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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **Charter School:** **Global Learning Charter Public School**  **MCR Onsite Date:** **03/16/2018**  **Program Area: Special Education** |
|  |  | Jeffrey C. Riley  Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that parents are consistently provided with progress reports, including updated information on the student's progress towards reaching the annual goals set in the IEP, at least as often as parents are informed of the progress of non-disabled students.  Where a student's eligibility terminates because the student has graduated from secondary school or exceeded the age of eligibility, the charter school provides the student with a summary of his or her academic achievement and functional performance, including recommendations on how to assist the student in meeting his or her postsecondary goals. |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that, at least annually, an IEP Team meeting is held to consider the student's progress and to review and revise the IEP. The Team addresses any lack of expected progress towards the annual goals and in the general curriculum and documents this information in the IEP.  Record review and staff interviews also indicated that if the charter school and parent agree to make changes to a student's IEP between annual meetings, the Team is reconvened to amend the IEP. Parents are advised that they may request a complete copy of the amended IEP. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that when a student is determined to be eligible for special education, the Team, including the parents, develops an IEP at the Team meeting. The IEP is completed addressing all elements of the most current IEP format provided by the Department of Elementary and Secondary Education and the charter school ensures that the IEP will not be changed outside of the Team meeting.  A review of student records also indicated that IEP Teams specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing for students whose disability affects social skills development, when the student's disability makes him or her vulnerable to bullying, harassment or teasing, and for students identified with a disability on the autism spectrum. The Team documents these considerations in the Additional Information, Goals, and Present Levels of Educational Performance sections of the IEP. |

| **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 and staff interviews indicated that immediately following the development of the IEP, a charter school representative signs the proposed IEP and then provides the parent with two (2) copies of the proposed IEP and proposed 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:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that the charter school’s Notice of Proposed School District Action (N1) does not consistently provide a description of the action the charter school proposed or refused; an explanation of why the charter school proposed or refused to take action; a description of any other options that the charter school considered and the reasons why those options were rejected; and a description of each evaluation procedure, test, record, or report the charter school used as a basis for the proposed or refused action. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures for ensuring that the charter school’s N1 includes all the required information. Provide training to special education supervisors and Evaluation Team Leaders on the charter school's procedures.  Develop an internal oversight and tracking system to ensure that N1s contain all the required information. The tracking system should include periodic reviews by an administrator to ensure continuing compliance.  Subsequent to all corrective actions, conduct an internal record review of a sample of student records for compliance with the requirement that notifications to parents, particularly N1s, contain all the required information.  **\*Please note when conducting internal monitoring the charter school 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; and c) name of person(s) who conducted the review with their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Provide evidence of training (agenda, signed/dated attendance list with staff role and materials used) by **September 7, 2018**.  Provide a detailed description of the charter school's internal oversight and tracking system by **September 7, 2018**.  Submit the results of the internal record review. Indicate the number of records reviewed; the number found to be compliant; an explanation of the root cause(s) for any continued non-compliance; and a description of additional corrective actions taken by the charter school to address any identified non-compliance by **November 9, 2018**. | | | |
| **Progress Report Due Date(s):** | | | |
| **09/07/2018** | **11/09/2018** |  |  |

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