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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **Charter School:** **Neighborhood House Charter School**  **MCR Onsite Date:** **01/11/2016**  **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:** |
| A review of student records, documents, and an interview with the special education director set forth that whenever an evaluation indicates that a student has a disability on the autism spectrum, IEP Teams 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; and  7) Other needs resulting from the student's disability that impact progress in the general  curriculum, including social and emotional development.  IEP Teams use a checklist to guide the consideration of students’ strengths and needs in each of the seven areas. Any area of need that is identified during IEP development is addressed with goals and accommodations. |

| **SE Criterion # 9 - Timeline for determination of eligibility and provision of documentation to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and an interview with the special education director indicated that within 30 school working days of receipt of a parent's written consent to evaluate, all consented-to assessments are consistently completed. Record review also indicated that within 45 school working days after receipt of the parent's written consent to an initial evaluation or a re-evaluation, IEP Teams are consistently convened to determine whether the student is eligible for special education and the parent is provided with either a proposed IEP and proposed placement or a written explanation of the finding of no eligibility. |

| **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 information included in the narrative description of the Notice of Proposed School District Action (N1) does not contain sufficient detail of the charter school’s proposed actions on page 2 of the form. Specifically, N1s consistently include identical boilerplate language for the following questions:   1. A description of any other options that the district considered and the reasons why those options were rejected; 2. A description of each evaluation procedure, test, record, or report used as a basis for the proposed action; 3. A description of any other factors relevant to the district's decision. | | | |
| **Department Order of Corrective Action:** | | | |
| Conduct training for Team chairpersons on the requirements for completing the N1 notice and responding to all questions on page 2 of the notice.  Develop an internal oversight and tracking system for ensuring that N1 forms contain the required information on page 2. The oversight and tracking system should include periodic reviews by the Director of Special Education to ensure ongoing compliance.  Conduct an internal review of approximately 10 student records from across the school's grade levels to ensure that N1s contains all federally required elements. This sample must be drawn from records in which an N1 form was issued subsequent to the implementation of all corrective actions.  **\*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 the 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 evidence of training, including an agenda, training materials, and signed attendance sheets, indicating name and role of staff by **April 29, 2016**.  Submit a description of the oversight system, including the date of the system's implementation and the name and role of the staff responsible by **April 29, 2016.**  Submit the results of the review of student records and include the following:  1. The number of records reviewed;  2. The number of records in compliance;  3. For any records not in compliance, determine the root cause; and  4. The specific corrective actions taken to remedy the non-compliance.  Please submit the above information by **October 28, 2016.** | | | |
| **Progress Report Due Date(s):** | | | |
| 04/29/2016 | 10/28/2016 |  |  |

| **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. |