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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **Charter School:** **Advanced Math and Science Academy Charter School**  **MCR Onsite Dates:** **12/05/2016 - 12/07/2016**  **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 staff interviews indicated that the charter school consistently completes educational assessments, including a history of the student's educational progress in the general curriculum. Additionally, record review demonstrated that an assessment is completed by a teacher(s) with current knowledge regarding the student's specific abilities in relation to the learning standards of the Massachusetts Curriculum Frameworks and the charter 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 # 3 - Special requirements for determination of specific learning disability** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that when a student is suspected of having a specific learning disability (SLD), the charter school does not consistently complete all four components used to determine a specific learning disability: Historic Review and Educational Assessment (SLD 1), Area of Concern and Evaluation Method (SLD 2), Exclusionary Factors (SLD 3), and Observation (SLD 4). Record review also demonstrated that IEP Teams do not create written determinations as to whether or not the student has a specific learning disability. | | | |
| **Department Order of Corrective Action:** | | | |
| Prior to corrective actions, please review the following implementation guidance; http://www.doe.mass.edu/sped/iep/sld/default.html.  Provide training to appropriate staff to ensure that IEP Teams complete all four components used to determine a specific learning disability.  Develop an internal oversight and tracking system to ensure that all required components of the specific learning disability determination process are completed. The oversight and tracking system should include periodic reviews by an administrator of special education to ensure ongoing compliance.  Subsequent to implementation of all corrective actions, conduct an internal review of records of recently evaluated students suspected of having a specific learning disability to ensure that all required components of the specific learning disability determination process are completed.  **\*Please note when conducting internal monitoring, the 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; and c) name of person(s) who conducted the review, their role(s), and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| **By March 1, 2017**, submit evidence of training of appropriate staff and include the training materials, agenda, and signed attendance sheet with staff name, role and signature.  **By March 1, 2017**, submit a description of the charter school's internal oversight and tracking system along with the name/role of the designated person responsible for oversight.  **By May 30, 2017**, submit the results of an internal review of 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. | | | |
| **Progress Report Due Date(s):** | | | |
| 03/01/2017 | 05/30/2017 |  |  |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records, documents, and staff interviews indicated that whenever an evaluation indicates that a student has a disability on the autism spectrum, IEP Teams consistently 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.  IEP Team chairpersons use a form that lists the seven considerations to guide the discussion during IEP development. Teams document this conversation in the Additional Information section of the IEP. When appropriate, goals and accommodations based upon identified areas of student need are included in the IEP. This information is also contained in the meeting summary notes provided to the parent at the conclusion of each meeting. |

| **SE Criterion # 7 - Transfer of parental rights at age of majority and student participation and consent at the age of majority** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records, documents, and staff interviews indicated that the charter school informs both the parent and the student of the transfer of decision-making rights related to the student's special education programs and services, that will occur at age of majority, one year prior to the student reaching the age of 18. The revised procedure now includes a notification sent to both the student and parents prior to the student's 17th birthday. The transfer of rights is also discussed at the IEP meeting following written notification. |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that when a required Team member cannot attend an IEP Team meeting, the charter school and the parents document, in writing, their agreement to excuse the Team member's participation. Team members who have been excused from attending a meeting provide written input into the development of the IEP to the parent and the IEP Team prior to the meeting. |

| **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 and staff interviews indicated that the charter school, within forty-five (45) school working days after receipt of the parent's written consent to an initial evaluation or a re-evaluation, convenes a Team meeting to determine whether the student is eligible for special education and provides to the parent either a proposed IEP and proposed placement or a written explanation of the finding of no eligibility. |

| **SE Criterion # 12 - Frequency of re-evaluation** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that the Team meets and conducts re-evaluations every three years unless the parent and district agree that it is unnecessary. Processes to ensure that timelines are met include both automated alerts from the charter school's data management system and master calendars generated by the administrators for special education. |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that progress reports are provided at least as often as parents are informed of the progress of non-disabled students, which consistently address student progress towards IEP goals.  Where a student's eligibility terminates because the student has graduated from secondary school 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. |

