



The Commonwealth of Massachusetts Department of Education

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May 30, 2006

Dr. Cameron K. Dewar
Abby Kelley Foster Charter Public School
10 New Bond Street
Worcester, MA. 01606

Re: Mid-cycle Coordinated Program Review Report

Dear Dr. Dewar:

Enclosed is the Department of Education's Mid-cycle Coordinated Program Review Report. This report contains findings based on onsite monitoring activities conducted to verify the implementation status and effectiveness of corrective action activities approved by the Department that were intended to address findings of noncompliance included in the Abby Kelley Foster Charter School Coordinated Program Review Report issued on January 9, 2003. (In the remainder of this letter, please read "district" as meaning "school district or charter school.")

As you know, one component of the Department's Mid-cycle Review process is the review of your district's self-assessment in the area of English learner education (ELE). The purpose of this activity is to determine if your district is beginning to implement the significant changes in M.G.L. Chapter 71A, this state's law governing the education of limited English proficient students that was adopted by voters as Question 2 in 2002. The Department has reviewed your district's ELE self-assessment documents and is providing you now with advisory comments and actions to be implemented in anticipation of your district's next scheduled Coordinated Program Review. Where indicated in our report, your district is urged to request technical assistance in areas that, based solely on your self-assessment documents, were found not likely to be fully implemented. To secure assistance, you may consult with your Mid-cycle Review Chairperson or call Robyn Dowling-Grant in Program Quality Assurance Services at 781-338-3732. You may also consult with staff in the Department's Office of Language Acquisition and Achievement at 781-338-3534 and obtain additional ELE guidance documents through the Department's web site at <http://www.doe.mass.edu/ell/>.

While the Department of Education found certain noncompliance issues to be resolved, others were partially corrected, not addressed at all and/or the Department's onsite team identified new issues of noncompliance. In areas where the district has failed to implement fully its approved Corrective Action Plan, the Department views these findings to be serious.

As the Department previously informed you, in cases where a district fails to fully and effectively implement a Corrective Action Plan, which was proposed by your district and approved by the Department, the Department must then prepare a Corrective Action Plan for the district, which must be implemented without further delay. You will find these requirements for corrective action and further progress reporting included in the attached report together with any steps that must be taken by the district to fully implement new special education requirements. Please provide the Department with your written assurance that the Department's requirements for corrective action will be implemented by your school district within the timelines specified. Your statement of assurance must be submitted to the Department's Onsite Chairperson by June 16, 2006.

Your staff's cooperation throughout these Follow-up Monitoring activities is appreciated. Should you require additional clarification of information included in our report, please do not hesitate to contact the Onsite Team Chairperson at 781-338-3731.

Sincerely,

Donna Feinberg, Coordinated Program Review Follow-up Chairperson
Program Quality Assurance Services

Darlene A. Lynch, Director
Program Quality Assurance Services

c: David P. Driscoll, Commissioner of Education
Joseph Williams, Chairperson
Ann Marie O'Connor Little, District Program Review Follow-up Coordinator

Encl.: Mid-cycle Coordinated Program Review Report

**MASSACHUSETTS DEPARTMENT OF EDUCATION
MID-CYCLE COORDINATED PROGRAM REVIEW REPORT**

Abbey Kelley Foster Charter School

**ONSITE VERIFICATION OF CORRECTIVE ACTION PLAN IMPLEMENTATION
AND/OR IDENTIFICATION OF ADDITIONAL FINDINGS REQUIRING CORRECTIVE ACTION**

Date of Coordinated Program Review (CPR): October 15-18, 2002

Date of Coordinated Program Review Corrective Action Plan Approval: April 24, 2003

Dates of Corrective Action Plan Progress Reports: September 19 and November 19, 2003

Dates of this Mid-cycle Review Onsite Visit: April 4-6, 2006

Date of this Report: May 30, 2006

<p style="text-align: center;">Criterion Number and Topic</p> <p style="text-align: center;">(Refer to full text of 2005-2006 CPR requirements)</p>	<p style="text-align: center;">Approved Corrective Action Plan Determined to be <u>Substantially Implemented and Effective</u> Or <u>New IDEA Requirements Implemented</u></p> <p style="text-align: center;">√</p>	<p style="text-align: center;">Method(s) of Verification</p>	<p style="text-align: center;">Basis of Findings Regarding Corrective Action Plan Activities Or Basis of Findings Regarding Implementation of New IDEA Requirements</p>	<p style="text-align: center;">Corrective Action Plan Determined <u>Not Fully Implemented</u> Or <u>Additional Issues Have Been Identified</u></p> <p style="text-align: center;">√</p>	<p style="text-align: center;">Basis of Findings Regarding Incomplete or Ineffective Implementation of Approved Corrective Action Plan Or Basis of Findings of Additional Noncompliance</p>	<p style="text-align: center;">Required Corrective Action, Timelines for Implementation, and Further Progress Reporting Requirements</p>
<p style="text-align: center;">Special Education Requirements (including new IDEA-2004 Requirements)</p>						

