**Site Visit Guidance Document**

**PURPOSE OF THE VISIT**

The Charter Schools Division (CSD) shall conduct Annual Site Visits (December 2017 – May 2018) to charter schools that are authorized by the Public Education Commission. The purpose of each site visit is to determine whether the school has met the conditions, standards and procedures set forth in the charter contract; met or made substantial progress toward achievement of the department’s standards of excellence or student performance standards identified in the charter contract, including implementation of its Improvement Plan, if required; met generally accepted standards of fiscal management; and complied with all provisions of law from which the charter school was not specifically exempted. The site visit also provides CSD the opportunity to provide technical assistance to the charter school.

The site visit provides the Charter School and the CSD opportunities to clarify and verify information provided by the schoolin its Web EPSS account as well as information provided by the Public Education Department’s divisions and bureaus.

**GUIDANCE FOR CSD SITE VISIT**

Each site visit team is comprised of CSD/PED staff and shall follow the guidance below:

* The site visit will be conducted over a one-day period and follow the schedule and agenda provided to the school administration no less than 30 days in advance of the site visit.
* CSD/PED staff will review documentation (see example list below) and other forms of evidence that the school makes available to demonstrate their fidelity to their charter and compliance with legal requirements.
* CSD/PED staff will review evidence of implementation of required PEC Improvement Plans (or NMDASH plan) for schools that have earned a D or F on the latest school grade reporting.
* CSD/PED staff will review evidence of implementation of required Audit Corrective Action Plans within the last 12 months and/or Financial Corrective Action Plans required by the PEC.
* CSD/PED staff may facilitate conversations with the school administration, teachers, and staff to understand the school’s progress in implementing its mission and compliance with legal requirements.
* The CSD/PED staff will tour the school and visit classrooms to understand the school’s success toward meeting the statutory performance expectations and progress in implementing its material terms and mission.
* Before leaving the school at the conclusion of the site visit, the team will meet and debrief with the school administration to review preliminary findings.
* After the visit, the team will prepare and send to the school a written report within 45 days of the site visit.
* Within 30 days of the release of the written report, the school has the opportunity to address and respond to the findings of the report.

**EXPECTATIONS OF THE SCHOOL**

The school is responsible for ensuring that the purpose of the site visit, meeting schedules and appointments, and all other site visit expectations made clear to the members of the school community and its stakeholders.

The site visit team will visit classrooms during the course of the site visit. The purpose of these classroom visits is to observe the ways in which the school’s mission is being communicated on a daily basis throughout the school (school purpose, climate and teacher and student engagement), observe the implementation of the school’s Improvement Plan (or NMDASH plan) if one is required, and to verify implementation of NM Common Core and State Standard aligned curriculum, as required by the PEC performance frameworks and NM state law. Team members will not interrupt instruction, but may briefly talk to students or teachers at opportune moments.

**Please use this checklist to ensure your school is prepared for the site visit.**

1. Provide information for PED team to plan for site visit:
	1. Current school year daily schedule, if not on website.
	2. Current school year school map with teacher names/grade levels.
	3. Any information you would like CSD to review offsite, prior to site visit.
2. The school, if it wishes, will be given 30 minutes to present an overview of their school to the CSD/PED team. The school should determine use of school directed time and prepare accordingly.

1. On day of visit, ensure access to all necessary documents, including but not limited to:
2. *Documentation to support the school’s progress:*
* Academic Performance: Short-cycle assessment data (from the assessment program) or other data used to supply information in the school’s performance framework, academic performance framework, *Mission Specific and/or Student Academic Performance Standards/Goals*;
	1. *Note: For schools that have earned a D or F on the latest school grade reporting, evidence of the school’s implementation of its Improvement Plan (or NMDASH plan).*
* Financial Performance: Supporting documentation data used to supply information in the school’s performance framework, financial *framework;*
	1. *For schools who have submitted an Audit Corrective Action Plan within the last 12 months, provide evidence of the school’s implementation;*
	2. *For schools required to implement a Financial Corrective Action Plan by the PEC, provide evidence of the school’s implementation.*
* Organizational Performance: Supporting documentation used as the basis for the assurances provided in the performance framework, organizational *framework*, *Organizational Performance.*
* Material Terms of Charter: *(educational plan, teacher focused terms, student focused terms, and parent focused terms)*
* School Specific Terms: Evidence of implementation of the school’s renewal conditions, school specific terms, and/or other additional or supplemental indicators according PEC policy and/or the Performance Framework.
1. *School Calendar and daily schedules (include both full day and half day*

*schedules)*

1. *Daily Student Attendance Sheet for day of visit that shows all students who are enrolled, present and absent (by grade level and classroom)*
	* *If the school has students who attend/complete work in a non-traditional manner, please ensure the school provides documentation of how the school monitors and tracks students’ attendance and work completion.*
	* *Additionally, please identify the number of students in each track/program.*

*d. Evidence of all emergency drills and practiced evacuations conducted this school year and in the prior year*

1. *A current list of Governing Board members and Governing Body meeting notices, agendas,*

 *and minutes (if not available on website) for past 12 months*

*f. Evidence of posting of meeting notices*

*g. Employee files including background checks, licensure, contracts, PDPs, and mentoring documentation, as relevant*

*h. School employee salary schedule(s)*

*i. Documentation to demonstrate implementation of the school’s RTI and SAT processes*

*j. Documentation to demonstrate services provided to special populations including, but not limited to, ELLs and students with disabilities*

*j. Documentation to demonstrate implementation of your school’s stated mission and contract material terms*

*k.* Student files including:

* + *Documentation to demonstrates implementation of the school’s ELL, RTI, SAT, and Special Education processes*
	+ *Enrollment and withdrawal forms*
	+ *Documentation regarding enforcement of compulsory attendance law, and notification regarding habitual truants*
	+ *Documentation of proof of state residency, for schools near the state border and online programs*

*l.* Next-Step Plans (if applicable)

*m.* School’s Safety Plan and evidence to demonstrate implementation of the plan

*n.* Evidence that the school is in compliance with The Education for Homeless Children and Youth (EHCY) program is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) (McKinney-Vento Act).