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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **Charter School:** **Lawrence Family Development Charter School**  **MCR Onsite Date:** **05/04/2015**  **Program Area: Special Education** |
|  |  | Mitchell D. Chester, Ed.D.  Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **SE Criterion # 2 - Required and optional assessments** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records demonstrated that the charter school consistently completes all assessments consented to by parents, specifically classroom observations proposed by the school; educational assessments, including a history of the student's educational progress in the general education curriculum and teacher assessments that address attention skills, participation behaviors, communication skills, memory and social relations with groups, peers and adults; and a home assessment conducted by the school nurse for all initial evaluations. |

| **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 and an interview with the Special Education Director demonstrated that when a student is suspected of having a specific learning specific learning disability (SLD), the charter school consistently completes the four components used to determine a specific learning disability: Historic Review and Educational Assessment (SLD 1), Area of Concern and Evaluation Method (SLD 2), Exclusionary Factors (SLD 3), and Observation (SLD 4). 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:** |
| An interview with the Special Education Director indicated that the charter school has developed detailed procedures and guidelines for IEP Teams to follow when an evaluation indicates that a student has a disability on the autism spectrum (ASD). The procedure includes the requirements that IEP Teams consider and specifically address in narrative form 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.  An interview with the Special Education Director demonstrated that special education staff members have been trained in the considerations that must be made by the Team for students with ASD. At the time of the review, the charter school had no enrolled students with a primary or secondary diagnosis of autism spectrum disorder. |

| **SE Criterion # 4 - Reports of assessment results** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records demonstrated that assessment summaries do not always include the evaluator’s diagnostic impressions of the student, a description of the student's needs in educationally relevant and common terms, or offer explicit means of meeting these needs. | | | |
| **Department Order of Corrective Action:** | | | |
| Conduct an analysis of records for students with initial evaluations or re-evaluations between December 2014 and April 2015 to determine why assessment summaries do not consistently include the evaluator’s diagnostic impressions of the student, a description of the student's needs in educationally relevant and common terms, or offer explicit means of meeting these needs. Please ensure that this sample of records includes assessments conducted by contracted evaluators. Based on the results of the analysis, provide the charter school’s determination of the root cause(s) of the non-compliance, the steps the charter school proposes to take to correct the root causes, and a timeline for the implementation of those corrections.  Conduct an internal review of a minimum of four to six records of initial or re-evaluations completed subsequent to implementation of all corrective actions, to ensure that assessment summaries consistently include the evaluator’s diagnostic impressions, a description of the student's needs in educationally relevant and common terms, and offer explicit means of meeting the student’s needs. Please ensure that this second sample of records includes assessments conducted by contracted evaluators.  **\*Please note 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 levels for the records reviewed; b) Date of the review;**  **c) Name of person(s) who conducted the review, their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit the results of the charter school’s root cause analysis, including the corrective actions, the associated timelines and the person(s) responsible. This progress report is due **October 16, 2015.**  Submit the results of the second review of student records. Indicate the number of student records reviewed, the number of student records in compliance, for all records not in compliance with this criterion, determine the root cause(s) of the noncompliance and provide the school’s plan to remedy the non-compliance. This progress report is due **January 29, 2016.** | | | |
| **Progress Report Due Date(s):** | | | |
| 10/16/2015 | 01/29/2016 |  |  |

| **SE Criterion # 25 - Parental consent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and an interview with the Special Education Director demonstrated that the district obtains parental consent before conducting all evaluations, changing a student’s placement, or providing special education services. The charter school has developed procedures to ensure that consent is obtained within a reasonable period of time, including a checklist for recording the timeline and multiple methods of attempts to communicate with the parent. If it is determined that a parent’s failure to consent will result in a denial of a free appropriate public education to the student, the charter school seeks resolution of the dispute with the Bureau of Special Education Appeals. |

| **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 # 51 - Appropriate special education teacher licensure** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of teacher licensure and an interview with the Special Education Director indicated that individuals who design and/or provide direct special education services described in IEPs are appropriately licensed or are directly supervised by a licensed special education teacher. |