



402 W. Court Ave.
Las Cruces, NM 88005
Telephone: 575-541-0145
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Public Education Commission
Chair, Patty Gipson
Santa Fe, New Mexico

November 5, 2019

Dear Madam Chair and Commissioners,

The following is a narrative in response to the concerns raised by the Public Education Commission, the Charter School Division and the Special Education Bureau of the Public Education Department. We believe that the school has made substantial progress in addressing the concerns of these organizations.

In addition to the narrative there are a number of relevant attachments. These attachments include;

- A month to month calendar of completed, scheduled and planned IEP meetings
- Copies of Prior Written Notices
- Copies of invitations for scheduled IEP meetings
- A sample of a service log used to document services for SPED students
- Students who are eligible for compensatory hours
- A list of SPED students who have been dropped due to lack of attendance

- A statement of change in leadership of the Governance Council
- A staff sign-up sheet documenting financial training

The narrative also addresses the areas of ELL, governance, documents requested from the site visit and financial management.

It is our hope that the above mentioned organizations agree that we have made substantial progress towards addressing the concerns and allow the Alma d'arte Charter High School to continue to offer educational opportunities for a unique group of students.

Sincerely,

A handwritten signature in black ink, appearing to read 'Daniel J. Lere', written in a cursive style.

Dr. Daniel J. Lere

Principal / CAO

Alma d'arte Charter High School

Cc; Alan Brauer, PED
Karen Woerner, PED
Charlene Marcotte, PED

Special Education

We currently have two full time special education teachers. We have also posted an additional position to hire one more special education teacher. As of October 16th we have replaced one of original special education teachers for personnel reasons and now have two employees who are working hard to review, revise and finalize all of the IEP's for our students. We currently have 44 students who have IEP's. 10 of these students are gifted and talented students, 31 are "B" students and 3 are "C" students. We have no "D" level students. This number of students is somewhat different than what we reported in August of this year as we have identified more students and six students have been dropped due to lack of attendance. As of November 5, 2019 we have scheduled 22 IEP's and completed 16, due to parent cancellations. Some of these required only a rewrite of the goals so that they are specific to that student and are measureable. There are 10 more scheduled for completion by November 15th bringing the total to 26. The special education team is planning to have all IEP's completed prior to the Winter Break. We have reviewed all compensatory hours that students need and are currently working on providing all of those hours to students. We have identified six students who need compensatory hours and we are actively providing those hours.

Attachments related to special education include;

- A month to month calendar of completed, scheduled and planned IEP meetings
- Copies of Prior Written Notices
- Copies of invitations to scheduled IEP meetings
- A sample of service logs for SPED students
- Students who require compensatory hours
- A list of those SPED students who been exited from the program

ELL

We have created an effective ELD program this year. We have a qualified and licensed instructor who has years of experience. We currently have 14 students in the program. Four of these students attend an ELL class each day while the remaining ten are monitored by the instructor in their regular classes.

Governance Council

Two of the GC members will be stepping down from the GC at the end of this calendar year. One of these members is the current President, Gene Elliot. (This response includes a statement from Mr. Elliot regarding his intention to step down as President of the Governance Council). Those changes will take place at the end of this calendar year and new officers will be elected in January of next year. In addition we have approved minutes from past meetings and we have hired a staff member to take minutes at all open sessions of the GC. That staff member then posts the draft minutes on our website and then posts the approved minutes on the website after the next Governance

Council meeting. We provided training on August 19th for the Governance Council members in Open Meetings Act and IPRA regulations. We have a Governance Council training scheduled with Attorney Patty Matthews for November 7th regarding roles and responsibilities of a Governance Council and general governance principles. In addition we have two Governance Council members scheduled to attend training on December 7th which will cover fiscal responsibilities, ethics, organizational performance, open government and academic data.

Documents

We have uploaded 44 documents requested by the PEC as requested from the site visit. Others, including PEC and PED employees, have uploaded an additional 19 bringing the total to 63 documents. I have asked Ms. Karen Woerner to verify that we have complied with all of the requests.

