliance - PLPs</b> – Present Levels of Performance IEP #1 - Missing description of content based strengths and needs (academics). (1.5 points)</p>	<p>All IEPs must include a statement of the child’s present levels of <b>academic achievement</b> and <b>functional performance</b>. Including scores, data and narrative that clearly describes the area of need. Present levels must also include all related services.</p>	<p>Ensure all IEPs include complete present levels of performance.  <b>Review spring 2022</b></p>
<p><b>2.g. IEP Compliance - PWN</b> – Prior Written Notice IEP #1 &amp; #2 - Both PWNs are missing proposals. (1.5 points each)</p>	<p>PWNs <b>must</b> include all items and options the <b>Public Agency</b> and/or <b>Parent/guardian</b> proposed during the IEP meeting. Proposals must include detailed documentation that supports the proposal. This page is a summary of the discussions held during the meeting. It includes information about: (but not limited to)</p> <ul style="list-style-type: none"> <li>-Provision of <b>services</b> and <b>setting</b></li> <li>-Provision of Related Services &amp; supports</li> <li>-Transition information (Transition services, goals, graduation path, outside agencies, transfer of rights)</li> <li>-State testing and accommodations</li> <li>-Behavioral supports</li> </ul>	<p>Ensure all IEPs include a complete and accurate Prior Written notice of all proposed actions. Proposals must include proper justification based on data that describes the reason(s) for acceptance or rejection.  <b>Review spring 2022</b></p>
<p><b>3.d. Transition Plan</b> – Course of Study IEP #1 - Course of study has the incorrect school year.</p>	<p>Transition IEPs must include a multi-year description of coursework from the student’s current to anticipated exit year that is designed to help achieve the student’s desired post-school goals.</p>	<p>Since it was a typo, it is recommended to correct the typo and create a PWN to address the correction . Provide a copy to the family. <b>By 11/19/21</b></p> <p>The school completed this recommendation. <b><u>No Additional Follow-up</u></b></p>
<p><b>4.i. Consent for Initial Placement</b>  IEP meeting held on 5/27/21, parental consent for the special education placement was signed on 11/4/21. There is no PWN proposal stating parent gave verbal consent. (1 point)</p>	<p>A public agency that is responsible for making FAPE available to a child with a disability must <b>obtain informed consent</b> from the parent of the child <b>before</b> the initial provision of special education and related services to the child.</p>	<p>For future initial evaluations, make sure to obtain consent from parents prior to placement in special education.  <b>Review spring 2022</b></p>

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