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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **Charter School:** **Dudley Street Neighborhood Charter School**  **MCR Onsite Dates:** **01/18/2018 - 01/19/2018**  **Program Area: Special Education** |
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| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **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 and an administrative staff interview indicated that when a student suspected of having a specific learning disability is evaluated, IEP Teams do not consistently complete the 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).  In addition, student records and staff interviews indicated that IEP Teams do not create a written determination (mandated form 28M/10) as to whether or not the student 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. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures for ensuring that IEP Teams complete all four components used to determine a specific learning disability and develop the written determination (mandated form 28M/10) as to whether or not the student has a specific learning disability to be signed by all Team members. Please see <http://www.doe.mass.edu/sped/iep/sld/default.html> for guidance on implementing these requirements. Provide training to special education staff on these procedures.  Develop an internal oversight and tracking system for ensuring that all required elements of the specific learning disability eligibility process are 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 student records, with eligibility determinations for students suspected of a specific learning disability subsequent to implementation of all corrective actions, to ensure that all required elements 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 evidence of staff training, including the name of the presenter, agenda and signed attendance sheet with staff name, role and signature by **May 21, 2018**.  Submit a description of the charter school's internal oversight and tracking system by  **May 21, 2018**.  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 **October 19, 2018**. | | | |
| **Progress Report Due Date(s):** | | | |
| 05/21/2018 | 10/19/2018 |  |  |

| **SE Criterion # 12 - Frequency of re-evaluation** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that the charter school does not consistently conduct re-evaluations every three years. A review of student records and an administrative staff interview also demonstrated that the parent and the school had not agreed that the re-evaluations were unnecessary. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures to ensure that a re-evaluation is conducted within three years, unless the parent and school agree that it is unnecessary. Provide training to special education staff on these procedures.  For those students who have not yet had a three-year re-evaluation, provide the parent with a consent to evaluate form, complete the consented-to assessments, and convene a Team meeting within 45 working school days of receipt of parental consent to conduct a full re-evaluation. Alternatively, document the school's and parent's agreement that the re-evaluation is unnecessary.  Develop an internal oversight and tracking system to ensure that a re-evaluation is conducted within three years or the school documents its agreement with the parent that the re-evaluation was unnecessary. 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 re-evaluations conducted subsequent to implementation of all corrective actions, to ensure that full re-evaluations are conducted within three years.  **\*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 evidence of staff training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by **May 21, 2018**.  For those students identified by the Department, submit a copy of the signed consent form (N1A), completed assessments, Meeting Invitation (N3), signed Attendance Sheet (N3A), the Notice of Proposed School District Action (N1), and the revised IEP or the documented agreement between the school and parent that the re-evaluation is unnecessary by  **May 21, 2018**.  Submit a description of the charter school's internal oversight and tracking system by  **May 21, 2018**.  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 **October 19, 2108**. | | | |
| **Progress Report Due Date(s):** | | | |
| 05/21/2018 | 10/19/2018 |  |  |

| **SE Criterion # 13 - Progress Reports and content** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records and an administrative staff interview indicated that for kindergarten students, the charter school does not consistently provide reports on student progress towards reaching the goals set in IEPs at least as often as parents are informed of the progress of non-disabled students.  Dudley Street Neighborhood Charter School serves students in pre-kindergarten through grade five only and, therefore, does not have any students whose eligibility terminated because the student graduated from secondary school or exceeded the age of eligibility. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures for ensuring that reports on student progress towards reaching IEP goals are provided to parents of kindergarten students at least as often as the progress of non-disabled students. Provide training to special education staff on these procedures.  Develop an internal oversight and tracking system to ensure that progress reports for kindergarten students are issued at the same frequency as progress reporting for parents of non-disabled students. 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 kindergarten student records, with progress reporting subsequent to implementation of all corrective actions, to ensure that reports on student progress towards reaching the goals set in IEPs are provided at least as often as the progress of non-disabled 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 evidence of staff training, including name of presenter, agenda and signed attendance sheet with staff name, role and signature by **May 21, 2018**.  Submit a description of the charter school's internal oversight and tracking system by  **May 21, 2018**.  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 **October 19, 2018**. | | | |
| **Progress Report Due Date(s):** | | | |
| 05/21/2018 | 10/19/2018 |  |  |