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<p>SE 2 Required Assessments</p>	<p>Partial</p>	<p>Student Record Review</p>	<p>The school completes the required assessments and any additional assessments that have been consented to by the parent.</p>	<p>Partial</p>	<p>The reporting of information on regular education teacher Educational Assessments varied and did not always include specific and sufficient information regarding the student's current performance level, progress and presenting issues.</p>	<p>The district must provide training to the regular education teaching staff regarding the appropriate completion of the teacher Educational Assessments, Part A and Part B. Submit the following documentation: -Agenda, signed attendance sheet(s) and handout material from the training -12 completed Educational Assessments completed for initial evaluations and reevaluations; four from each level- elementary to high school. Above due by December 15, 2006.</p>
<p>SE 6 Determination of Transition Services</p>	<p>Partial</p>	<p>Student Record Review Interviews</p>	<p>The district has a process in place for providing a range of assistance and transitional services for students on IEPs whose post-school goal is to attend college.</p>	<p>Partial</p>	<p>The students' vision statements on IEPs do not always reflect the individual students' goals, interests and preferences. In addition, transitional</p>	<p>Submit the following documentation: 1. Description of the work-study program developed for the 06-07 SY. Include documentation to support the</p>

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			<p>The school makes 688 referrals when appropriate. Interviews indicated that the school set up a work-study program for a student at risk of dropping out during the 2005-06 SY. The school is planning to develop a formal student work program for high school students for the 2006-07 SY.</p>		<p>planning is not always integrated into the student's course of study, including work-study options and linked to the vision statement.</p>	<p>process and procedures.</p> <ol style="list-style-type: none"> 2. List of students enrolled in the work-study program for the 06-07 SY. Include a description of the type of work and the employer's name and the frequency and duration of the work assignment. 3. Evidence of training to special educators, guidance counselor and team chairperson at the secondary level on the incorporation of transition planning into the IEP. Include copies of agenda(s), signed attendance sheets and training materials. 4. Results of an administrative review of students' IEPs regarding comprehensive transitional language integrated into the student's vision statement and goals. Indicate the # of IEPs reviewed from annuals, initial evaluations and re-evaluations conducted in the

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						<p>06-07 SY. Describe the actions taken for IEPs containing incomplete information regarding transitional planning. Above due by December 15, 2006.</p> <p>Onsite student record review to be scheduled.</p>
<p>SE 8 IEP Team composition and attendance</p>	<p>√</p>	<p>Student Record Review</p> <p>Interviews</p>	<p>IEP Teams for initial evaluations, reevaluations and annual review meetings always had the required Team members in attendance.</p>			
<p>SE 9/SE 9A Eligibility Determination: Timelines and General Education</p>	<p>Partial</p>	<p>Student Record Reviews</p> <p>Interviews</p>	<p>The school is completing the consented to evaluations within the thirty day timeline. Parents are being provided with the IEP Team's written notice regarding the finding of</p>	<p>Partial</p>	<p>The student record review and tracking log indicated that in some cases, the school is conducting the Team meeting within the 45-day timeline but this is</p>	<p>Submit the following documentation:</p> <p>1. Log that tracks the school's adherence to the 45-day timeline for the conducting of a Team meeting and the</p>

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<p>Accommodations and Services for Ineligible Students</p>		<p>Documents</p>	<p>no eligibility within ten days of the Team meeting. Students are being appropriately referred for a Section 504 Accommodation Plan.</p>		<p>not consistently occurring for all initial evaluations and reevaluations. In addition, the 45-day timeline for the provision of the proposed IEP and placement to parents is not consistently met for students determined eligible for special education services. When the student has demonstrated a lack of progress due to a lack of instruction in reading or math or limited English proficiency and there is a finding of no eligibility, the IEP Team does not always refer the student to an appropriate instructional program or support service.</p> <p>The review of the Section</p>	<p>provision of the proposed IEP or the finding of no eligibility to parents from initial evaluations and re-evaluations conducted and completed from May-November 2006. Include the date of the school's receipt of the parent's signed consent to evaluate, date for the completion of the evaluations, date of the Team meeting and the date of the provision of the proposed IEP or finding of no eligibility. Indicate the actions taken when the school identified issues regarding the adherence to the 45-day timeline for conducting Team meetings and the provision of the proposed IEP, when appropriate.</p> <p>2.Description of the services and programs available for all students under the school's DCAP and the process in place to refer students to appropriate</p>

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					<p>504 Plans indicated that school is seeking parental consent prior to the implementation of the 504 accommodations. Section 504 regulations do not require parental consent and the school can implement the Section 504 accommodations when it establishes the students' need for the accommodations and/or services.</p>	<p>instructional program or support service. Indicate the process for disseminating information to personnel regarding the availability of services and programs under the school's DCAP. (Refer to progress reporting under MOA 18.)</p> <p>3.Revised 504 procedures and documents and evidence of dissemination to personnel responsible for oversight and implementation of the 504 process.</p> <p>Above due by December 15, 2006. Onsite student record review to be scheduled.</p>

