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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **Charter School:** **Boston Collegiate Charter School**  **MCR Onsite Dates:** **03/28/2018 - 03/29/2018**  **Program Area: Special Education** |
|  |  | Jeffrey C. Riley  Commissioner of Elementary and Secondary Education |
| 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 indicated that when a student suspected of having a specific learning disability (SLD) is evaluated, the charter school consistently completes two of the four components used to determine a specific learning disability: Historic Review and Educational Assessment (SLD 1); and Area of Concern and Evaluation Method (SLD 2). However, Exclusionary Factors (SLD 3) and the Observation component (SLD 4) are not consistently completed. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures for ensuring that IEP Teams complete all four components used to determine a specific learning disability (SLD). 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. Please note that the four components must be completed prior to the IEP Team meeting.  Develop an internal oversight and tracking system for ensuring that all required elements of the SLD eligibility process are completed. The tracking 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 SLD are completed.  **\*Please note when conducting internal monitoring the charter 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:** | | | |
| Submit the procedures and evidence of staff training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by **October 12, 2018**.  Submit a description of the internal oversight and tracking system by **October 12, 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 **January 18, 2019**. | | | |
| **Progress Report Due Date(s):** | | | |
| 10/12/2018 | 01/18/2019 |  |  |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records and staff interviews demonstrated that when an evaluation indicates that a student has a disability on the autism spectrum (ASD), the IEP Team does not consistently consider and address the following:  1) the needs resulting from the student's unusual responses to sensory experiences;  2) the needs resulting from engagement in repetitive activities and stereotyped movements; and  3) the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder. | | | |
| **Department Order of Corrective Action:** | | | |
| Revise the school's procedures for ensuring that whenever an evaluation indicates that a student has a disability on the autism spectrum, IEP Teams consider and address the seven areas related to autism spectrum disorder (ASD). Please see Technical Assistance Advisory SPED 2007-1: Autism Spectrum Disorder at http://www.doe.mass.edu/sped/advisories/07\_1ta.html for guidance on implementing these requirements. 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 and address the special requirements for students on the autism spectrum.  Develop an internal oversight and tracking system to ensure that IEP Teams address and document consideration of the special requirements for students identified with ASD. The tracking 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 ASD students who had IEP development subsequent to implementation of all corrective actions, to ensure that the seven areas of need are being considered and addressed by IEP Teams.  **\*Please note when conducting internal monitoring the charter 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:** | | | |
| Submit the procedures and evidence of staff training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by **October 12, 2018**.  For those student records identified by the Department, submit a copy of the Team Meeting Attendance Sheet (N3A), Notice of Proposed School District Action (N1), and the IEP, indicating that the IEP Teams have reconvened by **October 12, 2018**.  Submit a description of the internal oversight and tracking system by **October 12, 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 **January 18, 2019**. | | | |
| **Progress Report Due Date(s):** | | | |
| 10/12/2018 | 01/18/2019 |  |  |

| **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 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. In addition, student records indicated that the student's choice to share or delegate decision-making is not consistently documented or witnessed by representatives of the school. | | | |
| **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, appropriately documenting the student's decision to share or delegate decision-making rights, 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.  For those students whose records were identified by the Department, provide notification to the student and parent/guardian of the transfer of rights that occurred or will occur upon the student's 18th birthday and document as applicable the student's decision to share or delegate those rights. For students who are 18+ with sole or shared decision-making, obtain the student's consent to continue his or her special education program.  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, with students who turned 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 second report of the results of an internal review of records, with students who turned 18 subsequent to implementation of all corrective actions, to ensure that the charter school has, where applicable, documented the student's choice to share or delegate decision-making rights and obtained the 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 charter 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:** | | | |
| Submit the procedures and evidence of staff training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by **October 12, 2018.**  For those student records identified by the Department, submit documentation demonstrating that the student and parent/guardian have been informed of the transfer of decision-making rights, the student's choice to share or delegate has been documented, and the adult student's consent has been obtained on the current IEP by **October 12, 2018.**  Submit a description of the internal oversight and tracking system by **October 12, 2018**.  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 **January 18, 2019**. | | | |
| **Progress Report Due Date(s):** | | | |
| 10/12/2018 | 01/18/2019 |  |  |

| **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 a full re-evaluation every three years. Student record review 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 full 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.  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 tracking 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 charter 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:** | | | |
| Submit the procedures and evidence of staff training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by **October 12, 2018**.  Submit a description of the internal oversight and tracking system by **October 12, 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 **January 18, 2019.** | | | |
| **Progress Report Due Date(s):** | | | |
| 10/12/2018 | 01/18/2019 |  |  |