Financial

We have hired an outside firm (K12 Accounting) to act as our business manager and they have on-site personnel three days a week. A representative of that firm attends the Financial Committee meetings prior to each Governance Council meeting and also attends each Governance Council meeting and gives a financial report to the Governance Council. We have contracted with REC 9 to act as our CPO (Vicki Chavez) and have an MOU with them until an Alma staff member receives the needed training. We provided training to all staff on October 23rd regarding travel expenses, per diem pay and reimbursement procedures. (Documentation included).

Sun	Mon	Tue	Wed	Thu	Fri	Sat
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
			12:30pm - IEP (R.B.)			

Joseph Lucero, Contacts, Holidays in United States

Sep 2019 (Mountain Time - Denver)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
	Labor Day		2:30pm - IEP (K.D.)			
8	9	10	11	12	13	14
					2:30pm - IEP (K.C.)	
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5
			2:30pm - IEP (A.S.)			

Sun	Mon	Tue	Wed	Thu	Fri	Sat
29	30	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
Columbus Day						
20	21	22	23	24	25	26
		8:30am - IEP (B.S.) 12:30pm - IEP (H.C.)	8:30am - IEP (S.B.) 3:30pm - IEP (C.M.)	10am - IEP (A.J.)	3pm - IEP (R.L.)	
27	28	29	30	31	1	2
10am - IEP (K.Mi.) 4pm - IEP (R.D.)	10am - IEP (R.R.)	8:30am - IEP (L.B.) 10am - IEP (M.C.)	Halloween 10am - IEP (A.H.) 2pm - IEP (K.M.)	2pm - DVR visit		

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	28	29	30	31	1	2
	10am - IEP (K.M.I.) 4pm - IEP (R.D.)	10am - IEP (R.R.)	8:30am - IEP (L.B.) 10am - IEP (M.C.)	Halloween 10am - IEP (A.H.) 2pm - IEP (K.M.)	2pm - DVR visit	
3	4	5	6	7	8	9
Daylight Saving		12pm - IEP (M.L.)	10am - IEP (K.R.) 2pm - IEP (D.R.)	2pm - IEP (N.P.)	9am - IEP (A.R.) 1:30pm - IEP (K.S.) 3pm - IEP (B.M.)	
10	11	12	13	14	15	16
Veterans Day	10:30am - IEP 1:30pm - IEP	10:30am - IEP 1:30pm - IEP	10:30am - IEP 1:30pm - IEP	10:30am - IEP 1:30pm - IEP	10:30am - IEP 1:30pm - IEP	
17	18	19	20	21	22	23
10:30am - IEP 1:30pm - IEP	10:30am - IEP 1:30pm - IEP	10:30am - IEP 1:30pm - IEP	10:30am - IEP 1:30pm - IEP	10:30am - IEP 1:30pm - IEP	10:30am - IEP 1:30pm - IEP	
24	25	26	27	28	29	30
No school	No school	No school	No school	Thanksgiving Day	Black Friday	

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

Prior Written Notice Of Proposed Actions

Student Name:	[REDACTED]	Student State ID#:	717991210	Date:	10/22/2019
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*Federal and State Legislation require that the public agency provide the parent/guardian with notification a reasonable amount of time before actions occur that would initiate or change the **identification**, the **evaluation**, the **educational services and setting**, or the provision of a free appropriate public education for this student. If the student is under 18 the parent/guardian is provided a copy of this notice. If the student is 18 years of age or over and does not have a legal guardian, it is her right to accept or refuse these proposed actions.*

An IEP meeting was held on 10/22/2019 to discuss special education services for [REDACTED]. The IEP team reviewed and discussed the following input/data and information: (Please check all that apply.)

- ☒ Student input
- ☒ Parent input
- ☒ Teacher input
- ☒ Classroom performance
- ☒ School records
- ☒ Previous IEP/evaluation: 12/04/2018

{^PWNEval}

Federal regulations and state rules require that all public agencies have a "continuum of alternative service and setting options" available as needed in order to meet the needs of children with disabilities for special education and related services.

