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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **Charter School:** **Roxbury Preparatory Charter School**  **MCR Onsite Dates:** **12/05/2017 - 12/06/2017**  **Program Area: Special Education** |
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| 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 interviews indicated that for students who are English learners (ELs), evaluations are provided and administered in the language and form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally. Record review and interviews demonstrated that the charter school has procedures to determine a student's dominant language and conveys information about the student's language needs to contracted evaluators so they can conduct testing in the student's native language or seek alternative methods to assess the student. |

| **SE Criterion # 2 - Required and optional assessments** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that the charter school does not consistently complete 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 specific abilities in relation to the Massachusetts Curriculum Frameworks, the general education curriculum, attention skills, participation behaviors, communication skills, memory, and social relations with groups, peers and adults are not always conducted. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures for ensuring that educational assessments, which include a history of the student's educational progress in the general curriculum and a teacher's assessment of the student's specific abilities, are completed. Please see <http://www.doe.mass.edu/sped/28mr/> for the Department's recommended templates for the educational assessments. Provide training to relevant general and special education staff on these procedures.  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 an internal oversight and tracking system for ensuring that all required assessments, specifically the educational assessments, 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 with an initial evaluation or re-evaluation subsequent to implementation of all corrective actions, to ensure that all required assessments 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, along with evidence of staff training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by  **April 6, 2018**.  For those student records identified by the Department, submit copies of the Team meeting invitation (N3), signed attendance sheet (N3A), the completed assessments, Notice of Proposed School District Action (N1), and any revised or amended pages from student IEPs by **April 6, 2018**.  Submit a description of the internal oversight and tracking system by **April 6, 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 **June 22, 2018**. | | | |
| **Progress Report Due Date(s):** | | | |
| 04/06/2018 | 06/22/2018 |  |  |

| **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 is evaluated, the charter school does 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 the Observation (SLD 4).  In addition, student records indicated that IEP Teams do not consistently develop the required written eligibility determination for students suspected of a specific learning disability (mandated form 28M/10), indicating whether or not Team members agree with the determination. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures for ensuring that IEP Teams complete all four components used to determine a specific learning disability, and the written determination as to whether or not the student has a specific learning disability is signed by all Team members. Please see <http://www.doe.mass.edu/sped/iep/sld/default.html> for guidance on implementing these requirements. Please note that the four components must be completed prior to the IEP Team meeting. Provide training to Team chairpersons 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 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, along with evidence of Team chairperson training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by  **April 6, 2018**.  Submit a description of the internal oversight and tracking system by **April 6, 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 **June 22, 2018**. | | | |
| **Progress Report Due Date(s):** | | | |
| 04/06/2018 | 06/22/2018 |  |  |

| **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 interviews demonstrated that whenever an evaluation indicates that a student has a disability on the autism spectrum, the IEP Team does not always consider and specifically address 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 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. | | | |
| **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, IEP Teams consider and address the seven areas related to autism spectrum disorder (ASD). Please see <http://www.doe.mass.edu/sped/advisories/07_1ta.html> for guidance on implementing these requirements. Provide training to Team chairpersons 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 in the IEP.  Develop an internal oversight and tracking system to ensure that IEP Teams address and document consideration of the special requirements for students identified with a disability on the autism spectrum. 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, in which students with ASD 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 revised procedures, along with evidence of Team chairperson training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by **April 6, 2018**.  For those student records identified by the Department, submit copies of the Team meeting invitation (N3), signed attendance sheet (N3A), Notice of Proposed School District Action (N1), and the revised IEPs by **April 6, 2018**.  Submit a description of the internal oversight and tracking system by **April 6, 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 **June 22, 2018**. | | | |
| **Progress Report Due Date(s):** | | | |
| 04/06/2018 | 06/22/2018 |  |  |

| **SE Criterion # 6 - Determination of transition services** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records and a staff interview indicated that IEP Teams do not consistently review the Transition Planning Form (TPF) annually and update information on the form and the IEP, as appropriate, for students 14 and older. | | | |
| **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 all responsible personnel on these procedures.  For those students whose records were identified by the Department, reconvene the Teams to update the Transition Planning Forms and IEPs, as needed.  Develop an internal oversight and tracking system to ensure that Transition Planning Forms are appropriately 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 for students aged 14 and older, 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 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, along with evidence of staff training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by  **April 6, 2018**.  For those student records identified by the Department, submit copies of the Team meeting invitation (N3), signed attendance sheet (N3A), Notice of Proposed School District Action (N1), the Transition Planning Form, and relevant pages from the IEP by **April 6, 2018**.  Submit a description of the internal oversight and tracking system by **April 6, 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 **June 22, 2018**. | | | |
| **Progress Report Due Date(s):** | | | |
| 04/06/2018 | 06/22/2018 |  |  |

