|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **Charter School:** **Francis W. Parker Charter Essential School**  **MCR Onsite Dates:** **February 1-2, 2016**  **Program Area: Special Education** | | | | |
|  | |  | Mitchell D. Chester, Ed.D.  Commissioner of Elementary and Secondary Education | | | | |
| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | | | | | | |
| **SE Criterion # 3A - Special requirements for students on the autism spectrum** | | | | | |
| **Rating:** | | | | | |
| Not Implemented | | | | | |
| **Basis for Findings:** | | | | | |
| Review of student records and interviews indicate that for students identified with a disability on the autism spectrum, IEP Teams do not consider and specifically address the following:  1) The verbal and nonverbal communication needs of the student;  2) The need to develop social interaction skills and proficiencies;  3) The needs resulting from the student'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 autism spectrum disorder; and  7) Other needs resulting from the student's disability that impact progress in the general curriculum, including social and emotional development. | | | | | |
| **Department Order of Corrective Action:** | | | | | |
| Develop procedures for ensuring that whenever an evaluation indicates that a student has a disability on the autism spectrum, IEP Teams always consider and specifically address the seven areas related to autism spectrum disorder (ASD). Provide training to Team chairpersons and special education staff on these procedures. For information on the requirements for students on the autism spectrum, please refer to Technical Assistance Advisory SPED 2007-1: *Autism Spectrum Disorder* at <http://www.doe.mass.edu/sped/advisories/07_1ta.html>.    Develop an internal oversight and tracking system to ensure that IEP Teams always consider and specifically address the special requirements for students identified with a disability on the autism spectrum. The oversight and tracking system should include periodic reviews by the Coordinator of Special Education to ensure ongoing compliance.  For those students whose records were identified by the Department, the charter school must reconvene the IEP Teams to consider and address the special requirements for students on the autism spectrum and update the IEP, as appropriate.  Develop a report of the results of an internal review of records, in which IEP Teams convened subsequent to implementation of all corrective actions, to ensure appropriate completion of the IEP for students on the autism spectrum.  **\*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, with their role(s) and signatures(s).** | | | | | |
| **Required Elements of Progress Reports:** | | | | | |
| Submit a copy of the procedures and evidence of training, including the agenda, signed attendance sheet(s) with name(s), role(s) and signature(s), along with training materials by **June 30, 2016**.  Submit a description of the internal oversight and tracking system with periodic reviews, along with the name and role of the designated person by **June 30, 2016**.  Submit a copy of the IEP and the Team Meeting Attendance Sheet (N3A) indicating that the IEP Teams have reconvened for those student records identified by the Department by  **June 30, 2016**.  Submit the results of a review of student records. Indicate the number of 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 specific action(s) taken to remedy the non-compliance by **October 28, 2016**. | | | | | |
| **Progress Report Due Date(s):** | | | | | |
| 06/30/2016 | | | 10/28/2016 |  |  |

| **SE Criterion # 6 - Determination of transition services** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and staff interviews indicate that for any student enrolled at the charter school who is approaching graduation or the age of 22, there is now a consistent process used by IEP Teams to determine whether the student may require continuing services from adult human service agencies. In such circumstances, the Coordinator of Special Education is making a referral to the Bureau of Transitional Planning and invites an agency member to the IEP Team meeting. See also SE 8. |

| **SE Criterion # 8 - IEP Team composition and attendance** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and staff interviews indicate that when a required Team member cannot attend an IEP Team meeting, the charter school obtains the parent's written agreement in advance to excuse the Team member and the absent Team member provides written input for IEP development to the parent and the IEP Team prior to the meeting. When IEP Teams determine that a referral to the Bureau of Transitional Planning is appropriate, agency members are now invited to the Team meeting. If the representative(s) does not attend the meeting, the charter school contacts the agency to ensure communication between the student or parent to support transitional planning with outside agencies. |

