



South Carolina Public Charter School District

May 4, 2015

Superintendent

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SCPCSD's mission is to improve learning and increase learning opportunities in South Carolina through the creation of innovative, high quality charter schools. Ultimately, the District strives to assist South Carolina in achieving academic excellence.

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Coastal Leadership Academy
3710 Palmetto Pointe Boulevard
Myrtle Beach, SC 29588

Melinda Tavernier
Principal
Coastal Leadership Academy
3710 Palmetto Pointe Boulevard
Myrtle Beach, SC 29588

Dear Mr. Bradham and Ms. Tavernier:

The South Carolina Public Charter School District (District), as a charter school sponsor, is committed to improving student learning; increasing learning opportunities through innovative, high quality charter schools; and assisting South Carolina in achieving academic excellence. To fulfill its mission and comply with the Charter Schools Act, the District requires schools failing to meet minimum performance standards to comply with corrective and remedial actions, including sanctions short of revocation.

Based on information and evidence reviewed, the District finds that Coastal Leadership Academy (School) has the following deficiencies:

Special Education: Since its opening in 2013, the School has employed five different special education coordinators/teachers for its single caseload and has been without a special education teacher for prolonged periods of time on three separate occasions. This academic year alone, the School has had three different special education coordinators/teachers and was unable to hire a special education teacher (although a long-term substitute was hired) until December. A District site review conducted on February 10, 2015, indicated numerous issues of noncompliance, including, but not limited to, failure to provide services and accommodations/modifications as outlined in individualized education programs (IEPs), failure to conduct progress monitoring and issue progress reports as required to parents/legal guardians, failure to conduct IEP meetings and annual reviews as required, and failure to conduct IEP meetings to discuss the potential denial of a free appropriate public education when services were not provided due to the absence of a special education teacher.

Although the School has made efforts to hire and retain an appropriately credentialed special education coordinator/teacher and hired a long-term substitute for its special education class, its failure to ensure the necessary staffing of special education personnel

to meet the needs of students with disabilities has significantly obstructed the provision of special education services to those students.

Under the District's Performance Framework, the School is held accountable for materially complying with applicable laws, rules, regulations, and provisions of its Charter and Contract relating to the treatment of students with identified disabilities and those suspected of having a disability including, but not limited to identification and referral (Child Find) and appropriately carrying out students' IEPs. The above-described findings of noncompliance are violations of the School's obligations under federal, state, and district regulations and policies as well as its Charter and Contract.

As a result of these deficiencies, the District issues the School this *Letter of Noncompliance*. Within fifteen (15) days of receiving this letter, the School must respond to the corrective action plan (CAP) detailing how and when it will correct the identified areas of concern. The School's plan will be reviewed, and if, accepted, monitored to assure compliance with the plan the School develops and implements.


In order to ensure the CAP is implemented as required, District staff will conduct additional site visits as needed during the school year. It is the School's responsibility to further develop and implement a CAP that will address and resolve deficiencies. In accordance with the School's Charter, Contract with the District, and the Charter Schools Act, the District will hold the School accountable for complying with its Charter and for complying with all laws and regulations from which it is not exempt, including the Individuals with Disabilities Education Act, regardless of whether the School develops and implements the CAP as required.

As you know, the District's Board approved the School's Charter based on the belief that the School could achieve the results promised in its application. The School's noncompliance conflicts with core values espoused by the District: accountability, high expectations, and excellence for students. Should the School fail to remedy the identified noncompliance, the District shall require further corrective action and may impose sanctions.

The District remains hopeful that the School can bring itself into compliance with legal and contractual obligations and fulfill the mission outlined in its Charter for the good of all of the students attending the School. To support you in that process, the District will provide assistance as allowed by the Charter, the Contract, District policy and the Charter Schools Act.

Thank you in advance for your cooperation in this matter. Should you have any questions, please do not hesitate to contact me or Beckie Davis, Director of Special Education, with any questions.