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SE 10 End of School Year Evaluation	√	Student Record Review	During the current student record review, there were no incidences of the district's receipt of consent to evaluate 30-45 school working days prior to the end of the school year.			
SE 12 Frequency of re-evaluation	√	Student Record Review Documents	Reevaluations are conducted within the required timelines and when prior to determining a student no longer eligible for special education services.			
SE 13 Progress Reports and content	Partial	Student Record Review	Progress reports were documented in the student records and sent to parents/guardians consistent with the report card cycle	Partial	The reporting of a student's progress varied in the specificity of information written to address the annual IEP goals and benchmarks. The reports did not always respond to the required question regarding the student's expected achievement of	Submit the following documentation: 1. Agendas, handout materials and signed attendance sheets from the training for special education staff on reporting of students' progress. 2. Written procedures to implement if student is not making progress towards IEP annual goals and/or exhibiting

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					<p>the annual IEP goals. The school did not always address or document the steps taken when a student was failing to make progress towards the annual IEP goals.</p>	<p>recurring issues in the general education environment. Include evidence that the special education staff have received the procedures.</p> <p>3. Results of an administrative review of student records regarding the specific reporting of students' progress towards the IEP annual goals and the steps taken to address any student who was not making progress during the progress reporting period. Indicate the # of records reviewed and the # of records with appropriately completed progress reports. Indicate the # of records where a student was not making progress and whether the special education staff implemented the written procedures to address the student's lack of progress. Indicate the actions taken by</p>

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						<p>the district to address any issues identified regarding the reporting of students' progress and/or the implementation of procedures when students were failing to make progress.</p> <p>Above due by December 15, 2006.</p> <p>Onsite student record review to be scheduled.</p>
<p>SE 14 Review and revision of IEPs</p>		<p>Student Record Review</p> <p>Interviews</p>		<p>√</p>	<p>Annual reviews were not always completed within the required timelines. The school has undergone a change in administration and interviews indicated that there has been an in-depth review of students' IEPs to fully align with the mandated timelines.</p>	<p>Submit a log that tracks adherence to the annual review timeline for each student on an IEP. Include the date of the annual review conducted in the 05-06 SY and the schedule of annual reviews to be held in the 06-07 SY. In addition, describe what procedures are in place to ensure that annual reviews are conducted within the required timeline.</p> <p>Above due by December 15,</p>

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						<p>2006. Onsite student record review to be scheduled.</p>
<p>SE 15</p> <p>Outreach by the School District</p>	<p>√</p>	<p>Interviews</p>	<p>The school conducts outreach within the school and outside of the school to find students who may be in need of special education services.</p>			
<p>SE 18A</p> <p>IEP Development and Content</p>	<p>Partial</p>	<p>Student Record Review</p>	<p>The school implements the mandated IEP procedures system-wide regarding the development of the IEP, and considers all areas on the current IEP format.</p>	<p>Partial</p>	<p>Goals and objectives on IEPs are not always written in measurable terms. In addition, the goals, benchmarks and accommodations do not always fully address the individual student's area of need consistent with the student's disability, skill deficits and need for specially designed instruction. Sometimes, the name of the goal or the focus area does not relate to the actual goal and the instruction being</p>	<p>Submit the following documentation:</p> <ol style="list-style-type: none"> 1. Agendas, handout materials and signed attendance sheets from training on the appropriate completion of service delivery grids, goal focus areas and the development of measurable goals and benchmarks and goals, benchmarks and accommodations that are consistent with the student's area of disability, skill deficits and need for specially designed instruction. 2. Results of an administrative

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					<p>delivered under the goal. In some cases, the service delivery grids showed unclear staff designations and regular education personnel designated to deliver a special education service without the provision of supervision by a current certified special educator or related service provider.</p>	<p>review of student records from September-November 2006 regarding the writing of measurable and student specific goals, benchmarks and accommodations and appropriate completion of the service delivery grids and goal focus areas. Indicate the # of IEPs reviewed, the # of IEPs with annual measurable goals, specific to the student's academic and/or therapeutic need for specially designed instruction and # of IEPs with appropriately completed service delivery grids and goal focus areas. Indicate the actions taken by the district to address any issues identified regarding the writing of goals and/or completion of service delivery grids. Above due by December 15, 2006.</p>

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						<p>Onsite student record review to be scheduled.</p>
<p>SE 19</p> <p>Extended Evaluation</p>		<p>Student Record Review</p>		<p>√</p>	<p>The review of extended evaluations indicated that there is a lack of understanding regarding the appropriate implementation of the requirements and appropriate use of extended evaluations.</p>	<p>Submit the following documentation:</p> <ol style="list-style-type: none"> 1. Agenda, signed attendance sheet and handout material from the training regarding implementation of the requirements for extended evaluations. 2. Results of an administrative review of student records from September -November 2006 regarding the appropriate implementation of extended evaluations. Indicate the # of student records reviewed and the # of records reflecting appropriate implementation and use of the extended evaluation procedures. Indicate the actions taken by the district to address any issues identified regarding the

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						<p>inappropriate use and/or implementation of the extended evaluation process. Above due by December 15, 2006.</p> <p>Onsite student record review to be scheduled.</p>
<p>SE 25B Resolution of disputes</p>				<p>√</p>	<p>The school did not submit documentation regarding the required procedures to be implemented for resolution of disputes.</p>	<p>Submit the required procedures for resolution of disputes. If the school received an official hearing request, provide documentation to support the school's actions.</p> <p>Above due by December 15, 2006.</p>
<p>SE 28 Parent Provided with IEP or Notice of No Eligibility</p>	<p>Partial</p>	<p>Student Record Review</p> <p>Interviews</p>	<p>The school provides the mandated written notices to parents regarding the district's proposal or refusal to act in regards to the identification, evaluation or educational services/ placement of the child</p>	<p>Partial</p>	<p>Written notices (N1 and N2) to parents regarding the school's proposed actions, do not always fully address the required questions and the written information does not</p>	<p>Submit the following documentation:</p> <ol style="list-style-type: none"> 1. Agendas, handout materials and signed attendance sheets regarding the completion of written notices. 2. Results of an administrative