At this IEP meeting, the following **items and options were proposed** by the **public agency** and/or the **parent(s)/guardian(s)**.

All Items Proposed All Options Considered	Proposed By	Accept/Reject	Reason for Acceptance or Rejection (Must include a description of each evaluation procedure, assessment, record or report used as a basis for the proposed or refused action)
Regular Education classroom with Special Education services specified as: (Instructional Setting 1: 80% or more of the day in regular classroom) LRE The IEP team proposes that [REDACTED] will receive services in a Regular Education classroom combined with Special Education services provided: (80% of the school day, or Setting 1)	IEP Team	<input checked="" type="checkbox"/> Accept <input type="checkbox"/> Reject	[REDACTED] will be in a Regular Education setting for 80% or more of the school day, Setting 1, with Special Education support to meet her academic needs.
SERVICES LEVEL: The IEP Team proposes that	IEP Team	<input checked="" type="checkbox"/> Accept <input type="checkbox"/> Reject	[REDACTED] will receive special education services for 10%

[REDACTED] receive Level 1 - Minimum services in the General Education classroom.			or less of the school day. She will receive services in the General Education classrooms for 30 minutes per week in Reading Fluency and 30 minutes per week in Written Language.
ELIGIBILITY: The IEP team proposes that [REDACTED] continue to be identified as a student with the exceptionality of a Specific Learning Disability in the areas of Written Language and Reading fluency with her processing deficit in the area of Processing Speed.	IEP Team	<input checked="" type="checkbox"/> Accept <input type="checkbox"/> Reject	[REDACTED] continues to meet the eligibility criteria of a student with the exceptionality of a Specific Learning Disability in the areas of Written Language and Reading Fluency with her processing deficit in the area of Processing Speed.
GENERAL EDUCATION ACCOMMODATIONS: It is proposed that [REDACTED] will receive classroom accommodations in all of her classes.	IEP Team	<input checked="" type="checkbox"/> Accept <input type="checkbox"/> Reject	[REDACTED] requires accommodations in the General Education classroom in order to achieve her academic goals.
STATE/DISTRICT TESTING ACCOMMODATIONS: The IEP team proposes that [REDACTED] does require accommodations during mandated State and District Assessments.	IEP Team	<input checked="" type="checkbox"/> Accept <input type="checkbox"/> Reject	The IEP Team agrees that [REDACTED] requires accommodations during State and District Mandated Testing in order to assess her optimal academic level. [REDACTED] will receive the following accommodations: Small Group and Extended Time for the Online Format of the English Language Arts, Mathematics and Science Assessments. She will receive Small Group Setting (Fewer than 10) for the EoC's in: Chemistry, US History, Algebra II, and English 11.
EXTENDED SCHOOL YEAR (ESY) The IEP team proposes that [REDACTED] does not need Extended School Year (ESY) services.	IEP Team	<input checked="" type="checkbox"/> Accept <input type="checkbox"/> Reject	[REDACTED] does not exhibit severe or substantial regression that cannot be recouped within a reasonable time period.
MEETING TYPE: The IEP team proposes to conduct this meeting as an Annual Review meeting.	IEP Team	<input checked="" type="checkbox"/> Accept <input type="checkbox"/> Reject	This meeting will be considered [REDACTED]'s Annual Review for School Year 2019-20.
GRADUATION PATHWAY:	IEP Team	<input checked="" type="checkbox"/> Accept <input type="checkbox"/> Reject	The IEP team agrees that

It is proposed that [REDACTED] follow the Standard Option Pathway for Graduation.

this is the most appropriate graduation pathway for [REDACTED] after considering previous evaluations, IEPs, progress being made, and post-secondary goals.

Prior Written Notice Of Proposed Actions

Student Name:	[REDACTED]	Student State ID#:	104656426	Date:	10/30/2019
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Federal and State Legislation require that the public agency provide the parent/guardian with notification a reasonable amount of time before actions occur that would initiate or change the **identification**, the **evaluation**, the **educational services and setting**, or the provision of a free appropriate public education for this student. If the student is under 18 the parent/guardian is provided a copy of this notice. If the student is 18 years of age or over and does not have a legal guardian, it is his right to accept or refuse these proposed actions.