| **SE Criterion # 9 - Timeline for determination of eligibility and provision of documentation to parent** | | | |
| --- | --- | --- | --- |
| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Review of student records and staff interviews indicate that within 45 school working days of receipt of the parent’s written consent to a re-evaluation, the charter school does not consistently determine whether the student continues to be eligible for special education nor provides the parent with either a proposed IEP and proposed placement or a written explanation of the finding of no eligibility. | | | |
| **Department Order of Corrective Action:** | | | |
| Review those student records in which a re-evaluation was conducted since the start of the school year and in which the proposed IEP and placement or written explanation of the finding of no eligibility was not provided to the parent within 45 school working days. 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, in which a  re-evaluation was conducted subsequent to implementation of all corrective actions, to ensure that IEP Teams are determining eligibility and the charter school is providing documentation to the parent within 45 school working days of receiving consent.  **\*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, with 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, the associated timelines, and the person(s) responsible by **June 30, 2016**.  Submit the results of a review of student records across grade levels. Indicate the number of 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 specific action(s) taken by the charter school to remedy the non-compliance by **October 28, 2016**. | | | |
| **Progress Report Due Date(s):** | | | |
| 06/30/2016 | 10/28/2016 |  |  |

| **SE Criterion # 9A - Elements of the eligibility determination; general education accommodations and services for ineligible students** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and staff interviews indicate that when a student is found not eligible for special education, but may be eligible for accommodation(s) for disability(ies), the Team refers the student for consideration for a Section 504 Accommodation Plan or establishes support services through the charter school’s general education program, as appropriate. Staff interviews indicate that a Section 504 Coordinator ensures that general education accommodations and services are in place for students. |

| **SE Criterion # 12 - Frequency of re-evaluation** | | | |
| --- | --- | --- | --- |
| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Review of student records and staff interviews indicate that the charter school does not consistently conduct a re-evaluation every three years, unless the parent and charter school agree that it is unnecessary. | | | |
| **Department Order of Corrective Action:** | | | |
| Review a sample of student records in which a re-evaluation was due since the start of the school year, but was not conducted within three years. Analyze the information to determine the root cause(s) for the non-compliance. Based on the root cause analysis, indicate the specific corrective actions the charter school will take to remedy the non-compliance.  For those students whose records were identified by the Department, the charter school must reconvene the IEP Teams to conduct a full re-evaluation, as appropriate.  Develop a report of the results of an internal review of student records in which a re-evaluation was due, subsequent to implementation of all corrective actions, to ensure that re-evaluations are conducted every three years unless the parent and charter school agree that it is unnecessary.  **\*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, with 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, the associated timelines, and the person(s) responsible by **June 30, 2016**.  Submit a copy of the signed Evaluation Consent Form (N1A), IEP and the Team Meeting Attendance Sheet (N3A) indicating that the IEP Teams have reconvened for those student records identified by the Department by **June 30, 2016**.  Submit the results of a review of student records across grade levels. Indicate the number of 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 specific action(s) taken by the charter school to remedy the non-compliance by **October 28, 2016**. | | | |
| **Progress Report Due Date(s):** | | | |
| 06/30/2016 | 10/28/2016 |  |  |

