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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **Charter School:** **Hill View Montessori Charter Public School**  **MCR Onsite Date:** **09/29/2014**  **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 records indicated that the school consistently completes all required assessments consented to by the parent, including observations. |

| **SE Criterion # 3 - Special requirements for determination of specific learning disability** | | | |
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| **Rating:** | | | |
| Not Implemented | | | |
| **Basis for Findings:** | | | |
| A review of records and interviews indicated that when a student is suspected of having a specific learning disability (SLD), the school does not complete the required written eligibility determination form (28M/10) or 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 Observation (SLD 4). | | | |
| **Department Order of Corrective Action:** | | | |
| Ensure that IEP Team chairpersons and other key personnel are trained in the appropriate development of the four required components and written determination for documenting a determination of Specific Learning Disability for initial evaluations and re-evaluations. Please use the Department’s guidance at <http://www.doe.mass.edu/sped/iep/sld/default.html> as the basis of this training.  Develop an internal system of periodic review for the completion of all required components of the SLD eligibility process. 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 for evidence that students identified as SLD are appropriately evaluated using the required documentation process for determining eligibility. This sample must be drawn from records of students who were initially evaluated or re-evaluated for a determination of SLD, 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 the 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 the school’s newly developed procedures for determining eligibility for SLD. This progress report is due **March 9, 2015.**  Submit evidence of training of IEP Team chairpersons and key personnel 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 **March 9, 2015.**  Submit a description of the school’s internal oversight system for monitoring the completion of the SLD components, along with the name/role of the person(s) responsible. This progress report is due **March 9, 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 **May 15, 2015.** | | | |
| **Progress Report Due Date(s):** | | | |
| 03/09/2015 | 05/15/2015 |  |  |

| **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 indicated that whenever an evaluation shows that a student has a disability on the autism spectrum (ASD), 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.  Record review demonstrated that IEP Teams use a checklist to guide the IEP development of these required areas for ASD students. Teams document their consideration of each area in the IEP, along with goals and accommodations for identified areas of student need. The checklist is included with the Team meeting summary notes for parents. |

| **SE Criterion # 11 - School district response to parental request for independent educational evaluation** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records demonstrated that when IEP teams use independent educational evaluations as part of the eligibility determination process, the school does not solely rely on the independent evaluation but also conducts all required assessments. Student records also indicated that upon receipt of an independent education evaluation report, the IEP Team re- convenes within ten days to consider the assessment and amends or develops a new IEP as appropriate. |

| **SE Criterion # 14 - Review and revision of IEPs** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records demonstrated that annual IEP Team meetings are not consistently 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 | | | |
| **Department Order of Corrective Action:** | | | |
| Conduct an analysis of records for students with annual IEP review meetings between April and September 2014 to determine why IEP Teams do not consistently convene annual IEP meetings on or before the anniversary date of IEPs. Based on the results of the analysis, provide the school’s determination of the root cause(s) of the non-compliance, the steps the school proposes to take to correct the root causes, and a timeline for the implementation of those corrections.  Conduct an internal review of records for 5-6 students for evidence that annual IEP meetings are held on or before the anniversary date of the IEP. This sample must be drawn from records of students whose annual reviews were held subsequent to the completion of the school’s corrective actions.  \***Please note that 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 level for the record review; b) Date of the review; c) Name of person(s) who conducted the review, their roles(s), and their signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit the results of the analysis conducted of the records for students with annual IEP review meetings between April and September 2014. Include the number of records reviewed and the number of records in compliance. Include a description of the root cause(s) of any noncompliance; a description of the steps the district will take to correct the root cause(s); and the district’s proposed timeline for implementation of corrective actions. This progress report is due **March 9, 2015.**  Submit the results of the second review of student records. Indicate the number of student records reviewed, 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 school’s plan to remedy the non-compliance. This progress report is due **May 15, 2015.** | | | |
| **Progress Report Due Date(s):** | | | |
| 03/09/2015 | 05/15/2015 |  |  |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records demonstrated that, following the development of the IEP, the school provides a Team meeting summary and sends two copies of the proposed IEP and placement immediately to the parent. |

| **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:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records demonstrated that the school's Notices of Proposed School District Action (N1s) do not consistently include a description of the action proposed or refused by the school, an explanation of why the school proposed or refused to take the action, a description of any other options that the school considered, and the reasons why those options were rejected, a description of each evaluation procedure, test, record, report, or other factors the school used as a basis for the proposed or refused action. | | | |
| **Department Order of Corrective Action:** | | | |
| Conduct training for IEP Team chairpersons and all relevant staff on the completion of the Notice of Proposed School District Action (N1) to propose an evaluation or an IEP and summarize the Team's decisions and considerations to consistently include rejected options and the reason for the rejection, evaluation procedures, and other relevant factors for the school’s decisions.  Develop an internal oversight system to ensure that N1s contain all required information. 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 to ensure that Notices of Proposed School District Action (N1) summarize the IEP Teams’ decisions and considerations, including rejected options and the reason for the rejection, evaluation procedures, and other relevant factors for the school district's decisions. This sample must be drawn from records of students representing the school’s grade levels and 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 the 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 **March 9, 2015.**  Submit a description of the school’s internal oversight system with periodic reviews, along with the name/role of the person(s) responsible. This progress report is due **March 9, 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 **May 15, 2015.** | | | |
| **Progress Report Due Date(s):** | | | |
| 03/09/2015 | 05/15/2015 |  |  |

| **SE Criterion # 25 - Parental consent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records demonstrated that the school consistently obtains parental consent prior to conducting assessments. Interviews and a review of documents indicated that the school uses a database to track when parental consent is received and notifies evaluators when evaluations must be completed and when the IEP Team meeting is scheduled. |

| **SE Criterion # 26 - Parent participation in meetings** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records demonstrated that the school consistently sends Team meeting notices (N3s) at least two weeks prior to the scheduled meeting to ensure that parents have the opportunity to attend. Interviews indicated that parents are contacted by phone to identify a date with the parent before the meeting invitation is sent out.  The school uploaded its special education student roster as requested by the Department. |

| **SE Criterion # 36 - IEP implementation, accountability and financial responsibility** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records, document review and interviews indicated that the school provides all programs and services without expense to parents. Interviews and a review of documents demonstrated that the school has discontinued the practice of accessing parent insurance to subsidize assessments and ensures that all evaluations are provided at no cost to parents. |

| **SE Criterion # 51 - Appropriate special education teacher licensure** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of teacher licenses and interviews indicated that all teachers who design and/or provide direct special education services described in IEPs are appropriately licensed. |