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					<p>always provide detail or specificity regarding the reason for the school's actions.</p> <p>The school demonstrates inconsistency regarding adherence to the requirements regarding the provision of the proposed IEP and placement to the parent. Interviews indicate that parents were not always receiving the agreed upon goals, service delivery grid and a written summation of the main points of the meeting, if the proposed IEP is not provided to them at the conclusion of the Team meeting.</p>	<p>review of written notices (N1/N2) from student records regarding the specific reporting of district's proposal or refusal to act and written response to the required questions. Indicate the # of records and the # of records with appropriately completed written notices (N1/N2). Indicate the actions taken by the district to address any issues identified regarding the completion of written notices (N1/N2).</p> <p>2. Revised procedures indicating the type of documentation that is provided to parents when the proposed IEP and placement are not provided to parents at the conclusion of the Team meeting. Include sample copies of documents provided to parents at the conclusion of an annual review, reevaluation</p>

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						<p>and initial evaluation from the elementary, middle and high school levels.</p> <p>Above due by December 15, 2006.</p> <p>Onsite student record review to be scheduled.</p>
<p>SE 29 Communication s are in English and Primary Language of the Home</p> <p>MOA 7 Information to be translated into languages other than English</p>	<p>Partial</p>	<p>Student Record Review</p> <p>Interviews</p> <p>Documents</p>	<p>The school has made efforts to secure interpreters and translations for parents when necessary and appropriate.</p>	<p>Partial</p>	<p>There are no formal procedures in place regarding the documentation and provision of language assistance for parents/guardians whose language is other than English and who require oral and/or written communications in their native language.</p>	<p>Submit the following documentation:</p> <ol style="list-style-type: none"> 1. Procedures to identify the language status and the need for translation assistance for families whose primary language is other than English. Include the personnel responsible for the oversight and monitoring. Provide evidence of the dissemination of the procedures to administrative and key personnel. 2. List of parents requiring interpreters and /or translated documents, including the

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						<p>native language of the parents and sample of translated documents for the first half of the 06-07 school year.</p> <p>3. Copies of district publications and notices translated into the major languages, other than English, during the first half of the 06-07 school year.</p> <p>Above due by December 15, 2006.</p> <p>Onsite student record review to be scheduled.</p>
<p>SE 30</p> <p>Notice of procedural safeguards</p>	<p>√</p>	<p>Student Record Review</p>	<p>The school provides parents/guardians with the notice of procedural safeguards with all the required elements at the required times.</p>			
<p>SE 32</p> <p>Parent Advisory Council</p>				<p>√</p>	<p>The school has not established a Parent Advisory Council (PAC). In the 05-06 SY, the school's new administrative team has</p>	<p>Submit the following documentation:</p> <p>1. Schedule for PAC professional development and meetings for the 2006-07 SY.</p> <p>2. Description of action plan in</p>

<p>Criterion Number and Topic</p> <p>(Refer to full text of 2005-2006 CPR requirements)</p>	<p>Approved Corrective Action Plan Determined to be <u>Substantially Implemented and Effective</u> Or <u>New IDEA Requirements Implemented</u></p> <p>√</p>	<p>Method(s) of Verification</p>	<p>Basis of Findings Regarding Corrective Action Plan Activities Or Basis of Findings Regarding Implementation of New IDEA Requirements</p>	<p>Corrective Action Plan Determined <u>Not Fully Implemented</u> Or <u>Additional Issues Have Been Identified</u></p> <p>√</p>	<p>Basis of Findings Regarding Incomplete or Ineffective Implementation of Approved Corrective Action Plan Or Basis of Findings of Additional Noncompliance</p>	<p>Required Corrective Action, Timelines for Implementation, and Further Progress Reporting Requirements</p>
					<p>made increased efforts to outreach to parents and establish ongoing communications regarding their children's progress.</p>	<p>place to establish parent advisory council. Include any agendas from PAC meetings, outreach efforts for members and name(s) of PAC chairperson(s). Above due by December 15, 2006.</p>
<p>SE 34</p> <p>Continuum of Alternative Services and Programs</p>	<p>Partial</p>	<p>Interviews</p> <p>Documents</p> <p>Student Record</p> <p>Facility checks</p>	<p>The school provided a list of programs available for students on IEPs for academic and/or behavioral/social-emotional issues. The student record review showed that 1:1 instructional assistants are provided as needed.</p>	<p>Partial</p>	<p>Interviews and on-site tours of the buildings indicated that the school does not have a clear capacity to provide a substantially separate program for students who require that type of placement.</p>	<p>Submit an action plan regarding the steps the school is taking to establish a capacity to provide a substantially separate program for students requiring that type of placement for the 06-07 SY. Above due by December 15, 2006.</p>
<p>SE 43</p> <p>Behavioral Interventions</p> <p>SE 49</p>	<p>Partial</p>	<p>Student Record Review</p> <p>Interviews</p>	<p>There was evidence that IEP Teams have identified and considered a student's need for social-emotional and/or behavioral interventions. The school has a psychologist,</p>	<p>Partial</p>	<p>IEP Teams are not consistently documenting a student's need for social-emotional and/or behavioral interventions in the IEP.</p>	<p>Submit the following documentation: 1. Agendas, signed attendance sheets and handout material from training on documentation of student's</p>