| **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. An administrative staff interview also indicated that when the charter school and parent agree to make changes to a student's IEP, the Team reconvenes and the parent is 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 consistently 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 to ensure that annual meetings are held, on or before the anniversary date of the IEP, 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 special education staff on these procedures.  For those students whose records were identified by the Department, reconvene the IEP Teams 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.  Develop an internal oversight and tracking system to ensure that annual meetings are held on or before the anniversary date of the IEP. This 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 annual meetings conducted subsequent to implementation of all corrective actions, to ensure that Team meetings are held on or before the anniversary date 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 evidence of staff training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by **May 21, 2018**.  For those student records identified by the Department, submit a copy of the Meeting Invitation (N3), signed Attendance Sheet (N3A), the Notice of Proposed School District Action (N1), and the revised IEP by **May 21, 2018**.  Submit a description of the charter school's internal oversight and tracking system by  **May 21, 2018**.  Submit the results of the internal reviews 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 19, 2018**. | | | |
| **Progress Report Due Date(s):** | | | |
| 05/21/2018 | 10/19/2018 |  |  |

| **SE Criterion # 15 - Outreach by the School District (Student Find)** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and an administrative staff interview indicated that the charter school has established a method of outreach to inform parents or guardians of the referral process for special education eligibility; specifically, the school has published details regarding this process in its 2017-2018 student and family handbook. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and an administrative staff interview indicated that upon determining that a 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. An administrative staff interview indicated that the IEP is not changed outside of the Team meeting.  Additionally, a review of student records 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. A review of student records also indicated that IEP Teams document their considerations of the skills and proficiencies needed by students in the meeting summary notes, as well as the Present Levels of Educational Performance (PLEP) B, goals/benchmarks, and in the Additional Information sections of the IEP. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records 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 indicated that placements are based on the IEP, including the types of related services, service providers, and settings. A review of student records and an administrative staff interview also indicated that, following the development of the IEP, the school consistently provides a Team meeting summary which includes a completed IEP service delivery grid describing the types and amounts of special education and related services proposed by the Team and a statement of the major goal areas associated with these services.  However, the school does not consistently provide the parent with two (2) copies of the proposed IEP and proposed placement, along with the required notice, within two calendar weeks of the IEP meeting. Record review demonstrated that at the time of the onsite review, several IEPs were still in draft form following IEP Team meetings held in early December 2017. | | | |
| **Department Order of Corrective Action:** | | | |
| Review those records in which a Team meeting was held in the 2017-2018 school year and the school did not provide the proposed IEP and placement, along with the required notice, to parents within two calendar weeks when a summary is provided or within 3-5 days if a summary is not provided at the conclusion of the meeting. 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 charter school will take to remedy the non-compliance and a timeline for implementation of those corrective actions.  For those students identified by the Department, provide the parent with two (2) copies of the proposed IEP and proposed placement, along with the required notice.  Develop a report of the results of an internal review of student records, with meetings conducted subsequent to implementation of all corrective actions, to ensure the proposal of the IEP and the placement occurs within ten school working days.  **\*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 charter school's proposed corrective actions, the timeline for implementation, and the person(s) responsible by **May 21, 2018**.  For those student records identified by the Department, submit the proposed IEP and placement, along with the Notice of Proposed School District Action (N1) issued with the IEP, by **May 21, 2018**.  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 **October 19, 2018**. | | | |
| **Progress Report Due Date(s):** | | | |
| 05/21/2018 | 10/19/2018 |  |  |

| **SE Criterion # 20 - Least restrictive program selected** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that IEP Teams do not consistently state why removal from the general education classroom is considered critical to the student's program and the basis for the conclusion that education in the least restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures to ensure that IEP Teams consistently state why removal from the general education classroom is considered critical to the student's program and the basis for the conclusion that education in the least restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. Provide training to special education staff on these procedures.  Develop an internal oversight and tracking system to ensure that IEP Teams consistently state why removal from the general education classroom is considered critical to the student's program and the basis for the conclusion that education in the least restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. This 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 conducted subsequent to implementation of all corrective actions, to ensure that the IEP indicates why removal from the general education classroom is considered critical to the student's program and the basis for its conclusion that education in the least restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily.  **\*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 evidence of staff training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by **May 21, 2018**.  Submit a description of the charter school's internal oversight and tracking system by  **May 21, 2018**.  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 **October 19, 2018**. | | | |
| **Progress Report Due Date(s):** | | | |
| 05/21/2018 | 10/19/2018 |  |  |

| **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 indicated 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) or Notice of School District Refusal to Act (N2). A review of student records indicates 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 next 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 # 32 - Parent advisory council for special education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents indicated that the charter school has an approved Special Education Parent Advisory Council waiver (#16-0151) issued by the Department through the 2018-2019 school year. |