|  |  |  |
| --- | --- | --- |
|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **Charter School:** **Prospect Hill Academy Charter School**  **MCR Onsite Dates:** **01/09/2017; 01/17/2017**  **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** | | | |
| --- | --- | --- | --- |
| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that students 14 or older are consistently invited and encouraged to attend Team meetings at which transition services will be discussed, and the student's name is documented on the Team Meeting Attendance Sheet (N3A). While the Transition Planning Form (TPF) consistently reflects the vision of the student who is 14 or over, the TPF does not consistently include disability related needs and desired outcomes for adult living, post-secondary, and working environments. Specifically, the disability related needs section refers only to topics such as graduation requirements (e.g. SAT preparation courses that all students take) and the section regarding post-secondary needs only lists IEP services. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop 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 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 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 that 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, their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit the procedures and evidence of training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by **June 9, 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 **June 9, 2017**.  Submit a description of the school's internal oversight and tracking system, along with the name/role of the person designated for oversight by **June 9, 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 **November 10, 2017**. | | | |
| **Progress Report Due Date(s):** | | | |
| 06/09/2017 | 11/10/2017 |  |  |

| **SE Criterion # 7 - Transfer of parental rights at age of majority and student participation and consent at the age of majority** | | | |
| --- | --- | --- | --- |
| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records and staff interviews indicated that, one year prior to the student reaching age 18, the charter school does not consistently inform students and their parent/guardian of the rights that will transfer from the parent/guardian to the student upon the student's 18th birthday.  Record review also indicated that the charter school does not consistently obtain 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:** | | | |
| Develop procedures for notifying students and their parents/guardians of the transfer of rights that will occur at the age of majority and obtaining the consent of the student with sole or shared decision-making rights to continue the special education program upon turning 18. Please see <http://www.doe.mass.edu/sped/advisories/11_1.html> for guidance on implementing these requirements. Provide training to all responsible personnel on these procedures.  Develop an internal oversight and tracking system for ensuring that the charter school is following the requirements for the transfer of parental rights at the age of majority and student participation and consent at the age of majority. 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 records of students who are 17 subsequent to implementation of all corrective actions to ensure that the charter school has informed students and their parent/guardians at least one year before the student turns 18 of the rights that will transfer from the parent/guardian to the student upon the student's 18th birthday.  Develop a report of the results of an internal review of records of students who have turned 18 subsequent to implementation of all corrective actions to ensure that the charter school has obtained the adult student's consent to continue the special education program when he or she has sole or shared educational decision-making rights.  **\*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, their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit the procedures and evidence of training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by **June 9, 2017**.  Submit a description of the internal oversight and tracking system, along with the name and role of the designated person by **June 9, 2017**.  Submit the results of the internal reviews of student records and include the following for each review:  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 **November 10, 2017**. | | | |
| **Progress Report Due Date(s):** | | | |
| 06/09/2017 | 11/10/2017 |  |  |

| **SE Criterion # 8 - IEP Team composition and attendance** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of records and staff interviews indicated that students 14 or older are invited and encouraged to attend Team meetings at which transition services will be discussed. |

| **SE Criterion # 12 - Frequency of re-evaluation** | | | |
| --- | --- | --- | --- |
| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that although the charter school conducts a re-evaluation at least once every three years, unless the charter school and parent agree it is unnecessary, re-evaluation procedures are not consistently implemented in all cases where it is suspected that a student is no longer eligible for special education. Specifically, students are found ineligible for special education without conducting an evaluation and subsequently put on 504 Accommodation Plans. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures to ensure that re-evaluation procedures are consistently implemented in all cases where it is suspected that a student is no longer eligible for special education, except in cases where the student has graduated from secondary school or exceeded the age of eligibility. Please see <http://www.doe.mass.edu/sped/advisories/01_4.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, conduct the re-evaluations and reconvene the Teams to determine the students' eligibility for special education.  Develop an internal oversight and tracking system to ensure that a re-evaluation is conducted in all cases where it is suspected that a student is no longer eligible for special education. 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 records of students who were found not eligible for special education subsequent to implementation of all corrective actions to ensure that a re-evaluation was conducted to determine eligibility before terminating special education services.  **\*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 staff training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by **June 9, 2017**.  For those student records identified by the Department, submit copies of the signed consent form (N1A), assessment summaries, meeting invitation (N3), attendance sheet (N3A) from the reconvened Team meeting, and the subsequent Notice of Proposed School District Action (N1) describing the Team's actions by **June 9, 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 **June 9, 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 **November 10, 2017**. | | | |
| **Progress Report Due Date(s):** | | | |
| 06/09/2017 | 11/10/2017 |  |  |

| **SE Criterion # 13 - Progress Reports and content** |
| --- |
| **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 toward IEP goals.  A review of student records and staff interviews demonstrated 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. |

| **SE Criterion # 18A - IEP development and content** |
| --- |
| **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 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 Additional Information and, when relevant, goals sections of the IEP. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
| --- |
| **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, 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** | | | |
| --- | --- | --- | --- |
| **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 include the following:  1) a description of any other options that the district considered and the reasons why those options were rejected; and  2) a description of any other factors relevant to the district's decision. | | | |
| **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 records of students with IEP development 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 9, 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 9, 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 **November 10, 2017**. | | | |
| **Progress Report Due Date(s):** | | | |
| 06/09/2017 | 11/10/2017 |  |  |

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

| **SE Criterion # 29 - Communications are in English and primary language of home** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of records and staff interviews indicated that when a family's primary language of the home is other than English as documented on the Home Language Survey, the charter school ensures that all special education documents, such as progress reports, IEPs, notices, and assessment summaries are translated. The school requires that special education staff update this information at the beginning of each school year to ensure that the parent's preferences are current. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Onsite observations and staff interviews indicated that, at the Prospect Hill Academy Early Childhood Campus (K-3), the Upper Elementary Campus (grades 4-6), the Upper School Campus (grades 7-10), and the Collegiate Institute (grades 11-12), all special education facilities and classrooms are at least equal in all physical respects to the average standards of general education facilities and classrooms, and all are adequate in size for the number of students and groups provided with services at a given time.  At the Early Childhood Campus, there is a maximum of four (4) students per group when instructional services are scheduled concurrently in the tutorial room, which significantly reduces visual and auditory distractions. At the Upper Elementary School and the Upper School Campuses, tutorial spaces are used for both special and general education students and are situated in corridors with general education classrooms; therefore, students with disabilities are not isolated from the life of the school. The Collegiate Institute’s tutorial space is limited to a maximum of four (4) students receiving support at any given time. This room’s size is adequate for the number of students and consequently does not lead to auditory and visual distractions. |