An IEP meeting was held on 10/30/2019 to discuss special education services for [REDACTED]. The IEP team reviewed and discussed the following input/data and information: (Please check all that apply.)

- ☒ Student input
- ☒ Parent input
- ☒ Teacher input
- ☒ Classroom performance
- ☒ Classroom observation
- ☒ Previous IEP/evaluation: 04/26/2019

{^PWNEval}

Federal regulations and state rules require that all public agencies have a "continuum of alternative service and setting options" available as needed in order to meet the needs of children with disabilities for special education and related services.

At this IEP meeting, the following items and options were proposed by the public agency and/or the parent(s)/guardian(s).

All Items Proposed All Options Considered	Proposed By	Accept/Reject	Reason for Acceptance or Rejection (Must include a description of each evaluation procedure, assessment, record or report used as a basis for the proposed or refused action)
Regular Education classroom with Special Education services specified as: (Instructional Setting 1: 80% or more of the day in regular classroom) LRE The IEP team proposes that [REDACTED] will receive services in a Regular Education classroom combined with Special Education services provided: (80% of the school day, or Setting .	IEP Team	<input checked="" type="checkbox"/> Accept <input type="checkbox"/> Reject	[REDACTED] will be in a Regular Education Setting for 80% or more of the School day, or Setting 1, with Special Education support to meet his academic needs.
SERVICE LEVEL The IEP proposes that [REDACTED]	IEP Team	<input checked="" type="checkbox"/> Accept <input type="checkbox"/> Reject	[REDACTED] will receive Special Education services for 10%

receive A Level -Minimum Level Special Education services in the General Education classroom.			or less of the school day. He will receive services in the General Education classrooms for 30 minutes per week in Written Language, 30 minutes per week in Reading, and 30 minutes per week in Math.
ELIGIBILITY The IEP team proposes that [REDACTED] continue to be identified as a student with the exceptionality of a Specific Learning Disability in the areas of Written Language, Reading and Math	IEP Team	<input checked="" type="checkbox"/> Accept <input type="checkbox"/> Reject	[REDACTED] continues to meet the eligibility criteria of a student with the exceptionality of a Specific Learning Disability in the areas of Written Language, Reading and Math.
GENERAL EDUCATION ACCOMMODATIONS The IEP team proposes that [REDACTED] will receive classroom accommodations in all of his classes.	IEP Team	<input checked="" type="checkbox"/> Accept <input type="checkbox"/> Reject	[REDACTED] requires accommodations in the General Education classroom in order for him to achieve his IEP goals.
STATE/DISTRICT TESTING ACCOMMODATIONS The IEP team proposes that [REDACTED] does require accommodations during mandated State and District Assessments.	IEP Team	<input checked="" type="checkbox"/> Accept <input type="checkbox"/> Reject	The IEP team agrees that [REDACTED] requires accommodations during State and District Mandated Testing in order to assess his ideal academic level. [REDACTED] will receive the following accommodations: Small Group and Extended Time for the Online Format of the English Language Arts, and Mathematics. Lanze will receive Small Group Setting Fewer than 10) for the EoC's in: Government and Economics, Financial Literacy, English 12, Spanish and Baking (if tested).
GRADUATION PATHWAY The IEP team proposes that [REDACTED] follow the Standard Option Pathway for Graduation.	IEP Team	<input checked="" type="checkbox"/> Accept <input type="checkbox"/> Reject	The IEP team agrees that this is the most appropriate graduation pathway at this time for [REDACTED] after considering IEP changes to pathway deadlines, IEPs, grades and post secondary goals.
ASSESSMENT CUT SCORES The IEP team proposes that [REDACTED] requires cut scores be	IEP Team	<input checked="" type="checkbox"/> Accept <input type="checkbox"/> Reject	The IEP team agrees that [REDACTED] requires cut scores to the NMSBA/TBA in English