| **SE Criterion # 14 - Review and revision of IEPs** | | | |
| --- | --- | --- | --- |
| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Review of student records and staff interviews indicate that on or before the anniversary date of the IEP, the charter school does not consistently convene a Team meeting to consider the student’s progress and to review, revise, or develop a new IEP or refer the student for a re-evaluation, as appropriate. | | | |
| **Department Order of Corrective Action:** | | | |
| Review a sample of student records in which an annual review IEP Team meeting was due since the start of the school year, but was not conducted. 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.  For those students whose records were identified by the Department, the charter school must convene the IEP Teams to consider the student’s progress and to review, revise or develop a new IEP or refer the student for a re-evaluation, as appropriate.  Develop a report of the results of an internal review of student records in which an annual review IEP Team meeting was due, subsequent to implementation of all corrective actions, to ensure that IEP Teams are meeting on or before the anniversary date of the IEP to consider the student’s progress and to review, revise, or develop a new 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, with 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, the associated timelines, and the person(s) responsible by **June 30, 2016**.  Submit a copy of the IEP and the Team Meeting Attendance Sheet (N3A) indicating that the IEP Teams have reconvened for those student records identified by the Department by  **June 30, 2016**.  Submit the results of a review of student records across grade levels. Indicate the number of 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 specific action(s) taken by the charter school to remedy the non-compliance by **October 28, 2016.** | | | |
| **Progress Report Due Date(s):** | | | |
| 06/30/2016 | 10/28/2016 |  |  |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** | | | |
| --- | --- | --- | --- |
| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Review of student records and staff interviews indicate that the charter school provides only one copy of the proposed IEP with two (2) signature pages along with the proposed placement and the Notice of Proposed School District Action (N1). Also, these documents are not consistently completed and sent to parents immediately following the development of the IEP, often beyond two weeks from the Team meeting. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures for ensuring the immediate provision of two copies of the proposed IEP and proposed placement to parents following development at the Team meeting. Provide training on these procedures to Team chairpersons and special education staff. For information on these requirements please refer to the *Memorandum on the Implementation of 603 CMR 28.05(7): Parent response to proposed IEP and proposed placement* at <http://www.doe.mass.edu/news/news.aspx?id=3182>.    Develop an internal oversight and tracking system for ensuring that immediately following IEP development, parents are provided with two (2) copies of the proposed IEP and proposed placement along with the required notice. The oversight and tracking system should include periodic reviews by the Coordinator of Special Education to ensure ongoing compliance.  Develop a report of the results of an internal review of student records, in which IEPs were developed subsequent to implementation of all corrective actions, to ensure the immediate provision of two copies of the proposed IEP and placement to parents.    **\*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, with their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit a copy of the procedures and evidence of training, including the agenda, signed attendance sheet(s) with name(s), role(s) and signature(s), along with training materials by **June 30, 2016**.  Submit a description of the internal oversight and tracking system with periodic reviews, along with the name and role of the designated person by **June 30, 2016**.  Submit the results of a review of student records. Indicate the number of 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 specific action(s) taken by the charter school to remedy the non-compliance by **October 28, 2016**. | | | |
| **Progress Report Due Date(s):** | | | |
| 06/30/2016 | 10/28/2016 |  |  |

| **SE Criterion # 24 - Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE** | | | |
| --- | --- | --- | --- |
| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Review of student records and staff interviews indicate that although the charter school’s Notice of Proposed School District Action (N1) summarizes the action proposed; an explanation of the reason why the charter school proposed or refused to take the action; the evaluation procedures, test, record or report used as the basis for the proposed action; and recommended next steps, the charter school’s N1 form does not consistently provide a description of any other options considered and the reasons why those options were rejected; or other factors the charter school used as a basis for the proposed or refused action. | | | |
| **Department Order of Corrective Action:** | | | |
| Provide training to Team chairpersons and special education staff regarding appropriate completion of the N1 form specifically addressing the description of any other options considered, reasons why those options were rejected, and other factors the charter school used as a basis for the proposed or refused action. Please review the Department’s example of an appropriately developed N1 form at <http://www.doe.mass.edu/sped/advisories/01_4sample.pdf>.  Develop an internal oversight and tracking system to ensure the appropriate completion of the N1 form. The tracking system should include periodic reviews by the Coordinator of Special Education to ensure ongoing compliance.  Develop a report of the results of an internal review of student records, in which N1forms were completed subsequent to implementation of all corrective actions, for proper completion of the form.  **\*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, with their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit evidence of training, including the agenda, signed attendance sheet(s) with name(s), role(s) and signature(s), along with training materials by **June 30, 2016**.  Submit a description of the internal oversight and tracking system with periodic reviews, along with the name/role of the designated person by **June 30, 2016**.  Submit the results of a review of student records. Indicate the number of 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 specific action(s) taken by the charter school to remedy the non-compliance by **October 28, 2016**. | | | |
| **Progress Report Due Date(s):** | | | |
| 06/30/2016 | 10/28/2016 |  |  |

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