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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **Charter School:** **Boston Preparatory Charter Public School**  **MCR Onsite Dates:** **02/24/2015**  **Program Area: Special Education** |
|  |  | Mitchell D. Chester, Ed.D.  Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **SE Criterion # 1 - Assessments are appropriately selected and interpreted for students referred for evaluation** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of student records indicated that for students who are English language learners (ELLs) or have sensory impairments, evaluations are not provided and administered in the language and form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally and are not selected and administered to ensure that a test accurately reflects the student's aptitude or achievement level or the other factors the test purports to measure. Records also demonstrated that when interpreting evaluation data and making decisions, evaluators do not use information from a variety of sources, including information provided by the parent. |
| **Department Order of Corrective Action:** |
| Develop a set of procedures to ensure that evaluators consider factors such as language dominance, sensory impairment, and information from a variety of sources when selecting, administering, and interpreting evaluations for students referred for eligibility.    Conduct training for all IEP Team chairpersons and other relevant special education staff members, including contracted evaluators, to ensure that the administration and selection of assessments yield accurate information and consider information obtained from other sources.  Reconvene the Team to consider data for individual students identified by the Department on the Student Record Worksheet. Provide evidence of the outcomes of the reconvening of the Team.  Develop an internal system of periodic review to ensure that for students identified as English language learners, students with sensory impairments, or students with other considerations likely to impact the accuracy of evaluations, evaluators have determined language dominance, provided accommodations, and/or duly considered all relevant information. This internal system should include oversight and periodic reviews by the Director of Special Education or their designee to ensure ongoing compliance.  Conduct a record review of four to five students identified as ELLs or students with sensory impairments who have been evaluated subsequent to the implementation of all corrective actions, for evidence that evaluators have ensured the accuracy of assessment data by considering all relevant factors and information.  **\*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request a) List of 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).** |

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| **Required Elements of Progress Reports:** | | | |
| Submit evidence of staff training, including the new procedures, an agenda, training materials, and signed attendance sheets indicating name and role of staff. This progress report is due **June 15, 2015.**  Submit a narrative description of the corrective actions taken for individual students identified by the Department on the Student Record Worksheet. Provide evidence of the outcomes of the reconvening of the Team, including a copy of the Team Meeting invitation to the parent. This progress report is due **June 15, 2015.**  Submit a description of the oversight system for periodic reviews, including the date of the system's implementation and the staff responsible for the oversight by **June 15, 2015.**  Submit the results of the internal review of records. Indicate the number of student records reviewed and the number of student records in compliance; for all records not in compliance with this criterion, determine the root cause(s) of the noncompliance and provide the district's plan to remedy the non-compliance. This progress report is due **October 30, 2015.** | | | |
| **Progress Report Due Date(s):** | | | |
| 06/15/2015 | 10/30/2015 |  |  |