| **SE Criterion # 9 - Timeline for determination of eligibility and provision of documentation to parent** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated 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 does not consistently determine whether the student is eligible for special education and provide to the parent either a proposed IEP and proposed placement or a written explanation of the finding of no eligibility. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures for ensuring 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 the proposed IEP and placement or a written explanation of the finding of no eligibility (Notice of School District Refusal to Act). Provide training to all responsible personnel on these procedures.  Develop an internal oversight and tracking system to ensure that eligibility determinations are conducted and provision of the proposed IEP and placement or a written explanation of the finding of no eligibility occurs within 45 school working days of receipt of written parental consent. 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 initial evaluations or re-evaluations conducted subsequent to implementation of all corrective actions, to ensure that eligibility determinations are conducted and provision of the proposed IEP and placement or a written explanation of the finding of no eligibility occurs within 45 school working days of receipt of written parental consent.  **\*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, along with evidence of staff training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by  **April 6, 2018**.  Submit a description of the internal oversight and tracking system by **April 6, 2018**.  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 **June 22, 2018**. | | | |
| **Progress Report Due Date(s):** | | | |
| 04/06/2018 | 06/22/2018 |  |  |

| **SE Criterion # 10 - End of school year evaluations** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interviews indicated that the charter school conducts evaluations when consent is received between 30 and 45 working days before the end of the school year. |

| **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 and consistently address progress towards IEP goals.  Roxbury Preparatory Charter School currently serves students in grades five through eleven and therefore does not have any students whose eligibility terminated because the student graduated from secondary school or exceeded the age of eligibility. |

| **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 charter school does not consistently convene an annual meeting 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.    A review of student records indicated that when the charter school and parent agree to make changes to a student's IEP between annual meetings, changes are documented in writing and, upon request, the parent is provided with a revised copy of the IEP with the amendments incorporated. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures for ensuring that IEP Teams consistently convene an annual meeting 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. Provide training to Team chairpersons on these procedures.  Develop an internal oversight and tracking system for ensuring that IEP Teams are convened on or before the anniversary date of the IEP. 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 annual reviews conducted subsequent to implementation of all corrective actions, to ensure that IEP Teams convene an annual meeting 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, along with evidence of Team chairperson training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by  **April 6, 2018**.  Submit a description of the internal oversight and tracking system by **April 6, 2018**.  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 **June 22, 2018**. | | | |
| **Progress Report Due Date(s):** | | | |
| 04/06/2018 | 06/22/2018 |  |  |

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

| **SE Criterion # 18A - IEP development and content** | | | |
| --- | --- | --- | --- |
| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that although IEPs are completed addressing all elements of the most current IEP format provided by the Department of Elementary and Secondary Education, IEP goals and benchmarks at times contain boilerplate language that is not individualized.  A review of student records also indicated that IEP Teams do not consistently consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing for students with autism, for those whose disability affects social skills development, and for students whose disability makes him or her vulnerable to bullying, harassment or teasing. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures to ensure that IEP goals and benchmarks are appropriately individualized for each student as determined by the IEP Team, evaluations, tests, classroom reports, and the student's current performance level. Please see <http://www.doe.mass.edu/sped/cspd/mod1F.html> for guidance on implementing these requirements. Provide training to special education staff on these procedures.  Develop procedures for ensuring that for students identified with a disability on the autism spectrum, whenever the IEP Team evaluation indicates that a student's disability affects social skills development, or when the student's disability makes him or her vulnerable to bullying, harassment, or teasing, IEP Teams consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. Please see <http://www.doe.mass.edu/sped/advisories/11_2ta.html> and <http://www.doe.mass.edu/bullying/considerations-bully.html> for guidance on implementing these requirements. Provide training to Team chairpersons on these procedures.  For those students whose records were identified by the Department for IEP development, reconvene the Team to review the IEP and revise the goals and benchmark/objectives as needed to reflect the individual needs and current performance level of the student.  For those students whose records were identified by the Department for bullying considerations, reconvene the IEP Teams to consider and address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing in the IEP.  Develop an internal oversight and tracking system to ensure that the IEP goals and benchmarks are appropriately developed. The oversight system should include periodic reviews by an administrator to ensure ongoing compliance.  Develop a second internal oversight and tracking system to ensure that IEP Teams address the skills and proficiencies needed for the student to avoid and respond to bullying, harassment, or teasing. 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, in which IEP development occurred subsequent to implementation of all corrective actions, to ensure that IEP goals and benchmarks are appropriately individualized for each student.  Develop a second report of the results of an internal review of records of students with autism, students whose disability affects social skills development, and for those students vulnerable to bullying, harassment, or teasing, with IEPs developed subsequent to implementation of all corrective actions, to ensure that Teams address bullying, harassment, or teasing.  **\*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 both sets of procedures, along with evidence of staff trainings, including name of presenter, agendas, and signed attendance sheet with staff name, role and signature by  **April 6, 2018**.  For both sets of student records identified by the Department, submit copies of the Team meeting invitation (N3), signed attendance sheet (N3A), Notice of Proposed School District Action (N1), and the revised IEP or amendment by **April 6, 2018**.  Submit a description of the internal oversight and tracking systems by **April 6, 2018**.  Submit the results of both 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 **June 22, 2018**. | | | |
| **Progress Report Due Date(s):** | | | |
| 04/06/2018 | 06/22/2018 |  |  |