Sincerely,



Dana C. Reed
Assistant Superintendent of Performance Standards

cc: Wayne Brazell, Ph.D., Superintendent, SCPCSD
Don McLaurin, Chair, Board of Trustees, SCPCSD
Robert Compton, Ph.D., Executive Director of Federal Programs and School Safety, SCPCSD
Beckie Davis, Director of Special Education, SCPCSD

Enclosure: Corrective Action Plan

Corrective Action Plan: Coastal Leadership Academy

Submitted by:

Date submitted:

Action Required	Action Response(s)	Anticipated Completion Date	Evidence of Completion	Update
<p>Identify and correct all areas of noncompliance involving the provision of special education and related services.</p>	<p>1a. Hire an outside special education consultant to be paid out of non-IDEA funds to assist the school in correcting all findings of noncompliance that included, but are not limited to the following:</p>	<p>6/1/2015</p>	<p>See items b - q</p>	<p>Outside consultants were hired by 3/10/2015 according to email from school leader and are working with staff to address all issues.</p>
	<p>1b. Develop and implement school-level Policies and Procedures to be approved by the District that include discipline tracking method; transfer identification method; required professional development related to special education, child find, confidentiality requirements, and RtI; and procedural safeguards.</p>	<p>5/1/2015</p>	<p>District-approved Policies and Procedures including Special Education Assurances signed by school leader; successful completion of end of the year CPR process by 6/1/2015</p>	
	<p>1c. Work with the outside special education consultant hired by the school and paid</p>	<p>ongoing</p>	<p>Biweekly reports of progress to District staff and Evidence for 1b – 1q</p>	

	for out of non-IDEA funds to correct all areas of noncompliance including appropriate IEP development.			
	1d. Develop and implement compliant IEPs for all students with disabilities currently enrolled at CLA.	6/1/2015	Biweekly reports of progress and meetings with District staff; quarterly review of randomly-pulled files	
	1e. Hold appropriately-constituted IEP meetings for all students that include a discussion of the possible denial of FAPE that occurred due to the school's failure to provide services consistently as per the IEPs as well as the failure to conduct annual reviews, comparable services meetings, and 30-day IEP meetings in a timely manner.	6/1/2015	Required documentation in Enrich including Meeting Notices, PWNs, IEPs with signatures, and transfer/comparable services plans; denial of FAPE discussions must include uploaded copies of the completed denial of FAPE agendas	
	1f. At the IEP meetings in which a denial of FAPE was determined to have occurred, develop and implement compensatory services plans.	6/1/2015	Compensatory services plans uploaded in Enrich	
	1g. Provide compensatory services as outlined in the compensatory services plans and upon completion, hold IEP meetings to determine whether the compensatory services have been concluded.	8/31/2015	Completed compensatory services plans, progress monitoring data, Meeting Notices, PWNs, and IEPs	

	1h. Develop and implement a system to ensure all timelines (initial evaluations, reevaluations, and annual reviews) are met.	6/1/2015	District-approved P&P (by 5/1/15), reevaluation reports, Meeting Notices, PWNs, and IEPs	
	1i. Develop and implement a method to document the provision of special education and related services as well as accommodations.	6/1/2015	District-approved P&P	
	1j. Develop and implement a method for ensuring that progress toward annual goals is reported to parents at increments specified in IEPs.	6/1/2015	District-approved P&P, Progress Reports in Enrich	
	1k. Develop and implement a method related to transfer students that will ensure that the special education status of all newly and currently enrolled students is verified from the sending district, transfer/comparable services meetings are held within 5 days of enrollment, and 30-day IEPs meetings are held following transfer.	5/1/2015	District-approved P&P; the review 3 folders of transfer students	
	1l. Ensure all special education service providers, including the special education teacher, speech-language therapist, and occupational therapist, are in place, appropriately	5/1/2015	Documentation of credentials and service logs	

	qualified, and providing services per students' IEPs.			
	1m. In conjunction with the denial of FAPE IEP meetings, hold reevaluation review meetings for all students who have continued eligibility or educational needs questions.	6/1/2015	Reevaluation reports, Meeting Notices, PWNs, and IEPs	
	1n. Prior to holding any meetings, have all draft paperwork reviewed by district special education coordinator (DSEC) at least 48 hours prior to the meeting.	On-going	Email notice to DSEC at least 48 hours prior to meetings to ask for review of required paperwork	
	1o. Prior to sending any paperwork to parents, have DSEC review.	On-going	Email notice to DSEC following meetings to ask for review of required paperwork prior to sending to parents.	
	1p. Provide evidence of organized student files containing all required information.	6/1/2015	Successful completion of end of the year CPR	
	1q. Continue to work with the outside special education consultant to demonstrate capacity to sustain the implementation of the CLA charter with regards to special education services and other obligations under IDEA.	On-going	Quarterly review of randomly-pulled files to ensure compliance	