<p>set to ensure graduation.</p> <p>(NMSBA/TSBA was the replacement for the PARCC 11)</p> <p>Cut scores for NMSBA/TBA have been set at: ELA 744 Math 717</p> <p>EoC ELA III Writing Cut Score 9</p>			<p>Language Arts (744), Math (717), and ELA Writing III EoC (9) to meet graduation requirement.</p>
<p>EXTENDED SCHOOL YEAR</p> <p>The IEP Team proposes that [REDACTED] does not need Extended School Year (ESY).</p>	IEP Team	<input checked="" type="checkbox"/> Accept <input type="checkbox"/> Reject	<p>[REDACTED] does not exhibit severe or substantial regression that cannot be recouped within a reasonable time period.</p>
<p>TERMINATION OF SERVICES</p> <p>The IEP team proposes that Special Education Services terminate upon [REDACTED]'s high school graduation.</p>	IEP Team	<input checked="" type="checkbox"/> Accept <input type="checkbox"/> Reject	<p>[REDACTED] will no longer qualify for Special Education services upon graduation from high school.</p>

Alma d' arte Charter High School

Room 202

402 West Court Ave

Las Cruces, New Mexico 88005

(575) 541-0145

Prior Written Notice Of Proposed Actions

Federal and State Legislation require that the public agency provide the parent/guardian with notification a reasonable amount of time before actions occur that would initiate or change the identification, the evaluation, the educational services and setting, or the provision of a free appropriate public education for this student. If the student is under 18 the parent/guardian is provided a copy of this notice. If the student is 18 years of age or over and does not have a legal guardian, it is his right to accept or refuse these proposed actions.

A meeting was held on 09/03/2019 to discuss special education services for [REDACTED]. The team reviewed and discussed the following input/data and information: (Please check all that apply.):

Federal regulations and state rules require that all public agencies have a "continuum of alternative placements" available as needed in order to meet the needs of children with disabilities for special education and related services.

At this IEP meeting, the following items and options were proposed by the public agency and/or the parent(s)/guardian(s).

All Items Proposed All Options Considered	Proposed By	Accept/Reject	Reason for Acceptance or Rejection (Must include a description of each evaluation procedure, assessment, record or report used as a basis for the proposed or refused action)
The IEP Team proposes that [REDACTED] be dropped from Special Education services as of September 03, 2019.	IEP Team	<input checked="" type="checkbox"/> Accept <input type="checkbox"/> Reject	[REDACTED] was disenrolled on September 03, 2019, due to non-attendance.

To the Parent/Guardian

For initial provision of special education services, informed written consent from the parents(s)/guardian is required.

Please sign below if you give consent for the school district to proceed with the action(s) indicated on the Prior Written Notice of Proposed actions.

(Parent/Student/Guardian Signature)

09/03/2019

(Date)

For assistance in understanding your procedural safeguards/due process rights, you may contact:

School District Contacts	New Mexico Public Education Department	Parent Advocacy Support	Parent Liaison
Dan Lere Alma d' arte Charter High School 402 West Court Ave Las Cruces, New Mexico 88005 Phone: 5755410145	Dispute Resolution Coordinator Special Education Bureau Phone: 505-827-1457 Fax: 505-954-0001		

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A meeting was held on 09/22/2019 to discuss special education services for [REDACTED]. The team reviewed and discussed the following input/data and information: (Please check all that apply.):

Federal regulations and state rules require that all public agencies have a "continuum of alternative placements" available as needed in order to meet the needs of children with disabilities for special education and related services.

At this IEP meeting, the following items and options were proposed by the public agency and/or the parent(s)/guardian(s).

All Items Proposed All Options Considered	Proposed By	Accept/Reject	Reason for Acceptance or Rejection (Must include a description of each evaluation procedure, assessment, record or report used as a basis for the proposed or refused action)
The IEP Team proposes that [REDACTED] be dropped from Special Education services as of September 22, 2019.	IEP Team	<input checked="" type="checkbox"/> Accept <input type="checkbox"/> Reject	[REDACTED] was dis-enrolled on September 22, 2019, due to non-attendance.

