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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****Charter School:** **Smith Leadership Academy Charter School****MCR Onsite Date:** **03/04/2014****Program Area: Special Education** |
|   |  | Mitchell D. Chester, Ed.D.Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW**MID-CYCLE REPORT** |

| **SE Criterion # 2 - Required and optional assessments** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and an interview indicated that the charter school is completing all required and optional assessments. Specifically, all records contained a completed Educational Assessment A, which includes a history of the student's educational progress in the general curriculum, and Educational Assessment B, which includes an assessment completed by a teacher with current knowledge regarding the student's specific abilities in relation to learning standards of the Massachusetts Curriculum Frameworks and the school's general education curriculum, as well as an assessment of the student's attention skills, participation behaviors, communication skills, memory, and social relations with groups, peers, and adults. |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| While there are no students on the autism spectrum currently enrolled in the charter school, an interview and document review indicated that the charter school has procedures in place for addressing the special requirements when an evaluation indicates that a student has a disability on the autism spectrum. These procedures include the IEP Team considering and specifically addressing the following: 1) The verbal and nonverbal communication needs of the child; 2) The need to develop social interaction skills and proficiencies; 3) The needs resulting from the child's unusual responses to sensory experiences; 4) The needs resulting from resistance to environmental change or change in daily routines; 5) The needs resulting from engagement in repetitive activities and stereotyped  movements; 6) The need for any positive behavioral interventions, strategies, and supports to  address any behavioral difficulties resulting from the autism spectrum disorder; and7) Other needs resulting from the child's disability that impact progress in the  general curriculum, including social and emotional development.The school noted that this information would be addressed within each student's IEP goals and objectives. |

| **SE Criterion # 6 - Determination of transition services** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of student records indicated that students age 14 and over are not always invited to attend IEP Team meetings when transition services are to be discussed. In addition, some records for students age 14 and over did not evidence that Teams discussed the student's transition needs annually and did not document the discussion on the Transition Planning Form. |
| **Department Order of Corrective Action:** |
| For those students whose records were identified by the Department, the charter school must reconvene the IEP Teams, including the students, to discuss the student’s transition needs and update the Transition Planning Form and IEP, as appropriate. Review those records in which an IEP Team meeting was held for a student 14 years of age or older during the 2013-2014 school year and in which the student was not invited to attend and the IEP and Transition Planning Form were not updated. Interview key staff responsible for determining IEP Team attendance and the development of the IEP. Analyze the information to determine the root cause(s) for the non-compliance. Based on this root cause analysis, indicate the specific corrective actions the charter school will take to remedy the non-compliance.Develop a report of the results of an internal review of student records for students age 14 and over, in which the IEP Team convened subsequent to implementation of all corrective actions, to ensure the student was invited to the Team meeting and that the student’s transition needs were discussed.**\*Please note when conducting internal monitoring, the charter school must maintain the following documentation and make it available to the Department upon request:** **a) List of the student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their role(s), and signature(s).** |
| **Required Elements of Progress Reports:** |
| For those student records identified by the Department, submit a copy of the updated IEP, Transition Planning Form and Team Meeting Attendance Sheet (N3A) indicating that the IEP Teams have reconvened. Submit this information by **September 30, 2014**. Submit the results of the root cause analysis with specific proposals for remedying the non-compliance and associated timelines by **September 30, 2014**.Submit a report of the results of an internal review of records and include the following: • The number of student records reviewed;• The number of records in compliance; • For any records not in compliance, determine the root cause(s) of the non-compliance; and • The charter school’s plan to remedy the non-compliance.Please submit the above information by **January 16, 2015**. |
| **Progress Report Due Date(s):** |
| 09/30/2014 | 01/16/2015 |  |  |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of student records indicated that if one purpose of the IEP Team meeting is to discuss transition services, students age 14 and over are not always invited to attend. See SE 6.A review of student records also indicated that with the exception of students age 14 and over, members of the Team attend IEP Team meetings unless: • The district and the parent agree, in writing, that the attendance of the Team member is not necessary because the member's area of the curriculum or related services is not being modified or discussed; or • The district and parent agree, in writing, to excuse a required Team member's participation and the excused member provides written input into the development of the IEP to the parent and IEP Team prior to the meeting. |
| **Department Order of Corrective Action:** |
| See SE 6. |
| **Required Elements of Progress Reports:** |
| See SE 6. |
| **Progress Report Due Date(s):** |
| 09/30/2014 | 01/16/2015 |  |  |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records confirmed that whenever the IEP Team evaluation indicates that a student's disability affects social skills development or when the disability makes the student vulnerable to bullying, harassment, or teasing, the IEP Team is considering and specifically addressing the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. The charter school does not currently have any students identified with a disability on the autism spectrum, but the charter school’s procedures indicate that if a student is identified with a disability on the autism spectrum, the IEP Team will consider and address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing within the student’s IEP. |

