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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **Charter School:** **KIPP Academy Lynn**  **MCR Onsite Dates:** **11/10/2014 - 11/12/2014**  **Program Area: Special Education** |
|  |  | Mitchell D. Chester, Ed.D.  Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **SE Criterion # 2 - Required and optional assessments** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records demonstrated that the school routinely provides educational assessments, including a history of the student's educational progress in the general education curriculum and teacher assessments that address attention skills, participation behaviors, communication skills, memory and social relations with groups, peers and adults. |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** |
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| **Rating:** |
| 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, IEP Teams use a checklist to indicate student verbal and nonverbal communication; social interaction skills and proficiencies; unusual responses to sensory experiences; resistance to environmental change or change in daily routines; engagement in repetitive activities and stereotyped movements; positive behavioral interventions, strategies, and supports; and other needs that impact progress in the general curriculum, including social and emotional development. The information gathered using this checklist is also transferred into the IEP and/or the Notice of Proposed School District Action (N1). Areas of need that are identified during IEP development are addressed as goals and accommodations. |

| **SE Criterion # 4 - Reports of assessment results** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Record review and interviews indicated that the practice of asking parents to sign a document that waives their right to receive assessment summaries two days in advance of the IEP Team meeting has been discontinued. Record review determined that assessment summaries are consistently available at least two days prior to the IEP meeting. |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interviews demonstrated the following regarding IEP Team composition and attendance: 1) the IEP Team chair is always noted on the IEP Team attendance sheet (N3A); 2) general education teachers consistently attend IEP meetings when the student is involved in a general education program; and 3) the school no longer asks parents to waive their rights to the attendance of specific IEP Team members, but rather uses the excusal process as established by regulation.  Interviews with the special education administrator and an IEP Team chairperson indicated that special education staff members who chair annual reviews have the authority to commit school resources. |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records confirmed that when required, progress reports are translated into the home language for parents whose primary language is not English. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records demonstrated that when applicable, the Present Level of Educational Performance B (PLEP B) page of the IEP is consistently developed for students with age-related or language concerns. In addition, Non-Participation Justification statements appropriately describe why the student’s removal from the general education setting is considered critical to the student's program, along with the basis for the Team's conclusion that the student's education in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. |

| **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 interviews indicated that the school completes all consented-to evaluations and the signed consent form accurately reflects the evaluations that were completed. The school attributes continued compliance to training and an improved oversight system, which ensures sufficient time for all consented-to evaluations to be completed. |

| **SE Criterion # 25 - Parental consent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| See SE 24. |

| **SE Criterion # 26 - Parent participation in meetings** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interviews confirmed that the school continues to schedule and re-schedule IEP Team meetings with parents to ensure their attendance, but has discontinued the practice of asking parents to waive their rights to early notification of an IEP Team meeting. |

| **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 school consistently provides interpreters for IEP meetings and documents their participation on the meeting attendance sheet; additionally, translations are consistently documented in student records. |

| **SE Criterion # 32 - Parent advisory council for special education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Interviews confirmed that the school holds an annual workshop on the rights of students and their parents and guardians under state and federal special education laws. Additionally, interviews also confirmed that the PAC is aware of its bylaws and has been involved, through regularly scheduled meetings, in advising the school on matters that pertain to the education and safety of students with disabilities and participating in the planning, development, and evaluation of the school's special education programs. |

| **SE Criterion # 33 - Involvement in the general curriculum** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| See SE 8 and SE 18A. |

| **SE Criterion # 40 - Instructional grouping requirements for students aged five and older** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of instructional groupings and interviews confirmed that all special education instructional groups are within appropriate student-to-staff ratios. |

| **SE Criterion # 51 - Appropriate special education teacher licensure** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review and interviews demonstrated that the school uses licensed special education teachers to provide specialized instruction or has a qualified teacher consult with or provide direct supervision for any teacher who is not qualified but is delivering specialized instruction. |

| **SE Criterion # 56 - Special education programs and services are evaluated** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review and interviews demonstrated that the school regularly evaluates its special education programming and services, using a variety of data such as MCAS scores, achievement and student outcome data, and makes changes in staffing and programming as indicated by the data analysis. |