| **SE Criterion # 21 - School day and school year requirements** | | | |
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| **Rating:** | | | |
| Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records and a staff interview indicated that when IEP Teams determine a student's need for an educational program is longer than the regular school year and document why the longer program is necessary, special education and/or related services for the extended school year are specified in the IEP. | | | |
| **SE Criterion # 22 - IEP implementation and availability** | | | |
| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| See SE 25. | | | |
| **Department Order of Corrective Action:** | | | |
| See SE 25. | | | |
| **Required Elements of Progress Reports:** | | | |
| See SE 25. | | | |
| **Progress Report Due Date(s):** | | | |
| 04/06/2018 | 06/22/2018 |  |  |

| **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 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) or the 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 # 25 - Parental consent** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that when the parent's consent is required and the parent fails to participate, the charter school does not consistently attempt to secure parental consent through multiple attempts using a variety of methods.  Record review also indicated that when the charter school is unable to obtain consent to a placement in a special education program, subsequent to the initial placement, the school does not consider with the parent whether such action will result in a denial of a free appropriate public education (FAPE) to the student. Additionally, the charter school does not seek resolution through the Bureau of Special Education Appeals (BSEA) if it is determined that failure to consent will result in a denial of FAPE. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures to ensure that the charter school obtains parental consent through multiple attempts and a variety of methods, which include written notices sent by certified mail, phone calls and electronic mail (email). Provide training to Team chairpersons on these procedures.  Develop procedures to ensure that when the charter school is unable to obtain consent to a placement in a special education program, subsequent to the initial placement, the charter school seeks resolution with the parent and through the BSEA if such action results in the denial of FAPE. Provide training to all responsible personnel on these procedures.  Develop an internal oversight and tracking system to ensure multiple attempts are made to obtain parental consent to proposed IEPs. The oversight system should include periodic reviews by an administrator to ensure ongoing compliance.  Develop a second internal oversight and tracking system to ensure that the charter school implements procedures to seek resolution with the parent or through the BSEA when the school is unable to obtain consent to a student’s placement in a special education program subsequent to initial placement. 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 IEP development subsequent to implementation of all corrective actions, to ensure that multiple attempts are made to obtain parental consent to the proposed IEP and placement.  Develop a second report of the results of an internal review of records, subsequent to implementation of all corrective actions, to ensure that the school has met with parents to consider whether the lack of parental consent will result in the denial of FAPE to the student or sought resolution through the BSEA.  **\*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 both sets of procedures, along with evidence of staff training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by  **April 6, 2018**.  Submit a description of the internal oversight and tracking systems by **April 6, 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 **June 22, 2018**. | | | |
| **Progress Report Due Date(s):** | | | |
| 04/06/2018 | 06/22/2018 |  |  |

| **SE Criterion # 26 - Parent participation in meetings** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that in cases where neither parent can attend the IEP Team meeting, the charter school uses other methods to ensure parent participation, including individual or conference telephone calls, or video conferencing.  The charter school submitted its special education roster as requested by the Department. |

| **SE Criterion # 27 - Content of Team meeting notice to parents** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records and a staff interview indicated that the Team Meeting Invitation (N3) does not consistently include an Attendance Sheet (N3A) that identifies the Team members who will be in attendance at the proposed IEP meeting. | | | |
| **Department Order of Corrective Action:** | | | |
| Conduct training for Team chairpersons to ensure that all IEP Team Meeting Invitations (N3s) include an Attendance Sheet (N3A) that identifies the Team members who will be in attendance.  Develop an internal oversight and tracking system to ensure that the Team Meeting Invitations include a completed Attendance Sheet. 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, in which IEP development occurred subsequent to implementation of all corrective actions, to ensure that Team Meeting Invitations (N3s) consistently include a completed Attendance Sheet (N3A).  **\*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 evidence of Team chairperson training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by **April 6, 2018**.  Submit a description of the internal oversight and tracking system by **April 6, 2018**.  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 **June 22, 2018**. | | | |
| **Progress Report Due Date(s):** | | | |
| 04/06/2018 | 06/22/2018 |  |  |