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<p>Related Services</p>		<p>Documents</p>	<p>school adjustment counselor and a guidance counselor and a community relations liaison to provide social groups, counseling, liaison to families, crisis interventions and consultation to staff.</p>		<p>Regular and special education personnel who work with the student are not always aware of the protocol, IEP accommodations and procedures to implement for students with documented behavioral goals and/or Behavior Intervention Plans. In some cases, the regular education classroom teacher is responsible for the delivery of services for a student who has behavioral and /or social-emotional needs. The review of Behavioral Intervention Plans indicated that the plans did not always include sufficient information on the protocol to implement when the student exhibit the identified behaviors.</p>	<p>need for behavioral interventions, personnel designated to deliver the related service and development and implementation of Behavioral Intervention Plans. Indicate how the school will notify all teachers of an individual student's behavior intervention plan and the personnel responsible for the oversight and monitoring.</p> <p>2. Results of an administrative review of student records from September-November 2006 regarding the documentation of social/emotional and behavioral interventions and/or individualized goals and counseling services in a student's IEP, when necessary and appropriate for students who have social-emotional and behavioral needs. Indicate the # of records reviewed and the #</p>

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						<p>of records where the student's documented needs were addressed by the IEP Team and the student's special education placement. Indicate the actions taken by the district to address any issues identified regarding the lack of inclusion of goals, services and/or interventions to address a students' needs. Above due by December 15, 2006. Onsite student record review to be scheduled.</p>
<p>SE 46 Procedures for suspension of students with disabilities more than 10 days</p>	<p>✓</p>	<p>Student Record Review</p> <p>Interviews</p>	<p>The school implements the required procedures regarding the convening of a manifestation determination meeting and the review of a Functional Behavioral Assessment for students with disabilities whose suspensions have exceeded 10 consecutive days or accumulated to 10 days or over.</p>			

<p>Criterion Number and Topic</p> <p>(Refer to full text of 2005-2006 CPR requirements)</p>	<p>Approved Corrective Action Plan Determined to be <u>Substantially Implemented and Effective</u> Or <u>New IDEA Requirements Implemented</u></p> <p>√</p>	<p>Method(s) of Verification</p>	<p>Basis of Findings Regarding Corrective Action Plan Activities Or Basis of Findings Regarding Implementation of New IDEA Requirements</p>	<p>Corrective Action Plan Determined <u>Not Fully Implemented</u> Or <u>Additional Issues Have Been Identified</u></p> <p>√</p>	<p>Basis of Findings Regarding Incomplete or Ineffective Implementation of Approved Corrective Action Plan Or Basis of Findings of Additional Noncompliance</p>	<p>Required Corrective Action, Timelines for Implementation, and Further Progress Reporting Requirements</p>
<p>SE 47 Procedural Requirements for students not yet determined to be eligible for special education</p>	<p>√</p>	<p>Student Record Review</p> <p>Interviews</p> <p>Documents</p>	<p>The school implements the procedural requirements for students not yet determined to be eligible for special education.</p>			
<p>SE 53 Use of Paraprofessionals</p>	<p>√</p>	<p>Interviews</p> <p>Documents</p>	<p>Paraprofessionals are supervised by the Director of Special Education and other appropriately certified/licensed special educators or related service providers and are responsible for implementing instruction. Paraprofessionals attend weekly staff meetings and participate in professional</p>			

<p>Criterion Number and Topic</p> <p>(Refer to full text of 2005-2006 CPR requirements)</p>	<p>Approved Corrective Action Plan Determined to be <u>Substantially Implemented and Effective</u> Or <u>New IDEA Requirements Implemented</u></p> <p>√</p>	<p>Method(s) of Verification</p>	<p>Basis of Findings Regarding Corrective Action Plan Activities Or Basis of Findings Regarding Implementation of New IDEA Requirements</p>	<p>Corrective Action Plan Determined <u>Not Fully Implemented</u> Or <u>Additional Issues Have Been Identified</u></p> <p>√</p>	<p>Basis of Findings Regarding Incomplete or Ineffective Implementation of Approved Corrective Action Plan Or Basis of Findings of Additional Noncompliance</p>	<p>Required Corrective Action, Timelines for Implementation, and Further Progress Reporting Requirements</p>
			<p>development activities with the teaching staff.</p>			
<p>SE 56 Special Education Programs and Services are Evaluated</p>	<p>Partial</p>	<p>Interviews Documents</p>	<p>The new administration has taken steps in the 2005-06 SY to increase the capacity of the Special Education Department to provide more services to a diverse population of students and to better address the range of diverse learning styles and behavioral and social-emotional needs.</p>	<p>Partial</p>	<p>The school administration has made changes in the new school year but there was no submission of documentation to show the basis of the changes and the process in place to regularly and formally evaluate special education programs and services to determine the effectiveness of the programs and services and to identify the areas of need.</p>	<p>Submit a plan with timelines for evaluating all district special education programs and services, and for including the PAC in this process by December 15, 2006.</p>
<p>Civil Rights (MOA) and Other General Education Requirements</p>						
<p>MOA 1</p>		<p>Student</p>			<p>The school submitted</p>	<p>Submit the following</p>

