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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **Charter School:** **Boston Day and Evening Academy Charter School**  **MCR Onsite Date:** **04/06/2017**  **Program Area: Special Education** |
|  |  | Mitchell D. Chester, Ed.D.  Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **SE Criterion # 6 - Determination of transition services** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records and staff interviews indicated that transitional needs for students, as documented on the Transition Planning Form (TPF), are not always fully addressed as measurable post-secondary goals that are based upon age-appropriate transition assessments, training, education or employment experiences. In addition, the Disability Related Needs portion of the TPF does not consistently document the disability-related skills that require IEP goals and/or related services. | | | |
| **Department Order of Corrective Action:** | | | |
| Revise the school's procedures for ensuring that IEP Teams appropriately complete the Transition Planning Form (TPF) and address disability related needs and community and/or post-secondary adult living experiences. Please see <http://www.doe.mass.edu/sped/advisories/13_1ta.html> and <http://www.doe.mass.edu/sped/secondary-transition/default.html> for guidance on implementing these requirements. Provide training to all responsible personnel on these procedures.  For those students whose records were identified by the Department, reconvene the Teams to review the Transition Planning Forms and revise information on the IEP as needed.  Develop an internal oversight and tracking system to ensure that TPFs are appropriately completed. The oversight system should include periodic reviews by an administrator to ensure ongoing compliance.  Develop a report of the results of an internal review of records of students age 14 or older, with IEP development subsequent to implementation of all corrective actions, to ensure that transition plans address disability related needs, including community and/or post-secondary adult living experiences.  **\*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 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 staff training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by **October 27, 2017**.  For those student records identified by the Department, submit copies of the signed attendance sheet (N3A) from the reconvened Team meeting, the Transition Planning Form, and relevant pages from the IEP by **October 27, 2017**.  Submit a description of the school's internal oversight and tracking system by  **October 27, 2017**.  Submit the results of the internal review of student records and include the following:  1. the number of records reviewed;  2. the number of records in compliance;  3. for any records not in compliance, determine the root cause; and  4. the specific corrective actions taken to remedy the non-compliance.  Please submit the above information by **January 26, 2018**. | | | |
| **Progress Report Due Date(s):** | | | |
| 10/27/2017 | 01/26/2018 |  |  |

| **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 when guidance counselors and general education teachers are invited but do not attend the IEP meeting, and that member's area of the curriculum or related services is not being modified or discussed, the charter school and the parent do not consistently agree, in writing, that the attendance of the Team member is not necessary. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures for ensuring that when Team members are invited to the IEP meeting but do not attend, the charter school and the parent agree, in writing, that the attendance of the Team member is not necessary. Please see <http://www.doe.mass.edu/sped/IDEA2004/spr_meetings/?section=keypoints_team> for guidance on implementing these requirements. Provide training to all responsible personnel on these procedures.  Develop an internal oversight and tracking system to ensure that members of the Team attend the IEP meeting and when the attendance of a Team member is not necessary, appropriate procedures are followed to excuse the Team member. The oversight system should include periodic reviews by an administrator to ensure ongoing compliance.  Develop a report of the results of an internal review of student records, with IEP development subsequent to implementation of all corrective actions, to ensure that when a Team member is invited, but their attendance is not necessary, the charter school and the parent agree, in writing, that the attendance of the Team member is not necessary.  **\*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 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 staff training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by **October 27, 2017**.  Submit a description of the charter school's internal oversight and tracking system by **October 27, 2017**.  Submit the results of the internal review of student records and include the following:  1. the number of records reviewed;  2. the number of records in compliance;  3. for any records not in compliance, determine the root cause; and  4. the specific corrective actions taken to remedy the non-compliance.  Please submit the above information by **January 26, 2018**. | | | |
| **Progress Report Due Date(s):** | | | |
| 10/27/2017 | 01/26/2018 |  |  |

| **SE Criterion # 9 - Timeline for determination of eligibility and provision of documentation to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that within forty-five school working days after receipt of the parent's written consent to a re-evaluation, the charter school consistently determines whether the student is eligible for special education and provides to the parent either a proposed IEP and placement or a written explanation of the finding of no eligibility. |