| **SE Criterion # 13 - Progress Reports and content** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that the charter school provides parents with detailed written information on the student's progress towards annual goals in the IEP as often as parents are informed of the progress of non-disabled students. Special education teachers and related service providers develop progress reports based on classroom and assessment data, and the reports are reviewed for completeness prior to being sent to the parent.  A review of student records and staff interviews indicated that when a student's eligibility terminates because the student has graduated from secondary school or exceeded the age of eligibility, the student meets with his or her liaison to review academic progress and transition plans. Although the student is presented with a binder containing his or her most recent evaluation reports, IEP, and progress reports, the charter school does not provide the student with a summary of 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 for providing a summary of academic achievement and functional performance for students who have graduated or exceeded the age of eligibility. Please see http://www.doe.mass.edu/sped/IDEA2004/spr\_meetings/eval\_exitsummary.pdf for guidance on implementing these requirements. Provide training to high school special education staff on these procedures.  Develop an internal oversight and tracking system for ensuring 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. The tracking 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 students who graduated or exceeded the age of eligibility subsequent to implementation of all corrective actions, to ensure that students receive a summary of his or her academic achievement and functional performance upon exiting school.  **\*Please note when conducting internal monitoring the charter 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:** | | | |
| Submit the procedures and evidence of staff training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by **October 12, 2018**.  Submit a description of the internal oversight and tracking system by **October 12, 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 **January 18, 2019**. | | | |
| **Progress Report Due Date(s):** | | | |
| 10/12/2018 | 01/18/2019 |  |  |

| **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 IEP Teams review and revise the IEP to address any lack of expected progress towards the annual goals and in the general curriculum. A review of student records and staff interviews indicated that when the IEP is amended between annual IEP meetings, the school and parent(s)/guardian agree to make changes to the student's IEP, documented in writing, without convening a meeting of the Team. Parents are advised that they may request a complete copy of the amended IEP.  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.  Develop an internal oversight and tracking system to ensure that annual meetings are held on or before the anniversary date of the IEP. The tracking 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 charter 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:** | | | |
| Submit the procedures and evidence of staff training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by **October 12, 2018**.  Submit a description of the internal oversight and tracking system by **October 12, 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 **January 18, 2019**. | | | |
| **Progress Report Due Date(s):** | | | |
| 10/12/2018 | 01/18/2019 |  |  |

| **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. Specifically, IEPs consistently contain appropriately developed goals and objectives for direct services provided by licensed special education teachers. IEPs also identify transition and other age-specific considerations in Present Levels of Educational Performance (PLEP) B, while goals and benchmark/objectives address the student’s identified need. Additionally, IEP service delivery grids accurately reflect the student’s services, service providers, and settings. An administrative staff interview indicated that the IEP is not changed outside of the Team meeting.    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:** |
| Implemented |
| **Basis for Findings:** |
| Staff interviews and a review of student records and schedules indicated that placements selected by IEP Teams accurately reflect the services and settings represented on IEP service delivery grids. A review of the service delivery grids for students enrolled in the special education math, English, and science classes demonstrated that each student is placed in the setting designated by his or her program needs. |

| **SE Criterion # 19 - Extended evaluation** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Staff interviews indicated that IEP Teams use the extended evaluation process when the IEP Team finds a student eligible for special education and the evaluation information is insufficient to develop a full or partial IEP.  At the time of the Mid-Cycle Review, the charter school did not have any current records with extended evaluations. |

| **SE Criterion # 20 - Least restrictive program selected** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that for students in more restrictive settings, IEP Teams consistently state why the removal from the general education classroom is 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. |

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

| **SE Criterion # 34 - Continuum of alternative services and placements** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Staff interviews and a review of student records and documents indicated that the charter school provides a continuum of special education programs and services to meet the needs of its population of students with disabilities, including co-taught classes; resource rooms; substantially separate classes exclusively for students on IEPs who require specialized instruction in math, English, and science; and a flexible intervention block for both general education and special education students. In addition to the school's fifteen special education teachers, paraprofessionals provide support as required by a student's IEP within both general and special education classes. Pull-out services are provided for direct reading instruction, counseling, speech and language therapy, and occupational therapy. |

| **SE Criterion # 48 - Equal opportunity to participate in educational, nonacademic, extracurricular and ancillary programs, as well as participation in regular education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and staff interviews indicated that all special education students are provided with opportunities to participate in educational, nonacademic, and extracurricular programs as well as regular education. Every student is scheduled for a daily period of art or physical education and is assigned to a general education homeroom for daily advisory and lunch. In addition, all Boston Collegiate Charter School students, including students with disabilities, complete at least two years of French or Spanish. |

| **SE Criterion # 51 - Appropriate special education teacher licensure** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and staff interviews indicated that all fifteen individuals who design and/or provide direct special education services described in IEPs are either licensed special education teachers or have a qualified teacher who provides direct supervision. Supervision by the Director of Student Support is documented in the Indirect Services to School Personnel and Parents section (grid A) of the IEP Service Delivery page for each student receiving services from an unqualified teacher. |

| **SE Criterion # 53 - Use of paraprofessionals** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that paraprofessionals do not design instruction for students with disabilities. Special education teachers design the instruction and determine if students are making appropriate progress, and paraprofessionals implement the instruction under the teacher's supervision. |

| **SE Criterion # 56 - Special education programs and services are evaluated** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and staff interviews indicated that the charter school completed an evaluation of its special education programs and services in November 2016. The evaluation compared outcome data for students with and without disabilities, including MCAS/PARCC scores, retention rates, and access to general education and elective courses. As a result of the evaluation, the charter school added a science intervention block focused on 5th and 8th grade special education students. In 2017-2018, math focus groups were added for all special education students. During the 2018-2019 school year, interventions will focus on reducing the disproportionate retention rate of special education students. |