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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **Charter School:** **Four Rivers Charter Public School**  **MCR Onsite Dates:** **01/07/2014 - 01/08/2014**  **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:** |
| Student record review, documents and interview indicate that when an evaluation identifies a student as suspected of having a specific learning disability, the Team creates a written determination as to whether or not he or she has such a disability, which is then signed by all Team members; if there is disagreement as to the determination of a specific learning disability exists, one or more Team members document their disagreement in writing. |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review, documents and interview indicate that whenever an evaluation indicates that a student has a disability on the autism spectrum, the IEP Team does 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. |

| **SE Criterion # 7 - Transfer of parental rights at age of majority and student participation and consent at the age of majority** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review, documents and interview indicate that one year prior to the student reaching the age of consent, the charter school informs the student and the parent/guardian of the rights that will transfer from the parent/guardian to the student upon the student’s 18th birthday. The notification explicitly states the rights accorded to the parents under special education law that will transfer to the student upon reaching the age of 18. |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review, documents and interview indicate that when a required Team member is absent from a Team meeting, the charter school and parent agree that the member’s attendance is not necessary and consent to the member’s excusal. The parent’s agreement and consent is in writing and the absent Team member submits, in writing, any input he or she has related to the IEP’s development, prior to the Team meeting. |

| **SE Criterion # 9 - Timeline for determination of eligibility and provision of documentation to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review, documents and interview indicate that within forty-five school working days after the receipt of parental consent to conduct an initial evaluation or re-evaluation, a Team meeting was held to determine whether the student was eligible for special education services. |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review, documents and interview indicate that progress report information is sent to the parents at least as often as they are informed of the progress of non-disabled students and the progress reports include written information on the student’s progress toward the annual goals in the IEP. |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review, documents and interview indicate that at least annually, on or before the anniversary date of the IEP, a Team meeting is held to consider a student’s progress and to review, revise, or develop a new IEP or refer the student for a re-evaluation, as appropriate. |

| **SE Criterion # 15 - Outreach by the School District (Student Find)** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Documents and interview indicate the charter school does provide information to parents and students on how students in need of special education services within the school may be identified. The charter school provides this information during student-parent orientation, parent conferences, and in the student handbook. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review, documents and interview indicate that whenever the IEP Team evaluation indicates that a student's disability affects social skills development, or when the student's disability makes him or her vulnerable to bullying, harassment, or teasing, or if the student is identified with a disability on the autism spectrum, the Team does address the skills and proficiencies the student needs to avoid and respond to bullying, harassment, or teasing and documents this on his or her IEP. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review, documents and interview indicate that at the conclusion of the Team meeting, the charter school does provide a summary of the IEP to the parent which includes a completed IEP service delivery grid describing types and amounts of special education and/or related services proposed by the school, and a statement of the major goal areas associated with these services. The charter school then provides the parent with two copies of the proposed IEP and proposed placement within ten school working days of the Team meeting. |

| **SE Criterion # 25 - Parental consent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| At the time of the review, no parent had revoked consent to a student's special education service during the period of one year prior to the mid-cycle review. Document review indicated that the charter school has procedures for when a parent/guardian revokes consent for special education services in writing, which ensures that the charter school acts promptly to provide written notice to the parent or guardian of the charter school’s proposal to discontinue services, as well as to provide the parent with information on how they may obtain a copy of their right to procedural safeguards. The charter school’s procedures also include notice of a reasonable time before the charter school intends to discontinue the services and that the charter school may not use mediation or request a due process hearing to obtain agreement or a ruling requiring the continuation of services, consistent with federal regulation. |

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

| **SE Criterion # 46 - Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Documents and interview indicate that the charter school has proper procedures in place for the suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days. However, at the time of the review, the charter school had not had the occasion to implement the procedures during the last school year; no students with disabilities were suspended exceeding 10 school days and no pattern had developed exceeding 10 schools days. |

| **SE Criterion # 51 - Appropriate special education teacher licensure** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Documentation and interview indicate that the charter school has a qualified teacher providing consultation and direct supervision for a teacher who is not qualified, but is delivering specialized instruction for special education students in the charter school. The qualified teacher providing consultation and direct supervision holds a valid license in special education in the state of Massachusetts. |

| **SE Criterion # 54 - Professional development** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Documents and interview indicate that the charter school conducts professional development for all staff on the state and federal special education requirements and related local special education policies and procedures, analyzing and accommodating for the diverse learning styles of all students to achieve inclusion in the regular classroom, and on the methods of collaboration among regular education teachers, special education teachers, and paraprofessionals to accommodate for the diverse learning styles of students in the regular classroom. |