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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **Charter School:** **Pioneer Valley Chinese Immersion Charter School**  **MCR Onsite Date:** **03/15/2018**  **Program Area: Special Education** |
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| 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:** |
| Student record review and a staff interview indicated that when a student suspected of having a specific learning disability is evaluated, the charter school completes the four required specific learning disability (SLD) forms: Historical Review and Educational Assessment  (SLD 1); Area of Concern and Evaluation Method (SLD 2); Exclusionary Factors (SLD 3); and Observation (SLD 4). In addition, the Team creates a written determination as to whether or not the student has a specific learning disability, which is signed by all members of the Team, or if there is disagreement as to the determination, one or more Team members document their disagreement. |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and a staff interview indicated that progress reports are provided at least as often as parents are informed of the progress of non-disabled students and consistently address student progress towards IEP goals.  During the review period, no student's eligibility terminated because the student graduated from secondary school or exceeded the age of eligibility. |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and a staff interview indicated that at least annually, on or before the anniversary date of the IEP, a Team meeting is held to consider the student's progress and to review, revise, or develop a new IEP or refer the student for a re-evaluation, as appropriate. Staff interviews also indicated that IEP Teams consistently review and revise IEPs to address any lack of expected progress towards the annual goals and in the general curriculum.  In cases when the charter school and parent agree to make changes to a student’s IEP between annual IEP meetings, the charter school documents the changes in an amendment. Upon request, the parent is provided with a revised copy of the IEP with the amendments incorporated. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and a staff interview indicated that upon determining that a student is eligible for special education, the Team develops the IEP addressing all elements of the current IEP format provided by the Department of Elementary and Secondary Education, including indicating the primary language of the parent and student on the administrative data sheet and ensuring the response section is signed by a representative of the school.  Staff interviews also indicated that the IEP is not changed outside of the Team meeting.  Student record review 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, or when the student's disability makes the student vulnerable to bullying, harassment, or teasing.  During the review period there were no students identified with a disability on the autism spectrum. |

| **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 requested by the Department. |

| **SE Criterion # 52 - Appropriate certifications/licenses or other credentials -- related service providers** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review and a staff interview indicated that all staff, including non-educational personnel, who provide related services, are appropriately certified, licensed, board registered or otherwise approved to provide such services by the relevant professional standards board or agency for the profession. |