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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **Charter School:** **Community Charter School of Cambridge**  **MCR Onsite Dates:** **11/08/2016 - 11/09/2016**  **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:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records and staff interviews demonstrated that the charter school does not consistently provide all required assessments, specifically a history of the student's educational progress in the general curriculum and a teacher's assessment of the student's attention skills, participation behaviors, communication skills, memory and social relations with groups, peers and adults. | | | |
| **Department Order of Corrective Action:** | | | |
| Review those records in which an initial evaluation or re-evaluation was conducted in the 2015-2016 school year and in which a history of the student's educational progress in the general curriculum and a teacher's assessment of the student's current performance were not completed. 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 school will take to remedy the non-compliance and a timeline for implementation of those corrective actions. Do not include records where a 504 initial or 504 re-evaluation was conducted.  For those students whose records were identified by the Department, complete the educational assessments and reconvene the Team to update information on the IEP, as needed.  Develop a report of the results of an internal review of student records, in which initial evaluations or re-evaluations were conducted subsequent to implementation of all corrective actions, to ensure that required assessments, specifically a history of the student's educational progress in the general curriculum and a teacher's assessment of the student's attention skills, participation behaviors, communication skills, memory and social relations with groups, peers and adults, are completed.  **\*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; and 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 that includes a description of the school’s proposed corrective actions, the timeline for implementation, and the person(s) responsible by **March 3, 2017**.  For those student records identified by the Department, submit a copy of the completed assessments and the Team Meeting Attendance Sheet (N3A) indicating that the IEP Teams have reconvened by **March 3, 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 **September 18, 2017**. | | | |
| **Progress Report Due Date(s):** | | | |
| 03/03/2017 | 09/18/2017 |  |  |

| **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, IEP Teams do not consistently create a written determination as to whether or not he or she has a specific learning disability, which is signed by all members of the Team or, if there is disagreement as to the determination, one or more Team members document their disagreement. Additionally, a review of student records and staff interviews demonstrated that the school does not consistently use the four required components to document a determination of specific learning disability: Historical Review and Educational Assessment, Area of Concern and Evaluation Method, Exclusionary Factors, and Observation. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures for ensuring that IEP Teams complete all four components used to determine a specific learning disability and create a written determination as to whether or not the student has a specific learning disability. Please see <http://www.doe.mass.edu/sped/iep/sld/default.html> for guidance on implementing these requirements. Provide training to IEP Team chairpersons on these procedures.  Develop an internal oversight and tracking system for ensuring that all required components of the specific learning disability eligibility process are completed. The oversight system should include periodic reviews by the Director of Special Education to ensure ongoing compliance.  Develop a report of the results of an internal review of student records, in which a student suspected of having a specific learning disability was re-evaluated subsequent to implementation of all corrective actions, to ensure that all required components for determination of a specific learning disability are completed.  **\*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; and c) name of person(s) who conducted the review, their role(s), and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit the procedures and evidence of Team chairperson training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by **March 3, 2017**.  Submit a description of the school's internal oversight and tracking system with periodic reviews, along with the name/role of the person designated for oversight by **March 3, 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 **September 18, 2017**. | | | |
| **Progress Report Due Date(s):** | | | |
| 03/03/2017 | 09/18/2017 |  |  |

| **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 and staff interviews demonstrated that whenever an evaluation indicates that a student has a disability on the autism spectrum, the IEP Team considers and specifically addresses 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 the 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.  A review of student records and staff Interviews demonstrated that Teams use a checklist to gather information and guide IEP development. Areas of student need are addressed as goals and accommodations in the IEP. |

| **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 demonstrated that although students beginning at age 14 are invited to and encouraged to attend part or all of their IEP Team meetings, IEP Teams do not consistently discuss transition services or develop a Transition Planning Form. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures for ensuring that IEP Teams discuss transition and complete the Transition Planning Form, updating information on the form and the IEP annually as needed. 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 IEP Team chairpersons on these procedures.  For those students whose records were identified by the Department, reconvene the Teams to develop Transition Planning Forms and update information on the IEP as needed.  Develop an internal oversight and tracking system to ensure that Transition Planning Forms are completed for all students beginning at age 14, annually reviewed, and updated, as appropriate. The oversight system should include periodic reviews by the Director of Special Education to ensure ongoing compliance.  Develop a report of the results of an internal review of student records for students aged 14+, with IEP development subsequent to implementation of all corrective actions, to ensure that transition plans are completed and documented in the student record.  **\*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; and c) name of person(s) who conducted the review, their role(s), and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit the procedures and evidence of Team chairperson training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by **March 3, 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 **March 3, 2017**.  Submit a description of the school's internal oversight and tracking system with periodic reviews, along with the name/role of the person designated for oversight by **March 3, 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 **September 18, 2017**. | | | |
| **Progress Report Due Date(s):** | | | |
| 03/03/2017 | 09/18/2017 |  |  |

