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|  | | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **Charter School:** **Pioneer Valley Performing Arts Charter Public School**  **MCR Onsite Date:** **02/11/2016**  **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** | | | | | |
| **Rating:** | | | | | |
| Partially Implemented | | | | | |
| **Basis for Findings:** | | | | | |
| Record review and interviews indicate that while the charter school is documenting the Team's determination of whether or not a student has a specific learning disability (SLD) when a student suspected of having an SLD is evaluated, the Team's written determination is not signed by each member of the Team. | | | | | |
| **Department Order of Corrective Action:** | | | | | |
| Develop procedures for documenting the Team’s written determination of SLD. Specifically, when a student suspected of having an SLD is evaluated, the Team creates a written determination as to whether or not the student has an SLD, which is signed by all members of the Team, or if there is a disagreement as to the determination, one or more Team members document their disagreement. Conduct training for special education and general education staff on these procedures. Please review the Department’s *Memorandum on Specific Learning Disability – Eligibility Process/Forms* at <http://www.doe.mass.edu/sped/iep/sld>.  Develop an internal oversight and tracking system to ensure that the written determination is signed by all members of the Team. The tracking system should identify a person(s) responsible and include periodic reviews to ensure continued compliance.  Subsequent to implementation of all corrective actions, conduct an internal review of student records in which a Team meeting was held for a student suspected of having an SLD to determine whether all Team members are signing the written determination or, if there is disagreement as to the determination, one or more Team members document their disagreement.  **\*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 record review; b) Date of the review; c) Name of person(s) who conduct the review, with their role(s) and signature(s).** | | | | | |
| **Required Elements of Progress Reports:** | | | | | |
| Submit the agenda, procedures, and sign-in sheet from the staff training by **August 31, 2016**.  Submit a description of the charter school’s internal oversight and tracking system, including the name/role of the person(s) responsible by **August 31, 2016**.  Submit the results of the review of student records. Report the number of records reviewed; the number of records in compliance; for any records not in compliance, determine the root cause of that non-compliance; and provide a detailed description of the district's plan to remedy the remaining non-compliance. Submit this information by **December 23, 2016**. | | | | | |
| **Progress Report Due Date(s):** | | | | | |
| 08/31/2016 | | | 12/23/2016 |  |  |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Record review and interviews indicate that whenever an evaluation shows that a student has a disability on the autism spectrum, the IEP Team considers and specifically addresses the following:  1) The verbal and nonverbal communication needs of the student;  2) The need to develop social interaction skills and proficiencies;  3) The needs resulting from the student's unusual responses to sensory experiences;  4) The needs resulting from resistance to environmental change or change in daily routines;  5) The needs resulting from engagement in repetitive activities and stereotyped movements;  6) The need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from the autism spectrum disorder; and  7) Other needs resulting from the student's disability that impact progress in the general curriculum, including social and emotional development.  This information is documented in each student's IEP goals, objectives, accommodations and modifications, as well as in the Additional Information section and the Notice of Proposed School District Action (N1) sent to parents with the proposed IEP. Record review and interviews indicate that the charter school has developed a checklist that is reviewed and completed at each Team meeting to ensure all seven areas have been addressed. |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Record review and interviews indicate that IEP Team members document their participation in Team meetings with their signature on the Special Education Team Meeting Attendance Sheet (N3A). If a required member is not able to attend a Team meeting, the written agreement of the charter school and parent to excuse the Team member's participation is filed in the student record and the charter school ensures the excused member provides written input into the development of the IEP to the parent and the IEP Team prior to the meeting. If an absent Team member's area of the curriculum or related services is not being modified or discussed at the Team meeting, the student record includes a written agreement between the charter school and parent that the attendance of that Team member is not necessary. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Record review and interviews indicate that the charter school provides parents with a summary of decisions and agreements reached by the Team at the conclusion of each Team meeting. The summary includes an IEP service delivery grid describing the types and amounts of services to be provided and a description of the major IEP goal areas connected to those services. Within two calendar weeks of the Team meeting, the charter school provides the parent with two copies of the proposed IEP and placement, along with the required notice. |

| **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:** |
| Record review and interviews indicate that the charter school's Notice of Proposed School District Action (N1) addresses the school's proposed action; the reason for the school's action; rejected options; the evaluation procedures, test, record or report used as the basis for the proposed action; other factors relevant to the school's decision; and recommended next steps. |

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

| **SE Criterion # 54 - Professional development** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review and interviews indicate that the charter school ensures that all staff, including both special education and general education staff, are trained on state and federal special education requirements and related local special education policies and procedures; analyzing and accommodating diverse learning styles of all students; and methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom. The charter school's special education policies and procedures are included in the Academic Support Manual, which is reviewed with special education, related services, guidance, and administrative staff. Special education staff members meet with general education teachers in small groups to review the implementation of charter school policies and procedures for their students. The charter school provides in-service training to transportation providers before they begin transporting any special education student receiving specialized transportation. |