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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **Charter School:** **Benjamin Banneker Charter Public School**  **MCR Onsite Dates:** **01/12/2015**  **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:** |
| A review of student records demonstrated that when a student is suspected of having a specific learning disability, IEP Teams consistently use the required components to document the student's disability: Historical Review and Educational Assessment, Area of Concern and Evaluation Method, Exclusionary Factors, and Observation. In addition, IEP Teams consistently create a written determination as to whether or not the student has a specific learning disability, which is signed by all members of the Team. |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and interviews indicated that the school has developed procedures for IEP Teams to follow if a student on the autism spectrum enrolls in the school. The procedure includes the requirements that IEP Teams consider and specifically address the verbal and nonverbal communication needs of the child; the need to develop social interaction skills and proficiencies; the needs resulting from the child'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 child's disability that impact progress in the general curriculum, including social and emotional development. Interviews with Team chairpersons demonstrated that appropriate staff members are knowledgeable about the considerations that must be made by the Team for students with ASD.  At the time of the review, there were no students identified on the autism spectrum enrolled in the school. |

| **SE Criterion # 18A - IEP development and content** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records demonstrated that the Present Level of Educational Performance B: Other Educational Needs (PLEP B) page of the IEP does not contain information on how the student's disability may affect other areas of school programming. Specifically, IEP Teams consistently cut and paste verbatim comments from Present Level of Educational Performance A: General Curriculum to the PLEP B. | | | |
| **Department Order of Corrective Action:** | | | |
| Conduct training for IEP Team chairpersons and other key personnel on developing individualized PLEP Bs that address how the student's disability may affect other areas of school programming as applicable.  Develop an internal system of oversight to ensure that IEP Teams appropriately develop PLEP Bs. The system should include periodic reviews by the Director of Special Education or her designee to ensure ongoing compliance.  Conduct an internal administrative review of approximately 10 student records from across the school’s grade levels to ensure that IEP Teams appropriately develop the PLEP B section of the IEP. This sample must be drawn from records with IEP development subsequent to the implementation of all corrective actions.  **\*Please note that 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 level for the record review; b) Date of the review; c) Name of person(s) who conducted the review, their roles(s), and their signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit evidence of staff training, including an agenda, training materials, and signed attendance sheets, indicating name and role of staff by **April 27, 2015.**  Submit a description of the oversight system for monitoring the development of appropriate PLEP Bs, including the date of the system's implementation and the staff responsible for the oversight by **April 27, 2015.**    Submit the results of the administrative review of student records. Indicate the number of records reviewed, the number found to be compliant, and an explanation of the root cause for any continued noncompliance and a description of additional corrective actions taken by the school to address any identified noncompliance. This progress report is due by **October 23, 2015.** | | | |
| **Progress Report Due Date(s):** | | | |
| 04/27/2015 | 10/23/2015 |  |  |

| **SE Criterion # 20 - Least restrictive program selected** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that IEP Teams do not always state on the Non-participation Justification section of the IEP why the removal from the general education classroom is considered critical to a student's program and provide the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. | | | |
| **Department Order of Corrective Action:** | | | |
| Conduct training for IEP Team chairpersons and other key personnel to ensure that IEP Teams appropriately justify why a student's removal is considered critical when the student is removed from the general education classroom.  Develop an internal system of oversight to ensure that IEP Teams develop appropriate Non-Participation Justification statements in IEPs when a student is removed from the general education classroom. The system should include periodic reviews by the Director of Special Education or her designee to ensure ongoing compliance.    Conduct an internal administrative review of approximately 10 student records from across the school’s grade levels to ensure that Non-Participation Justification statements are appropriately developed. This sample must be drawn from records with IEP development subsequent to the implementation of all corrective actions.  **\*Please note that 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 level for the record review; b) Date of the review; c) Name of person(s) who conducted the review, their roles(s), and their signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit evidence of staff training, including an agenda, training materials, and signed attendance sheets, indicating name and role of staff by **April 27, 2015.**  Submit a description of the oversight system for monitoring the development of appropriate Non-Participation Justification statements, including the date of the system's implementation and the staff responsible for the oversight by **April 27, 2015.**    Submit the results of the administrative review of student records. Indicate the number of records reviewed, the number found to be compliant, and an explanation of the root cause for any continued noncompliance and a description of additional corrective actions taken by the school to address any identified noncompliance. This progress report is due by **October 23, 2015.** | | | |
| **Progress Report Due Date(s):** | | | |
| 04/27/2015 | 10/23/2015 |  |  |

| **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 Notices of Proposed School District Action (N1) proposing an IEP, placement, evaluation, or other actions do not consistently describe the evaluation procedures, tests, records, or reports used as the basis for the school’s decisions. | | | |
| **Department Order of Corrective Action:** | | | |
| Conduct training for IEP Team chairpersons regarding the completion of the federally required written notice to parent(s) to document the proposal or refusal to initiate or change the identification, evaluation, or educational placement of students.  Develop an internal system of oversight to ensure that special education staff members appropriately complete written notices. The oversight system should include periodic reviews by the Director of Special Education or her designee to ensure ongoing compliance.  Conduct an internal administrative review of approximately 10 student records from across the school’s grade levels to ensure that the notice to parent(s) proposing an IEP, placement, evaluation, or other actions contains all federally required elements. This sample must be drawn from records with Team meetings convened subsequent to the implementation of all corrective actions.  **\*Please note that 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 level for the record review; b) Date of the review; c) Name of person(s) who conducted the review, their roles(s), and their signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit evidence of staff training, including an agenda, training materials, and signed attendance sheets, indicating name and role of staff by **April 27, 2015.**  Submit a description of the oversight system for monitoring the completeness of written notices, including the date of the system's implementation and the staff responsible for the oversight by **April 27, 2015.**  Submit the results of the administrative review of student records. Indicate the number of records reviewed, the number found to be compliant, and an explanation of the root cause for any continued noncompliance and a description of additional corrective actions taken by the school to address any identified noncompliance. This progress report is due by **October 23, 2015.** | | | |
| **Progress Report Due Date(s):** | | | |
| 04/27/2015 | 10/23/2015 |  |  |

| **SE Criterion # 26 - Parent participation in meetings** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| The school uploaded its student roster as requested by the Department. |

| **SE Criterion # 51 - Appropriate special education teacher licensure** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review and interviews demonstrated that the school uses licensed special education teachers to provide specialized instruction or has a qualified teacher consult with or provide direct supervision for any teacher who is not qualified but is delivering specialized instruction. |