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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****Charter School:** **Barnstable Community Horace Mann Charter Public School****MCR Onsite Date:** **05/19/2015****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:** |
| Review of student records sets forth that for students identified with a disability on the autism spectrum, the charter school utilizes a detailed checklist to ensure that IEP Teams consistently consider and specifically address the following:1) The verbal and nonverbal communication needs of the student; 2) The need to develop social interaction skills and proficiencies; 3) The needs resulting from the student's unusual responses to sensory experiences; 4) The needs resulting from resistance to environmental change or change in daily routines; 5) The needs resulting from engagement in repetitive activities and stereotyped movements; 6) The need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from the autism spectrum disorder; and7) Other needs resulting from the student's disability that impact progress in the general curriculum, including social and emotional development.Information from the discussion is included in the Notice of Proposed School District Action (N1), and is also reflected in the IEP goals and accommodations, as appropriate. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records indicates that for students whose disability affects social skills development, or whose disability makes him or her vulnerable to bullying, harassment, or teasing, or who are identified with a disability on the autism spectrum, IEP Teams consistently consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. The IEP reflects the Team's consideration in the Additional Information section and in goals and accommodations, as appropriate. |

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

| **SE Criterion # 32 - Parent advisory council for special education** |
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| **Rating:** |
| Not Implemented |
| **Basis for Findings:** |
| Review of documentation and interviews indicate that the charter school does not currently have a parent advisory council (PAC) for special education and has not made attempts to establish a PAC. Currently, the charter school participates in PAC meetings held by the Barnstable Public Schools, including the annual workshop on the rights of students and their parents or guardians under state and federal special education laws. Please see [Administrative Advisory SPED 2015-1R: Special Education Parent Advisory Councils, Acceptable Alternatives, and Use of Social Media](http://www.doe.mass.edu/sped/advisories/2015-1r.html) for acceptable alternatives on developing a PAC at the charter school. |
| **Department Order of Corrective Action:** |
| Develop a detailed plan to establish a parent advisory council that offers membership to all parents of students with disabilities in the charter school, as well as other interested parties, along with by-laws regarding officers and operational procedures; the opportunity to participate in the planning, development and evaluation of the charter school’s special education programs; and events such as the annual parents' rights workshop. To meet this requirement in an alternative manner, the charter school must complete an [Alternative Compliance Waiver](http://www.doe.mass.edu/forms/waivers/form_d.pdf) for approval from Program Quality Assurance (PQA).   |
| **Required Elements of Progress Reports:** |
| Submit a plan that describes how the charter school will meet the requirement for a parent advisory council by **October 15, 2015**. Depending on the charter school’s plan, submit evidence that: 1) A parent advisory council with by-laws regarding officers and operational procedures has been established; or 2) The charter school’s alternative means to meet the requirement for a PAC have been approved by PQA. This progress report is due **January 18, 2016**.   |
| **Progress Report Due Date(s):** |
| 10/15/2015 | 01/18/2016 |  |  |

| **SE Criterion # 47 - Procedural requirements applied to students not yet determined to be eligible for special education** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| Review of documentation indicates that the procedural requirements applied to students not yet determined eligible for special education, as set forth in the Barnstable Community Horace Mann Charter School Student Handbook, do not include information pertaining to when the charter school may be considered to have prior knowledge that a student may be a student with a disability. Specifically, the handbook does not indicate that the charter school may be considered to have prior knowledge if:a. The parent had expressed concern in writing; orb. The parent had requested an evaluation; orc. Charter school staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student. |
| **Department Order of Corrective Action:** |
| Update the Barnstable Community Horace Mann Charter School Student Handbook to include the required information pertaining to when the charter school is considered to have prior knowledge that a student may be a student with a disability and provide staff training on these regulatory requirements. |
| **Required Elements of Progress Reports:** |
| Submit a copy of the updated Barnstable Community Horace Mann Charter School Student Handbook and evidence of staff training, including the agenda and sign-in sheet. Submit this information by **October 15, 2015**. |
| **Progress Report Due Date(s):** |
| 10/15/2015 |  |  |  |

| **SE Criterion # 51 - Appropriate special education teacher licensure** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of documentation indicates that the special education teacher is appropriately licensed. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| An onsite observation and interview indicate that the space now used for special education small group instruction and individualized instruction is a full size classroom that is partitioned for use only by the special education teacher and the speech therapist. While the partitions are moveable and do not reach the ceiling, the partitions prevent visual and auditory distractions from occurring when small groups are in session simultaneously. The classroom is now appropriate for the number of students served, which may be up to eight students at one time.  |