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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **Charter School:** **Salem Academy Charter School**  **MCR Onsite Dates:** **12/18/2014**  **Program Area: Special Education** |
|  |  | Mitchell D. Chester, Ed.D.  Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **SE Criterion # 3 - Special requirements for determination of specific learning disability** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records demonstrated that IEP Teams create a written determination as to whether or not a student has a specific learning disability, which is signed by all members of the Team. In addition, a classroom observation is consistently completed during the eligibility determination process. |

| **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 staff interviews indicated that, for students on the autism spectrum, IEP Teams consider and specifically address the verbal and nonverbal communication needs of the child; the need to develop social interaction skills and proficiencies; the needs resulting from the child'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 child's disability that impact progress in the general curriculum, including social and emotional development.  A review of student records and staff interviews indicated that IEP Teams document their consideration of each area in the IEP and on the Team meeting summary notes, along with goals and accommodations as required for identified student needs. |

| **SE Criterion # 18A - IEP development and content** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records, document review, and staff interviews demonstrated that for students identified with a disability on the autism spectrum, IEP Teams consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing.  However, when a student's disability affects social skills development, or when the student's disability makes him or her vulnerable to bullying, harassment, or teasing, a review of student records, document review, and staff interviews indicated that IEP Teams do not consistently address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. | | | |
| **Department Order of Corrective Action:** | | | |
| Prior to implementing the school’s corrective actions, review the Department’s guidance on IEP development for students whose social skills development or disability makes him or her vulnerable to bullying, harassment, or teasing at <http://www.doe.mass.edu/bullying/considerations-bully.html> and <http://www.doe.mass.edu/sped/advisories/11_2ta.html>.  Conduct training for all IEP Team chairpersons and other relevant special education staff members on the requirement that Teams consider and address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing for these categories of students.  Reconvene the Team and revise the IEP to reflect the Team’s considerations for individual students identified by the Department. Provide evidence of the outcomes of the reconvening of the Team.  Develop an internal oversight system to ensure that IEPs of students whose social skills development or disability makes him or her vulnerable to bullying, harassment, or teasing are appropriately developed. 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 a minimum of 5 records from a cross-section of the district’s grade levels for students whose social skills development or disability makes them vulnerable to bullying and whose IEPs were developed after all corrective actions have been implemented to ensure that IEP Teams have considered and specifically addressed the skills and proficiencies the students need.  **\*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 staff training, including an agenda, training materials, and signed attendance sheets indicating name and role of staff. This progress report is due **April 10, 2015.**  Submit a narrative description of the corrective actions taken for individual students identified by the Department. Provide evidence of the outcomes of the reconvening of the Team, including a copy of the Team Meeting invitation to the parent. This progress report is due **April 10, 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 **April 10, 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 **June 5, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 04/10/2015 | 06/05/2015 |  |  |

| **SE Criterion # 20 - Least restrictive program selected** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that when a student is removed from the general education classroom at any time, IEP Teams clearly state why the student’s removal is considered critical to the student's program. |

| **SE Criterion # 26 - Parent participation in meetings** |
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| **Rating:** |
| Not Applicable |
| **Basis for Findings:** |
| The school provided its special education student roster as requested by the Department. |

| **SE Criterion # 32 - Parent advisory council for special education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and interviews with staff members and the Parent Advisory Council (PAC) chairperson demonstrated that in cooperation with the PAC, the school annually conducts a workshop on the rights of students and their parents and guardians under the state and federal special education laws. |

| **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. |

| **SE Criterion # 52 - Appropriate certifications/licenses or other credentials -- related service providers** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of documents and interviews demonstrated that three related service providers are not currently certified or licensed to provide services to students with disabilities. | | | |
| **Department Order of Corrective Action:** | | | |
| Ensure that the identified related service providers are either appropriately licensed or are in the process of renewing or applying for the license.  Develop an internal oversight and tracking system for the school’s related services providers to ensure that they are appropriately licensed. The tracking system should include oversight and periodic reviews by the Director of Special Education or their designee to ensure ongoing compliance. | | | |
| **Required Elements of Progress Reports:** | | | |
| For the related service providers identified by the Department, submit a copy of the staff person’s current license or evidence of the renewal or application process. This progress report is due **April 10, 2015.**  Submit a description of the district’s internal oversight and tracking system with periodic reviews, along with the name/role of the designated person by **April 10, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 04/10/2015 |  |  |  |