<p>Criterion Number and Topic</p> <p>(Refer to full text of 2005-2006 CPR requirements)</p>	<p>Approved Corrective Action Plan Determined to be <u>Substantially Implemented and Effective</u> Or <u>New IDEA Requirements Implemented</u></p> <p>√</p>	<p>Method(s) of Verification</p>	<p>Basis of Findings Regarding Corrective Action Plan Activities Or Basis of Findings Regarding Implementation of New IDEA Requirements</p>	<p>Corrective Action Plan Determined <u>Not Fully Implemented</u> Or <u>Additional Issues Have Been Identified</u></p> <p>√</p>	<p>Basis of Findings Regarding Incomplete or Ineffective Implementation of Approved Corrective Action Plan Or Basis of Findings of Additional Noncompliance</p>	<p>Required Corrective Action, Timelines for Implementation, and Further Progress Reporting Requirements</p>
<p>Identification of limited-English-proficient students</p>		<p>Records</p> <p>Interviews</p>		<p>√</p>	<p><u>Guidelines for Identifying ELL Students</u>, which does not fully adhere to the requirements to screen and assess limited English proficiency upon entry in the school. The student records did not contain evidence that students and families had completed home language surveys and that students were assessed based upon information given on the home language survey.</p>	<p>documentation:</p> <ol style="list-style-type: none"> 1. List of students identified and assessed in the 06-07 SY, the name and qualifications of the personnel conducting the assessments, the assessments conducted and the primary language of the student 2. Evidence that a home language survey was completed for each student currently enrolled in the district for the 06-07 SY. 3. Revised procedures that adhere to requirements for the identification and assessment of limited-English-proficient students upon entry into the school. <p>Above due by December 15, 2006.</p> <p>Onsite student record review to be scheduled.</p>

<p>Criterion Number and Topic</p> <p>(Refer to full text of 2005-2006 CPR requirements)</p>	<p>Approved Corrective Action Plan Determined to be <u>Substantially Implemented and Effective</u> Or <u>New IDEA Requirements Implemented</u></p> <p>√</p>	<p>Method(s) of Verification</p>	<p>Basis of Findings Regarding Corrective Action Plan Activities Or Basis of Findings Regarding Implementation of New IDEA Requirements</p>	<p>Corrective Action Plan Determined <u>Not Fully Implemented</u> Or <u>Additional Issues Have Been Identified</u></p> <p>√</p>	<p>Basis of Findings Regarding Incomplete or Ineffective Implementation of Approved Corrective Action Plan Or Basis of Findings of Additional Noncompliance</p>	<p>Required Corrective Action, Timelines for Implementation, and Further Progress Reporting Requirements</p>
<p>MOA 2 Program Modifications and support services for limited-English-proficient</p>		<p>Student Records</p> <p>Interviews</p>		<p>√</p>	<p>Refer to finding under ELE 5 regarding the lack of school-wide English language support programs for limited English proficient students. In addition, the student record review showed that there was a practice of retaining LEP students on IEPs for one year. These students were not being provided with the necessary and appropriate English language support program to progress in the general education curriculum (Refer to the finding under ELE 5)</p>	<p>Refer to corrective action ordered under ELE 5. Submit the following documentation: Evidence of a review of student records for LEP students on IEPs to determine that the necessary and appropriate services and program are in place for each student under special education and English language learner education. Indicate the steps taken to address any issues identified in the review, including issues regarding retention. Above due by December 15, 2006.</p>
<p>MOA 10A Student Handbooks and codes of conduct</p>	<p>Partial</p>	<p>Documents</p>	<p>The school handbooks contain contact information regarding the Title IX and Section 504 Coordinators. The Director of Special Education is the designated Civil Rights</p>	<p>Partial</p>	<p>The elementary school handbook does not reference M.G. L. Section 37 H and Section 37 H1/2 regarding the suspensions and</p>	<p>The district must revise the elementary handbook to include the state laws regarding student suspension/expulsion and federal procedural requirements regarding</p>