To the Parent/Guardian

For initial provision of special education services, informed written consent from the parents(s)/guardian is required.

Please sign below if you give consent for the school district to proceed with the action(s) indicated on the Prior Written Notice of Proposed actions.

(Parent/Student/Guardian Signature)

09/22/2019

(Date)

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A meeting was held on 09/30/2019 to discuss special education services for [REDACTED]. The team reviewed and discussed the following input/data and information: (Please check all that apply.):

Federal regulations and state rules require that all public agencies have a "continuum of alternative placements" available as needed in order to meet the needs of children with disabilities for special education and related services.

At this IEP meeting, the following items and options were proposed by the public agency and/or the parent(s)/guardian(s).

All Items Proposed All Options Considered	Proposed By	Accept/Reject		Reason for Acceptance or Rejection (Must include a description of each evaluation procedure, assessment, record or report used as a basis for the proposed or refused action)
The IEP Team proposes that [REDACTED] be dropped from Special Education services as of September 30, 2019.	IEP Team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	[REDACTED] was dis-enrolled on September 30, 2019, due to non-attendance.

To the Parent/Guardian

For initial provision of special education services, informed written consent from the parents(s)/guardian is required.

Please sign below if you give consent for the school district to proceed with the action(s) indicated on the Prior Written Notice of Proposed actions.

(Parent/Student/Guardian Signature)

09/30/2019

(Date)

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Dan Lere Alma d' arte Charter High School 402 West Court Ave Las Cruces, New Mexico 88005 Phone: 575-541-0145	Dispute Resolution Coordinator Special Education Bureau Phone: 505-827-1457 Fax: 505-954-0001		

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A meeting was held on 10/22/2019 to discuss special education services for [REDACTED]. The team reviewed and discussed the following input/data and information: (Please check all that apply.):

Federal regulations and state rules require that all public agencies have a "continuum of alternative placements" available as needed in order to meet the needs of children with disabilities for special education and related services.

At this IEP meeting, the following items and options were proposed by the public agency and/or the parent(s)/guardian(s).

All Items Proposed All Options Considered	Proposed By	Accept/Reject	Reason for Acceptance or Rejection (Must include a description of each evaluation procedure, assessment, record or report used as a basis for the proposed or refused action)
The IEP Team proposes that [REDACTED] be dropped from Special Education services as of October 22, 2019.	IEP Team	<input checked="" type="checkbox"/> Accept <input type="checkbox"/> Reject	[REDACTED] was dis-enrolled on October 22, 2019, with parent consent. Elijah is 18 years old.

To the Parent/Guardian

For initial provision of special education services, informed written consent from the parents(s)/guardian is required.

Please sign below if you give consent for the school district to proceed with the action(s) indicated on the Prior Written Notice of Proposed actions.

(Parent/Student/Guardian Signature)

10/22/2019

(Date)

For assistance in understanding your procedural safeguards/due process rights, you may contact:

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Dan Lere Alma d' arte Charter High School 402 West Court Ave Las Cruces, New Mexico 88005 Phone: 5755410145	Dispute Resolution Coordinator Special Education Bureau Phone: 505-827-1457 Fax: 505-954-0001		

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A meeting was held on 10/18/2019 to discuss special education services for [REDACTED]. The team reviewed and discussed the following input/data and information: (Please check all that apply.):

Federal regulations and state rules require that all public agencies have a "continuum of alternative placements" available as needed in order to meet the needs of children with disabilities for special education and related services.

At this IEP meeting, the following items and options were proposed by the public agency and/or the parent(s)/guardian(s).

All Items Proposed All Options Considered	Proposed By	Accept/Reject		Reason for Acceptance or Rejection (Must include a description of each evaluation procedure, assessment, record or report used as a basis for the proposed or refused action)
The IEP Team proposes that [REDACTED] be dropped from Special Education services as of October 18, 2019.	IEP Team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	[REDACTED] was dis-enrolled on October 18, 2019, due to non-attendance.