| **SE Criterion # 13 - Progress Reports and content** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that although parents receive IEP progress reports at least as often as parents are informed of the progress of non-disabled students, reports do not always include written information on the student's progress towards the annual goals in the IEP.  A review of student records and staff interviews indicated that when a student's eligibility terminates because the student has graduated or exceeded the age of eligibility, the charter school provides the student with a summary of his or her academic achievement and functional performance, including recommendations on how to assist the student in meeting his or her postsecondary goals, and copies of the student's most recent IEP, progress reports, and evaluations. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures to ensure that progress reports include written information on the student's progress towards annual goals in the IEP. Provide training to responsible personnel on these procedures.  Develop an internal oversight and tracking system to ensure that progress reports include written information on student progress towards IEP goals. The oversight system should include periodic reviews by an administrator to ensure ongoing compliance.  Develop a report of the results of an internal review of student records, with progress reporting subsequent to implementation of all corrective actions, to ensure that progress reports address students' progress towards IEP goals.  **\*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 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 staff training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by **October 27, 2017**.  Submit a description of the charter school's internal oversight and tracking system by **October 27, 2017**.  Submit the results of the internal review of student records and include the following:  1. the number of records reviewed;  2. the number of records in compliance;  3. for any records not in compliance, determine the root cause; and  4. the specific corrective actions taken to remedy the non-compliance.  Please submit the above information by **January 26, 2018**. | | | |
| **Progress Report Due Date(s):** | | | |
| 10/27/2017 | 01/26/2018 |  |  |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that at least annually, on or before the anniversary date of the IEP, a Team meeting is held 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. Staff interviews indicated that IEP Teams review and revise IEPs to address any lack of expected progress towards the annual goals and in the general curriculum.  A review of student records and staff interviews also indicated that when the charter school and parent agree to make changes to a student's IEP between annual IEP meetings, the changes are documented in writing and, upon request, provided to the parent. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that upon determining that the student is eligible for special education, IEP Teams develop the IEP, addressing all elements of the current IEP format provided by the Department of Elementary and Secondary Education. Staff interviews indicated that the IEP is not changed outside of the Team meeting.  A review of student records and staff interviews also indicated that IEP Teams specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing for students whose disability affects social skills development and when the student's disability makes him or her vulnerable to bullying, harassment or teasing. Record review indicated that IEP Teams document their considerations of the skills and proficiencies needed by students in the Additional Information and, when relevant, goals sections of the IEP.  At the time of the mid-cycle review, the charter school did not have any students with a disability on the autism spectrum. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that IEP Teams develop the IEP prior to determining the appropriate placement to deliver the student's identified services and accommodations. A review of student records demonstrated that placements are based on the IEP, including the types of related services, types of settings and types of service providers.  A review of student records and staff interviews indicated that parents receive summary notes at the conclusion of the IEP Team meeting, which include a completed IEP service delivery grid describing the types and amounts of special education and related services proposed by the charter school and a statement of the major goal areas associated with these services. A review of student records demonstrated that the school sends two copies of the proposed IEP and placement within two calendar weeks of the Team meeting. |

| **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** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that information included in the narrative description of the Notice of Proposed School District Action (N1) does not contain sufficient detail of the charter school's proposed actions. Specifically, N1s do not consistently address the following:  1) a description of each evaluation procedure, test, record, or report the agency used as a basis for the proposed or refused action; and  2) a description of any other factors relevant to the agency's proposal or refusal. | | | |
| **Department Order of Corrective Action:** | | | |
| Provide training for Team chairpersons on the requirements for completing the N1 notice and responding to all questions of the notice.  Develop an internal oversight and tracking system for ensuring that N1 forms contain the required information. The oversight and tracking system should include periodic reviews by an administrator to ensure ongoing compliance.  Develop a report of the results of an internal review of records of students, with IEP development subsequent to implementation of all corrective actions, to ensure that N1s contain all required elements.  **\*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 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 staff training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by **October 27, 2017**.  Submit a description of the charter school's internal oversight and tracking system by **October 27, 2017**.  Submit the results of the review of student records and include the following:  1. the number of records reviewed;  2. the number of records in compliance;  3. for any records not in compliance, determine the root cause; and  4. the specific corrective actions taken to remedy the non-compliance.  Please submit the above information by **January 26, 2018**. | | | |
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| **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. |