|  |  |  |
| --- | --- | --- |
|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****Charter School:** **City On A Hill Charter Public School****MCR Onsite Date:** **05/13/2015****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** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records demonstrated that the charter school consistently provides all required assessments consented to by the parent, specifically classroom observations for students suspected of a specific learning disability (SLD), a history of the student's educational progress in the general curriculum, and a teacher assessment of the student's attention skills, participation behaviors, communication skills, memory and social relations with groups, peers and adults. |

| **SE Criterion # 3 - Special requirements for determination of specific learning disability** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records demonstrated that when a student is suspected of having a specific learning disability, IEP Teams consistently use the required components to document the student's disability: Historical Review and Educational Assessment, Area of Concern and Evaluation Method, Exclusionary Factors, and Observation. In addition, IEP Teams consistently create a written determination as to whether or not the student has a specific learning disability, which is signed by all members of the Team. |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records, documents, and an interview with the Special Education Director indicated that whenever an evaluation indicates that a student has a disability on the autism spectrum, IEP Teams consider and specifically address the verbal and nonverbal communication needs of the student; the need to develop social interaction skills and proficiencies; the needs resulting from the student’s unusual responses to sensory experiences; the needs resulting from resistance to environmental change or change in daily routines; the needs resulting from engagement in repetitive activities and stereotyped movements; the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder; and other needs resulting from the student’s disability that impact progress in the general curriculum, including social and emotional development.Information from the Team's consideration is documented in IEP goals and objectives, Notices of Proposed School District Action (N1), and in Team meeting summary notes. |

| **SE Criterion # 7 - Transfer of parental rights at age of majority and student participation and consent at the age of majority** |
| --- |
| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of records and interviews indicated that at least one year in advance of a student's 18th birthday, the charter school notifies students and their parents of the education decision-making rights that transfer from parent/guardian to student upon reaching the age of majority.According to an interview with the Special Education Director, when a student turns age 18, the charter school does not consistently obtain consent from the student to continue his or her current program of special education services. At the time of the mid-cycle review, the charter school did not have any records for students 18 or older whose current IEP was developed before the student turned 18. |
| **Department Order of Corrective Action:** |
| Prior to developing the charter school’s corrective actions, review the Department’s guidance on transfer of parental rights at age of majority at <http://www.doe.mass.edu/sped/advisories/11_1.html>.Conduct training for IEP Team chairpersons and all relevant staff on the requirement that students with shared or sole decision-making sign their current IEPs once they turn 18.Develop an internal system of periodic review to ensure that students with shared or sole decision-making sign their current IEPs upon attainment of the age of majority. The tracking system should include oversight and periodic reviews by the Director of Special Education or their designee to ensure ongoing compliance. Conduct an internal review of records for 5-6 students who are 18 and older to ensure that the student’s consent has been obtained to continue special education services when s/he has sole or shared educational decision-making rights This sample must be drawn from records of students with IEP meetings held subsequent to the completion of the school’s corrective actions.  **\*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request a) List of student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their role(s) and signature(s).** |
| **Required Elements of Progress Reports:** |
| Submit evidence of training of IEP Team chairpersons and relevant staff and include the agenda, training date, signed attendance sheets indicating the title/role of staff and the name and title of the presenter. This progress report is due **November 20, 2015.**Submit a description of the oversight system for periodic review, including the date of the system's implementation and the staff responsible for the oversight. This progress report is due **November 20, 2015.**Submit the results of the internal review of records. Indicate the number of student records reviewed and the number of student records in compliance; for all records not in compliance with this criterion, determine the root cause(s) of the noncompliance and provide the district's plan to remedy the non-compliance. This progress report is due **February 8, 2016.** |
| **Progress Report Due Date(s):** |
| 11/20/2015 | 02/08/2016 |  |  |

| **SE Criterion # 18A - IEP development and content** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interviews indicated that when a student is on the autism spectrum, has a disability that affects social skills development, or a disability that makes them vulnerable to bullying, harassment or teasing, IEP Teams address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing in the student's IEP. The Team's considerations are documented in the Additional Information section of the IEP and reflected in the IEP as goals, accommodations, and services. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interview with the Special Education Director indicated that following the development of the IEP, the charter school consistently provides a Team meeting summary with a completed service delivery grid and the major goal areas associated with these services and sends two (2) copies of the proposed IEP and placement within 10 school working days to the parent. |

| **SE Criterion # 25 - Parental consent** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and an interview with the Special Education Director demonstrated that the district obtains parental consent before conducting evaluations, changing a student's placement, or providing special education services. The charter school has developed tracking procedures and reminders to ensure that consent for each step of the IEP development process is obtained within a reasonable period of time. |

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

| **SE Criterion # 32 - Parent advisory council for special education** |
| --- |
| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of documents and parent and special education staff interviews demonstrated that the charter school does not have an active Special Education Parent Advisory Council (SEPAC). According to interviews and document review, parents have not attended any of the three PAC meetings scheduled during the 2014-2015 school year, including the annual workshop on the rights of students and their parents/guardians under state and federal special education laws. A review of documents and interviews also confirmed that the charter school has not sought a waiver from the Department to meet this requirement in an alternative manner. |
| **Department Order of Corrective Action:** |
| Prior to developing a corrective action, review the Department’s guidance on Special Education Parent Advisory Councils, at <http://www.doe.mass.edu/sped/advisories/2015-1.html>.Following a review of this guidance, develop a detailed plan to establish a parent advisory council that offers membership to all parents of students with disabilities in the charter school, as well as other interested parties, along with by-laws regarding officers and operational procedures; the opportunity to participate in the planning, development and evaluation of the district's special education programs; and events such as the annual parents’ rights workshop. To meet this requirement in an alternative manner, the charter school must complete an Alternative Compliance Waiver (http://www.doe.mass.edu/forms/waivers/form\_d.pdf) for approval from Program Quality Assurance (PQA). This plan is due **November 20, 2015**. |
| **Required Elements of Progress Reports:** |
| Submit either the charter school’s plan to establish a PAC, including the timelines for implementation, description of activities, and staff responsible or evidence that an Alternative Compliance waiver has been submitted to PQA by **November 20, 2015.** Depending on the charter school’s plan, submit evidence that a parent advisory council with by-laws regarding officers and operational procedures has been established. This progress report is due **February 8, 2016.** |
| **Progress Report Due Date(s):**  |
| 11/20/2015 | 02/08/2016 |  |  |

| **SE Criterion # 51 - Appropriate special education teacher licensure** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of teacher licensure and an interview with the Special Education Director indicated that individuals who design and/or provide direct special education services described in IEPs are appropriately licensed or are directly supervised by a licensed special education teacher. |

| **SE Criterion # 54 - Professional development** |
| --- |
| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of documents and staff interviews indicated that the charter school ensures that all staff, including both special education and general education staff, are trained on topics of local special education policies and procedures, analyzing and accommodating diverse learning styles, methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom. According to document review and interviews, general education staff members do not receive training on state and federal special education requirements. |
| **Department Order of Corrective Action:** |
| Conduct training for general education teachers on special education state and federal laws and regulations for the start of 2015-2016 school year. |
| **Required Elements of Progress Reports:** |
| Submit evidence of training of general education teachers and include the agenda, training date, signed attendance sheets indicating the title/role of staff and the name and title of the presenter. This progress report is due **November 20, 2015.** |
| **Progress Report Due Date(s):** |
| 11/20/2015 |  |  |  |