To the Parent/Guardian

For initial provision of special education services, informed written consent from the parents(s)/guardian is required.

Please sign below if you give consent for the school district to proceed with the action(s) indicated on the Prior Written Notice of Proposed actions.

(Parent/Student/Guardian Signature)

10/18/2019

(Date)

For assistance in understanding your procedural safeguards/due process rights, you may contact:

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Invitations.pdf

The school provided a file named “Invitations.pdf” which consists of invitations to IEP Meetings. The file has not been produced here because individual student names appear repeatedly throughout the documents.

In summary, the invitations are for meetings for fourteen (14) students to be held between October 28, 2019 and November 8, 2019. Each invitation is approximately three pages and includes notes about the school’s contact with parents to schedule the IEP meetings.

Student: [REDACTED]

School Year: 2019-20

Individualized Services Attendance Log

Subject	Date of Service	Time of Service	Student, School Staff, or Parent Signature
Eng 9 th (writing)	9/10/19	15 mins.	ja [signature]
Alg I A (conversions)	9/15/19	15 min.	ja [signature]
Eng 9 th (reading)	9/16/19	15 min	ja [signature]
Alg I A (ratio)	9/18/19	20 min.	ja [signature]
Eng 9 th (discussion story)	9/26/19	15 min	ja [signature]
Alg I A (rates)	9/30/19	10 min	ja [signature]
Eng 9 th (vocab)	10/2/19	15 min	ja [signature]
Alg I A (conversions)	10/9/19	30 min	ja [signature]
Eng 9 th (review poems)	10/15/19	20 min	ja [signature]
Alg I A (inequalities)	10/16/19	15 min	ja [signature]
Eng 9 th (read poem)	10/18/19	30 min.	ja [signature]
Alg I (absolute value)	10/21/19	15 min	ja [signature]
Eng 9 th (reading)	10/25/19	20 min	ja [signature]
Alg I A (graphs)	10/24/19	30 min	ja [signature]

Compensatory Hours Makeup Plan

The six students that were initially identified as students who were owed compensatory hours have been addressed or are being addressed. One student's parents waived their right to the hours, three have had all of their hours made up, one student still has 3 hours remaining as of this date and the last student has 27 hours due as of this date.

We have set aside 8 hours a week outside of the regular class schedule to handle the hours that are due the remaining students. We are actively recruiting to bring on another SPED certified instructor so they may add to those hours.

It is our plan to make up all the owed hours by the end of the first semester (January 2020).

ID Number	Hours owed
104508155	0
242169571	17
461467946	2.25
104656426	2.25
453417545	27.5
717991210	0
172981854	28
575663919	0
676933229	27
133555797	28
248494775	28
132912288	3
776875486	17.5
387813320	27
Total	152.5

Students who have been dropped due to attendance

Student	ID Number
JV	433445517
EM	104102301
NG	824671341
KD	787912252
MM	265481275
JC	312255771
ML	103062931

Alma d'arte Governance Council

November 1, 2019

TO: Patty Matthews

FROM: Gene Elliott, President

RE: Expected changes in Governance Council membership

The following statement remains unofficial until such time as the entire Governance Council has had an opportunity to discuss and act upon.

I, Gene Elliott, current president of the Governance Council, have announced my tentative retirement from the Governance Council, although I have not yet set a date certain. However, the possibility exists that I may remain on the council as a member until such time as a replacement is found. In any event, I will not serve in the role of president for the upcoming term effective February 1, 2020.

I have spoken informally with the other members of the Governance Council as to who could possibly fill the role of president. All feel that our newest member, Stephen Aquino, could confidently fill that role and we are committed to assisting him achieve success as he gains additional experience. On that basis, he has indicated that he would willingly accept such an appointment at the next election to be held in January, 2020.

Another urgent issue is to ensure that the Governance Council is properly staffed since Godfrey Crane has also indicated he will not be seeking another term at the end of the year. Our immediate priority is to identify and appoint at last two new members who are qualified, interested and motivated to serve three year terms on the Governance Council.

[illegible]