| **SE Criterion # 3 - Special requirements for determination of specific learning disability** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records demonstrated that when a student is suspected of having a specific learning disability (SLD), the IEP Team chairperson does not consistently ensure that all Team members sign the written determination as to whether or not the student has a specific learning disability. | | | |
| **Department Order of Corrective Action:** | | | |
| Prior to developing the charter school’s corrective actions, review the Department's guidance on SLD determination at <http://www.doe.mass.edu/sped/iep/sld/default.html>.  Provide training to IEP Team chairpersons and other relevant special education staff members regarding completion of the required Specific Learning Disability Team Determination of Eligibility (mandated form 28M/10).  Develop an internal system of periodic review for evidence that IEP Teams are appropriately completing SLD Team Determinations of Eligibility. The tracking system should include oversight and periodic reviews by the Director of Special Education or their designee to ensure ongoing compliance.    Conduct a record review for a minimum of five students with SLD eligibility determinations conducted after all corrective actions have been implemented, for evidence that all IEP Team members signed the written determination for specific learning disability.  **\*Please note that when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade level for the record review; b) Date of the review; c) Name of person(s) who conducted the review, their roles(s), and their signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit evidence of staff training, including an agenda, training materials, and signed attendance sheets, indicating name and role of staff by **June 15, 2015.**  Submit a description of the oversight system for periodic reviews, including the date of the system's implementation and the staff responsible for the oversight by **June 15, 2015.**  Submit the results of the internal review of records. Indicate the number of student records reviewed and the number of student records in compliance; for all records not in compliance with this criterion, determine the root cause(s) of the noncompliance and provide the district's plan to remedy the non-compliance. This progress report is due **October 30, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 06/15/2015 | 10/30/2015 |  |  |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records and interviews indicated that, for students on the autism spectrum, IEP Teams do not consistently consider and specifically address the verbal and nonverbal communication needs of the child; the need to develop social interaction skills and proficiencies; the needs resulting from the child's unusual responses to sensory experiences; the needs resulting from resistance to environmental change or change in daily routines; the needs resulting from engagement in repetitive activities and stereotyped movements; the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder; and other needs resulting from the child's disability that impact progress in the general curriculum, including social and emotional development. | | | |
| **Department Order of Corrective Action:** | | | |
| Prior to developing the charter school’s corrective actions, review the Department’s guidance on IEP development for students identified with Autism Spectrum Disorder (ASD) at <http://www.doe.mass.edu/sped/advisories/07_1ta.html>.  Conduct training for all IEP Team chairpersons and other relevant special education staff members on the requirement that Teams consider and specifically address the seven areas of need in IEPs of students identified with ASD.  Reconvene the Team and revise the IEP to reflect the Team’s considerations for individual students identified by the Department on the Student Record Worksheet. Provide evidence of the outcomes of the reconvening of the Team.  Develop an internal system of periodic review to ensure that IEPs of students with ASD are appropriately developed. The tracking system should include oversight and periodic reviews by the Director of Special Education or their designee to ensure ongoing compliance.  Conduct a record review for a minimum of five (5) records for students with ASD whose IEPs were developed after all corrective actions have been implemented to ensure that IEP Teams have considered and specifically addressed all seven areas in the IEP.  **\*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request a) List of 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 staff training, including an agenda, training materials, and signed attendance sheets indicating name and role of staff. This progress report is due **June 15, 2015.**  Submit a narrative description of the corrective actions taken for individual students identified by the Department on the Student Record Worksheet. Provide evidence of the outcomes of the reconvening of the Team, including a copy of the Team Meeting invitation to the parent. This progress report is due **June 15, 2015.**  Submit a description of the oversight system for periodic review, including the date of the system's implementation and the staff responsible for the oversight by **June 15, 2015.**  Submit the results of the internal review of records. Indicate the number of student records reviewed and the number of student records in compliance; for all records not in compliance with this criterion, determine the root cause(s) of the noncompliance and provide the district's plan to remedy the non-compliance. This progress report is due **October 30, 2015**. | | | |
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| 06/15/2015 | 10/30/2015 |  |  |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interviews demonstrated that required IEP Team members consistently attended IEP Team meetings. Records and interviews also indicated that IEP Teams consistently obtain written parent agreement to excuse required Team members, and excused required Team members provide written input prior to the meeting. Staff interviews indicated that the school and parent agree in writing when excusing Team members who are not necessary because their area of the curriculum or services is not being modified or discussed. |

| **SE Criterion # 18A - IEP development and content** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records and interviews demonstrated that IEP Teams consistently identify age-specific considerations for students ages 14 and older in the Present Levels of Educational Performance (PLEP) B in the IEP.  Records and interviews also indicated that when the IEP Team evaluation shows a student's disability affects social skills development or when the disability makes the student vulnerable to bullying, harassment, or teasing, and for students identified with a disability on the autism spectrum, IEP Teams do not consistently consider and address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing. | | | |
| **Department Order of Corrective Action:** | | | |
| Prior to developing the charter school’s corrective actions, review the Department’s guidance on bullying prevention at<http://www.doe.mass.edu/sped/advisories/11_2ta.html> and the additional resource document on IEP development to prevent bullying of students with disabilities at <http://www.doe.mass.edu/bullying/considerations-bully.html>.  Conduct training for IEP Team chairpersons and other relevant special education staff members on the requirements for addressing bullying prevention and intervention in the IEP.  Reconvene the IEP Teams to consider and address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing for students identified by the Department on the Student Record Worksheet.  Develop an internal system of periodic review to ensure that IEP Teams consider and address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing. The tracking system should include oversight and periodic reviews by the Director of Special Education or her designee to ensure ongoing compliance.  Conduct a record review for a minimum of six (6) students, sampling for each of the following categories: approximately 1-3 students whose disability affects social skills development, approximately 1-3 students who’s disability makes them vulnerable to bullying, teasing and harassment, and approximately 1-3 student identified with ASD whose IEP development occurred after the implementation of all corrective actions for evidence that IEP Teams are addressing the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing in the IEP.  **\*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of 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 staff training, including an agenda, training materials, and signed attendance sheets, indicating name and role of staff by **June 15, 2015.**  Submit a narrative description of the corrective actions taken for individual students identified by the Department on the Student Record Worksheet. Provide evidence of the outcomes of the reconvening of the Team, including a copy of the Team Meeting invitation to the parent. This progress report is due **June 15, 2015.**  Submit a description of the oversight system for periodic reviews, including the date of the system's implementation and the staff responsible for the oversight by **June 15, 2015.**  Submit the results of the internal review of records. Indicate the number of student records reviewed and the number of student records in compliance; for all records not in compliance with this criterion, determine the root cause(s) of the noncompliance and provide the district's plan to remedy the non-compliance. This progress report is due **October 30, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 06/15/2015 | 10/30/2015 |  |  |