| **SE Criterion # 14 - Review and revision of IEPs** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that the IEP Team reviews and revises the IEP to address any lack of expected progress towards the annual goals and in the general curriculum. Record review also indicated that when the charter school and parent agree to make changes to a student's IEP, the parent(s) are provided with a revised copy of the IEP with the amendments incorporated.  A review of student records indicated that, at least annually, on or before the anniversary date of the IEP, the charter school does not always hold a 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:** | | | |
| Develop procedures for ensuring that, at least annually, on or before the anniversary date of the IEP, the charter school holds a 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.  Provide training to appropriate staff on these procedures.  Develop an internal oversight and tracking system to ensure, at least annually, on or before the anniversary date of the IEP, the charter school holds a 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. The oversight and tracking system should include periodic reviews by an administrator of special education to ensure ongoing compliance.  Subsequent to implementation of all corrective actions, conduct an internal review of a sample of student records to ensure that, at least annually, on or before the anniversary date of the IEP, the charter school holds a 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.  **\*Please note when conducting internal monitoring, the 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; and c) name of person(s) who conducted the review, their role(s), and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| **By March 1, 2017**, submit a description of the newly developed procedures.  **By March 1, 2017**, submit evidence of training of appropriate staff and include the training materials, agenda and signed attendance sheet with staff name, role and signature.  **By March 1, 2017**, submit a description of the charter school's internal oversight and tracking system along with the name/role of the designated person responsible for oversight.  **By May 30, 2017**, submit the results of an internal review of 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. | | | |
| **Progress Report Due Date(s):** | | | |
| 03/01/2017 | 05/30/2017 |  |  |

| **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 indicated that IEP Teams consistently consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing for students identified with a disability on the autism spectrum, for students whose disability affects social skills development, or when the student's disability makes him or her vulnerable to bullying, harassment, or teasing. Information regarding the Team’s consideration of these skills can be found in the Additional Information section of the IEP, as well as in the meeting summary notes provided to the parent at the conclusion of each meeting. When appropriate, the Team develops goals and provides services to address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing. |

| **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 at the Team meeting, after the IEP has been fully developed, the Team determines the appropriate placement to deliver the services on the student's IEP. The decision regarding placement is based on the IEP, including the types of related services that are to be provided to the student, the type of settings in which those services are to be provided, the types of service providers, and the location at which the services are to be provided.  A review of student records and staff interviews also 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. Within two calendar weeks of the Team meeting, the charter school provides the parent with two (2) copies of the proposed IEP and proposed placement along with the required notice. |

| **SE Criterion # 20 - Least restrictive program selected** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that when a student is removed from the general education classroom at any time, the Team does not always clearly state in the Nonparticipation Justification statement of the IEP why removal is critical to the student's program and the basis for its conclusion that with the use of supplementary aids and services, instruction could not be achieved satisfactorily for the student within the general education classroom. | | | |
| **Department Order of Corrective Action:** | | | |
| Provide training to appropriate staff to ensure that when a student is removed from the general education classroom at any time, the Team states in the Nonparticipation Justification statement of the IEP 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.  Develop an internal oversight and tracking system to ensure the Team appropriately completes the Nonparticipation Justification statement. The oversight and tracking system should include periodic reviews by an administrator of special education to ensure ongoing compliance.  Subsequent to implementation of all corrective actions, conduct an internal review of a sample of student records to ensure that if a student is removed from the general education classroom at any time, the Team states in the Nonparticipation Justification statement of the IEP 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.  **\*Please note when conducting internal monitoring, the 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; and c) name of person(s) who conducted the review, their role(s), and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| **By March 1, 2017**, submit evidence of training of appropriate staff and include the training materials, agenda and signed attendance sheet with staff name, role and signature.  **By March 1, 2017**, submit a description of the charter school's internal oversight and tracking system along with the name/role of the designated person responsible for oversight.  **By May 30, 2017**, submit the results of an internal review of 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. | | | |
| **Progress Report Due Date(s):** | | | |
| 03/01/2017 | 05/30/2017 |  |  |

| **SE Criterion # 22 - IEP implementation and availability** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that the charter school consistently has an IEP in effect at the beginning of each school year for each eligible student. When the charter school proposes an amendment to an existing IEP at the end of the school year, the IEP, with the proposed amendment, is presented to the parent(s) for their signature. |

