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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****Charter School:** **Edward M. Kennedy Academy for Health Careers** **MCR Onsite Date:** **02/07/2017****Program Area: Special Education** |
|   |  | Mitchell D. Chester, Ed.D.Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW**MID-CYCLE REPORT** |

| **SE Criterion # 1 - Assessments are appropriately selected and interpreted for students referred for evaluation** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that assessments are tailored to evaluate specific areas of educational and related developmental needs for students with suspected areas of intellectual impairment and specific learning disabilities. In addition, student records and staff interviews indicated that for students whose primary language is not English and who have not attained former English language learner status, the school determines language dominance prior to assessing the student’s eligibility for special education, administering assessments in the language and form most likely to yield accurate information, or using an alternate assessment to ensure valid information on what the student knows and can do academically, developmentally and functionally. |

| **SE Criterion # 4 - Reports of assessment results** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that evaluators consistently provide summaries of assessment results that include the procedures employed, the results, diagnostic impressions, and educationally relevant recommendations as required. |

| **SE Criterion # 6 - Determination of transition services** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that transition plans are updated annually; transition plans are individualized and consistently address post-high school goals. |

| **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 indicates that the charter school consistently obtains consent from students with sole or shared decision-making rights, upon reaching the age of 18, to continue the student's special education program. |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that signed meeting attendance sheets (N3A) are consistently documented in records. |

| **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.A review of student records indicated that when a student's eligibility terminates because the student has graduated, the charter school consistently 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 post-secondary goals. |

| **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 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 staff interviews also indicated 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:** |
| 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, including Present Levels of Educational Performance A (PLEP) A for support in the general curriculum and Present Levels of Educational Performance B (PLEP) B for general considerations in non-academic areas. Staff interviews indicated that the IEP is not changed outside of the Team meeting.A review of student records 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, when the student's disability makes him or her vulnerable to bullying, harassment or teasing, and for students identified with a disability on the autism spectrum. Record review indicated that IEP Teams document their considerations of the skills and proficiencies needed by students in the school's Notice of Proposed School District Action (N1), as well as in the PLEP B and the Additional Information sections of the IEP. |

| **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. Record review 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 also indicated that parents receive detailed 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 school and a statement of the major goal areas associated with these services. Records demonstrated that the charter school consistently sends two copies of the proposed IEP and placement within two calendar weeks of the Team meeting. |

| **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 at the beginning of each school year, the charter school has an IEP in effect for each eligible student within its jurisdiction. |

| **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 the school's proposed action; 2) any other options that the school considered and the reasons why those options were rejected; 3) the evaluation procedure, test, record, or report used as the basis of the decision; and 4) other factors relevant to the school's decisions. |
| **Department Order of Corrective Action:** |
| Conduct 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 tracking system should include oversight and periodic reviews by an administrator to ensure ongoing compliance. Develop a report of the results of an internal review of student records, in which IEP development occurred subsequent to implementation of all corrective actions, to ensure that N1s 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; c) name of person(s) who conducted the review, their role(s), and signature(s).** |
| **Required Elements of Progress Reports:** |
| Submit evidence of training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by **June 2, 2017**.Submit a description of the internal oversight and tracking system, along with the name and role of the person designated for oversight by **June 2, 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 **October 20, 2017**. |
| **Progress Report Due Date(s):** |
| **06/02/2017** | **10/20/2017** |  |  |

| **SE Criterion # 25 - Parental consent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that the charter school consistently obtains consent to services proposed on a student´s IEP before providing such services. In addition, the school documents multiple attempts using a variety of methods to secure parent consent. |

| **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 determined that Team meeting notices (N3) consistently document who will be in attendance at the proposed Team meeting. |