| **SE Criterion # 29 - Communications are in English and primary language of home** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interviews indicated that the charter school consistently provides translated documents and interpreters who are familiar with special education programs and services for families whose primary language of the home is other than English. |

| **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 (#17-0014) issued by the Department through the 2018-2019 school year. |

| **SE Criterion # 44 - Procedure for recording suspensions** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records, documents and interviews indicated that the charter school uses an online program to record the number and duration of suspensions from any part of a student's program. Specifically, classroom teachers and administrators maintain a log of discipline offenses, with contextual information for individual students. |

| **SE Criterion # 46 - Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district** | | | |
| --- | --- | --- | --- |
| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that when students with disabilities are suspended beyond 10 consecutive days or for a series of suspensions that are shorter than 10 consecutive days but constitute a pattern, the charter school does not consistently conduct a Manifestation Determination within 10 days of the decision to suspend to review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the charter school’s failure to implement the IEP.  A review of documents and staff interviews indicated that the charter school has procedures for placing students in Interim Alternative Educational Settings (IAES). In addition, the charter school's policies indicated the school's continued obligation to provide educational services, although in another setting, while a student with disabilities is expelled. | | | |
| **Department Order of Corrective Action:** | | | |
| Review those student records for the 2017-2018 school year, along with the relevant disciplinary data, in which a student was suspended beyond 10 consecutive days or for a series of suspensions that constituted a pattern, but did not have a Manifestation Determination. 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 whose records were identified by the Department, convene the Team to conduct a Manifestation Determination to review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the charter school’s failure to implement the IEP.  Develop a report of the results of an internal review of student records, in which students were suspended beyond 10 consecutive days or for a series of suspensions that constitute a pattern subsequent to implementation of all corrective actions, to ensure that the charter school consistently conducts a Manifestation Determination within 10 days of the decision to suspend to determine whether the behavior was caused by or had a direct and substantial relationship to the disability.  **\*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 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 **April 6, 2018**.  For those student records identified by the Department, submit copies of the Team meeting invitation (N3), signed attendance sheet (N3A), Notice of Proposed School District Action (N1), and Manifestation Determination paperwork by **April 6, 2018**.  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 **June 22, 2018**. | | | |
| **Progress Report Due Date(s):** | | | |
| 04/06/2018 | 06/22/2018 |  |  |

| **SE Criterion # 47 - Procedural requirements applied to students not yet determined to be eligible for special education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and staff interviews indicated that the charter school has procedures for the discipline of students not yet determined to be eligible for special education. The school ensures these procedures are available to staff, students, and families through publication in the student and family handbook, which is distributed annually and posted on the school's website. |

| **SE Criterion # 54 - Professional development** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and an administrative staff interview indicated that contracted related service providers and new employees hired after the start of the school year consistently receive training on special education state and federal laws and regulations and local special education policies and procedures. |

| **SE Criterion # 55 - Special education facilities and classrooms** | | | |
| --- | --- | --- | --- |
| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Onsite observations at Roxbury Preparatory Charter School's Mission Hill campus demonstrated that the room where students with disabilities receive specialized instruction is no longer identified by signs or other means that stigmatize such students.  Observations at Roxbury Preparatory Charter School's Lucy Stone campus demonstrated that the in-school suspension area and the substantially separate classroom are no longer in a combined space. The Dean of Discipline's office and the in-school suspension area have been relocated to a contained room, thereby, addressing confidentiality issues. In addition, the school's substantially separate programming is now situated in two separate classrooms, which has reduced auditory distractions.  However, the two substantially separate classrooms at the Lucy Stone campus, one for 5th/6th grade and one for 7th/8th grade, are the only classrooms located in the school's basement, which does not minimize the separation or stigmatization of eligible students or maximize the inclusion of these students into the life of the school. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop a plan to relocate the special education programming at the Lucy Stone campus to ensure that special education programs are given the same priority as general education programs in the allocation of instructional space in order to minimize the separation or stigmatization of eligible students and to maximize the inclusion of students with disabilities into the life of the school. | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit proposed floor plans for the Lucy Stone campus, identifying how the charter school will relocate the special education programming by **June 22, 2018**.  The Department will conduct an on-site visit to verify the reallocation of instructional space for special education programming at the Lucy Stone campus before **August 31, 2018**. | | | |
| **Progress Report Due Date(s):** | | | |
| 06/22/2018 | 08/31/2018 |  |  |

| **SE Criterion # 56 - Special education programs and services are evaluated** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and an administrative staff interview indicated that special education programs and services are regularly evaluated. The school uses student outcome data, in-depth classroom observation, and participants from other charter schools to assess its special education programming and services. A review of documents indicated that Roxbury Preparatory Charter School has reviewed its special education programming yearly to address changing student needs and developed appropriate professional development for staff. |