<p>Criterion Number and Topic</p> <p>(Refer to full text of 2005-2006 CPR requirements)</p>	<p>Approved Corrective Action Plan Determined to be <u>Substantially Implemented and Effective</u> Or <u>New IDEA Requirements Implemented</u> √</p>	<p>Method(s) of Verification</p>	<p>Basis of Findings Regarding Corrective Action Plan Activities Or Basis of Findings Regarding Implementation of New IDEA Requirements</p>	<p>Corrective Action Plan Determined <u>Not Fully Implemented</u> Or <u>Additional Issues Have Been Identified</u> √</p>	<p>Basis of Findings Regarding Incomplete or Ineffective Implementation of Approved Corrective Action Plan Or Basis of Findings of Additional Noncompliance</p>	<p>Required Corrective Action, Timelines for Implementation, and Further Progress Reporting Requirements</p>
<p>MOA 11A</p> <p>Designation of liaison/ coordinator(s); grievance procedures</p>			<p>Coordinator at the elementary level and the Building Principal is the designated coordinator at the middle and high school levels. The handbooks contain specific grievance policies and procedures regarding civil rights.</p>		<p>expulsions and the students' rights to due process. In addition, the handbook contains no reference to the federal requirements regarding procedures for suspension of students with disabilities and for students not yet determined to be eligible for special education.</p>	<p>suspension of students with disabilities and for students not yet determined to be eligible for special education. Submit the 2006-07 elementary handbook on December 15, 2006.</p>
<p>MOA 13</p> <p>Availability of information and counseling on general curricular and occupational/vocational opportunities</p> <p>MOA 14</p> <p>Counseling and</p>	<p>√</p>	<p>Documents Interviews</p>	<p>The school provided a description of the counseling process and how students are given access to information regarding general curricular and occupational /vocational opportunities. Counseling and counseling materials are free from bias and stereotypes. The guidance counselor accesses interpreters and translations, when necessary and appropriate.</p>			

<p>Criterion Number and Topic</p> <p>(Refer to full text of 2005-2006 CPR requirements)</p>	<p>Approved Corrective Action Plan Determined to be <u>Substantially Implemented and Effective</u> Or <u>New IDEA Requirements Implemented</u> ✓</p>	<p>Method(s) of Verification</p>	<p>Basis of Findings Regarding Corrective Action Plan Activities Or Basis of Findings Regarding Implementation of New IDEA Requirements</p>	<p>Corrective Action Plan Determined <u>Not Fully Implemented</u> Or <u>Additional Issues Have Been Identified</u> ✓</p>	<p>Basis of Findings Regarding Incomplete or Ineffective Implementation of Approved Corrective Action Plan Or Basis of Findings of Additional Noncompliance</p>	<p>Required Corrective Action, Timelines for Implementation, and Further Progress Reporting Requirements</p>
<p>counseling materials free from bias and stereotypes</p>						
<p>MOA 18</p> <p>Responsibilities of the School Principal</p>	<p>Partial</p>	<p>Documents</p> <p>Interviews</p> <p>Student Records</p>	<p>The district has undergone a change in administration, which resulted in an extensive review of the services and programs available and the needs of the teachers and the students school-wide. The school has broadened their services to students and their families by adding a community liaison, a school psychologist and speech and language and psychological interns to assist the related service providers. Professional Development has expanded opportunities for teachers in the areas of parent outreach, special education and building regular and special education teacher collaboration. There is an instructional</p>	<p>Partial</p>	<p>The review of the school's DCAP indicated the current document is not comprehensive in providing information on the programs, services and supports available for all students in the general education program.</p>	<p>Submit the DCAP in place for the 2006-07 SY by December 15, 2006.</p>

Criterion Number and Topic (Refer to full text of 2005-2006 CPR requirements)	Approved Corrective Action Plan Determined to be <u>Substantially Implemented and Effective</u> Or <u>New IDEA Requirements Implemented</u> ✓	Method(s) of Verification	Basis of Findings Regarding Corrective Action Plan Activities Or Basis of Findings Regarding Implementation of New IDEA Requirements	Corrective Action Plan Determined <u>Not Fully Implemented</u> Or <u>Additional Issues Have Been Identified</u> ✓	Basis of Findings Regarding Incomplete or Ineffective Implementation of Approved Corrective Action Plan Or Basis of Findings of Additional Noncompliance	Required Corrective Action, Timelines for Implementation, and Further Progress Reporting Requirements
			support intervention process in place. The IPT Team meets regularly and documents teacher and/or parent referrals.			

Abby Kelley Foster Charter School
English Learner Education (ELE) Requirements

Mid-Cycle Review Comments and Corrective Action Based on the Department's Review Of Local Self-Assessments
 (Please refer to full text of 2005-2006 CPR-ELE legal requirements and related implementation guidance at
<http://www.doe.mass.edu/pqa/review/cpr/instrument/chapter71A.doc>)

ELE Criterion Number and Topic	Comments Based on the Department's Review of Local ELE Self-Assessment	Required Corrective Action, Timelines for Implementation, and Progress Reporting
ELE 1 Annual Assessment	The review of student records indicated that the school has not consistently implemented the requirements to annually assess the identified LEP students using the MELA-O and the MEPA.	The district must put procedures in place to ensure that all identified LEP students are annually assessed and the assessments are documented in the student records. Submit the procedures, the personnel responsible for the testing and their qualifications and the person responsible for the oversight and monitoring of the provision of the annual assessments and the documentation of the assessments in the student records. Above due by December 15, 2006.
ELE 2	All identified LEP students participate in the MCAS.	