| **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 the charter school provides the student's parent(s) with an Evaluation Consent Form (N1A), which allows for an opportunity to consult with the Special Education Administrator or his/her designee to discuss the reasons for the student referral and the nature of the proposed evaluation.  A review of student records and staff interviews indicated that although the charter school provides parents with a Notice of Proposed School District Action (N1), it does not consistently contain all required elements including: 1) a description of any other options that the agency considered and the reasons why those options were rejected; and 2) a description of each evaluation procedure, test, record, or report the agency used as a basis for the proposed or refused action. | | | |
| **Department Order of Corrective Action:** | | | |
| Provide training to appropriate staff to ensure that the Notice of Proposed School District Action (N1) contains all required elements including: 1) a description of any other options that the agency considered and the reasons why those options were rejected; and 2) a description of each evaluation procedure, test, record, or report the agency used as a basis for the proposed or refused action.  Develop an internal oversight and tracking system to ensure that the Notice of Proposed School District Action (N1) contains all required elements. The oversight and tracking system should include periodic reviews by an administrator of special education to ensure ongoing compliance.  Subsequent to implementation of all corrective actions, conduct an internal review of a sample of student records to ensure that the Notice of Proposed School District Action (N1) contains all required elements.  **\*Please note when conducting internal monitoring, the 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; and c) name of person(s) who conducted the review, their role(s), and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| **By March 1, 2017**, submit evidence of training of appropriate staff and include the training materials, agenda and signed attendance sheet with staff name, role and signature.  **By March 1, 2017**, submit a description of the charter school's internal oversight and tracking system with periodic reviews, along with the name/role of the designated person responsible for oversight.  **By May 30, 2017**, submit the results of an internal review of 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. | | | |
| **Progress Report Due Date(s):** | | | |
| 03/01/2017 | 05/30/2017 |  |  |

| **SE Criterion # 26 - Parent participation in meetings** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that the charter school documents its attempts to notify parent(s) in writing of a Team meeting early enough to ensure that they have an opportunity to attend and that the meeting is scheduled at a mutually agreed upon time and place.  The charter school submitted its special education student roster as requested by the Department. |

| **SE Criterion # 27 - Content of Team meeting notice to parents** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that the charter school provides a Team meeting notice to parent(s) stating the purpose, time and location of the meeting, as well as who will be in attendance. Procedures to support timely notices to parents include alerts from the charter school's data management system and master calendars maintained by special education administrators. |

| **SE Criterion # 32 - Parent advisory council for special education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and interviews indicated that the charter school has a parent advisory council for special education with membership offered to all parents of students with disabilities and other interested parties. The council's duties are clearly defined and the council has established by-laws regarding officers and operational procedures, meeting agendas, meeting minutes, and a meeting schedule. The council meets monthly in a space provided at the charter school. The council is supported by both the charter school and Mass-PAC at the Federation for Children with Special Needs.  The charter school conducts, in cooperation with the parent advisory council and Mass-PAC, at least one workshop annually on the rights of students and their parents and guardians under the state and federal special education laws. |

| **SE Criterion # 52A - Registration of educational interpreters** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and staff interviews indicated that the charter school has procedures to ensure that providers of interpreting services for students who are deaf or hard of hearing are registered with the Massachusetts Commission for the Deaf and Hard of Hearing. At the time of the review, the charter school did not have any students that required an interpreter. |

| **SE Criterion # 54 - Professional development** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and staff interviews indicated that the charter school trains all staff on: 1) state and federal special education requirements and related local special education policies and procedures; 2) analyzing and accommodating diverse learning styles of all students; and 3) methods of collaboration among teachers, paraprofessionals and teacher assistants. Additionally, a review of student records and staff interviews indicated that at the time of the review, the charter school did not have students who require specialized transportation. However, the director of transportation collaborates with Marlborough Public Schools, who provides specialized transportation for students as needed, and ensures proper training of bus drivers. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Observations of instructional spaces indicated that there are no longer visual and auditory distractions resulting from concurrent instruction in the Lower School (room 302).  The classrooms in which students are provided specialized instruction are located among general education classes and are at least equal in all physical respects to the average standards of general education facilities and classrooms. |