| **SE Criterion # 20 - Least restrictive program selected** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of student records set forth that when a student is removed from the general education classroom at any time, the Team is not always indicating in the Non-participation Justification statement why the removal is considered critical to the student's program and the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. |
| **Department Order of Corrective Action:** |
| Provide training to special education staff responsible for completing IEPs on the requirements for writing complete IEP Non-participation Justification statements that indicate why the student’s removal from the general education classroom is critical to the student’s program.Develop an internal oversight and tracking system for ensuring that written justification statements meet the requirements of this criterion. The oversight and tracking system should include periodic reviews of IEPs by the Special Education Coordinator to ensure ongoing compliance.Develop a report of the results of an internal review of records, in which IEPs have been written since implementation of all of the charter school’s corrective actions, for evidence of compliance with appropriately completed Non-participation Justification statements.**\*Please note when conducting internal monitoring, the charter school must maintain the following documentation and make it available to the Department upon request:** **a) List of the student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their role(s), and signature(s).** |
| **Required Elements of Progress Reports:** |
| Submit evidence of training and include the agenda, sign-in sheet and training materials by **September 30, 2014**. Submit a description of the internal oversight and tracking system with periodic reviews, along with the name and role of the designated person by **September 30, 2014**.Submit a report of the results of an internal review of records and include the following: • The number of student records reviewed;• The number of records in compliance; • For any records not in compliance, determine the root cause(s) of the non-compliance; and • The charter school’s plan to remedy the non-compliance.Please submit the above information by **January 16, 2015**. |
| **Progress Report Due Date(s):** |
| 09/30/2014 | 01/16/2015 |  |  |

| **SE Criterion # 21 - School day and school year requirements** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of student records indicated that IEP Teams do not routinely consider the need for an educational program that is less than or more than the regular school day or school year and indicate on the IEP why the shorter or longer program is necessary. Specifically, the Schedule Modification section of the IEP was often left blank. |
| **Department Order of Corrective Action:** |
| Review those records in which the IEP Team convened during the 2013-2014 school year and in which the Schedule Modification section of the IEP was not completed. Interview Team Chairperson(s) responsible for development of the IEP. Analyze the information to determine the root cause(s) of the non-compliance. Based on this root cause analysis, indicate the specific corrective actions the charter school will take to remedy the non-compliance.Develop a report of the results of an internal review of student records, in which IEPs were written subsequent to implementation of all corrective actions, to ensure appropriate completion of the Schedule Modification section of the IEP.**\*Please note when conducting internal monitoring, the charter school must maintain the following documentation and make it available to the Department upon request:** **a) List of the student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their role(s), and signature(s).** |
| **Required Elements of Progress Reports:** |
| Submit the results of the root cause analysis with specific proposals for remedying the non-compliance and associated timelines by **September 30, 3014**.Submit a report of the results of an internal review of records and include the following: • The number of student records reviewed;• The number of records in compliance; • For any records not in compliance, determine the root cause(s) of the non-compliance; and • The charter school’s plan to remedy the non-compliance.Please submit the above information by **January 16, 2015**. |
| **Progress Report Due Date(s):** |
| 09/30/2014 | 01/16/2015 |  |  |

| **SE Criterion # 25 - Parental consent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| While the charter school does not have a parent who has revoked consent to a student's special education services, a review of documents and an interview indicated that the school has appropriate procedures in place regarding the revocation of consent. According to the procedures, if a parent revokes consent in writing, the charter school will act promptly to provide written notice to the parent of the school's proposal to discontinue services based on the written revocation of consent. The procedures indicate that the charter school will provide this notice in a reasonable time before it intends to discontinue the student's services and the school will also provide information on how the parent can obtain a copy of the procedural safeguards. |

| **SE Criterion # 26 - Parent participation in meetings** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| The charter school provided its special education student roster as requested by the Department. |

| **SE Criterion # 29 - Communications are in English and primary language of home** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| While the charter school does not have any records of special education students whose primary language of the home is other than English, a staff interview indicated that the Special Education Coordinator and English Learner Education (ELE) Coordinator monitor the home language surveys to ensure that communications are provided in both English and the primary language of the home, if such primary language is other than English. For low incidence languages, the charter school uses an interpreter familiar with special education procedures, programs and services to communicate with parents.  |

| **SE Criterion # 51 - Appropriate special education teacher licensure** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of documents demonstrated that the charter school uses qualified teachers to provide specialized instruction to students. The charter school’s qualified teachers hold a valid license in special education or have successfully completed an undergraduate or graduate degree in an approved special education program. |