| **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:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of documents, student records, and staff interviews demonstrated that although the charter school has a policy to ensure that at least one year prior to the student reaching age 18, the school will inform the student and the parent/guardian of the rights that will transfer from the parent/guardian to the student upon the student's 18th birthday, this notification is not documented in the student's IEP or the student record.  A review of documents, student records, and staff interviews demonstrated that the school obtains consent from students with sole or shared decision-making rights to continue their special education program once the student reaches 18 years of age. | | | |
| **Department Order of Corrective Action:** | | | |
| Revise the procedures for notifying students and their parents/guardians at least one year prior to the student reaching the age of 18 of the transfer of rights that will occur at the age of majority. Please see <http://www.doe.mass.edu/sped/advisories/11_1.html> for guidance on implementing these requirements. Provide training to IEP Team chairpersons at the secondary level on these procedures.  For those students whose records were identified by the Department, reconvene the Teams to document the student/family’s age of majority notification in the Additional Information section of the IEP.  Develop an internal oversight and tracking system to ensure that the school is following the requirements for the transfer of parental rights at the age of majority. The oversight system should include periodic reviews by the Director of Special Education to ensure ongoing compliance.  Develop a report of the results of an internal review of records of students who turned 17 subsequent to implementation of all corrective actions, to ensure that the school has informed students and their parent/guardians of the rights that will transfer from the parent/guardian to the student upon the student's 18th birthday and documented this notification under Additional Information of 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 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:** | | | |
| Submit the procedures and evidence of Team chairperson training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by **March 3, 2017**.  For those student records identified by the Department, submit copies of the signed attendance sheet (N3A) from the reconvened Team meeting and the Additional Information page from the IEP by **March 3, 2017**.  Submit a description of the school's internal oversight and tracking system with periodic reviews, along with the name/role of the person designated for oversight by **March 3, 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 **September 18, 2017**. | | | |
| **Progress Report Due Date(s):** | | | |
| 03/03/2017 | 09/18/2017 |  |  |

| **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 demonstrated that within forty-five (45) school working days after receipt of the parent's written consent to an initial evaluation or a re-evaluation, the charter school determines 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 # 13 - Progress Reports and content** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records and staff interviews demonstrated 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 toward IEP goals.  A review of student records and staff interviews demonstrated that when a student's eligibility terminates because the student has graduated, the school does not consistently provide 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. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures to ensure that when a student's eligibility terminates because the student has graduated from secondary school or exceeded the age of eligibility, the 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. Provide training to Team chairpersons on these procedures.  Develop an internal oversight and tracking system to include periodic reviews by the Director of Special Education to ensure ongoing compliance.  Develop a report of the results of an internal review of student records, with students who have graduated subsequent to implementation of all corrective actions, to ensure that summaries of academic achievement and functional performance are developed and provided to students.  **\*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; and c) name of person(s) who conducted the review, their role(s), and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit the procedures and evidence of Team chairperson training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by **March 3, 2017**.  Submit a description of the school's internal oversight and tracking system with periodic reviews, along with the name/role of the person designated for oversight by **March 3, 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 **September 18, 2017**. | | | |
| **Progress Report Due Date(s):** | | | |
| 03/03/2017 | 09/18/2017 |  |  |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records demonstrated 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. Interviews demonstrated that IEP Teams consistently review and revise IEPs to address any lack of expected student progress towards the annual goals and in the general curriculum.    A review of student records and interviews demonstrated that if the charter school and parent agree to make changes to a student's IEP between annual IEP meetings, the IEP Team is reconvened to amend the IEP. Parents are advised that they may request a complete copy of the amended IEP. |

