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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****Charter School:** **Community Day Charter Public School - Prospect (District)****MCR Onsite Dates:** **12/12/2013****Program Area: Special Education** |
|   |  | Mitchell D. Chester, Ed.D.Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW**MID-CYCLE REPORT** |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| While the charter school did not conduct any IEP meetings for students on the autism spectrum at the time of this review, interviews and a review of documents confirmed that a checklist has been created to be used whenever an evaluation indicates that a child has a disability on the autism spectrum, ensuring that the Team addresses all seven required areas of the criterion. |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interviews indicated that members of the Team attend IEP Team meetings unless the charter school and the parent agree, in writing, that the attendance of the Team member is not necessary because the member´s area of the curriculum or related services is not being modified or discussed. Furthermore, if the school and the parent agree, in writing, to excuse a required Team member´s participation, the excused member provides written input into the development of the IEP to the parent and the IEP Team prior to the meeting. |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interviews indicated that the charter school holds IEP Team meetings annually, on or before the anniversary date of the IEP, to review the student's progress and to revise or develop a new IEP, as appropriate. Furthermore, a review of student records demonstrated that IEP Teams appropriately use amendments to increase services or add testing accommodations to IEPs and not for extending a student's lapsed IEP. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interviews indicated that upon determining a student's eligibility for special education, IEP Teams develop an IEP that addresses all required elements. The charter school also ensures that Present Levels of Educational Performance (PLEP B) information is completed for all special education students, including those who are English Language Learners.Furthermore, a review of student records and interviews confirmed that whenever the IEP Team evaluation indicates that a student's disability affects social skills development or a student's disability makes him or her vulnerable to bullying, harassment, or teasing, the IEP addresses the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. For students identified with a disability on the autism spectrum, the IEP Team considers and specifically addresses the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. |

| **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 interviews indicated that immediately following the development of the IEP, the charter school provides the parent with two copies of the proposed IEP and placement. The school no longer requires that parents sign a proposed IEP the same day of the Team meeting to fulfill the "immediacy" requirement of the regulation. |

| **SE Criterion # 19 - Extended evaluation** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and interviews confirmed that the charter school has written policy and procedures to ensure that extended evaluations are initiated only when IEP Teams find that previous evaluation information is not sufficient to develop a full or partial IEP and does not include using such evaluations to allow additional time to complete the required assessments. The charter school has not conducted an Extended Evaluation for any of its special education students since the last Coordinated Program Review. |

| **SE Criterion # 25 - Parental consent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| While the charter school does not have a parent who has revoked consent to a student's special education services, document review and interviews indicated that the charter school has appropriate procedures in place regarding the revocation of consent. According to the procedures, if a parent revokes consent in writing, the school will act promptly to provide written notice to the parent of the school’s proposal to discontinue services based on the written revocation of consent. The procedures indicate that notice will be provided a reasonable time before the charter school intends to discontinue the student's services. The charter school will also provide information on how the parent can obtain a copy of the procedural safeguards. Interviews verified that the school will 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 uploaded its student roster as requested by the Department. |

| **SE Criterion # 29 - Communications are in English and primary language of home** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interviews indicated that the charter school communicates with parents in clear and commonly understood words in both English and the primary language of the home. The school translates documents, including progress reports, as well as provides oral translation as requested when parents complete a translation/preference form. |

| **SE Criterion # 51 - Appropriate special education teacher licensure** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| All staff at the Community Day Charter Public School who supervise, as well as those who provide direct instruction, are certified in special education. |