| **SE Criterion # 25 - Parental consent** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that the charter school does not obtain consent from parents prior to conducting observations when determining a student’s eligibility for special education with a Specific Learning Disability (SLD). | | | |
| **Department Order of Corrective Action:** | | | |
| Conduct training for IEP Team chairpersons on the requirement to obtain written consent from parents prior to conducting assessments for an initial evaluation or re-evaluation, including consent for the required observation to determine a student’s SLD eligibility.  Develop an internal oversight and tracking system to ensure that the district has obtained consent for all assessments, including observations for SLD determinations. The tracking system should include oversight and periodic reviews by the Director of Special Education or her designee to ensure ongoing compliance.  Conduct a record review for five (5) students with SLD eligibility determinations conducted after the implementation of all corrective actions for evidence that consent was obtained for all assessments conducted, including the observation.  **\*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of 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 staff training, including an agenda, training materials, and signed attendance sheets, indicating name and role of staff by **June 15, 2015.**  Submit a description of the oversight and tracking system with periodic reviews, including the date of the system's implementation and the staff responsible for the oversight by **June 15, 2015.**  Submit the results of the internal review of records. Indicate the number of student records reviewed and the number of student records in compliance; for all records not in compliance with this criterion, determine the root cause(s) of the noncompliance and provide the district's plan to remedy the non-compliance. This progress report is due **October 30, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 06/15/2015 | 10/30/2015 |  |  |

| **SE Criterion # 26 - Parent participation in meetings** |
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| **Rating:** |
| Not Applicable |
| **Basis for Findings:** |
| The charter school uploaded its student roster as requested by the Department. |

| **SE Criterion # 51 - Appropriate special education teacher licensure** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of teacher licensure and interviews indicated that of the six (6) staff members who deliver specialized instruction for students with IEPs, two (2) do not hold a valid in- or out-of-state special education license or its equivalent for the appropriate grades and severity level, an undergraduate or graduate degree in an approved special education program, or receive supervision and oversight of the delivery of specialized instruction from a qualified individual. Two other staff members independently deliver specialized instruction for grade levels they are not currently licensed to teach. | | | |
| **Department Order of Corrective Action:** | | | |
| Review the Department’s guidance on staff qualification requirements for IEP services delivery in Commonwealth charter schools at <http://www.doe.mass.edu/charter/sped/staffqualifications.html>.  Develop an internal oversight and tracking system for the charter school’s special education teachers to ensure that they are appropriately licensed, waivered, hold a degree from an approved special education program, or are supervised by a qualified individual. The tracking system should include oversight and periodic reviews by the Director of Special Education or their designee to ensure ongoing compliance.  Ensure that special education teachers are licensed for the appropriate grades and severity level, have secured waivers, or receive supervision and oversight for delivery of the specialized instruction by a qualified individual by the start of the 2015-2016 school year. | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit a description of the oversight and tracking system with periodic reviews, including the date of the system's implementation and the staff responsible for the oversight by **June 15, 2015.** For those identified by the Department, submit an updated Massachusetts Commonwealth Charter School Special Education Teacher Roster for the two unqualified staff members and the two special education teachers who are not licensed for the grade levels they teach, demonstrating that these teachers have secured waivers, passed Massachusetts Tests for Educator Licensure (MTELs), or are supervised by a qualified individual by August 26, 2015. Submit a Massachusetts Commonwealth Charter School Special Education Teacher Roster, demonstrating that all staff members who deliver specialized instruction to students with IEPs are appropriately qualified or supervised for the start of the 2015-2016 school year by **October 30, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 06/15/2015 | 08/26/2015 | 10/30/2015 |  |