| **SE Criterion # 18A - IEP development and content** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records and staff interviews demonstrated that upon determining that the student is eligible for special education, IEP Teams develop an IEP, addressing all elements of the current IEP format provided by the Department of Elementary and Secondary Education. Staff interviews demonstrated that the IEP is not changed outside of the Team meeting.  A review of student records demonstrated that although IEP Teams address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing for students whose disability affects social skills development and students whose disability makes him or her vulnerable to bullying, harassment or teasing, IEP Teams do not specifically address the skills and proficiencies for students identified with a disability on the autism spectrum. | | | |
| **Department Order of Corrective Action:** | | | |
| Revise the charter school's procedures for ensuring that whenever an evaluation indicates that a student has a disability on the autism spectrum (ASD), IEP Teams must consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing in the IEP. Provide training to Team chairpersons on these procedures. For information on the requirements for students on the autism spectrum, please refer to the Technical Assistance Advisory SPED 2011-2: Bullying Prevention and Intervention at <http://www.doe.mass.edu/sped/advisories/11_2ta.html>.  For those students whose records were identified by the Department, reconvene the IEP Teams to consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing for students with ASD.  Develop an internal oversight and tracking system to ensure that IEP Teams consider and specifically address bullying, harassing, and teasing for students identified with a disability on the autism spectrum. The oversight system should include periodic reviews by the Director of Special Education to ensure ongoing compliance.    Develop a report of the results of an internal review of student records, in which students with ASD had IEP development subsequent to implementation of all corrective actions, to ensure that bullying prevention and intervention is considered and specifically addressed by IEP Teams.  **\*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; and c) name of person(s) who conducted the review, their role(s), and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit the procedures and evidence of Team chairperson training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by **March 3, 2017**.  For those student records identified by the Department, submit copies of the signed attendance sheet (N3A) from the reconvened Team meeting and copies of the IEP by **March 3, 2017**.  Submit a description of the school's internal oversight and tracking system with periodic reviews, along with the name/role of the person designated for oversight by **March 3, 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 **September 18, 2017**. | | | |
| **Progress Report Due Date(s):** | | | |
| 03/03/2017 | 09/18/2017 |  |  |

| **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 demonstrated 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, types of service providers and location where services are to be provided.  A review of student records and staff interviews demonstrated 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:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews demonstrated that whenever the charter school proposes an evaluation to determine eligibility for special education, an IEP or amendment, a placement, or other action, the charter school uses the Department’s Notice of Proposed School District Action (N1) and Notice of School District Refusal to Act (N2). A review of student records demonstrated that notices consistently contain narratives of the school's proposed actions and include:  1. a description of the action the charter school proposed to take;  2. a description of why the charter school took the action;  3. a description of any other options that the charter school considered and the reasons why those options were rejected;  4. a description of each evaluation procedure, test, record, or report used as a basis for the proposed action;  5. a description of any other factors relevant to the charter school’s decision; and  6. a description of what steps, if any, the charter school proposed to take. |

| **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 # 27 - Content of Team meeting notice to parents** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records demonstrated that the charter school consistently ensures that parent notices of any Team meeting state the purpose, time, and location of the meeting as well as who will be in attendance. |

| **SE Criterion # 40 - Instructional grouping requirements for students aged five and older** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and staff interviews demonstrated that the charter school's instructional groups do not exceed staff to student ratios for students scheduled outside of the general education classroom 60% or less of their school programs. |

| **SE Criterion # 52 - Appropriate certifications/licenses or other credentials -- related service providers** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of related services licensure demonstrated that two (2) school counselors are not appropriately certified, licensed, board-registered or otherwise approved to provide such services by the relevant professional standards board or agency for the profession. | | | |
| **Department Order of Corrective Action:** | | | |
| Ensure that the two (2) school counselors identified by the Department are appropriately licensed or have approved waivers.  Develop an internal oversight and tracking system for the charter school's related service providers to ensure that they are appropriately licensed or waivered. The oversight system should include periodic reviews by the Director of Special Education to ensure ongoing compliance. | | | |
| **Required Elements of Progress Reports:** | | | |
| For the school counselors identified by the Department, submit a copy of each staff person's current license or approved waiver by **March 3, 2017**.  Submit a description of the school's internal oversight and tracking system with periodic reviews, along with the name/role of the person designated for oversight by **March 3, 2017**. | | | |
| **Progress Report Due Date(s):** | | | |
| 03/03/2017 |  |  |  |

| **SE Criterion # 54 - Professional development** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and staff interviews demonstrated that all staff members, including both special education and general education staff, receive annual training on state and federal special education requirements. |