ELE Criterion Number and Topic	Comments Based on the Department's Review of Local ELE Self-Assessment	Required Corrective Action, Timelines for Implementation, and Progress Reporting
MCAS Participation		
ELE 3 Initial Identification	Refer to finding under MOA 1 regarding the lack of procedures and evidence that home language surveys have been completed and students have been properly identified and assessed to determine their level of English language proficiency.	Refer to corrective action and the progress reporting under ordered under MOA 1.
ELE 4 Waiver Procedures	The school did not submit documentation to verify that procedures are in place to implement waiver requests.	Submit a description of waiver implementation practices, a copy of a local waiver form and a list of students whose parents requested waivers for the 2006-07 SY. Above due by December 15, 2006.
ELE 5 Program Placement and Structure	The school is currently providing daily language instruction by an ELL tutor to the middle and high school students. However, the ELL tutor is currently certified in bilingual education and elementary K-6 but does not have certification or a waiver to teach ELL students at the secondary level. The elementary school does not have an English language support program.	Submit the following documentation by December 15, 2006: Description of the English language support program in place for students K-12 for the 2006-07 SY. List of ELL students for the 06-07 SY. Indicate the grade level and the classroom placement of each student, the type and amount of English language support that the student needs. Qualifications of the ELL tutor/teacher(s), including copy of current certification and/or waiver Name of teachers participating in sheltered English instruction training for the 06-07 SY.
ELE 6 Program Exit and Readiness	The school did not submit documentation regarding the procedures in place to re-designate a student from LEP to FLEP status.	Submit the following documentation by December 15, 2006: Written procedures for re-designating a student from LEP to FLEP, including the program exit criteria and the multiple measures used to make the determination.
ELE 7 Parent Involvement	The school has developed outreach for parents/guardians of LEP student and provides language assistance, as needed and when requested.	
ELE 8 Declining Entry to a Program	The school did not submit documentation regarding the procedures when a student's parents have declined entry to a English language support program.	Submit the written procedures for when parents decline entry("opt-out") to an ELE program. Include a description of the process in place to monitor any student who has "opted-out". Above due by December 15, 2006.
ELE 9 Instructional Grouping	The school did not submit documentation regarding the procedures for the instructional grouping of students.	Submit the following documentation by December 15, 2006: Process for placing LEP students in instructional groupings. List of LEP students' classroom placements. Including student initials, home

ELE Criterion Number and Topic	Comments Based on the Department's Review of Local ELE Self-Assessment	Required Corrective Action, Timelines for Implementation, and Progress Reporting
		language, years in program and current language proficiency level. Description of English language development curriculum.
ELE 10 Parental Notification	The school did not submit documentation regarding the procedures for notifying parents or guardians of the student's placement in any ELE program.	Submit the following documentation by December 15, 2006 : Written procedures for notifying parents or guardians of student's ELE placement. Copy of the parent notification letter in English and in the primary/home languages of the parents/guardians List of parents/guardians requiring translated report cards and progress reports for the 06-07 SY and indicate the primary/home language of each parent/guardian.
ELE 11 Equal Access to Academic Programs and Services	The school offers equal access for LEP students to participate in all the academic programs and services. However, there is not a comprehensive ELL program in place for all students K-12. Refer to finding under ELE 5.	Refer to corrective action and progress reporting ordered under ELE 5.
ELE 12 Equal Access to Nonacademic and Extracurricular Programs	The school offers equal access to any nonacademic and extracurricular program available to their English-speaking peers .	
ELE 13 Follow-up Support	The school did not submit documentation regarding the procedures to monitor students who have exited an ELL program.	Submit the following documentation by December 15, 2006 : Written procedures for follow-up monitoring and support of students who have exited an ELL program. Include a copy of the monitoring form.
ELE 14 Licensure and Fluency Requirements	Refer to finding under ELE 5 regarding the current ELL tutor's qualifications.	Refer to corrective action and progress reporting ordered under ELE 5 regarding tutor/teacher's certifications and/waivers for the 06-07 SY.

ELE Criterion Number and Topic	Comments Based on the Department's Review of Local ELE Self-Assessment	Required Corrective Action, Timelines for Implementation, and Progress Reporting
ELE 15 Professional Development Requirements	The school did not submit a professional development plan regarding the provision of training to staff in second language learning and teaching, sheltering content instruction and teaching reading and writing to LEP students. The school's teaching staff have not received the above required training.	Submit the following documentation by December 15, 2006 : Professional development plan for the provision of teacher training on the required topics for the 06-07 SY. List of teachers receiving training. Indicate the # of hours and the type of training that each of the teachers has received.
ELE 16 Equitable Facilities - (To be reviewed during next CPR visit)	The facility observation showed that facilities, materials and services are equitable to those provided to the overall student population.	
ELE 17 DOE Data Submission Requirements and Program Evaluation	The school did not submit documentation regarding the school's annual report to the Department or any program evaluation reports.	Submit the following documentation by December 15, 2006 : School's annual report to the Department of Education Description of the process in place to evaluate the effectiveness of the ELE program and personnel responsible for conducting the evaluation.
ELE 18 Records of LEP Students- (To be reviewed during next CPR visit.)	The review of LEP student records showed either incomplete or lack of documentation of the required paperwork. Some of the records contained MELA-O, MEPA and IPT testing information.	Submit the following documentation by December 15, 2006 : Documentation tracking form for required elements of ELE student records and the name of the personnel responsible for monitoring the documenting of the required paperwork. Results of an administrative review regarding the documentation of the required elements in the LEP student records for the 06-07 SY. Indicate what steps were taken to address any records identified with incomplete documentation.